

**GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
MAY 9, 2022 @ 6:00 P.M.  
REMOTE MEETING**

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
  - a. Approval of the C.O.W. meeting minutes of April 11, 2022 (Attachment #1)
3. High School Courses – Progression of Honors to AP to IB to UConn
  - Program of Studies (Attachment #2)
4. Alliance Status
5. Cost Savings and Avoidances
6. Naming Committee Discussion (Attachment #3)
7. Suggested Future Topics
8. Adjournment

GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE  
APRIL 11, 2022 @ 6:00 P.M.  
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Dean Antipas, Liz Porter, Andrea Ackerman (remote), Katrina Fitzgerald-Vice Chairperson (remote), Matthew Shulman (remote), Rita Volkmann (remote), Beverly Washington (remote), Jay Weitlauf (remote)

ALSO PRESENT: Susan Austin

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:15 p.m.

II. BOE REGULAR BUSINESS

MOTION: Watson, Volkmann: To approve the COW minutes of March 21, 2022, with the correction of noting those who attended by hybrid per State Directive that was handed down when the pandemic began.

**PASSED - UNANIMOUSLY**

III. GPS MENTORING PROGRAM UPDATE

Mrs. Sharon Schick gave an overview of the mentoring program from its conception to present day. She noted that presently she has 5 mentors ready to go for the fall and presently the mentoring program is at the middle school and the high school. Mrs. Schick outline how the mentoring program operates. She stated that the mentoring program has an Executive Board and a Steering Committee. She noted that the mentoring program is coming up on its 25<sup>th</sup> year in existence. Mrs. Schick highlighted the mentoring programs she has helped to develop for other organizations and Towns. Mrs. Schick noted that she got permission to hold mentoring by Zoom; however, that did not work. She noted that after discussion with Ms. Austin and Mrs. LePine it was decided that mentoring could occur in the schools this year.

Mrs. Schick noted the next steps:

- To continue with what she has been doing now;
- Mentor Training revisions;
- The possibility of going to the Communications Committee for assistance to get the word out. Mrs. Fitzgerald requested that this be added to the Referral List.
- Grow the program (more mentors and mentees).

IV. PROCEDURAL REVIEW

The Board reviewed and discussed the Referral Tracking Sheet and the Board Meeting Template. Mrs. Fitzgerald requested that the Communications Committee be added to the Referral Tracking Sheet.

V. UPDATE RE: TUTORING

This item was tabled.

VI. SUGGESTED FUTURE TOPICS

- Mr. Shulman stated that he would like to get into the schools. Ms. Austin responded that she would inform Board members when she and Dr. Piazza will be doing their walk through of the schools. If Board members are available to join a walk through, they would communicate that to the Superintendent.

VII. ADJOURNMENT

MOTION: Ackerman, Weitlauf:

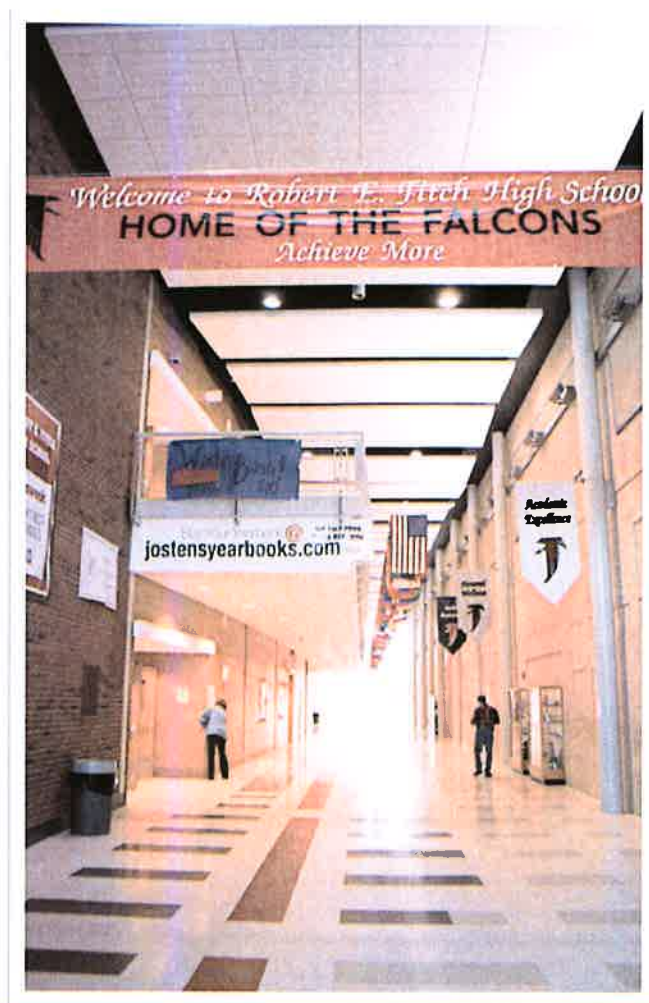
To adjourn at 8:21 p.m.

**PASSED - UNANIMOUSLY**

# Robert E. Fitch High School

## Program of Studies

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2022 - 2023  
Groton, Connecticut

## **MESSAGE TO THE STUDENTS**

Dear Students,

On behalf of the faculty and staff at Fitch High School, it is my pleasure to present you with the Fitch High School Program of Studies. We are proud of our course offerings and we believe that the variety of courses offered at Fitch High School meets the needs of every student. Selecting an appropriate and challenging program of study is the highest priority at this time in your life.

An edition of the Association for Superintendents and Curriculum Development Education Update contained an article, which began, "High school is a time for dreaming big and hatching plans for the "real world" after graduation." But to make those dreams and plans a reality, students must also view high school as a unique opportunity to acquire the skills and knowledge – including the self-knowledge – that can lay the groundwork for later learning and promising careers". Acquiring the 21st century skills is valuable to you as you "achieve more" in the years after high school.

This Program of Studies is a resource, and it will assist you in your pursuit of your high school diploma and your life's goals. Take the most challenging courses offered! We offer honors, Advanced Placement and International Baccalaureate courses. The time and effort you spend in higher level courses will pay dividends when you graduate. Your goals and dreams may change, however, success in challenging and exciting courses will allow you to follow every future dream. Share the Program of Studies with your parents, and/or guardians as you plan together for your high school years and beyond. Review the course selections carefully and make choices that will allow you to develop all of your talents and skills.

Remember that Fitch High School has dedicated and committed teachers, counselors and administrators who are available to assist you in the course selection process.

Have a great school year!

## CORE VALUES AND BELIEFS

Our mission at Robert E. Fitch High School is to educate our young men and women to become outstanding citizens. The faculty and staff will collaborate with the home and community to promote academic excellence, physical wellness, and social awareness. We will encourage our students to use their individual talents to their fullest potential. To this end, our graduates will become informed, responsible adults who respect diversity and value life-long learning.



## ACCREDITATION STATEMENT

Robert E. Fitch High School is accredited by the New England Association of Schools and Colleges, Inc., as a non-governmental, nationally recognized organization whose affiliated institutions include elementary school through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.



## **FITCH IS AN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM CANDIDATE SCHOOL**

This means that all grade 9 and 10 students are taught using the IB MYP instructional model. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. Research shows that students participating in the MYP:

- build confidence in managing their own learning
- learn by doing, connecting the classroom to the larger world
- outperform non-IB students in critical academic skills
- consistently have greater success in IB Diploma Programme examinations
- thrive in positive school cultures where they are engaged and motivated to excel
- develop an understanding of global challenges and a commitment to act as responsible citizens.

During their 10th grade year, students will investigate and develop a personal project based on an area of personal passion and interest. Students will have faculty advisors to help them with the process, and will display and explain their work at an annual Personal Project Expo, open to parents and the public.

## **2021-2022 PROGRAM OF STUDIES**

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[UConn Early College Experience \(ECE\)](#)

[Three Rivers College Career Pathways \(CCP\)](#)

[Project Lead the Way \(PLTW\)](#)

### **HOW TO USE THIS CATALOG**

1. Read all the information in Graduation Requirements and Important Policies.
2. Review your past academic records.
3. Consider your goals and the courses and programs available at Fitch High School that will help you to achieve these goals.
4. Discuss your plans with your family and with your school counselor in order to develop your own long-range program.
5. Retain a copy of this catalog for reference.



## GRADUATION REQUIREMENT REGULATIONS

### CREDIT DISTRIBUTION (Classes of 2022)

The following credits must be earned:

English	4 credits
Mathematics	4 credits
Science	4 credits (1 in Biological and 1 in Physical Science)
Social Studies	3 credits (1 in US History and 0.5 in Civics)
Health	0.5 credit
Physical Education	1 credit
Fine Arts	1 credit
Applied Arts	1 credit
Electives	7.5 credits
<hr/>	
Total:	26 credits

### CREDIT DISTRIBUTION (Classes of 2023 & beyond)

The following credits must be earned:

#### Humanities:

English	4 credits
Social Studies	3 credits (Must include Civics and US History)
World Language	1 credit
Additional Humanities Credits*	<u>2 credits</u>
(*Additional English, Social Studies, Art, Music & World Language credits)	
	10 credits

#### Science, Technology, Engineering & Mathematics:

Science	4 credits
Math	4 credits
Additional STEM credits*	<u>1 credits</u>
(*Additional Math, Science,	
	9 credits

*Technology, Business & Vocational Arts credits)*

**Physical Education & Wellness** 1 credit

**Health & Safety Education** 1 credit

**Mastery-Based Diploma Assessment** 1 credit

*(This includes FAS and Global Citizenship)*

3 credits

**Other Electives** 4 credits

**TOTAL: 26 Required Credits**

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## **ELECTIVES**

**Elective choices should be made on the basis of interest, academic and career planning.**

### **Department Electives which meet the Applied Arts 1.0 Credit Requirement**

Business and Finance Technology  
Computer  
Culinary Arts  
Technology  
Nursing Assistant/Health

### **Department Electives which meet the Fine Arts 1.0 Credit Requirement**

Art  
Music  
Theatre

## **COLLEGE PLANNING AND ADMISSION**

All colleges have created admission requirements, which are clearly defined in print and online. It is critical that you commit to a plan that will allow you to reach your goal.

The Connecticut University System generally requires at a minimum:

- 4 or more credits in English
- 3 or more credits of Mathematics (through Algebra 2)
  - 4 credits are strongly recommended
- 3 or more credits for World Language
  - 3 credits are strongly recommended
- 3 credits of Social Studies
  - 4 credits are strongly recommended
- 3 credits of Laboratory Sciences
  - 4 credits are strongly recommended

Colleges want you to take on the most challenging schedule that you can handle. They would rather see you earn a C+ in a very challenging class than an A in a course that you did not have to work at. In addition to your course selection and report cards, colleges will also take into account SAT and ACT scores along with class rank, recommendations and activities.

Fitch High School is a local test center for both the SAT and ACT. Fitch School Counselors encourage students to take both tests to see what format they do best on. Each year many college representatives visit Fitch High to talk to students about programs of study, admission and activities at their college. These visits are publicized on the daily notices and posters.

### **NAVIANCE**

Naviance is a web-based research and planning tool for Fitch High School students and school counselors. The website manages individual students as they move through the entire college planning, application, and decision process. Through Naviance, counselors and students can communicate about upcoming deadlines and important notices. Naviance is an important resource for college and career planning and can assist the student with making informed decisions about his/her future. Naviance allows you to search for colleges, compare academic statistics, find scholarship opportunities, and research careers. Each student and parent has the opportunity to have a personal access code for accessing Naviance. If you are having problems, you will be able to sign on and contact the School Counseling Office. The Web address for Family Connection for Fitch High School is: <https://connection.naviance.com/fitch>.

### **NCAA ELIGIBILITY CENTER**

Student athletes interested in pursuing a career in collegiate athletics must make an appointment with their school counselor to inform them of their intent. The student athlete and school counselor will create a four- year plan that is appropriate for the division of interest. Prospective Division I & II collegiate athletes are required to go through the NCAA Eligibility Center for eligibility. For more information regarding NCAA eligibility please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

DIVISION I	DIVISION II
<p><b>16 Core Courses</b></p> <p>4 years of English</p> <p>3 years of Math (Algebra I or higher)</p> <p>2 years of Natural/Physical Science (1 year of lab if offered)</p> <p>1 year of additional English, Math or Natural/Physical Science</p> <p>2 years of Social Science</p> <p>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</p>	<p><b>16 Core Courses</b></p> <p>3 years of English</p> <p>2 years of mathematics (Algebra I or higher)</p> <p>2 years of natural/physical science (1 year of lab if offered by high school)</p> <p>3 years of additional English, mathematics or natural/physical science</p> <p>2 years of social science</p> <p>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</p>

## **IMPORTANT POLICIES & INFORMATION**

### **TRANSFER STUDENTS**

Students who transfer into Fitch High School during the first or second semester may receive credit for work previously completed if appropriate.

### **PROMOTION REQUIREMENTS**

#### **Grade 9 to Grade 10:**

6 credits

#### **Grade 10 to Grade 11:**

12 credits

#### **Grade 11 to Grade 12:**

18 credits

#### **Grade 12 to graduation:**

26 credits

Students will be assigned to the appropriate grade according to this policy. **ONLY** students in Grade 12 will have the privilege of two unassigned credits for the full year. No student may have more than one unassigned period per day.

### **CHANGES IN SCHEDULES**

Students may change any course between the time the schedule is finished until the last day of summer. After that point, students may change a course **only if** the change involves moving from one level of difficulty to another in the same subject area. Approval must be received from the counselor, parent, and subject area teacher. Exceptions will be made only under special circumstances.

### **OPTION TO TAKE COURSE PASS/FAIL**

Grade 12 students may apply to the appropriate teacher for permission to take an elective course on a Pass/Fail basis. Written parental consent is required, and students will be limited to one such request each semester. Required courses for graduation may NOT be taken on a Pass/Fail basis. This request should be filed in the School Counseling Office during the first 10 days of the course. Requests after 10 days will require special permission. Pass/Fail courses will not be calculated in class rank or honor roll.

### **INDEPENDENT STUDY/TEACHER ASSISTANT**

Independent Study/ Teacher Assistant placements will be considered for seniors only, and cannot take the place of a graduation requirement. Some students may need or wish to pursue a subject for which Fitch High School offers no equivalent course. Independent Study/Teacher Assistant is graded appropriately based on work completion. However Independent Study/Teacher Assistant is not calculated in class rank, honor roll, or honor cords. Students considering Independent Study/Teacher Assistant are urged to consult with their teachers and school counselor. All requests for Independent Study must be approved by the teacher, administrator, parent, and school counselor. The Independent Study/Teacher Assistant will be in addition to the required course load for students. Independent Study must be in a subject not offered in our course catalog.

Such courses must constitute a minimum of 90 hours of work for 1/2 credit, or 180 hours of work for 1 credit.

### **HONOR ROLL**

Honor Roll takes into account all courses. Students cannot have a grade of D-, D, D+, F or an Incomplete. Honors are awarded to students who achieve a 3.00-3.74 on the weighted scale. High Honors are awarded to students who achieve a 3.75 and above on the weighted scale.

### **HONOR CORDS**

At the end of senior year, students are awarded honor cords for high academic achievement in the respective departments. The criteria for receiving honor cords are as follows:

- In ***Mathematics, Science, Social Studies, English (Core English Courses only), and Music*** – students have completed at least four courses and received an A- or better in each course.
- In ***World Languages, Technology, Art, Business and Culinary*** – students must have completed at least three courses in high school and received an A- or better in each course.
- In ***Nursing*** - students must have completed at least three credits in DHO and Nursing and received an A- or better in each course.
- In ***Physical Education*** – students must have completed at least three courses and received an A- or better in each course. Students must also pass the "Challenge Criteria" of the Connecticut Physical Fitness Mastery Test.

### **WEIGHTING OF COURSES**

Levels of difficulty have been assigned for each course based on course content and pace, the nature of the text and reading materials, and the nature of homework assignments. The category of each course is based off difficulty level. Course categories are as follows:

***Category I*** – AP, ECE, IB

***Category II*** – Honors

***Category III***– College Prep, Fine Arts, Applied Arts, Physical Education, Health, and all other electives

### **RANK-IN-CLASS**

Rank-in-class, considered for admission by some colleges, is based on all grades. It is computed at the end of each semester for students. Rank in class is determined officially at the end of semester 1 of their senior year.

### **Weighting of Grades - Fitch High School**

Grade	%	AP/IB/ECE	Honors	CP & Electives
A+	100-97	5.33	4.83	4.33
A	96-93	5.0	4.5	4.0
A-	90-92	4.67	4.17	3.67
B+	87-89	4.33	3.83	3.33
B	83-86	4.0	3.5	3.0
B-	80-82	3.67	3.17	2.67
C+	77-79	3.33	2.83	2.33
C	73-76	3.0	2.5	2.0
C-	70-72	2.67	2.17	1.67
D+	67-69	2.33	1.83	1.33
D	63-66	2.0	1.5	1.0
D-	60-62	1.67	1.17	0.67
F	0-59	0	0	0

### **VALEDICTORIAN AND SALUTATORIAN**

The Valedictorian and Salutatorian are named at the end of seven semesters after all grades and rankings have been verified by the School Counseling Department. The students receiving the top two weighted GPAs after six semesters will receive the honor of being named the Valedictorian and Salutatorian. *A student must have attended Fitch High School during their sixth and seventh semesters to be named Valedictorian or Salutatorian.*

### **ACADEMIC LETTERS AND CHEVRONS**

Academic letters are awarded each year at our Awards Ceremony to sophomores, juniors, and seniors who attain high academic standing. To earn an academic letter, the student must have earned a cumulative GPA of a 3.67 or higher. To earn an Academic Chevron the student must first have earned an academic letter and obtained a cumulative GPA of 3.67 or higher.

### **ACADEMIC AND SERVICE AWARDS**

Each year we host an Awards Night to present academic and service awards. Typical presentations are listed in the Student Handbook. Letters will be sent home inviting all award winners and their families to the ceremony.

### **CONNECTICUT STATE SEAL OF BILITERACY AWARD**

World Language learners, English Language Learners and Heritage or Native speakers who meet English Language Arts requirements and are proficient in another language by graduation are eligible. Proficiency level according to the American Council of Teachers of Foreign Language (ACTFL) standards must be met. Students need not take the language for course credit but they must demonstrate speaking, writing, reading and listening proficiency. The seal is affixed to diplomas and appears on final transcripts. Counselors and teachers of World Language or ELL can provide more information about the online testing.



**ADULT EDUCATION**

Students participating in the Credit Diploma Program (CDP) earn credits by completing courses in all core academic subjects and receive a Groton Board of Education diploma upon completion. The Program also offers the opportunity to earn a High School Equivalency Diploma (GED), classes in Adult Basic Education (ABE) English as a Second Language (ESOL) and Citizenship Preparation. The Adult Education Program is open to all adults residing within the boundaries of Groton Public Schools and you must be 17 years of age and have not completed high school. The program is located at West Side Middle School, 250 Brandegee Avenue in the City of Groton. Classes are on Mondays, Wednesdays and Thursdays from 6:30 p.m. to 9:00 p.m. The telephone number is 860-441-2152.

**CAREER CLUSTERS**

Careers in Connecticut are explored through the National Career Clusters Pathways Program. There are 16 Career Clusters that identify many career pathways. By ninth grade, your child will be encouraged to seriously evaluate the Clusters to identify potential careers and select an appropriate course of studies that will not only satisfy the graduation requirements, but also will have provided them real and authentic opportunities to explore coursework related to careers of interest. Parents are encouraged to work with teachers and counselors in this process to explore different paths

## **SPECIAL PROGRAMS**

*If you are interested in any of these programs, it is important to make an appointment with your School Counselor early in your academic career to discuss these possible paths.*

### **EARNING COLLEGE CREDIT WHILE AT FITCH HIGH SCHOOL**

Fitch High School offers a number of ways that students can earn college credit while still in high school. These programs are listed below:

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

AP is a college level curriculum offered at the high school and designed to prepare students to take an AP Exam at the conclusion of the course. Passing the AP Exam allows colleges to consider awarding college credit.

#### **INTERNATIONAL BACCALAUREATE (IB) PROGRAM**

This program was designed in the late 1960s for international schools that have a common international curriculum. This program allows students the opportunity to earn college credits. To earn the diploma students must complete all the goals of the IB Program.

#### **EARLY COLLEGE EXPERIENCE (ECE) PROGRAM- Through The University of Connecticut**

ECE is an opportunity for students to take UConn courses while still in high school. Every UConn ECE course is equivalent to the same course at the University of Connecticut. Courses are taught on the high school campus by high school instructors who have been certified as adjunct faculty members by the University of Connecticut. UConn ECE students benefit by taking college courses in a familiar setting with an instructor they know. Courses offered through UConn ECE are approximately one-tenth of the cost in comparison to taking the same course on a UConn campus.

#### **COLLEGE CAREER PATHWAYS (CCP) PROGRAM**

This program is in partnership with Three Rivers Community College (TRCC). CCP provides opportunities for seniors to earn college credits during their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade years. If the student earns a C or better in the courses, they will earn college credit.

#### **APEX - Online Courses**

APEX Learning courses make rigorous, standard-based, digital curriculum accessible to all students. This program provides an opportunity to engage in an individualized course of study, which addresses the diverse needs of all students, from resolving Core/Elective credit gaps to providing opportunities for Honors level and Advanced Placement coursework. Students can take courses online for original credit or credit recovery towards grade-level advancement and high school graduation. Visit APEX Learning at <https://www.apexlearning.com> to access the APEX Digital Curriculum Course Catalog and learn more about this unique opportunity.

### **PROJECT LEAD THE WAY – ENGINEERING PROGRAM**

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

### **CAREER AND COLLEGE RESOURCE CENTER**

The Career and College Resource Center is located in the School Counseling Office. Students planning on entering the workforce upon graduation will find extensive career information, and information on part-time jobs, mentoring, and internships. Those planning to continue their formal education will find valuable resources to assist in selection and application to college. In addition, video guides, college handbooks, test preparation, and financial aid information is available. Parents are welcome to use the Career Resource Center as well.

## **COURSE CATEGORIES**

Education is a lifelong process. Today's students need to prepare themselves to cope with our continually changing world. Fitch High School, recognizing that not all students are decided on their future plans, encourages all students to challenge themselves during the high school years. Students are urged to read the category descriptions below, and to select the most appropriate level for each course. Most students will find their schedules will include courses from two or more categories each year. Students are urged to consult teachers and school counselors to determine the appropriate course categories in each subject.

- **Category I - AP/IB/ECE**
- **Category II - Honors**
- **Category III - College Prep**

## **ART**

### **Art 1 (Art Foundations) (.5 Credit) 9-12**

This is a basic exploratory course that introduces students to design, freehand drawing, color theory, painting, sculpture, printmaking, crafts, and graphic design. It serves as a prerequisite for all upper level Art courses. It also fulfills the Fine Arts requirement for graduation.

### **Honors Art Appreciation (.5 Credit) 11-12 *Prerequisites: Art Foundations***

This is a basic exploratory class that introduces students to art movements from the beginning of time to the present. Students will become familiar with a variety of artists as well as art media. Studio projects will support course material. This course incorporates reading and writing across the curriculum.

### **Art Illustration (1 Credit) 10-12 *Prerequisites: Art Foundations and Drawing & Design OR Painting & Design***

This course will enhance the student's ability to think and communicate ideas visually through freehand drawing, painting and mixed media. While advancing their drawing and painting skills, students will be introduced but not limited to a variety of design projects such as book illustration, 2-D design, and cartooning.

### **Art 2 (Drawing and Design) (.5 Credit) 10-12 *Prerequisites: Art Foundations***

Students will be introduced to the fundamentals of drawing through exploratory projects in a variety of drawing media.

### **Sculpture 1 (1 Credit) 9-12**

This is a basic, exploratory course which introduces students to a variety of sculpture styles and materials. Students will experiment with wire, ceramics, plaster, found objects and much more.

### **Sculpture 2 (1 Credit) 10-12 *Prerequisites: Sculpture 1***

This course follows and builds upon the skills learned in Sculpture 1. Students will focus on expanding their knowledge of Elements and Principles of Design while creating more complex pieces, enhance and challenge their creativity and critical thinking, as well as refine and develop technical skills and craftsmanship in multiple media.

### **Art 3 (Painting and Design) (1 Credit) 10-12 *Prerequisites: Art Foundations***

Painting and design is a basic/exploratory course that focuses on painting styles, building technical skills, vocabulary, and developing knowledge of the visual arts. Students will be able to create meaningful expression through study and experiments of painting and other materials.

### **Honors Studio Painting (1 Credit) 11-12 *Prerequisites: Art Foundations and Drawing & Design OR Painting & Design***

This course follows Art Foundations and is for students with a serious interest in art, who have a strong desire to improve their skills in art with various media and develop their creativity, expand

their personal knowledge about art and artists, develop means of individual expression, and challenge themselves.

**IB Visual Arts HL 11 (1 Credit) 11 *Prerequisite: Minimum of one art class or portfolio review and recommendation letter from the teacher.***

In the IB Visual Arts class, students will work on two-dimensional and three-dimensional art forms such as painting, collage, mixed media, drawing, sculpture, printmaking, ceramics, computer graphics and design. Students will work independently on specific areas of interest that will enrich self-expression and personal growth through research workbooks and studio art. Additionally, students will be expected to discover, analyze and interpret art from other cultures. Most importantly, students will be asked to reflect upon how they view themselves in relation to our global society through the study of art.

**IB Visual Arts HL 12 (1 Credit) *Prerequisite: 12 IB Visual Arts II***

This class is year 2 of IB Visual Art Group 6. HL and SL students will continue to focus on: developing technical proficiency, experimenting with and exploring visual art from different perspectives, developing and refining analytical and problem-solving skills through the creation of studio work and a visual art journal. Students are expected to complete a Comparative Study, Process Portfolio pages(of resolved and unresolved work), a Curatorial Rationale, and personalized studio work that displays their development throughout this 2 year course.

**Photo I (.5 Credit) 9-12** This is an introductory course in photography. Students will be provided with the opportunity to gain skill related to digital editing with Adobe Photoshop. Emphasis will be placed on proper handling of equipment and developing visual literacy. The school will provide digital cameras for use during class time. Photography is a project-oriented course. As a result, good attendance and participation are necessary for success. *This course is suggested for 10th grade and above due to the use of equipment and safety requirements.*

**Photo II (.5 Credit) 10-12 *Prerequisite: Photography I***

This course focuses on refining the skills learned in Photography I. Students will continue to develop visual literacy skills in terms of looking at and reflecting upon their own art, the art of their peers, and the art of well-known photographers. Current world issues will be discussed and connected to the curriculum. In the studio, students will be further controlling the outcome of their artwork through the use of manual settings with projects connected to the school community and the greater Groton community, as well as in depth personal assignments. Students will be encouraged to find topics they are passionate about and create artwork around their independent ideas.

**Honors Photo III (.5 Credit) 10-12 *Prerequisite: Photography I and II***

To help prepare students interested in a career or a degree in photography, need additional courses to learn more in-depth skills related to but not limited to; studio lighting, camera controls, portfolio development and Photoshop skills. This course would be open to students who would like to take this at Honors level and are prepared to further their photo experience.

**Jewelry and Metals I (1 Credit) 10-12**

This course will cover basic metal-working and jewelry techniques, design and processes. The design processes learned will be based on the elements and principles of design. Techniques include sawing, filing, soldering, cold connecting, finishing and stone setting. Artwork will involve the use of copper, brass, and nickel. This course will allow an in-depth exploration of a variety of tools and materials and the time needed to refine skills. (Recommended for students who are interested in the 3-D Design section of the AP Studio Art exam portfolio.) ***This course is suggested for 10th grade and above due to the use of equipment and safety requirement***

**Jewelry and Metals II (1 Credit) 11-12 Prerequisite: Jewelry and Metals I**

In this course, students will refine basic metalsmithing techniques learned in Jewelry and Metals I. Students will learn new techniques such as Mokume Gane, Cloisonne Enameling and Raising. Increased complexity in artistic design and construction is emphasized. Students will continue to research the work of artists not only in regard to finished products but in relation to how artists develop ideas or techniques as well. Students are encouraged to show a strong work ethic as well as research new metalworking techniques on their own. Artwork will involve the use of copper, brass, and nickel silver. Metals will be supplied while semi-precious stones and sterling silver are to be supplied by the student.

**Graphic Design (1 credit) 9-12**

This is a beginning level graphic design art course that introduces the elements and principles of design, spatial relationships, typography and imagery as they apply to practical visual solutions. Instruction touches on the practice, theories, history and processes of the graphic design industry. The focus will be on finding creative visual solutions to communication problems using Photoshop skills. Students will also become familiar with a variety of artist and art movements as they work through course objectives.

**Unified Art (.5 credit) 9-12**

This is a co-taught class with peer and para support modified for the students with special needs. The class will allow students to work on themed projects and crafts that will be fun and skill appropriate. Unified Art allows students a place to be creative, work with peers and fulfil their graduation requirement. Movement breaks and other small projects may be included to use time appropriately. All activities would lead back to the project theme.

## **BUSINESS AND FINANCE TECHNOLOGY**

### **IB Information and Technology in a Global Society (ITGS) I (1 Credit)**

This is a one-year class and can be taken in grade 11 or 12. IB ITGS follows curriculum prescribed by the IBO and students will investigate issues involving hardware, software and the responsible and ethical use of information technology. Students in ITGS will develop a greater understanding and appreciation of the impact information technology has on individuals, communities and societies. The course will focus on two main topics:

1. Technical understanding of information technology systems and networks;
2. The impact and role of information technology in modern global society.

Students will be responsible for understanding and using information technologies and be able to evaluate the significance of the technologies as they relate to the global society.

### **Microsoft Office – Word, Excel, Access, PowerPoint (.5 Credit)**

This course extends basic skills in Microsoft Office applications (Word, Excel, PowerPoint, and Access). Students will develop skills and knowledge necessary to be successful in post-secondary and career settings. Communication and problem solving skills will be emphasized and developed through a project-based learning approach. Highly recommended for all students.

### **Microsoft Office II (.5 credit)**

A continuation of Microsoft Office 2 with more advanced skills in Microsoft Word and Excel integration. We will also learn some advanced business communication/presentation skills using PowerPoint as a tool. An introduction to databases and Microsoft Access will round out the course.

### **Business Management and Entrepreneurship (1 Credit)**

This is an introduction to management concepts, theory, and practice. Contemporary trends, issues, and management practices will be included. A project that will take students through the process of starting a small business will illustrate the step-by-step technical and non-technical skills necessary to successfully operate a business.

### **Business & Personal Law (.5 Credit)**

Investigating the legal system and its effect on citizens and young adults. With an emphasis on contractual and commercial law, this includes a short research paper. Recommended for 11th and 12th grade students. The high school offers a variety of courses that, when taken with an identified interest, provide a solid foundation of basic skills necessary to start a career pathway. Accounting, business/finance (including office technology) culinary arts, health occupations, technology education, and retail marketing are some of the career clusters available.

### **Personal Finance I (.5 Credit)**

A must for every student! Practical skills in personal financial literacy that provide a foundation for making informed financial decisions. Students will be introduced to financial concepts and develop skills to be able to survive and prosper in our complex economy. Topics covered will



include: income and money management, spending and credit, budgeting, banking and financial services. Basic math skills are required. (Grades 10-12)

### **Unified Personal Finance (.5 Credit)**

This Personal Finance course is designed for adolescents with significant cognitive impairment and their special needs and learning styles. Unified Personal Finance will help students understand some basic financial decisions and help to develop an understanding of money. The class will look at currency and its identification and value. The students will continue to learn some basic math skills used in finance. The course will also explore banking(saving and earning), budgets and some calculator skills. Unified Personal finance will explore some basic job skills that can help with possible future work experiences and necessary survival skills.

### **Honors Personal Finance I (.5 Credit)**

Honors Personal Finance I offers an opportunity for students to develop critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they learn the ideas, concepts, knowledge and skills that will enable them to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

### **Honors Personal Finance II (.5 Credit)**

In this course, students will understand how a bank or financial institution functions as a business and the role it plays in the U.S. economy. Everyone must make financial decisions; this course will give students the knowledge to make those decisions that include financial implications of home and automobile purchasing, insurance, investments, and retirement planning.. This course will provide immediately useful banking knowledge as well as the foundation for new learning and enhanced career opportunities. Students will have the opportunity to learn banking systems through on-the-job training with Charter Oak Federal Credit Union. This real-work experience will enable the student to be employable in our on-site branch of Charter Oak Federal Credit Union. Whether the student chooses to do the on-the-job training or not, each student will take away valuable work experience and new learnings to serve him or her in future endeavors.

### **Accounting I (1 Credit)**

Students are introduced to basic accounting concepts, principles, and procedures. Financial transactions are analyzed, recorded, and financial statements produced for service and merchandising businesses, using both manual and computerized accounting systems. **\*\*This course may be used toward minimum mathematics requirements for graduation.**

### **Honors Accounting II (1 Credit) Prerequisite: Accounting I**

This course is a serious study of the technical, analytical, and interpretive phases of accounting. Includes practice sets and computerized accounting. **\*\*This course may be used toward minimum mathematics requirements for graduation.**

**IB Business Management I SL (1 Credit)**

The IB Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. It covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis

**IB Business Management II (1 Credit) -- Continues IB Business Management 1.****Marketing I (1 Credit)**

Introductory course designed to develop an understanding of concepts and strategies needed to communicate information about products, services and/or ideas. Hands-on experience for marketing and business management is gained through Falcon Central, the school store. The course is designed to provide basics for entry-level positions and to prepare students for career opportunities in the business field.

**Honors Marketing II: Sports and Entertainment (1 Credit) *Prerequisite: Marketing I***

Curriculum centers on sports and entertainment marketing, a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. Students are expected to apply knowledge gained from Marketing I and will be responsible for applying their knowledge in the development of new products and services for Falcon Central. This course offers preparation for management trainees and college marketing majors.

**Cooperative Work Experience (CWE) (1 Credit)**

This course provides students with an opportunity to explore different careers, learn about entrepreneurship, practice professional communication skills and interviewing skills, develop job readiness skills and higher-level thinking skills in order to problem solve in the workplace.



## **ENGLISH**

### **Mission Statement**

The Fitch High School English Department supports careful reading, strong writing, independent thinking, and purposeful communicating.

**PLEASE NOTE:** All students must earn 4.0 credits in English in order to graduate. In addition to the required English course, students may take any of a number of the elective courses the English Department offers. These classes count toward elective courses for graduation but do not count towards the English credit requirement.

### **Honors English 9 (1 Credit)**

This course is designed for those students with high levels of skill, motivation, and achievement in reading and writing. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. Units of study include: Using Evidence, Theme, Characterization, Perspective and Point of View, Argument/Analytical Writing, Informative/Explanatory Writing, Creative/Narrative Writing, Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a summer reading assignment.

### **CP English 9 (1 Credit)**

This course is designed for those students who are reading at grade level and have demonstrated competency in language skills. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. Units of study include: Using Evidence, Theme, Characterization, Perspective and Point of View, Argument/Analytical Writing, Informative/Explanatory Writing, Creative/Narrative Writing, Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a summer reading assignment.

### **Honors English 10 (1 Credit)**

This course is designed for those students with high levels of skill, motivation, and achievement in English. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. Units of study include: Argument, Theme and Evidence; Complex Characters; Structure of a Text; Perspective and Point of View; Argument/Analytical Writing; Informative/Explanatory Writing; Creative/Narrative Writing; Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a summer reading assignment.

### **CP English 10 (1 Credit)**

This course is for those students who are reading at grade level and who have demonstrated competency in language skills. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of

human experience across cultures. Units of study include: Argument, Theme and Evidence; Complex Characters; Structure of a Text; Perspective and Point of View; Argument/Analytical Writing; Informative/Explanatory Writing; Creative/Narrative Writing; Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a summer reading assignment.

#### **AP-UConn Eng 11/ECE English 1004: Introduction to Academic Writing (1 Credit)**

UConn English 1004 is a dual enrollment course designed for highly motivated juniors ready for a rigorous and supportive writing program. **Students earn Fitch credit and upon successful completion, students also earn 4 UConn credits for ENGL 1004: Introduction to Academic Writing; students will have a UConn transcript after completing this course.** Course content focuses on the development of the reading and writing skills essential to university work. This course incorporates material to help prepare students for the Advanced Placement Exam in English Language and Composition. There is a summer reading assignment. **There is a registration fee for this UConn course for all students choosing to earn the UConn credit for the class.**

#### **IB English 11 HL (1 Credit)**

The IB English 11 High Level course is designed for all International Baccalaureate Diploma candidates or non Diploma students, who have demonstrated high levels of skill, motivation, and achievement in English. Students will engage in extensive reading, analysis, and writing to prepare for the IB internal and external assessments. Most of the IB reading focuses on contemporary authors. Students will explore contemporary world literature written in translation, as well as 20th and 21st century fiction and poetry. IB texts include drama, non-fiction, fiction, and poetry. IB students may also sit for the AP English Language and Literature Exam. Summer reading and writing assignment required.

#### **CP English 11 (1 Credit)**

This course is designed for those students who are reading at grade level and who have demonstrated competency in language skills. Units of study include: Theme and Supporting Analysis with Evidence; Author's Choice: Setting, Plot and Characters; Style: Word Choice, Meaning and Tone; Style: Structure and Point of View; Argument/Analytical Writing; Informative/Explanatory Writing; Creative/Narrative Writing; Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a focus on themes in American literature. There is a summer reading assignment.

#### **AP-UConn Eng 12/ECE English 1011: Seminar in Academic Writing through Literature (1 Credit)**

This course is a dual enrollment course. **Students who enroll in this course can earn 4 UConn credits and will have a UConn transcript after completing this course, UConn English 1011: Seminar in Academic Writing through Literature. This course satisfies the Freshman English Composition Requirement at any university or college that accepts UConn transfer credits.** This course is designed for those students with high levels of skill, motivation and

achievement in English. Students will engage in extensive reading, analysis, and academic writing based on themes in literature from a variety of genre and cultures. This course incorporates material to help prepare students for the Advanced Placement Exam in English Literature and Composition. There is a summer reading assignment. **There is a registration fee for this UConn course.**

### **IB English 12 HL (1 Credit)**

This course is a continuation of IB English 11 High Level, and successful completion of IB English 11 HL is a prerequisite for continuing in IB English 12 High Level. IB English 12 High Level is designed for all International Baccalaureate Diploma (or certificate) candidates who have demonstrated high levels of skill, motivation, and achievement in English. Students will engage in extensive reading, analysis, and writing to prepare for the IB internal and external assessments. IB students may also sit for the AP English Literature and Composition Exam. There is a summer reading and writing assignment.

### **CP English 12 (1 Credit)**

This course is for those students who are reading at grade level and who have demonstrated competency in language skills. Units of study include Themes and Word Choice; Author's Choice; Structure and Characters; Multiple Interpretations of a Literary Work; Inquiry and Point of View; Argument/Analytical Writing; Informative/Explanatory Writing; Creative/Narrative Writing; Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. There is a summer reading assignment.

### **CP Black Literature 12 (1 Credit)**

Please note- this is a core class offered to grade 12. This course is for those 12th graders who are reading at grade level and who have demonstrated competency in language and writing skills. This course is designed to recognize the brilliance and cultural significance of African-American Literature and its impact socially and historically. Units of study include Themes and Word Choice; Author's Choice; Structure and Characters; Multiple Interpretations of a Literary Work; Inquiry and Point of View; Argument/Analytical Writing; Informative/ Explanatory Writing; Creative/Narrative Writing; Research Writing. In working through these eight units, students will engage in close reading and academic writing as well as build vocabulary and grammar skills. This course satisfies the English requirement for Seniors and may only be taken in the Senior year. There is a summer reading assignment. ***Please note: a student can take this course in addition to English 12 and/or AP/IB English as a senior. Only one will count towards English credit that year.***

## **ENGLISH ELECTIVE COURSES**

**English Electives** are taken for elective credit, and some are offered on a yearly rotation.  
See below for the rotation information.

### ***Offered 2022-2023***

Adolescent Literature  
Children's Literature  
Creative Writing  
Gaming Narratives  
Graphic Novels  
Horror Stories  
Journalism  
Mythology  
Oral Communication 1  
Oral Communication 2  
SAT Prep  
Sports Literature  
Wilderness Literature  
Writing Center Internship  
Yearbook

### ***Offered 2023-2024***

Creative Writing  
Fantasy and Science Fiction  
Film Analysis  
Gaming Narratives  
Theater Arts  
Horror Stories  
Journalism  
Mythology  
Oral Communication 1  
Oral Communication 2  
Poetry  
SAT Prep  
Sports Literature  
Writing Center Internship  
Yearbook

### **Adolescent Literature (.5 Credit)**

In Adolescent Literature, students will read, write about, analyze, and discuss the common themes, narrative structures, and widespread appeal of stories involving teenage characters. Students will also be expected to read articles on the widely popular adolescent literature market known as "Young Adult Literature."

### **Children's Literature (.5 Credit)**

This course is designed to encourage young adults to look more critically at children's books as well as discuss the themes and purposes of the books. Students will learn how different types of children's books target the varied stages of child development. Students will be given the

opportunity to create their own books for children and to serve as volunteers in district elementary schools.

### **Creative Writing (.5 Credit)**

This course offers instruction and experience in creating characters and events for students to incorporate into writing their own fiction, poetry and drama. This course may be repeated for credit.

### **Fantasy and Science Fiction (.5 credit)**

From the pulp serials of the 1920s to the modern film and literary classics like *Harry Potter*, *The Lord of the Rings*, and *Star Wars*, Fantasy and Science Fiction have been among the most popular genres in America for more than a century now. This course will introduce students to the giants of the artform (Asimov, Clarke, Heinlein, Tolkien, LeGuin) as well as modern authors taking the worlds of Fantasy and Sci-Fi in new directions (Wells, Sanderson, Rothfuss, Gaiman, Jordan). In addition to learning about the history and evolution of the genres, students will learn how worlds full of alien technologies and magical forces mirror and comment on our own in very profound ways.

### **Film Analysis, Composition, and Criticism (.5 Credit)**

This course incorporates the reading, writing, listening, speaking and viewing goals of the Groton Public Schools to analyze and criticize film from 1896 - present. This course requires careful and consistent participation in class and in presenting written and oral assignments based on the intelligent and engaged analysis of film.

### **Gaming Narratives (.5 credit)**

*Why do so many games pose the player as the savior of the world? What is so appealing about playing the villain? Why is a New York plumber who jumps on sentient mushrooms in order to save a princess one of the world's most recognizable heroes?* In exploring these questions, we will seek to explore the merits of narrative in one of modern day's most popular forms of entertainment, and to understand how it effectively wields narrative archetypes to resonate with our own values and culture. Gaming Narratives focuses on narrative design and a history of the medium. In addition to studying standard storytelling basics and modes of plot development as they are reflected in games, we will look at the direct psychological impact of introducing choice to traditionally non-interactive media.

### **Graphic Novels (.5 credit)**

The graphic novel course will introduce students to the concept of sequential art as a story-telling medium. It is designed to supplement skills taught in core English classes, while introducing students to the cultural and literary impact of a new genre of literature. The course will focus on how various cultures influence and are influenced by their artistic mediums, and will involve the analysis of graphic literature from a multitude of cultural backgrounds to show how sequential art and literature functions as a universal medium for storytelling. Additionally, the work of the course serves to reframe definitions of language, art, and even "reader," as students gain multiple new understandings how the evolution of graphic art continues to impact a society constantly engaged with multi-media texts.



**Horror Stories (.5 Credit)**

This academic elective will serve as an introductory study of the popular genre of horror stories. Students will analyze how horror stories can instill fear, anxiety, and revulsion in a reader. Students will be expected to read, write about, and discuss literary, image-based, and film-based texts on a regular basis. Additionally, students will be expected to read criticism and professional readings on horror stories.

**Journalism (.5 Credit)**

This course provides study of and practice in all phases of scholastic journalism and provides a practical introduction to reporting, interviewing, copy editing, layout and design, photography, and editorial writing. Student writing will be incorporated into production of the school newspaper, *The Scarlet Tanager*.

**Mythology (.5 Credit)**

This course will help students learn the stories, characters, and concerns of classical mythology. Works to be studied include *The Iliad* and *The Odyssey* of Homer as well as the Greek myths of creation. The course includes the Greek gods and heroes (Prometheus, Hercules, Jason and the Argonauts), classical love myths (Pyramus and Thisbe, Apollo and Daphne, Echo and Narcissus) and how those stories and themes are reinterpreted in literature throughout the centuries.

**Oral Communication 1 (.5 Credit)**

This course provides instruction in planning and delivering different types of presentations and speeches, including extemporaneous, impromptu, and oratorical. In this half year course, students will explore and enhance intrapersonal and interpersonal communication skills. In the first quarter we establish a safe and comfortable environment as students begin to discuss what makes them who they are, the importance of communication, and the different aspects of life that will require communicating effectively. We analyze nonverbal communication and learn about conflict management, job interviews, and relationships. We build on this, as well as their strengthened confidence, and spend the second quarter doing improv, role play, and planned speeches

**Oral Communication 2 (.5 credit)*****Prerequisite- Oral Communication 1***

Effective communication and public speaking are skills that will transcend beyond high school and are required for success in postsecondary plans and goals. Through studying famous speeches and other media, evaluating their rhetoric, and practicing, students will walk away with confidence in their public speaking skills as well as themselves. They will understand their purpose in presentations and gain ability in audience awareness. Through these acquired skills, students will be comfortable in any situation that involves addressing an audience.

Oral Communications I is a prerequisite for Oral Communications II.

**Poetry (.5 Credit)**

This course is designed for students who have a deep interest in the particular conventions and demands of poetry. Students will learn and examine the structure of various poetic forms and will gain an understanding of the special demands of diction, syntax, imagery, symbolism, rhythm, rhyme and other sound elements in poetic forms. Students will be required to read and write a wide variety of poetic forms from different cultures and time periods.

**SAT Prep (.5 Credit)**

This course is intended to sharpen the skills necessary to increase scores and prepare students to take the SAT. Students will be well-versed in the NEW SAT format and will practice the skills needed to be successful on that test. Students may also take the course if they have already taken the SAT and wish to increase their scores. Practice tests will also be employed to prepare students for this timed test.

**Sports Literature (.5 credit)**

Sports are one of the central avenues of American culture with a rare mix of positive themes such as heroism, pride, identity, as well as negative themes of cheating, scandal and disappointment. Nearly every American paper has an entire section devoted to sports and outlets like Sports Illustrated and ESPN give constant access to scores, athletes, and up to the minute information about current sports stories and trends. Sports can also shape the way in which we experience the world around us and reveal what American culture believes to be important. This course will examine the way the ideas, thoughts, and emotions surrounding sports are expressed in writing, as well as various other mediums. Sports provide a connection and outlet to the daily lives of millions around the globe. In this course, we will aim to examine and analyze how sports took on such a large role in our society, and why we are all so drawn in.

**Theater Arts (.5 credit)**

This course is an introduction to theater history and the structure and elements of a play. Students will interpret and evaluate a variety of productions. Students will perform exercises in voice, diction, and improvisation.

**Wilderness Literature (.5 credit)**

This course focuses on both fiction and non-fiction accounts about wilderness, exploration, and survival in western literature. This course examines the importance of wilderness in shaping western culture, specifically within American culture. The class looks at both historical and contemporary texts, and explores how both people and society have transformed their views of, and their relationship with, wilderness.

**Writing Center: Theory and Practice (.5 credit)**

This course is a .5 semester course designed to train students to run the Falcon Writing Center and to work in guiding students as they engage in the many stages of the writing process for different courses and different purposes. The coursework includes, but is not limited to, reading texts and articles about staffing a writing center and current theory in writing instruction, practicing the one-on-one peer conference, creating small group tutorials for teachers and students immersed in a

writing assignment, and learning to manage the daily operations of the writing center. Units of study focus on the genres of writing, effective peer tutoring strategies, and successful management of a vital and active writing center. This course includes engaging classwork, fieldwork, and a final assessment. After successful completion of this course, students are prepared to staff the Falcon Writing Center, and they should also be ready to apply for a writing center post when they go to college. **Students enrolled in this course MUST plan on serving in the internship during the following semester.**

**Course Prerequisites**

- Teacher Recommendation, grades 10-12
- Brief Interview and Application with the Writing Center Faculty

**Writing Center: Internship (.5 credit)**

***Prerequisite- Writing Center: Theory and Practice***

This course is a .5 semester course; students are encouraged to take the course for multiple semesters. Working under the Writing Center Faculty, students will manage writing center appointments, engage in peer conferencing, and also offer in-class tutorials at the request of teachers working on processed writing in the classroom. Students can elect to take this course repeatedly after completing the prerequisite, and they may also engage in field training for current students of *Writing Center, Theory and Practice*. In addition to staffing a viable writing center, students will engage in a semester long project focused on improving and growing the writing center and its mission. Potential action projects could include publicity for the writing center in our school community or assisting area Groton schools in developing their own student-staffed center.

**Course Prerequisites**

- *Writing Center, Theory and Practice*

**Yearbook (1 credit)**

This course creates the yearbook from beginning to distribution. Students will learn the details involved in creating a high school yearbook, be responsible for the production of each section, adhere to deadlines, take pictures of school-related activities, interview people, market the yearbook to the student body, obtain local business and parent advertisements, and all other tasks related to producing the yearbook and creating a successful business! *Students must attend an interest meeting and complete the online application to be considered for the course.* This course can be repeated for credit.

**Elective Courses Designed for Academic Support**

- **Reading Success (.5 Credit)**

This course is designed to increase student academic success and achievement through individual and small group reading instruction. Students receive strategic literacy instruction while concurrently enrolled in College Prep English. Diagnostic assessment tools will be used throughout the semester, so students elevate essential literacy skills. This additional period provides research-based reading and writing strategies to support core English instruction and the ongoing growth of critical thinking skills. The Reading Success course is offered in the following formats- Reading Success 9, Reading Success (for

upperclassman). Sometimes, the Reading Success course is paired with FAS or Math Intervention for students who need support in more than one academic area.

- **ELL Coaching 1 (.5 Credit)**

This course is intended for ELL students who need support understanding and completing assignments and/or tests in their other scheduled classes. It allows the ELL teacher and tutors to work with individual students to help them build and understand content area vocabulary, concepts while continuing with English language acquisition skills as mandated by the CSDE. The primary focus of the ELL Coach class is to help meet the individual needs of the level 3 student as identified by the LAS-Links test results. This course is for all students enrolled in the ELL class or for students who scored on a level 3 on the LAS test if they are recommended for extra support. Students can repeat this class as needed.

### **Elective Courses towards the IB Diploma**

- **IB Theater Arts (1 credit)**

IB Theatre is a two-year, full-credit course that challenges students' creativity and versatility in four roles: as Creator, Designer, Director, and Performer. At the Standard Level, students will complete a Director's Notebook on a play of their choice, a Research Project on an international theatre tradition, and a Collaborative Performance on a topic developed with classmates. At the Higher Level, students will also complete a Solo Performance founded upon theatrical theory. In addition, students will read, analyze, view, and perform plays from a variety of philosophical and cultural contexts

- **IB Theory of Knowledge I (.5 Credit) Taken Spring Semester of Junior Year**

- **Theory of Knowledge II (.5 Credit) Taken Fall Semester of Senior Year**

Theory of Knowledge is a unique course offered to all Fitch students. IB Full-Diploma students are required to take it. This is a course that asks students to investigate their beliefs, recognize bias in themselves and others, investigate sources for accuracy and validity, and to generally cultivate the kind of critical thinking skills necessary to live a balanced and thoughtful life. Students frequently engage in active discussions about controversial current events and continually challenge themselves and others to reflection on how they 'know' something. Students become effective writers and speakers. The course explores our ways of knowing and the need to validate our "knowledge claims." Students will be required to submit an essay in response to a (one) specific prompt from a list of prescribed topics.

## **FOODS AND CULINARY SKILLS**

The following classroom activities are an integral part of all Foods and Culinary courses: group work, individual projects, lab participation, textbook reading, Internet resources and workbook pages, written quizzes, guest speakers, field trips and tests. All these activities are necessary for accurate application of theory. Students may take only one foods class each semester from the following: Foods I or Culinary Arts I. *A student may take Falcon cafe along with Culinary by Department approval.*

### **Foods I (1 Credit)**

In Foods I, students will learn food safety and sanitation, kitchen equipment identification, recipe terminology, measuring, and basic knife skills. Students will explore nutrition concepts and practice food preparation techniques through a variety of beginner level food labs. Students will be introduced to a range of food-related careers, and have the option to earn the ServSafe Food Handler Certificate. This certificate, awarded by National Restaurant Association, is the restaurant industry gold standard in employee training.

### **Culinary Arts I (1 Credit) Prerequisite: Foods I**

This course will build on the skills and techniques learned in foods I, while exploring the grand cuisines of the world. Focus will be on applying basic cooking techniques and methods to unique ingredients found in different regions of the world. Students will explore different dining practices, ingredients and cooking techniques from places in Europe, Asia, South and Central America, as well as in the United States. Students will create and enjoy dishes while developing teamwork, successful mindset and collaboration with classmates.

### **Falcon Cafe (.5 Credit) Prerequisite: Culinary Arts**

In Falcon Cafe the focus will be developing skills necessary in working at a restaurant or a food service. The Class will develop theme menus, cost control, presentation and other guest services for the pleasure of the diner at the Falcon Cafe. Students are expected to prepare and cleanup from each of the Cafe openings.

### **Unified Foods**

## **HEALTH/NURSING SKILLS**

### **Personal Health (.5 Credit) required and offered to 2023+ graduates in 9th grade year**

This new course is designed to help students make informed decisions in their lifetime. The student will learn about wellness concepts, human sexuality and substance abuse topics. We will look at some of the outcomes of these topics. The class will also explore the topics of eating disorders, emotional/mental health and it's possible impact on our lives. The class will also learn about Sexual assault laws via guest speakers from "Safe Futures." This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**Safety and Wellness (.5 Credit/Required and offered in the 10th grade year)** - This course will continue to expand on the student's prior knowledge and skills learned in Personal Health (9th grade). In this course students will explore topics such as: how to access and use information for cancer awareness, emotional coping skills and substance abuse consequences. The student will learn the skills required for CPR and First Aid. The class will continue to look at dating and relationship issues of the modern teen, which include internet safety skills and appropriate use social media world in his/her world. The class will also further explore nutrition and components of fitness. This course will help students understand many societal issues and how they impact them via student centered learning learning, field trips and guest speakers.

### **Specialized Health (.5 Credit)**

The course includes an appropriate curriculum for teaching the current Health curriculum to adolescents with significant cognitive impairments. We have identified the Oak Hill School's Positive Choices Program as the best match for our students for several reasons. It is aligned to the CT Health Standards and recommended by the Health Consultant at the CSDE and the lessons and resource materials are developmentally appropriate for adolescents with cognitive delays. The Positive Choices Curriculum has a scope and sequence which consists of 31 instructional units of lessons, rubrics to assess skills development and videos to supplement the lessons

### **Diversified Health Occupations (1 Credit)**

This course is designed to stimulate interest in medical-related careers and human services. Students will obtain the basic skills and information needed to enter these fields and will develop an accurate and contemporary picture of our changing health care system. Topics include medical and legal ethics, communicable diseases, medical careers and contemporary healthcare issues. Emphasis is placed on the medical career opportunities available today. This course is also prerequisite for those students who want to take the Honors Nursing Assistant Course.

### **Honors Nursing Assistant (2 Credits) *Prerequisite: Diversified Health Occupations***

This course is designed for Grade 11 and Grade 12 students who have successfully completed Diversified Health Occupations and are interested in nursing and its related fields. Course is limited to 16 students and selection is concurrent with the recommendation of the teacher. Students must receive at least a 70 average in Semester 1 to continue to Semester 2. Coursework includes:

basic anatomy and physiology, patient-related conditions and illnesses, communication, observation, ethical responsibilities, and nursing procedures and skills. Supervised clinical experiences are held at a long-term care facility and hospital beginning in October and must total at least 60 hours. Successful completion of this one year program and at least a 70 on the State Certification exam entitles the student to a Certified Nursing Assistant (CNA) Certificate that is approved by the State Department of Education and the State Department of Health.

## **INTERDISCIPLINARY**

### **Freshman Academic Seminar (.5 Credit)**

Freshman Academic Seminar is a half year course dedicated to helping freshmen become successful in high school and beyond. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. The curriculum is divided into two major academic areas: English & Business/ Information Technology. Students will read, write and evaluate information across the curriculum areas; and students will make connections among the core academic areas, elective areas, and real-life learning outside of school. Lessons will use a variety of innovative and traditional techniques that prepare for 21st Century Learning. Students will complete independent work, small group work, and they will participate in Socratic seminars. Career and college planning is also part of this course. *This course fulfills the mastery based learning graduation requirement and is required for all 9th grade students to take.*

### **Global Citizenship: MYP Personal Project Seminar (.5 Credit)**

Global Citizenship is a half-year interdisciplinary course with the aims of teaching students critical MYP approaches to learning skills, helping them become internationally minded individuals, and introducing them to the MYP Personal Project.

The MYP Personal Project will be introduced in the Global Citizenship course. This project is a capstone experience for all Fitch High School students and is a way for them to create, research, and execute a project that reflects a personal passion or inquiry project, under the guidance and supervision of the course instructor. Lessons will involve the use of a process journal, effective research techniques, ethical use of source materials, correct citing of sources, and means of reporting and presenting the personal project outcomes at the Expo. *This course fulfills the mastery based learning graduation requirement and is required for all 9th grade students to take.*

### **ECE If You Love It Teach It (1 Credit)**

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love it, Teach It* engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures. *Eligibility Guidelines: Successful completion of three years of high school English is recommended*



### **ADDITIONAL SUPPORT CLASSES**

#### **The Academic Success Course - TASC (.5 Credit)**

The Academic Success Course (TASC) is a semester long, .5 credit class. During each class period, students participate in short lessons designed to foster academic independence and success. These lessons are grouped under ten topics that encompass successful learning habits in the high school classroom, and they can be applied in courses across the disciplines. Additionally, class meeting time includes student-teacher check-ins and independent work time.

## **MATHEMATICS**

### **Honors Algebra II (1 Credit) *Prerequisite:* Honors Algebra I with a B- or higher and/or Algebra I with recommendation and an B+ or higher**

The concepts of algebra including linear functions, absolute value functions and systems of equations are reviewed. An in depth study of polynomials and factoring facilitates the study of quadratic, polynomial and exponential functions, both algebraically and graphically. Critical thinking skills are developed through examination of problems in the following four strands: algebraic reasoning; numerical and proportional reasoning; probability and statistics; and, geometry and measurement. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **Honors Geometry (1 Credit) *Prerequisite:* Honors Algebra II with a B- or higher**

The concepts of perimeter/circumference and area of two dimensional figures are used to determine the surface area and volume of three dimensional figures, including prisms, cylinders, pyramids, cones and spheres. The Pythagorean Theorem and trigonometric concepts are thoroughly examined and applied. The understanding of the properties of lines and planes are used for a comprehensive study of angles, triangles, polygons, circles, proofs and pattern recognition. All concepts are analyzed graphically and algebraically. Critical thinking skills are developed through examination of problems in the following four strands: algebraic reasoning; numerical and proportional reasoning; probability and statistics; and, geometry and measurement. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **Honors Pre-Calculus (1 Credit) (CCP Approved) *Prerequisite:* Honors Algebra II with a B- or higher or Algebra III with a B- or higher**

An in depth algebraic and geometric analysis of linear, quadratic, absolute value, polynomial, step, rational, radical, exponential and logarithmic functions is conducted. Trigonometric functions are thoroughly examined using degree and radian measure. Trigonometric identities are explored and utilized.

### **Honors Calculus (1 Credit) *Prerequisite:* Honors Pre-Calculus and Honors Geometry with a B- or higher**

All functions and trigonometric identities are reviewed. The concepts of limits, continuity, derivatives and integration are introduced and developed. Emphasis will be on determining limits and derivatives of a variety of functions. Applications of derivatives to real world problems such as maximizing area and profit will be emphasized.

### **CP Algebra I (1 Credit)**

The rules and properties of algebra are examined and applied. Algebraic properties are applied to solve one, two, and multi step linear equations. The concepts of data analysis, linear graphing and regression, systems of equations, and functions and relations are fully developed. Polynomials and factoring are introduced and developed. Critical thinking skills are developed through examination

of problems in the following four strands: algebraic reasoning; numerical and proportional reasoning; probability and statistics; and, geometry and measurement. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**CP Geometry (1 Credit) *Prerequisite:* CP Algebra I**

The course begins with a review and further development of perimeter/circumference and area of two dimensional figures and surface area and volume of three dimensional figures, including prisms, cylinders, cones, pyramids and spheres. The concept of a unit of length is used to study segments, angles, triangles, polygons, circles, as well as similarity and scaling factors. The Pythagorean Theorem is explored and applied to solve area, surface area and volume problems. Right Triangle Trigonometry is introduced and developed. Critical thinking skills are developed through examination of problems in the following four strands: algebraic reasoning; numerical and proportional reasoning; probability and statistics; and, geometry and measurement. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**CP Algebra II (1 Credit) *Prerequisite:* CP Geometry**

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear functions. Students then investigate Quadratic and Exponential functions. Students will make connections between verbal, numerical, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. The Common Core practice standards are embedded throughout the course, as students solve problems, reason abstractly, and think critically.

**CP Algebra III (1 Credit) (CCP Approved) *Prerequisite:* CP Algebra II and CP Geometry with a B- or higher**

Linear, quadratic and polynomial functions are reviewed. Rational, exponential, and logarithmic functions are explored algebraically and graphically. Trigonometric functions are also explored algebraically and graphically.

**CP Statistics and Probability (1 Credit) *Prerequisite:* CP Algebra I and CP Geometry**

The course is designed to build the laws of probability, statistics and game theory through the models of well-known games and sports. Fundamental laws of probability will be developed and applied to games such as backgammon, lotteries and more.

**AP Calculus AB / UConn ECE Calculus I 1131Q (1 Credit) *Prerequisite:* Honors Calculus with a B- or higher and/or Honors Pre-Calculus (with recommendation and an A or higher) and/or IB Math Studies HL 11 (with teacher recommendation)**

This course is a dual enrollment course. Students taking this course enroll as UConn students and earn 4 transferable college credits when passing with a C or better. This course is a study of the calculus that will be equivalent to one semester of study on the college level. Topics include the following:

functions, graphs, limits, continuity, derivatives, and applications of derivatives, integrals, techniques and applications of antidifferentiation, slope fields and other topics. Classroom activity will involve use of the TI-83 graphing calculator. Students will be expected to take the AP Calculus AB Exam in May. There is a registration fee for this UConn course.

**AP Calculus BC / UConn ECE Calculus I 1131Q and Calculus II 1132Q (1 Credit) Prerequisite: AP Calculus AB and/or Honors Calculus (with recommendation and an A- or higher)**

This course is a dual enrollment course. Students taking this course enroll as UConn students and earn 8 transferable college credits when passing with a C or better. This course is designed to provide students with a learning experience equivalent to two semesters of college level calculus. Topics include all AB Calculus topics as well as parametric, polar, and vector functions; applications of integrals; and polynomial approximations and series including series of constants and Taylor series. Classroom activity will involve use of the TI-83 graphing calculator. Students will be expected to take the AP Calculus BC Exam in May. There is a registration fee for this UConn course.

**AP Statistics and Probability / UConn ECE Elementary Concepts of Statistics 1100Q (1 Credit) Prerequisite: Honors Pre-Calculus with a B- or higher**

This course is a dual enrollment course. Students taking this course enroll as UConn students and earn 4 transferable college credits when passing with a C or better. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. There is a registration fee for this UConn course.

**IB Math Studies SL 11 (1 Credit) Prerequisite: Honors or CP Algebra 2 with a B- or higher**

Math Studies offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. The syllabus is organized giving greater emphasis to developing students' mathematical reasoning; to enhance critical thinking; solving mathematical problems embedded in a wide range of contexts: using the calculator effectively. The course includes project work, a feature unique to mathematical studies SL. Each student completes a project based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows them to take sole responsibility for a part of their studies in mathematics. Math Studies 11 is the first year of a two-year course.

**IB Math Studies SL 12 (1 Credit) Prerequisite: IB Math Studies SL 11**

Math Studies caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. The course consists of the study of eight

core topics: number and algebra; functions and equations, circular functions and trigonometry, vector geometry, matrices and transformations, statistics, probability and calculus. Additionally, one option from a separate list of topic areas is chosen such as relations and groups, discrete mathematics, or analysis and approximation. A required portfolio will consist of three assignments based on different areas of the syllabus, representing each of the following activities: mathematical investigation, extended closed-problem solving and mathematical modeling. The portfolio provides an opportunity for the student to undertake an investigation of a mathematical nature in the context of another subject in the curriculum, a hobby or interest of his/her choice using skills learned before and during the mathematical studies course. This process allows students to ask their own questions about mathematics and to acquire ownership of a part of the program.

**IB Mathematics HL 11 (1 Credit) *Prerequisite:* Honors Pre-Calculus and Honors Geometry with a B- or higher**

This course is for students with a good background in mathematics who are competent in a range of analytical and technical skills. The nature of this courses focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. The internal assessment requirement is portfolio offering students the framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. This course is a demanding one, requiring students to study a broad range of mathematical topics. Students who wish to pursue a career in physics, engineering and technology are strongly urged to enroll. IB Math HL 11 is the first year of a two-year course.

**IB Mathematics HL 12 (1 Credit) *Prerequisite:* IB Mathematics HL 11**

This course is for students with a good background in mathematics who are competent in a range of analytical and technical skills. The nature of this courses focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. The internal assessment requirement is portfolio offering students the framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. This course is a demanding one, requiring students to study a broad range of mathematical topics. Students who wish to pursue a career in physics, engineering and technology are strongly urged to enroll.

**College Readiness Mathematics (1 Credit) *Prerequisite:* CP Algebra I and CP Geometry**

This course is targeted for students who are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Common Core Standards for Mathematical Practices. Topics covered include Expressions and Equations, The Number System, Functions, Algebra, Geometry, Statistics

and Probability. The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills.

**Math Intervention (.5 Credit)**

Math Intervention is designed to provide intensive support to high school students identified for strategic intervention concurrently enrolled in College Prep Math. This course will help students build their conceptual understanding of content while practicing necessary fundamental skills. Diagnostic assessment tools will be used, so students work on the gaps in their learning. This additional period supports the core period and allows the opportunity to preview, review or reteach the standards covered in their core class

**SAT Prep (.5 Credit)**

You will get a complete review of the topics covered in the math portion of the SAT Reasoning Test. Problem-solving abilities will be greatly enhanced. Throughout the course, students will be provided with all the mathematical insights, shortcuts, strategies and critical thinking skills needed to be well prepared for the test

## MUSIC

The FHS Music Department offers a variety of courses including eight performing ensembles. Many opportunities are open to students in ensemble including school and community performances throughout the year, Region/All-State festival participation, Tri-M Music Honor Society, and travel throughout the USA and abroad. There is also an active Music Booster organization for music department families.

### **Honors Jazz Ensemble (1 Credit) (Grades 9-12)**

***Prerequisite: Students must audition for the ensemble and 9<sup>th</sup> grade students participating in Jazz Ensemble must be registered for Marching Band.***

Explore the history of jazz traditions, genres, and styles through performance, analysis, composition, and improvisation. Skills on an instrument are developed in order to express and perform various types of jazz music. An understanding of jazz theory is emphasized in order to create, improvise, and gain deeper understandings of jazz compositions. Investigations into different music structures and performance practices from contrasting time periods and styles allows connections between different types of music, other disciplines and greater understandings into jazz music's role in shaping American history. Jazz students will create music that is representative of different jazz styles while at the same time reflects personal identities, all while becoming an independent musician who is able to think critically, analyze, evaluate, and respond within a musical environment.

### **Concert Band (1 Credit) (Grades 9-12)**

***Prerequisite: Previous enrolment in an ensemble and/or proficiency on a wind instrument.***

***Note: Percussionists must register for Percussion Ensemble.***

Explore music traditions, genres, and cultures through performance, analysis, and composition. Both instrument specific skills and ensemble skills are developed in order to express and perform various types of music. A fundamental understanding of Western theory enables students to notate music, create and share their own ideas, and gain deeper understandings of different types of music. Investigations into different structures and performance practices of music cultures from different time periods allows connections between different types of music, other disciplines and greater understandings into music's role in history and society. Students will create music that is representative of different cultures and reflects personal identities all while becoming an independent musician who is able to think critically, analyze, evaluate, and respond within a musical environment.

### **Percussion Ensemble (1 Credit) (Grades 9-12)**

***Prerequisite: Previous enrolment in an ensemble and/or proficiency on a percussion instrument.***

Explore music traditions, genres, and cultures through performance, analysis, and composition. Both instrument specific skills and ensemble skills are developed in order to express and perform various types of music. A fundamental understanding of Western theory enables students to notate music, create and share their own ideas, and gain deeper understandings of different types of music. Investigations into different structures and performance practices of music cultures from different time periods allows connections between different types of music, other disciplines and greater understandings into music's role in history and society. Students will create music that is



representative of different cultures and reflects personal identities all while becoming an independent musician who is able to think critically, analyze, evaluate, and respond within a musical environment.

### **Concert Chorus (1 Credit) (Grades 9-12)**

This is a large, performance orientated chorus open to all FHS students. Development of a healthy singing voice in a group setting is the main goal of this course. Basic music theory and sight-singing are also required components. Opportunities include: caroling, festival participation, collaborating with other choirs and travel.

### **Honors Chamber Choir (1 Credit) (Grades 10-12)**

#### ***Prerequisite: Audition Required***

This is an advanced vocal ensemble singing music of many styles and languages. A cappella music will be a large part of the group's repertoire. This course will further explore music theory fundamentals, sight singing and group singing techniques. In addition to quarterly concerts, the Chamber Choir is asked to perform at functions throughout the year. Opportunities include: caroling, festival participation, community concerts, collaborating with other choirs and travel.

### **Honors Treble Choir (1 Credit) (Grades 9-12)**

#### ***Prerequisite: Audition Required***

The FHS Women's Choir is an auditioned choir for girls, grades 9-12. Emphasis on building a healthy singing voice through the study of repertoire arranged specifically for women. Sight singing and basic music theory are also studied throughout the year. Quarterly concerts are given. Opportunities include: festival participation, community concerts, collaborating with other choirs and travel.

### **String Orchestra (1 Credit) (Grades 9-12)**

#### ***Prerequisite: Previous enrollment in an orchestra and proficiency on an orchestral instrument.***

String orchestra will develop individual skills on string instruments through the study of orchestral music literature of many eras and styles. Music will be performed in small groups and in a full orchestra setting in preparation for public concerts.

### **AP Music Theory (1 Credit) (Grades 10-12)**

This course continues to develop musicianship, theory, musical materials, and procedures. Emphasis is placed on the ability to identify and work with the elements of music to compose musical passages, and analyze the compositional structure, style, and harmonic progressions of musical excerpts. Musicianship skills are strengthened through daily dictation and sight-singing practice. It is through strong musicianship skills and a foundation of the elements of music that students will be able to pursue various compositional techniques and analyze music both stylistically and historically. A focus on music from the Common Practice Period (1600-1900), and the music of other stylistic periods will be studied.



**Guitar I (1 Credit) (Grades 9-12)**

Open to any student wishing to learn the fundamentals of guitar. Open chords, bar chords, power chords, scales, Blues progressions, fingerpicking, tablature and traditional music notation are addressed. Testing is done in both performance and written forms. *\*Students must provide their own instruments.*

**Guitar II (1 Credit) (Grades 9 – 12)**

***Prerequisite: Guitar I or permission of instructor***

A continuation of the Guitar I curriculum, students will expand their chord and scale vocabulary, become more fluent in their ability to read traditional notation and employ more advanced guitar techniques. A minimum of two class presentations will be required. Testing is done in both performance and written forms. *\*Students must provide their own instrument.*

## PHYSICAL EDUCATION

### ***REQUIRED PHYSICAL EDUCATION PROGRAM***

#### **Freshman Physical Education (.5 Credit)**

The class meets every other day for 1 semester. Fitness, various sports, and recreational activities are planned.

#### **Sophomore Physical Education (.5 Credit)**

This class meets for one semester and is an extension of the Freshman Physical Education class. Focus is on fitness and various sports will be covered in more depth.

### ***ELECTIVE PHYSICAL EDUCATION PROGRAM (designed for sophomores once they have completed Sophomore PE, juniors and seniors)***

#### **Honors Advanced Physical Education (1 Credit)**

To sign up for this course a student must have met the following criteria:

- completed at least 1 credit of Physical Education
- maintained an "A-" average in Physical Education courses
- passed 3 of the 4 "Health Criteria" on the Connecticut Physical Fitness Mastery Test
- have a Physical Education Teacher's recommendation

This course focuses on fitness, sports, and other physical activities will be studied in greater depth.

#### **Weight Training (.5 Credit)**

This class meets every other day for one semester. Strength gain, muscular endurance gain, and flexibility gain are the main goals. Good program for any student interested in improving in these areas.

#### **Personal Fitness (.5 Credit)**

Students will be exposed to many different fitness programs. Students will learn about fitness through lecture and activities. By the end of the year, students will be able to design and implement their own fitness program.

#### **Honors Personal Weight Training (.5 Credit)**

*\*Prerequisite Weight training or Personal Fitness*

The purpose of this course is to continue where personal fitness and weight training classes left off and expand knowledge of physical fitness concepts (b) understand the influence of lifestyle on health and fitness, and (c) continue to develop an optimal level of fitness. -fitness program design nutrition -benefits derived from participation in physical activity.

#### **Basketball (.5 Credit)**

The class meets for one semester. The class is designed to fulfill the needs of beginners as well as skilled players. This is a very vigorous activity. Skill work will be done on a daily basis.

**Net Sports (.5 Credit)**

The class meets for one semester. Tennis will take place on the outdoor courts. The indoor racquet sports include: pickleball, badminton, table tennis, and possibly Volleyball..

**Physical Education Activities (.5 Credit)**

This class meets for one semester. Lifetime activities are stressed. Among the activities are: archery, pickleball, badminton, tennis,volleyball, golf and bowling.

**Unified Physical Education (.5 Credit)**

In this class the student will assist the teacher in leading and adapting various physical education activities for students with special needs. Students will be assigned to work with one or two students with special needs to help them fully participate in the activities. You must be motivated, patient and have a desire to work with this population. **\*\*Teacher approval must be met before being able to sign up for this class.**

## **SCIENCE**

### **CP Integrated Science (1 Credit)**

Integrated Science will be based off the Next Generation Science Standards (NGSS) for high school Earth and Space Science (HS-ESS-1 thru 3). This course will have a variety of learning experiences including discussion, extensive hands-on labs, and other projects the disciplinary core ideas (DCIs), Cross-cutting concepts (CCCs), and Science and Engineering Practices will be emphasized. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **Honors Integrated Science (1 Credit)**

Honors Integrated Science will be a challenging course, designed for those students whose records show high aptitude and performance in previous academic work in mathematics and science. The course will be based off the Next Generation Science Standards (NGSS) for high school, Earth and Space Science (HS-ESS-1 thru 3). This course will have a variety of learning experiences including discussion, extensive hands-on labs, and activities. Assignments that demonstrate the connections between the disciplinary core ideas (DCIs), Cross-cutting concepts (CCCs), and Science and Engineering Practices will be emphasized. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **CP Biology I (1 Credit)**

This course will cover material dealing with basic biological concepts as aligned to the next Generation Standards (NGSS) for high school Life Science (HS-LS 1 thru 4). Topics such as cell structure and function, basic genetics, change and diversity of living things. Laboratory exercises, research papers and some fieldwork are important aspects of this course. CP Biology is intended for those students not planning to majoring in one of the sciences in college. This course is also part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **Honors Biology I (1 Credit)**

This course is designed for those students whose records show high aptitude and performance in previous academic work in mathematics and science, and who have the recommendation of their present science teacher. Topics will include organic chemistry, cell structure and function, cellular reproduction, Mendelian genetics, and evolution and classification of living things. It is aligned to the next Generation Standards (NGSS) for high school Life Science (HS-LS 1 thru 4). Extensive laboratory exercises, research papers and fieldwork assignments are integral parts of this course. This course is intended for those students contemplating a major in science, engineering or health profession in college. Students enrolled in this course will satisfy the necessary prerequisites for IB courses. Honors Biology is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**IB Biology 11 (1 Credit)****IB Biology 12 (1 Credit)**

This course is designed to provide a selection of in- depth biological concepts and principles. It intends to reinforce student familiarity with the process of formulating and testing hypotheses regarding underlying mechanisms of biological phenomena. The IB biology is organized around four central themes: structure and function, universality versus diversity, equilibrium within systems, and evolution. Course topics include: cells, chemistry of life, genetics, ecology, human health and physiology, nucleic acids and proteins, cell respiration and photosynthesis and human reproduction, classification, nerves and muscles, excretion and plant science. Additionally, students will study options to include evolution, ecology and conservation. At least twenty-five percent of a student's class time will be devoted to performing laboratory work that will cover a range of topics and skills, including a multidisciplinary group science project. Assessments will include practical exams, term projects, simulations as well as actual laboratory and field work. Students may take the AP exam at the end of this course, but additional AP material is the responsibility of the student.

**CP Marine Biology - (1 Credit) *Prerequisite: CP Biology I***

This course involves a survey of marine plants and animals and their natural habitats. Local organisms are emphasized. This course is intended for a student with previous knowledge of biological concepts as well as an interest in the marine environment. Laboratory work, research projects and Project Oceanology field trips are included in this course.

**ECE Marine Biology (Honors Marine Biology) - (1 Credit) *Prerequisite: CP Biology I or Honors Biology***

This course surveys marine organisms and the environmental factors which determine their distribution. Emphasis is on local species, their habitats and their behaviors. Fieldwork, laboratory exercises and research projects are integral parts of this course. This course is recommended to students with a high degree of interest in the marine sciences and who may be considering this field of study in college. This class is currently under consideration for ECE endorsement through UConn. If it is approved, students can earn credit from UConn with successful completion of the course.

**CP Chemistry *Prerequisite: Algebra I* (1 Credit)**

This course is intended for those students who wish to pursue a major in areas other than one of the sciences, engineering and health occupations, etc. in college. Students employ problem-solving techniques and critical thinking skills needed to apply chemical principles in decisions regarding scientific and technological issues. Frequent laboratory activities and projects are integral parts of each unit. This course is recommended to the student intending to go on to college.

**Honors Chemistry (1 Credit) *Prerequisite: CP Algebra I and CP Biology I or Honors Biology I***

This course is designed for those students whose records show high aptitude and performance in previous academic work in mathematics and science, and who have the recommendation of their present or past science instructor. Honors chemistry is recommended for those students who intend

on majoring in science, engineering, health occupations or related fields at the college level. Topics will include the structure, properties, and behavior of matter from both a descriptive and quantitative viewpoint to a greater depth and a more rapid pace than in CP ChemCom. Laboratory exercises are an important part of this course. Students enrolled in this course will satisfy the necessary prerequisites for IB courses.

**AP Biology (1 Credit) *Prerequisite: Successful completion of Honors Biology 1 or Honors Chemistry***

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, the type of laboratory work done by students and the time and effort required of students. The AP labs completed are equivalent to those completed at the college level. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. **Students are expected to complete a summer assignment prior to beginning of school year.. Please see current instructor or your counselor for details.**

**AP Chemistry (1 Credit) *Prerequisite: Successful completion of Honors Chemistry***

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of the fundamentals and a competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Major topics covered in this course include: Structure and states of matter, reaction types stoichiometry, equilibrium, kinetics, thermodynamics and descriptive chemistry. Approximately twenty percent of class time is dedicated to laboratory investigations. This AP course is designed to be taken after the completion of honors chemistry. **Students are expected to complete a summer assignment prior to beginning of school year.. Please see current instructor or your counselor for details.**

**IB Chemistry 11 (1 Credit) and IB Chemistry 12 (1 Credit) *Prerequisite Honors Chemistry***

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. This course is designed to provide an in-depth understanding of chemical concepts and principles. A large portion of class time (over 25%) will be spent in designing and performing laboratory activities. IB chemistry topics include stoichiometry, equilibrium, thermodynamics, atomic and molecular structure, kinetics, periodic properties, nuclear chemistry and descriptive chemistry of the elements, including organic chemistry. In addition to those core subjects, students will study the following two optional topics: Environment Chemistry, and Drugs and Medicines. In addition to weekly laboratory investigations, a multidisciplinary group project will be designed and carried out. Assessments will include, but are not limited to, lab reports, problem sets, unit exams and research projects. Students may take the AP exam at the end of this course, but additional AP material is the responsibility of the student. **Students are expected to complete a summer assignment prior to beginning of school year. Please see current instructor or your counselor for details.**

### **CP Physics (1 Credit) (CCP Approved) *Prerequisite: CP Algebra I***

CP Physics introduces the same universal laws of nature as taught in Honors/AP Physics 1, but with less mathematical analysis. Students will develop problem-solving skills applying basic algebra throughout the year, but there will be a stronger emphasis on applying conceptual understanding of the fundamental laws of nature. The topics of study in the first semester include: Forces and Newton's Laws of Motion, The conservation laws of Energy and Momentum, Gravitation and orbital motion. In the 2nd Semester, students will study electricity and electric circuits, and finish the year learning about waves, including sound and light.

This class is open to all college-bound juniors and seniors regardless of the intent to major in sciences.

### **(Honors Physics) AP Physics 1 (1 Credit) -- Prerequisites: Honors Algebra II, Geometry; at least 1 honors-level science class.**

This is the Honors-level introductory Physics class. Students should concurrently take Pre-Calculus or higher math class. AP Physics 1 is designed to match the coursework and rigor to be found in a college introductory Physics class. Topics studied in the first semester include: Forces and Newton's Laws of Motion; The conservation laws of Energy and Momentum; Gravitation and orbital motion. In the 2nd Semester, students will study: the Electrostatic Force, Electric Circuits and magnetism; waves, sound, and light.

Throughout the year, students will develop their skills in the mathematical analysis of word problems applying algebra, geometry, and trigonometry. Students will also improve their skills in making logical explanations to observed phenomenon provide qualitative answers to conceptual problems. Many basic lab activities and hands-on demonstrations help the student to experience the laws of nature as they learn about them.

**Students are expected to complete a summer assignment prior to the beginning of the school year. Please see the current instructor or your counselor for details.**

### **IB Physics 1 (1 Credit) -- Prerequisite AP Physics 1 or Honors Physics; precalculus.**

This course is part of the IB Curriculum and prepares students for the IB Physics Standard-Level Exam. The class is open to juniors and seniors, including those who are not in the IB Program. The course focuses on inquiry-based learning and conceptual understanding, but strong mathematical abilities are necessary. Students should have completed Honors Physics before taking this class [exception: if a student will have satisfactorily completed the first year of IB Higher-Level Mathematics, he or she can enroll in IB Physics SL without first completing Honors Physics, but he or she must be prepared to take on some additional reading assignments over the prior summer and into the fall]. Students who complete IB Physics SL in their junior year may then take AP Physics 2 in their senior year.

**Students are expected to complete a summer assignment prior to beginning of the school year. Please see the current instructor or your counselor for details.**

**Honors Human Biology-(1 Credit) *Prerequisite: Honors Biology and Honors Chemistry\****  
***(\*CP chemistry may be considered with a strong recommendation from the chemistry teacher)***

An introductory presentation of human structure and function. It is a survey of body systems for students who want to be more knowledgeable about the processes of the human body. It is recommended for students who are interested in pursuing a career in the the medical field (nursing, physical therapy, pre-med). Students must have a strong background biology and a dedicated work ethic to succeed in this course. Labs are an integral part of this course. The lab procedures do not involve animal dissections.

**Honors Forensic Science (1 Credit) *Prerequisite: CP Biology and CP Chemistry***

Forensic science is an extensive hands-on laboratory course. It involves multiple disciplines and skills. Among the multiple lab techniques utilized, the student will be asked to perform such tasks as crime scene investigations that include fingerprint analysis, handwriting analysis, fiber analysis and the processing of the data. Students will be asked to present and defend their findings.

Forensic science covers topics in biology, chemistry and physics. It will also integrate law, the judicial system and the government within discussions of case studies.

**Botany (.5 Credits) per semester *Prerequisite: CP Biology or Honors Biology***

This course details the basic concepts of plant biology. It focuses on plant characteristics, structure, unity and diversity, growth and reproduction. Students are acquainted with the origin, structure, development and functions of plant cells, tissues and organs. Current ideas in agriculture, horticulture, medicine, ecology, and conservation issues are discussed. Individual plant experiments as well as group laboratory investigations play a major part of the course experience. Laboratory work includes greenhouse and various field studies.

**CP Zoology (1 Credit) *Prerequisites: CP/Honors Biology 1***

This course is intended to introduce students to the animal kingdom. Emphasis will be places on classification of invertebrates and the vertebrate phyla including a comparative study of higher vertebrates to human anatomy. Laboratory exercises; including dissections, research papers and some fieldwork are important aspects of this course. This course is designed for students who do not plan on majoring in one of the science in college. *\*Please note:* Students will come in contact with preserved and fresh animals throughout the course, including but not limited to: clams, mussels, squid, crayfish, fish.

**Honors Zoology (1 Credit) *Prerequisites: Successful completion of CP/Honors Biology 1***

This course is designed for those students whose records show high aptitude and performance in previous science courses and who have the recommendation of their current science teacher. This course is intended to introduce students to the animal kingdom. Emphasis will be placed on classification of the invertebrates and vertebrate phyla including a comparative study of higher vertebrates to human anatomy. Laboratory exercises including dissections, research papers and fieldwork are all aspects of this course. Study of the human body systems, ecosystem dynamics and population ecology will also be an underlying theme in this course. This course will prepare students to take AP Biology and of Anatomy and Physiology. This course is intended for those students contemplating a major in science, engineering or health profession in college. *\*Please*



*note:* Students will come in contact with preserved and fresh animals throughout the course, including but not limited to: clams, mussels, squid, crayfish, fish.

### **Environmental Studies (.5 Credit)**

This course studies the topics of Wildlife Biology, Forestry, Aquatics and Soil Science. Basic topics in Ecology are integrated throughout the four units of study. Relationships to the local environment (Connecticut) will be emphasized. Through this course, students will develop a better awareness and attitude toward environmental concerns, with the goal of making them better stewards of their own environment. Environmental Studies follows the objectives outlined by the Connecticut Envirothon Competition. Lecture and laboratory work are components of this program. While there are no prerequisites, successful completion of Biology 1 prior to taking Environmental Studies, is recommended.

### **AP Environmental (1 Credit) Prerequisites: Successful completion of Biology, Chemistry and Algebra 1.**

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Environmental science is interdisciplinary in nature; embracing a wide variety of topics from different areas of study. The goal of the AP Environmental interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. On top of regular classroom work, Lab and Field work will be essential components to the class. Students are also expected to take the AP Environmental Science exam in May. **Students are expected to complete a summer assignment prior to beginning of school year. Please see current instructor or your counselor for details.**

### **IB Sports Exercise and Health Science 11 (1 Credit)**

### **IB Sports Exercise and Health Science 12 (1 Credit)**

This is two-year course. IB Sport Exercise 12 students must successfully complete year one of the course. Interested in a future in Sports Medicine, Athletic Training, Biology, or Physical Therapy? This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition which are studied in the context of sport and exercise. Students will acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. Also, an integration of topics such as international sporting competition and ethical issues within sport are addressed. This is a 2-year course, and students will sit for exams to earn the IB Certificate in Sport, Exercise, and Health Science.

### **Meteorology (.5 Credit)**

Meteorology, which is a laboratory-based and technology-based course, will promote and cultivate the development of student scientific inquiry and scientific method skills, which are important critical thinking skills. Meteorology is particularly suited to these aims because it is an applied science that readily lends itself to familiar everyday life. Weather is not an arbitrary act of nature, weather forecasting has its limits, and the climate future is uncertain. The emphasis on scientific methodology provides a perspective on the accomplishments of meteorologists and the challenges still facing them.

Topics that will be covered include 1) how we monitor the weather through local weather stations, radars, and satellites, 2) how the interactions between temperature, air pressure, wind, humidity, and precipitation create our weather, and 3) how to forecast the weather on a daily basis. Other topics include severe weather, like tornados, hurricanes, and thunderstorms/lightning, and weather human hazards like global climate change, all of which will be embedded within the curriculum.

**AP Computer Science (1 Credit) Prerequisite: Honors Algebra 2 with a B- or higher**

AP Computer Science is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **SOCIAL STUDIES**

### **SPECIAL NOTE:**

A minimum of 3.0 credits in Social Studies is required for graduation. The State of Connecticut now requires a minimum of 1.0 credit in United States History and .5 credits in Civics. Students seeking to continue with postgraduate studies are strongly encouraged to take at least 4.0 credits in Social Studies.

### **CP World History (1 Credit)**

The purpose of this course is to explore a variety of peoples, events, and movements in world history with an emphasis on inquiry-based learning. The course will encourage students to analyze cause/effect relationships within the context of history, including both Western and non-Western civilizations in our study. Students will discover various cultures, experiences, and worldviews by examining the simultaneous development and diffusion of other world cultures. As part of the International Baccalaureate Middle Years Program (MYP), World History has an integrated and thematic approach incorporating varied methodologies which reinforces the past and brings the present to life. Students will inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **Honors World History (1 Credit)**

Honors World History is designed for students who seek to academically challenge themselves. As students explore a variety of peoples, events, and movements in world history, students will also research, write, speak and present through various modalities. Students analyze cause/effect relationships within the context of history, including both Western and non-Western civilizations in our study. Through inquiry-based learning, students will discover various cultures, experiences, and worldviews by examining the simultaneous development and diffusion of other world cultures. As part of the International Baccalaureate Middle Years Program (MYP), World History has an integrated and thematic approach incorporating varied methodologies which reinforces the past and brings the present to life. Students will investigate a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

### **CP U.S. History (1 Credit)**

The College U.S. History course explores people, events, and movements in the United States, beginning with the Progressive Movement to present U.S. history. The U.S. History course is taught through a culturally responsive lens to engage and affirm identities, experiences, and worldviews. Students will study the political, societal, and economic changes made and how these changes impacted various groups throughout the 20th century. Students will then research, read, write, and present information. The emphasis will be to analyze and evaluate a variety of documents, including primary and secondary sources.

**Honors U. S. History (1 Credit) (Mandatory for AP/IB Prep)** The Honors U.S. History course requires students to commit to the rigors and expectations that have been set for this class. Students will explore people, events, and movements beginning with the Progressive Movement to present U.S. history through inquiry-based learning. The Honors U.S. History is taught through a culturally responsive lens, in order to engage and affirm identities, experiences, and worldviews.

Students will study the political, societal, and economic changes made and the way in which these changes has impacted various groups throughout the 20th century. Students will be required to engage in extensive researching, analytical writing, and effective presenting of concepts learned. It is highly recommended that students are concurrently enrolled in Honors English 10.

#### **CP Civics (.5 Credit)**

According to Connecticut state legislation, every student must pass a civics education course to graduate high school. Students will increase their knowledge of the various aspects of local, state, and national government while also becoming active participants. Students will be required to engage with government agencies, attend local board or committee meetings, or even Congressional hearings as assigned. While active participation is vital to this course, students will continue to explore the historical aspects of the government and the impacts made throughout history. The course will delve into each of the branches of government to gain a greater understanding of the roles and responsibilities of each. This course will be taught through a culturally responsive lens; therefore, this course will examine how local, state, and national legislation impacts the lives of its constituents through their perspectives and their experiences. This course reiterates that an informed and participatory citizenry strengthens a democratic society. Students will gain a greater appreciation for the democratic process and the impact one has through civic engagement and in turn the impact the government has on the people within the United States.

#### **AP United States History (1 Credit)**

The Advanced Placement U.S. History course explores people, places, events, and ideas from 1491 to the present. Students will discover these topics through analytical readings, critical writings, and extensive research. Students will craft historical arguments, compare and contrast various periods and events, and use primary and secondary sources to support opinions and perspectives. This course also is taught through a culturally responsive lens. Therefore, students will study the political, societal, and economic changes made and how these changes have impacted various groups throughout the 20th century. This course moves at a vigorous pace to best prepare students to succeed on the AP U.S. History exam in May. Therefore, those students who desire to be challenged critically, analytically, and of course, academically should enroll in this advanced course.

**IB History: The Americas – Grade 11 (1 Credit)** This one year course will survey countries within North America, Central America and South America. Students will examine various themes, beliefs and the impact each has on the country's political, economic, and social ideas. IB History: The Americas introduces students to history as a discipline and to the methods used by historians. Students are expected to develop critical, analytical, reading, and writing skills. These skills will be useful in completing the various writing and standardized assessments as required by the International Baccalaureate Program. Although this course is within the IB Program, enrollment within the entire IB Program is not required.

#### **IB History: Twentieth Century World History – Grade 12 (1 Credit) *Prerequisite: IB History: The Americas***

This one year course examines international history and the way in which various countries have

and continue to interact with each other. Students will study conflicts, conquest and consequences amongst various countries. At the conclusion of study, students will be prepared to meet the standard established by the International Baccalaureate Program. This course will expect students to develop critical, analytical, reading, and writing skills. These skills will be useful in completing the assessments as required by the International Baccalaureate Program. Although this course is within the IB Program, enrollment within the entire IB Program is not required.

### **SOCIAL STUDIES ELECTIVES**

The following courses may be chosen to fulfill the necessary requirements for graduation. Students are encouraged to select courses in areas of interest and ability.

#### **African American/Black And Puerto Rican/Latino Studies (1 credit) *Recommended***

*Prerequisite US History and Modern World History Humanities Elective Grades: 11-12 CCP level* The full-year course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

#### **Current Events (.5 credits)**

The purpose of this half credit course is to provide a forum for the open discussion of current events. Particular attention will be paid to events in U.S. domestic and economic policies as well as the United States defense national politics. Current social issues and the impact on contemporary society will also be discussed. Relevant current issues provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research compelling questions. It is important to note that events and issues evolve over time. Therefore, this course will be dependent on the current conditions shared by the media.

#### **CP Introduction to Economics (.5 credit) *Grades: 11-12***

This course will provide students with an introduction to basic economic principles and current economic issues with a focus on the American economy. Students will learn about different aspects of competition, finance, and interrelated global economic issues. Students will be expected to read, write about, and analyze different theories, current events that pertain to finance, and economic theories.

#### **End of the 20th Century (1952 to Present) (1 credit) *Grades: 11-12***

The End of the 20th Century (1952 to Present) course begins where the 10th grade U.S. History course concluded. This year-long elective will continue to explore the history of the United States in the 20th century including but not limited to the Civil Rights Movement, the Vietnam War, and

the Cold War. We will continue into the 21st century by studying September 11th which led to the Iraq War and, eventually, the withdrawal of Afghanistan. This course will, as well, examine economic, political, and social developments during the 20th and 21st centuries and analyze the ways in which these developments continue to impact various groups of people. Students will continue to develop reading, writing, analytical, and researching skills while applying new learning more recent American History.

### **AP European History (1 Credit) (Open to juniors and seniors)**

The Advanced Placement European History course examines European history from the Renaissance to the present, with an emphasis on the political, economic, social, and cultural developments that have shaped Europe, the United States, and the world. Students will foster their understanding of European history through the analysis of primary and secondary sources, creating well-developed written responses, and presenting information learned throughout the course. Outside reading and writing assignments are a regular and significant part of this course. Each unit comprises the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course. This course moves at a vigorous pace to best prepare students to succeed on the AP European History exam in May. Therefore, those students who desire to be challenged critically, analytically, and of course, academically should enroll in this advanced course

### **IB Global Politics (1 Credit)**

This IB course can be taken in place of IB History. The course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts. It allows students to develop an understanding of the local, national and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. This course will expect students to develop critical, analytical, reading, and writing skills. These skills will be useful in completing the assessments as required by the International Baccalaureate Program. Although this course is within the IB Program, enrollment within the entire IB Program is not required.

### **AP Government and Politics (1 credit)**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course is equivalent to a one-semester introductory college course in U.S. government.

### **CP Maritime History, Part 1 (.5 credit)**

Buried Treasure, Whales in the Arctic, and Wolfpacks in the Atlantic: This course explores the history of the United States from a maritime perspective. As a national story it uncovers the growth of America as a world power in maritime and naval history. As a local story, an emphasis will be placed on the contributions of small communities and their contributions to the American experience.

#### **CP Maritime History, Part 2 (.5 credit)**

Maritime History has been divided into two parts, Part 1 will meet first semester and Part 2 will meet second semester. This course explores the history of the United States from a maritime perspective. As a national story it uncovers the growth of America as a world power in maritime and naval history. As a local story, an emphasis will be placed on the contributions of small communities and their contributions to the American experience. Students will be given a basic understanding of sailing vessel types and seamanship skills. Topics of study will include whaling, pirates, disasters at sea, and the history of submarines.

#### **UCONN ECE Maritime Studies (1 Credit)**

This course is an interdisciplinary course designed for students who are ready for the demands and rigor of a college course in their senior year. The curriculum will be a thematic approach to exploration of the sea and the literature that has arisen from people's relationship to it. Throughout history, the sea has served as a highway, a source of food, and an arena for warfare and a stage for discovery. More recently, a dumping ground for our planet's garbage and economic disaster debris. This course will explore Maritime History with attention to international linkages afforded by the ocean. Students will consider the literature that resulted as humans interacted with the ocean along with art, music, photography and film. The course is designed as a general education credit for UCONN, but also an Introduction to Maritime Studies offered at Avery Point Campus of UCONN. Through reading, discussion, seminars, field trips and lectures, we will explore the literary and historical topics from a variety of perspectives. These will include ethnic, gender, historical, religious, political, intellectual and economic.

#### **CP Introduction to Psychology (.5 credit)**

Introduction to Psychology will provide students with a survey of major Psychological concepts and inquiries. Theories concerning psychological disorders, memory, learning, consciousness, the brain and psychological perspectives are investigated. Students will be expected to read, write and analyze topics spanning the Psychology spectrum. Students will also have an opportunity to create authentic work as they explore human mental processes and behavior.

#### **AP Psychology (1 Credit )**

AP Psychology will introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Additionally, students will be exposed to the ethics and methods psychologists use in their science and practices. **Students enrolled are learning at a pace that aligns with the AP exam to be administered in May.**

**IB Psychology (1 Credit) *Prerequisite AP Psychology***

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior. Understanding how psychological knowledge is generated, developed, and applied enabling students to achieve a greater understanding of themselves and appreciate the diversity of human behavior.

**CP Sociology, Part 1 (.5 Credit) (Open to Juniors and Seniors)**

This one semester course discusses the interactions between individuals and groups of people. How people relate to each other and to society? Why people behave as they do, and how one's actions affect others? This course focuses on looking at people and their ways of life, social trends, cultural changes, human development, social institutions, and collective behavior. Sociology I is an introduction to the subject with a broad overview of Sociological practices. Sociology Part 2 will focus on using the information learned in Sociology I. **Note:** Sociology I is a prerequisite for Sociology II

**CP Sociology, Part 2 (.5 Credit) *Prerequisite Sociology Part 1***

Also, a one semester course, Sociology Part 2 focuses on the individual as a member of society. Topics discussed will include roles, socialization, mental illness, deviant behavior, social class structure, institutions, and social change. The Sociology Part 2 course requires extensive reading and research with real world application. As well, individual and group presentations are a major component of this course.

**CP U.S. History (1 Credit)**

The College U.S. History course explores people, events, and movements in the United States, beginning with the Progressive Movement to present U.S. history. The U.S. History course is taught through a culturally responsive lens to engage and affirm identities, experiences, and worldviews. Students will study the political, societal, and economic changes made and how these changes impacted various groups throughout the 20th century. Students will then research, read, write, and present information. The emphasis will be to analyze and evaluate a variety of documents, including primary and secondary sources. best prepare students to succeed on the AP Government exam in May. Therefore, those students who desire to be challenged critically, analytically, and, of course, academically should enroll in this advanced course.

**CP World Geography (.5 Credit)**

World Geography is a one-semester course that examines the four different regions of the United States including the North, the South, the East, and the West. This course studies geography from the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The focus of this course addresses geographical skills and geographical literacy including identifying and locating states, capitals, and other locations throughout the United States.



## **SPECIAL EDUCATION**

### **English 9-10 (1 Credit)**

Specialized English is designed to meet the needs of students who, due to cognitive impairments, are unable to perform in regular English curriculum without appropriate supports (Resource, SRBI and modifications/accommodations). This class is designed to provide overall growth of the students' core English skills by helping them to master their IEP goals and objectives in reading and writing. Instruction focuses on appropriate grade level content and on everyday literacy life skills that will allow the student to engage in reading and writing outside the classroom

### **English 11-12 (1 Credit)**

Specialized English is designed to meet the needs of students, due to cognitive impairments, who are unable to perform in regular English curriculum without appropriate supports (Resource, SRBI and modifications/accommodations). This class is designed to provide overall growth of the students' core English skills by helping them to master their IEP goals and objectives in reading and writing. Instruction focuses on appropriate grade level content and on everyday literacy life skills that will allow the student to engage in reading and writing outside the classroom.

### **Math 9-10 (1 Credit)**

Specialized Math is designed to meet the needs of students, due to cognitive impairments who are unable to perform in regular math curriculum without appropriate supports (Resource, SRBI, and modifications/accommodations). This math class is designed as an intensive math support system to continue the overall growth of the students' core math skills.

### **Math 11-12 (1 Credit)**

Specialized Math is designed to meet the needs of students, due to cognitive impairments who are unable to perform in regular math curriculum without appropriate supports (Resource, SRBI, and modifications/accommodations). This math class is designed as an intensive math support system to continue the overall growth of the students' core math skills.

### **US History 9-10 (1 Credit)**

This course uses adaptive curriculum for World History, Civics and US History to meet the learning needs of adolescents with cognitive impairments. The content literacy skills and strategies presented and practiced in the lessons will allow students a more meaningful literacy based experience. The Reading Essentials in Social Studies supports the national standards: culture; time, continuity and change; people, places, and environments; individual development and identity; individuals, groups and institutions; power, authority, and governance; production, distribution, and consumption; global connections; civic ideals and practice.

### **Government 11-12 (1 Credit)**

The purpose of this course is to study the United States History from the Revolutionary era through the building of the Constitution and its implementation in present times. This is to be accomplished using a variety of lenses, geography, economics, history and civics. Relevant examination of factual events, review of landmark Supreme Court cases, human development in

regions and the merging of cultures provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research questions.

### **Science 9-10 (1 Credit)**

This science class is designed as an intensive science support system to continue the overall growth of the students' core science skills. The class will begin with basic science skills, including proper measurement and laboratory techniques as well as following the scientific method for scientific inquiry. The class will take place in a science classroom and will include relevant laboratory time on a regular basis. Students will cover topics in line with the Next Generation Science Standards, including The Universe and the Stars, Earth and the Solar System and The History of Planet Earth. The class will move at a pace suitable for each student in the class. Each class will finish with a reflection piece to summarize what was learned that period and where the class will be moving forward to during the next scheduled meeting.

- A. Helping the student meet his or her Science IEP Goals
  - B. Helping the students learn more about science concepts and how these concepts are part of their everyday life
  - C. Supporting learning and fostering independence through relevant lab activities
- Providing a safe and supportive learning environment

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This science class is designed as an intensive science support system to continue the overall growth of the students' core science skills. The class will begin with basic science skills, including proper measurement and laboratory techniques as well as following the scientific method for scientific inquiry. The class will take place in a science classroom and will include relevant laboratory time on a regular basis. Students will cover topics in line with the Next Generation Science Standards, including The Universe and the Stars, Earth and the Solar System and The History of Planet Earth. The class will move at a pace suitable for each student in the class. Each class will finish with a reflection piece to summarize what was learned that period and where the class will be moving forward to during the next scheduled meeting.

- A. Helping the student meet his or her Science IEP Goals
  - B. Helping the students learn more about science concepts and how these concepts are part of their everyday life
  - C. Supporting learning and fostering independence through relevant lab activities
- Providing a safe and supportive learning environment

### **Resource (1 Credit)**

This course is designed as a support service to those students requiring special education services. Based on a student's IEP, this class actively works on individual student needs as outlined in their respective goals and objectives concerning areas of weakness. Examples of focus points include: Academic skills (reading, written expression & math calculation), organization, study skills, advocacy skills and transition services. This class requires an active IEP in order for enrollment.

## **TECHNOLOGY EDUCATION**

Technology Education courses center around the evolution of technology and its systems, resources, limits, impacts, products, and problems. It explores technology from historical, cultural, and environmental perspectives; predicts future trends and employment opportunities; and uses the tools of technology (for example: lasers, robots, audio, video, fiber optics, computer aided drafting, state-of-the-art computer software, and testing equipment) to solve problems relevant to everyday living.

### **Animation (1 Credit)**

Animation is one of the largest, fastest growing media and career areas in our world today. Animation is used in every field from advertising and entertainment to medicine. The animation course allows a much larger cross section of our students a course that will support a large diversity of career options. This course provides a broader base of multimedia fundamentals and focus on engineering, principles of design, and character modeling. Animation will better prepare our students for postsecondary success, and will provide undecided students with informed career options. This course is a primarily technology based program. It is not designed to teach computer gaming, graphics, cartooning or an art based approach.

### **Architectural CAD I (1 Credit)**

This course is designed to help students explore the related fields of architecture, and to assist them in becoming educated consumers of building products and a house. Students will use basic drafting techniques, building codes, CAD software, and modeling to design a residential structure.

Architectural CAD is a hands-on learning experience that focuses on technological literacy, academic development, personal development, and career awareness. Introduction to Engineering Design is a suggested prerequisite for all Architectural courses.

### **Architectural CAD II (1 Credit) *Prerequisite: Arch CAD I***

Introduction to Engineering Design is a suggested prerequisite for all Architectural courses. This course provides resources and instruction for an intermediate course in architectural design. The course reviews design principles, creating sketches using pencil and paper and the CAD computer interface. The students will then take the basic designs created in the Architecture 1 class and work using AutoCAD Architecture and Revit Architecture to design and install site, mechanical, interior, and topographical plans. These plans will then be used to instruct the students in the basic principles of estimating.

### **Graphic Communications (1 Credit)**

Students will learn the basic principles and elements of design and the skills used in the print and design industry by taking a project idea through concept layout and composition. Students will

create eye-catching brochures, business cards, newsletters, advertisements and many other forms of design media. Students will use computer desktop publishing software, digital photography, and bindery. Laboratory work and classroom instruction help the students explore the many careers in the print and design industry.

### **Video Production I (1 Credit)**

The Video Production course will introduce students to a variety of concepts and projects that reflect the rapid development of the television production industry. The course provides a detailed understanding of video equipment operation, a working knowledge of media/video production techniques, terminology, directing experience, and an overview of professional television studio operation. The course is designed with a significant hands-on component that reinforces learning and supports the school community through their involvement in the FHS daily announcements. Individual and group based projects will aid in students' creative potential and reflects their technical abilities.

### **Video Production II (1 Credit) *Prerequisite: Video I***

This course is a continuation of Video Production I and is designed as a directed workshop to allow students the opportunity to practice their specialization in a production environment. A heavy emphasis will be placed on individualized projects that reflect the specific interests of each student in the television production field. Students will be required to plan, produce and direct video programs that demonstrate a mastery of composition and production skills. Students will also be required to produce specialized segments designed to air on the FHS Daily Announcements. Students wishing to pursue possible careers in the television industry should enroll in Video Production II.

### **Computer Programming (1 Credit) *Prerequisite: 1 year of Algebra***

This elective course consists of writing and running programs of a mathematical and statistical nature using state of the art programming language. Emphasis will be on data types, procedures, and records. Graphics programs will be included and cover files, advanced records, pointers, linked lists, stacks and queues will also be covered. *(Not offered during the 2022-2023 school year)*

### **Introduction to Manufacturing (.5 Credit)**

This is a course that will introduce skills, equipment and knowledge needed in the manufacturing world. An understanding of manufacturing will help students develop a background, skills and understanding of jobs in the manufacturing industry. Students will learn and develop skills in measurement, drafting, blueprint development and presentation. Students will be introduced to tech/shop tools and the safety required for operating such equipment. Students will use these skills to complete a variety of small manufacturing based products. This is the first class in a series of courses required in the Youth Manufacturing Pipeline Initiative.

### **Manufacturing Technology I (1 Credit) *Prerequisite: Intro to Manufacturing Technology. Strong fractional measurement is helpful.***

The Manufacturing technology course introduces students to the principles of mass production, estimating, careers in manufacturing and business setup. Manufacturing Technology provides

students an opportunity to manipulate raw materials into a finished product. Hands-on activities with power tools are used to support academic success as students navigate managed activities to convert an idea into a product that is produced for profit or personal enjoyment. A focus of this course is student safety therefore a safety test will be administered to all students. This is the second class in a series of courses required in the Youth Manufacturing Pipeline Initiative.

**Manufacturing Technology II (1 Credit) *Prerequisite: Manufacturing Technology I with “C” or higher***

Manufacturing Technology 2 provides students an expanded opportunity to manipulate raw materials into a finished product. Students will be independently planning and processing steps from design to the final manufactured product. Hands-on activities with power tools are used to support academic success as students navigate managed activities to convert an idea into a product for profit or personal enjoyment. This course is taken in lieu of the Youth Manufacturing Pipeline Initiative.

**Youth Manufacturing Pipeline Initiative**

*Are you interested in developing an employable skill right out of high school? This program will help you find a well-paying job at 70+ local businesses without the burden of higher education. The YMPI is an intern program that will train, prepare and certify you for a future in the Manufacturing world. To complete the program you will need to take Intro to Manufacturing, Manufacturing 1 and the Youth Manufacturing Pipeline Initiative. Students will need to pass all (Safety) assessments to complete the certificate.*

**PLTW Introduction to Engineering (1 credit)**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**PLTW Principles of Engineering (1 credit)**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. **Minimum requirement of Algebra 2**

**PLTW Computer Integrated Manufacturing (1 credit)**

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

**PLTW Civil Engineering (1 Credit) Not Offered for the 2021/22 School Year**

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. CEA is one of the specialized courses in TCD's Project Lead The Way Pathway to Engineering course sequence. Students who have successfully completed the IED and POE foundation courses at TCD or their high school can easily transition to this course. To receive maximum recognition or credit from PLTW-affiliated colleges and universities, students should successfully complete the two foundation courses, one specialized course, and the capstone course. Some affiliates offer recognition or credit on a course by course basis.

## **WORLD LANGUAGES**

The World Language Department encourages all students to study another language in order to:

- develop marketable skills in an increasingly global economy
- enrich their academic preparation
- foster appreciation of cultural differences
- hone critical thinking and problem-solving abilities

In order for students to meet college entrance requirements, the World Language Department recommends three or more years of study in a single world language. Most colleges and universities look for applicants to have completed three or four consecutive high school years of the target language. Many institutions offer waiver exams for their world language credit requirements to those students having reached an intermediate level of proficiency in high school programs.

The Middle Years Program (MYP) requires continued studies in Language Acquisition as an integral part of a globally-focused curriculum. MYP Language Acquisition classes are inquiry based and centered on student activities. Cooperative learning, online explorations and audio-visual activities are everyday learning experiences. Courses align with National Standards for World Language learning. Students communicate in a language other than English, learn cultures of the target language, make connections with other subject areas, compare languages as well as cultural practices and products and use the language in the community, including exploration of career options.

In college preparatory courses, students complete daily assignments and participate actively in each class session. Additionally, courses that carry honors weighting require students to take initiative and show independent motivation to complete supplementary projects and use target language across a wide variety of expansion and enrichment activities.

**Students of World Languages are encouraged to earn the Connecticut State Seal of Biliteracy award which will appear on their high school transcript and diploma. Teachers and counselors can provide information about exams that qualify and other testing options.**

### **CP French 1 (1 Credit)**

This course provides for extensive speaking and listening practice. The student is introduced to basic sentence structure and elementary grammar patterns within the framework of thematic units concerning everyday life. Students begin to study the relationships between cultures. The use of technology and audio-visual material provides further skill development. This course will stress student performance and the acquisition of key foundations in the language.

This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

***Students who earned C-" or better in French 1 in middle school or out-of-district should go to French 2 or Honors French 2.***

**Students wishing to go to Honors 2 should ask for a teacher recommendation.**

**CP French 2 (1 Credit)**

This course builds on the communication tasks introduced in French 1. Course material presents students with opportunities to develop their listening, reading, writing, and speaking skills. Writing and speaking style is enriched through practical application of vocabulary and grammar. The use of media sources, technology and small hands-on projects throughout the year help students to see French in action. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

A grade of "C-" or better in French 1 is recommended for enrollment in this course.

**CP French 3 (1 Credit)**

Active communication skills in listening, reading, writing and speaking are stressed at this level of study. A good foundation in French 1 and 2 is essential for the study of the more advanced language applications and grammatical structures in this course. This course requires serious effort on the part of students to substantially enrich their vocabulary through authentic readings, audio and video activities, dialogues and key topics of daily life. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

A grade of "C-" or better in French 2 is recommended for this course.

**CP French 4 (1 Credit)**

French 4 continues to explore key topics of daily life, picking up where CP French 3 leaves off. This course reviews more complex sentence structures in everyday conversation and in practical writing activities. Various short readings and documents are studied. Emphasis is placed on writing, role plays, presentations and broadened cultural understanding through research projects and creative projects throughout the year. Current events are highlighted through access to various online resources. Students enrolled in Level 4 are expected to test for the CT State Seal of Biliteracy.

A grade of "C-" or better in French 3 is highly recommended for enrollment in this course.

**Honors French 2 (1 Credit)**

This course is designed for students who have demonstrated superior motivation, achievement and skill level in a French 1 course. Emphasis is placed on oral proficiency as well as an in-depth study and application of language structures and grammar in various types of writing tasks. The pace is faster than that of CP French 2, incorporating enrichment activities such as projects and active communication requirements. Additional vocabulary is learned through authentic reading selections and audio-visual exercises. Communication about present and past events are a focus. Honors French 2 prepares students with tools and practice in the four modes of communication required for a smooth transition to Honors French 3. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**A grade of "C+" or better in French 1 and teacher approval are strongly recommended for enrollment in this course.**



**Honors French 3 (1 Credit)**

This course addresses language acquisition needs and goals of students who have shown superior motivation, achievement and skill level in Honors French 2. The focus is on oral and written practice, integrating higher level vocabulary and advanced grammar structures while developing more natural syntax. Listening and reading comprehension will be strengthened through paired and group activities, audio-visual methods and projects. Students are expected to use the target language daily in class. Communication centered on future, hypothetical and subjunctive concepts are emphasized. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. **Honors French 3** permits students to reach the level of proficiency in the four modes of communication required for a smooth transition to Honors French 4 and **is a prerequisite for IB French 11.**

**Prerequisite: "C+" or better in Honors French 2 and teacher recommendation.**

**Honors French 4 (1 Credit)**

This course is targeted to students with superior motivation, achievement and communication skills in French. Emphasis is on active discussions of current events and core cultural topics in the French-speaking world. Literature, texts and videos are studied. Oral presentations and writing for a purpose emphasized. Semester projects allow students to explore areas of personal interest related to the target language and culture and to make connections with their own culture. Students are expected to demonstrate a measurable degree of proficiency and accuracy during each class session, using grammatical elements and language adapted to various situations. Current events are highlighted through access to various online resources. Students enrolled in Level 4 are expected to test for the CT State Seal of Biliteracy.

**A grade of "C+" or better in French 3 Honors and teacher approval are very highly recommended for enrollment.**

**IB French Language B SL11 (1 Credit)****IB French Language B SL 12 (1 Credit)**

The study of a world language is integral to the international focus of the IB Diploma Program. This IB Language B SL course is based on the acquisition of measurable performance skills with an emphasis on speaking and writing in the target language. Productive, receptive and interactive skills are the focus of the Language B oral interview. This is a second language acquisition course. The overall objective is to learn, appreciate and effectively interact in a culture different from the student's own. The course content will align with the thematic requirements of the IB guide: Identities, Experiences, Human Ingenuity, Social Organization, Sharing the Planet, all viewed within a global context.

The essence of the course is to provide a range of linguistic experiences which will assist the student in developing the capacity to communicate in a language other than English. The study of some brief literary and other texts, online resources, authentic audio-visual materials including

films and daily interactive tasks play an important part of this process. **This course is conducted entirely in French.** End-of-course oral, audio and written assessments take place in Year Two.  
**Prerequisite: A grade of "C+" or better in Honors French 3 and teacher recommendation for enrollment.**

### **IB Ab initio French (Year 1 and Year 2)**

This language acquisition course is designed for students with *no prior experience of the target language, or for those students with very limited previous exposure.* Students develop receptive, productive and interactive communicative skills in the target language in familiar and unfamiliar contexts. This course provides opportunities to engage with a broad range of texts, stimuli and scenarios. Topics are of personal, local or national and global significance. As with the Language B course, learners are challenged intellectually, personally and culturally.

Knowledge of vocabulary and grammar—the *what* of language—is reinforced and extended by understanding the *why* and *how* of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. Five themes are common to Ab initio and Language B: identities, experiences, human ingenuity, social organization and sharing the planet. Assessments at the end of Year Two include an internal oral interview, reading and listening comprehension and various writing tasks to assess students' full range of abilities.

### **CP Spanish 1 (1 Credit)**

This course introduces students to listening, reading, writing and speaking in Spanish. Students learn vocabulary and grammar within the context of everyday settings at home and at school. The relevance of Spanish and Latin American cultures and their relationship to language learning is stressed throughout the course. Students internalize and apply useful words and phrases through reading and participating in skits, presentations, online practice and other interactive class activities. This course will emphasize student performance and the acquisition of key foundations in the language. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

***Students who earned C-" or better in Spanish 1 in middle school or out-of-district should go to Spanish 2 or Honors Spanish 2 .***

**Students wishing to go to Honors 2 should ask for a teacher recommendation.**

### **CP Spanish 2 (1 Credit)**

The course builds on the communication tasks introduced in Spanish 1. Oral as well as written proficiency are emphasized in this course. Students learn to use more challenging vocabulary and language structures. Students learn how to describe events in the past through speaking and writing. They also develop an understanding of past events through reading and listening. Vocabulary focuses on everyday themes such as home, school, shopping, and other general situations. Spanish and Latin-American culture is studied throughout the course. Assignments reinforce class lessons and facilitate practical application of useful words and phrases that form the foundations of meaningful communication. The use of media sources, technology and small

hands-on projects throughout the year help students to see Spanish in action. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

A grade of "C-" or better in Spanish 1 is recommended for this course.

### **CP Spanish 3 (1 Credit)**

Proficiency in listening, reading, speaking and writing is stressed in this course. Higher-level grammar structures as the perfect tenses are focused on and applied. Extensive vocabulary building is also stressed in authentic readings, audio and video activities, dialogues and key topics of daily life. The skills learned in Spanish 1 and Spanish 2 form an essential foundation for this course. Through readings, audio and video activities as well as discussions, the cultures of all Spanish speaking countries are studied. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

A grade of "C-" or better in Spanish 2 is recommended in order to enroll in this course.

### **CP Spanish 4 (1 Credit)**

Emphasis is on proficiency in listening, reading, speaking and writing. Students communicate in Spanish via group discussions and writing assignments on a regular basis. Students build upon vocabulary and grammar usage through authentic sources such as video, songs, and printed media. The cultures of Spain and Latin-American countries are studied. Projects asking students to highlight their acquired language skills while exploring aspects of the target cultures are a part of this course. Current events are highlighted through access to various online resources. Students enrolled in Level 4 are expected to test for the CT State Seal of Biliteracy.

**A grade of "C-" or better in Spanish 3 is recommended for enrollment in this course.**

### **Honors Spanish 2 (1 Credit)**

This course is designed for students who have demonstrated superior motivation, achievement and skill level in a Spanish 1 course. Emphasis is placed on oral proficiency as well as an in-depth study and application of language structures and grammar in various types of writing tasks. The pace is faster than that of CP Spanish 2, incorporating enrichment activities such as projects and active communication requirements. Additional vocabulary is learned through authentic reading selections and audio-visual exercises. Communication about present and past events are a focus. Honors Spanish 2 prepares students with tools and practice in the four modes of communication required for a smooth transition to Honors Spanish 3. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures.

**A grade of "C+" or better in Spanish 1 and teacher approval to enroll in this course are strongly recommended.**

### **Honors Spanish 3 (1 Credit)**

This course addresses language acquisition needs and goals of students who have shown superior motivation, achievement and communication skills in Honors Spanish 2. Emphasis is on practicing oral and written Spanish, integrating higher level vocabulary and advanced grammar structures while developing more natural syntax. Students use Spanish each day in spontaneous

communications with teacher and peers as well as in prepared conversations, oral reports, and paired activities. Communication centered on future, hypothetical and subjunctive concepts is emphasized. This course is part of the MYP program; students inquire into a wide range of issues and ideas of global significance in order to promote an understanding of human experience across cultures. **Honors Spanish 3** permits students to reach the level of proficiency in the four modes of communication required for a smooth transition to Honors Spanish 4 and **is a prerequisite for IB Spanish 11.**

**Prerequisites: A grade of "C+" or better in Spanish 2 Honors and teacher recommendation .**

#### **Honors Spanish 4 (1 Credit)**

This course is targeted to students with superior motivation, achievement and communication skills in Spanish. Emphasis is on active and discussions of current events and core cultural topics in the Spanish-speaking world. Literature, texts and videos are studied. Oral presentations and writing for a purpose are emphasized. Semester projects allow students to explore areas of personal interest related to the target language and culture and to make connections with their own culture. Students are expected to demonstrate a measurable degree of proficiency and accuracy during each class session, using grammatical elements and language adapted to various situations. Students enrolled in Level 4 are expected to test for the CT State Seal of Biliteracy.

**A grade of "C+" or better in Spanish 3 Honors and teacher approval are highly recommended for enrollment in this course.**

#### **Spanish for the Workplace (1 credit) - this is a Level 4 Spanish course option**

This Spanish IV course is designed to provide students with authentic experiences in real-world language and culture scenarios which are necessary to be successful in the college setting as well as in careers related to but not limited to culinary & hospitality, business marketing & banking, engineering and healthcare. *Successful completion of Spanish III is required in order to enroll in this class.*

The course is conducted in Spanish. It is designed to help students develop an understanding of the interview process, from inquiry into job opportunities to writing a resume to participating in an interview and using the target language in the workplace setting. Students will learn how to use Spanish in local and/or global employment settings. Objectives will be achieved by providing students personalized opportunities to read about, speak, write and comprehend Spanish in real world settings. For example, Spanish speaking members of the community are invited in for the class to interview about their professional career and cultural heritage.

By the end of level 4 students are expected to reach a written and spoken proficiency level of *Intermediate Mid/High range* which means students are capable of communicating in the target language. Students will use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. This course aligns to ACTFL Refreshed

Standards for Language Learning as well as the International Baccalaureate Career-Related Program.

The course aims to prepare students for diverse paths after high school. It is important to provide those who have a special interest in a language and culture some learning experiences that reflect the nuances and situations in which the language will be used in specific career clusters. Students enrolled in Level 4 are expected to test for the CT State Seal of Biliteracy.

**Prerequisite: a grade of C- or better in a level 3 Spanish course**

### **IB Spanish Language B SL 11 (1 Credit)**

### **IB Spanish Language B SL 12 (1 Credit)**

The study of a world language is integral to the international focus of the IB Diploma Program. This IB Language B SL course is based on the acquisition of measurable performance skills with an emphasis on speaking and writing in the target language. Productive, receptive and interactive skills are the focus of the Language B oral interview. This is a second language acquisition course. The overall objective is to learn, appreciate and effectively interact in a culture different from the student's own. The course content will align with the thematic requirements of the IB guide: Identities, Experiences, Human Ingenuity, Social Organization, Sharing the Planet, all viewed within a global context.

The essence of the course is to provide a range of linguistic experiences which will assist the student in developing the capacity to communicate in a language other than English. The study of some brief literary and other texts, online resources, authentic audio-visual materials including films and daily interactive tasks play an important part of this process. This course is conducted entirely in Spanish. End-of-course oral and written assessments take place in Year Two.

**Prerequisite: A grade of "C+" or better in Spanish 3 Honors and teacher recommendation.**

### **IB Spanish ab Initio (Year 1 and Year 2)**

The study of a world language is integral to the international focus of the IB Diploma program. An IB language course is based on the acquisition of measurable performance skills with an emphasis on speaking and writing in the target language. The ab-initio course provides a range of linguistic experiences which assist the student in developing the capacity to communicate in a language other than English, through the study and use of written and spoken material. The three core themes of individuals/society, leisure/work and urban/rural environment provide students with opportunities to practice and explore Spanish as well as to develop intercultural understanding.

The ab initio course is designed for students *with little to no experience in the Spanish language* - an initiation to a new language and culture. The most important placement consideration is that the course should be a challenging educational experience. Assessments at the end of Year Two include an internal oral portion, reading comprehension section and various writing tasks to assess students' full range of abilities.

## **Spanish for Spanish Speakers - Course I and Course II (1 Credit each )**

These courses are for students who speak Spanish already. These students can have everyday conversations in Spanish. The purpose is to enable students whose heritage, native or home language is Spanish *to develop, maintain and enhance their Spanish language proficiency* through opportunities to speak, listen, read and write in various contexts for different purposes and audiences.

**Course 1 and Course 2 do not have to be sequential. This depends on the Spanish literacy level and needs of individual students who are home, heritage or native Spanish speakers.**

- **Spanish for Spanish Speakers I**

Recommended prerequisite level: *Listening* comprehension in Spanish at Intermediate-Mid proficiency. This means that students understand conversations in Spanish about everyday topics such as school, shopping, friends, activities. Writing skill development and improvement of Spanish literacy skills are a goal of this course.

Course 1 focuses on communicative competence and understanding cultures and identity of Spanish speakers in the United States. Students use Spanish language skills in listening, speaking, reading and writing. To reinforce skills and help students become effective all-around communicators in the language that they already speak, a variety of linguistic support strategies and tools are used. Video, audio, written and interactive tasks foster progression in Spanish language literacy, as does interaction with Spanish-speaking classmates from various backgrounds.

- **Honors Spanish for Spanish Speakers II**

Recommended prerequisite level: Reading, writing and listening in Spanish at Intermediate-Mid proficiency.

Course 2 continues to support communicative competence in reading, writing, speaking and listening and viewing. Students develop a deeper awareness of Spanish-speaking cultures, including language variation, customs, geography, world history, stories and current events while focusing on diversity and richness of these cultures. Students gain confidence using Spanish to express opinions on current social questions that may impact them. They interact with Spanish-speaking classmates to reflect on written and spoken messages in stories, films, artwork and media. They learn effective presentation skills and how to critically evaluate websites and social media sources to do projects. Students share opinions on current interests and important personalities in Spanish-speaking communities around the world.

## **American Sign Language I (1 Credit)**

In ASL 1 students will be introduced to the basics of ASL: the hand shapes that comprise the numerical and linguistic system, grammar and syntax, vocabulary, fingerspelling, numbers, visual-manual communication, and Deaf culture. “Deafness”, Deaf culture and history will be

introduced with an emphasis on making comparisons and connections to one's own culture. Topics revolve around sharing information about the environment and themselves. Grammar is introduced in context, with an emphasis on developing question and answer skills. Students will learn conversational strategies which help maintain a conversation in ASL through interactive activities which allow them to rehearse what they've learned. Topics include: introducing oneself, exchanging personal information, talking about where you live, talking about family, and talking about everyday activities.

*Class participation is required. **Voicing (speaking aloud) in English is limited**, so that visual and manual skill development can be maximized.* Students are required to bring Chrome book to class for use daily and are expected to utilize video software to demonstrate expressive skills.

### **CP American Sign Language II (1 Credit)**

***Prerequisite: successful completion of ASL I (C or better)***

In this second course, students will continue to develop their receptive (viewing/visual) and expressive (manual) communication skills with ASL. Emphasis is on further development of receptive and expressive vocabulary, syntax and grammar and fingerspelling skills, while continuing to explore American Deaf history and culture. Course activities and instruction are primarily in ASL, to continue to foster and enhance visual & manual learning and skill development. **Voicing (speaking aloud) in English is very limited.** Students will have an introduction to classifiers and ASL idioms and will be challenged to expand their use of non-manual markers (facial expression & gesture). Students are required to bring Chrome book to class for use daily and are expected to utilize video software to demonstrate expressive skills.

### **Honors American Sign Language III (1 Credit)**

***Prerequisite: successful completion of ASL II with a C or better***

In this third course, students will further deepen their skills and understanding of ASL and Deaf culture. Students will continue to develop receptive and expressive fingerspelling, vocabulary, syntax and grammar skills, and will expand their use and understanding of ASL classifiers and idioms. American Deaf culture and history will continue to be expanded upon, and students will delve into more modern/contemporary issues relevant to ASL, Deaf culture and "Deafness." Course activities and instruction are primarily in ASL; **voicing (speaking aloud) in English is very limited.** Students are required to bring a Chrome book to class for daily use and are expected to utilize video software to demonstrate expressive skills.

**More Information On:**

**Advanced Placement**

**International Baccalaureate**

**UConn Early College Experience**

**Three Rivers College Career Pathways**

**Project Lead the Way**

**Advanced Placement**



## **ADVANCED PLACEMENT**

### **What is the Advanced Placement Program?**

The Advanced Placement Program® (AP®) is a challenging academic program designed to provide motivated high school students with college-level academic courses. Established in 1955 by the College Board, the AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. High school students who complete AP courses demonstrate their mastery of subject material by earning qualifying grades on AP Examinations.

AP is considered a standard for academic excellence in the United States, where nearly 60 percent of secondary schools participate in the program. AP courses with qualifying exam grades are accepted for credit, advanced placement, or both, by most American colleges and universities. In addition, AP courses and exam grades are used in the admissions process in more than 400 universities outside the United States.

### **Who creates the AP Examinations, and how are the exams graded?**

AP Examinations are created by a committee of experienced AP secondary school teachers and university professors specializing in each of the disciplines for which an examination is offered. The multiple choice portion of AP Exams is scored by computer. The free-response sections of AP Exams are scored by AP teachers and university professors in a weeklong June scoring session. Detailed scoring rubrics are established for each examination by Chief Faculty Consultants for each discipline, who oversee the scoring of the free-response questions. Great care is taken by the Chief Faculty Consultants to ensure accuracy and consistency in scoring to result in a fair assessment of student free-response performances. Total composite scores for the combined multiple-choice and free-response portions of the exams are converted into AP grades of 1 (no recommendation) to 5 (extremely well qualified), which are released in mid-July to the students and the colleges and universities of their choice.

### **How do colleges and universities recognize AP courses?**

Approximately 3,000 North American universities recognize AP courses and examinations. Students presenting qualifying grades on AP Exams may earn anywhere from 3 to 6 credits (for a single course) to one year of college credit. As universities in the United States and abroad differ regarding the exact nature of their acceptance policies, AP students are advised to inquire directly at the universities concerning their respective policies for specific AP Examinations.

AP courses and qualifying grades are also used as acceptance and admissions criteria by an increasing number of universities in identifying high performing and highly motivated students. By taking AP courses, students demonstrate their mastery of a subject and their ability to work at the academic level required in higher education.

### **Why Do AP?**

*Extensive Recognition* – AP is recognized by approximately 3,000 American colleges and universities, which grant credit, advanced placement, or both for AP courses and exam grades. More than 400 additional universities in 27 countries also recognize AP courses and exam grades in the admissions process. Colleges and universities recognize the value of AP for preparing students to succeed in rigorous university courses.

*Affordability and Flexibility* – AP is affordable, the only fee being the \$82 per examination, \$22 of which may be waived in cases of economic need. AP offers flexibility for schools, which can offer one or many AP courses, and different AP courses from year to year. AP also offers flexibility for teachers, who have latitude to determine their own curricula.

*Access and Equity* – AP promotes open access to students who may excel in only one or two academic disciplines. The AP Program is designed to give all students an opportunity to challenge themselves with a rigorous academic experience.

*Exam Reliability and University Standards* – AP emphasizes statistical exam reliability to ensure fairness in scoring, along with results that can be trusted by students, schools, and universities. Through regular surveys and comparability studies, the AP Program ensures that courses and examinations reflect actual university-level standards.

**Classes Currently Offered at FITCH for AP:**

<b>AP Biology</b>	<b>AP UConn English 11</b>	<b>AP Psychology</b>
<b>AP Chemistry</b>	<b>AP UConn English 12</b>	<b>AP Probability</b>
<b>and Statistics</b>		
<b>AP Environmental Science</b>	<b>AP European History</b>	<b>AP Computer</b>
<b>Science</b>		
<b>AP Physics 1</b>	<b>AP US History</b>	<b>AP Calculus</b>
<b>AB</b>		
<b>AP Physics 2</b>	<b>AP United States Government</b>	<b>AP Calculus</b>
<b>BC</b>		

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

### **What is the International Baccalaureate Program?**

The International Baccalaureate Diploma Program (IB) is a rigorous pre-university program leading to assessments in seven subject areas. Established in 1968, the IB offers a challenging curriculum noted for its depth and its international perspective. The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop second-language proficiency

The two-year IB Diploma provides a coherent and demanding early college educational experience across the full curriculum. Beyond completing college-level courses and examinations, IB students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge. IB focuses on the Learner Profile -- ten critical traits that we wish to cultivate in all learners. While IB is an integrated and interdisciplinary learning experience, the student remains at the heart of all IB programs and coursework, and IB aims to develop active, critical thinking, global citizens.

The IB Diploma is accepted as an admissions credential at universities in 102 countries. In addition, high scores on IB exams often entitle students to credit or placement at university. There are thousands of universities and colleges that recognize IB and IB course credit world-wide. Students should visit the following link to obtain information about IB credit policies and preferential admission policies at the schools in which they have interest. [2018 University and College Recognition](#). IB courses and exams are offered at thousands of schools in 120 countries.

### **Who creates the International Baccalaureate examinations, and how are the exams graded?**

Generally speaking, the final IB grade of 1–7 consists of two major elements. Between 20 and 50 percent of the grade is based on internal assessment, classroom work done during the IB course and graded by IB teachers against specific published criteria. The remaining 50–80 percent of the grade is based on external assessments, which are developed by an international board of chief examiners, with input from IB teachers from around the world.

These criterion-based assessments are graded by an international body of 3,500 trained IB examiners, consisting of university professors and master secondary school teachers. The work of the examiners is moderated by an examining board that is also responsible for ensuring that scoring is consistent across subjects and across the world. A final award meeting takes place in each subject at IB's Curriculum and Assessment Center in Wales, and results reissued each year in early July. If students fail to attain a passing score on any portion of their IB assessments, IBO will allow students to resubmit or retake any portion of a course up to three times.

### **How do colleges and universities recognize International Baccalaureate courses and the IB Diploma?**

IB has succeeded in its goal to be a universally recognized admissions credential. Specific agreements are in place with ministries of education and universities in 102 countries that recognize the IB Diploma as a valid means of earning entry to postsecondary study. The IB Diploma is being viewed as a strong indicator of academic promise and achievement. Recent IB research has revealed that IB Diploma students graduate from 4 year institutions at twice the rate of non-diploma students. IB students frequently have an advantage in the admissions process at selective universities. In addition, IB courses and exams are recognized for the purpose of advanced credit and/or placement at over 900 North American colleges and universities. In fact, over 150 postsecondary institutions now grant a full year of credit to students who have earned the IB Diploma.

### **Why do IB?**

*IB produces articulate, thoughtful, global citizens with excellent writing skills and great time management abilities.*

*A High Level of Recognition* – Universities in 102 countries welcome IB diplomas as well as individual courses for admissions, placement, and credit purposes. Individual IB courses are recognized as signifying a student's rigorous preparation in an academic discipline; the IB diploma signifies such preparation in all six academic disciplines, service to community, and development of an international perspective.

*Fair and Balanced Assessment Using International Standards* – IB assessment is of many types, occurs several times over the usual two-year duration of IB courses, and includes the classroom teacher as a partner. IB students' work is assessed by several examiners whose assessments are carefully moderated by an international examining board. IB teachers receive detailed formal feedback on every aspect of their students' IB assessment each year.

*A Remarkable Degree of Flexibility* – IB curricula and examinations are available in IBO's three official languages of English, Spanish, and French. The IB Diploma offers schools a wide variety of courses, teachers a wide choice of topics, and students a wide variety of assessments and areas of specialization.

*Commitment to Authorized Schools* – Schools must undergo an exhaustive application process for authorization to offer our courses. Once authorized, schools are required to participate in IB professional development on a regular basis and to be reviewed every five years by the appropriate regional IBO office.

### **Classes Currently Offered at FITCH for IB:**

**IB English 11 HL**

**IB French 11 SL**

**IB Ab Initio French SL**

**IB History of the Americas HL**

**IB Sports, Exercise and Health Science 11**

**IB Classical Studies in Latin 11**

**IB Visual Arts HL 11**

**Theory Of Knowledge 11**

**IB Spanish 11 SL**

**IB Ab Initio Spanish 11 SL**

**IB English 12 HL**

**IB French 12 SL**

**IB Ab Initio French SL**

**IB History: 20th Century World History**

**IB Sports, Exercise and Health Science 12**

**IB Classical Studies in Latin 11**

**IB Visual Arts HL 12**

**Theory Of Knowledge 1 2**

**IB Spanish 12 SL**

**IB Ab Initio Spanish 12 SL**

<b>IB Biology 11 HL</b>	<b>IB Biology 12 HL</b>
<b>IB Theater Arts HL 11</b>	<b>IB Theater Arts HL 12</b>
<b>IB Math Studies SL 11</b>	<b>IB Math Studies SL 12</b>
<b>IB Mathematics HL 11</b>	<b>IB Mathematics HL 12</b>
<b>IB Chemistry 11 HL</b>	<b>IB Chemistry 12 HL</b>
<b>IB Business Management 1 SL</b>	<b>IB Business Management 2</b>
<b>IB Information Technology in a Global Society (ITGS) SL 1 Year Only</b>	
<b>IB Physics 12 SL -- Prerequisite AP Physics 11</b>	
<b>IB Psychology 12 -- Prerequisite AP Psychology 11</b>	

## UConn Early College Experience

### **What is the UConn Early College Experience Program?**

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a warm setting that is both familiar and conducive to learning. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Established in 1955, UConn Early College Experience is the nation's longest running concurrent enrollment program and is nationally accredited by [The National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#).

### **Why do I need a UConn transcript?**

A transcript is the most important piece of evidence of your college work. UConn Early College Experience students are considered non-degree students at the University of Connecticut and have an official University transcript indicating their coursework. A transcript can be sent with your admissions package when you are applying to colleges and allows you to be a more competitive candidate. Once you have made your choice, a transcript must be sent to your institution in order to transfer credit. The majority of students who have taken University of Connecticut courses through UConn Early College Experience have successfully transferred their UConn credits to the college or university of their choice. UConn Early College Experience credits are usually treated like regular transfer credits. ***Students do not need to attend the University of Connecticut to have their courses recognized.*** While the University of Connecticut cannot guarantee course recognition on behalf of another University, it strives to make the transfer of credits from one institution to another as simple as possible. UConn Early College Experience credits transfer at about 87% according to a 2013 study of concurrent enrollment credit transfer conducted by the Research & Development team in Office of Early College Programs. Students are strongly encouraged to consult with the institution of their choice regarding the transferability of credit. Students must receive a grade of C or above in any UConn Early College Experience course to receive course credit. Any grade below a C will automatically convert to an audit on a student transcript. Students do not receive credit for audited courses. Please note that in some cases, at the discretion of your instructor, you may receive a different grade for the high schools credits than you receive on your college transcript.

### **How does it Work?**

One site representative is readily available to help you. Registration occurs via the UConn ECE online application and course enrollment system, Compass. The UConn ECE Online Application can be accessed through the UConn ECE website at [ece.uconn.edu](http://ece.uconn.edu) only during the application period. Registration for fall, spring and full-year courses takes place in the spring semester. You must first create a unique Compass username and password to apply to the program. You will apply to the program by completing an online application and uploading a consent form by **June 6th**. There is no application fee. Once your application has been reviewed and processed, an approval to enroll email will be sent to you. You will use your NetID credentials to enroll in courses. You must enroll in your approved courses by **July 10th**. If you did not enroll in your

approved courses by the **July 10th** deadline, or have decided to drop a course for which you enrolled, you will have the ability to add or drop a course from **August 15th to October 15th**. Add/Drop requests received after this date will not be accepted. If you did not complete an application in the spring, you must complete one by **September 15th** to be eligible to enroll in courses in the fall. All Add/Drop fees for the 2014-2015 cycle have been waived. If you are dropping a course during the add/drop period and have already paid for your UConn course, you will automatically be refunded your program fee. Refund checks are made payable to the student.

### **Why Do ECE?**

UConn Early College Experience (ECE) is an opportunity for students to take UConn courses while still in high school. Every UConn ECE course is equivalent to the same course at the University of Connecticut. There are approximately fifty courses in over twenty disciplines made available to partner high schools. Courses are taught on the high school campus by high school instructors who have been certified as adjunct faculty members by the University of Connecticut. UConn ECE students benefit by taking college courses in a familiar setting with an instructor they know. Courses offered through UConn ECE are approximately one-tenth of the cost in comparison to taking the same course on a UConn campus.

#### **Classes Currently Offered at FITCH for ECE:**

- **AP/UCONN ECE English 11**
- **AP/UCONN ECE English 12**
- **UCONN ECE Writing (Grade 12 only)**
- **UCONN ECE Maritime Studies**

## **THREE RIVERS COLLEGE CAREER PATHWAYS**

### **What is the Three Rivers College Career Pathways?**

The College Career Pathways (CCP) program is a concurrent, or dual, enrollment program administered by Three Rivers Community College (TRCC). Students gain exposure to the academic challenges of college while in their familiar high school environment, earning college credit and a college transcript when they successfully complete the course. Concurrent enrollment supports the collaboration between high school teachers and college faculty, thus encouraging the alignment of secondary and postsecondary curriculum.

### **What are the BENEFITS of taking CCP Courses?**

The CCP program allows credits you earn in high school to be applied toward your college education. These college credits can be applied toward a program of study at Three Rivers Community College OR another college or university.

### **The College Career Pathways Advantage**

- Free College Credits in High School
- Save money on college tuition
- Graduate from college early
- Reduce your course load while in college
- An opportunity for career exploration; you can try a greater variety of courses
- Graduate high school with a college transcript - a plus when applying to college or for a job
- Immediate acceptance to Three Rivers Community College
- Demonstrating to college admissions officials that you are capable to succeeding in college-level courses
- Preparation for highly skilled, high paying jobs; College Career Pathways focuses on math, science, communications, and career related skills necessary to become prepared for continued education and the competitive job market

### **Classes Currently Offered at FITCH for CCP:**

**Algebra II**

**Honor Algebra II**

**Algebra III**

**Honors Pre-Calculus**

**Marine Biology**

**Honors Marine Biology**

**Physics**

**Honors Physics**



## **PROJECT LEAD THE WAY - ENGINEERING**

### **What is Project Lead The Way?**

Project Lead The Way (PLTW) provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For educators, our engaging, rigorous teacher professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life.

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

### **Classes Currently Offered at FITCH for PLTW:**

**Introduction to Engineering**

**Principles of Engineering**

**Civil Engineering and Architecture**

## **CONSTRUCTION**

### **Naming of Facility**

It shall be the prerogative of the Board of Education to establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school. When the need has been determined, guidelines will be established by the Board of Education and input will be sought from members of the community.

If the school is named after a person, preference shall be given to names of deceased persons who have made a significant contribution to education.

Legal References:   C.G.S. 10-220(a)  
                          C.G.S. 10-221(a)  
                          C.G.S. 10-240

## **Construction Regulation**

### **Naming of Facility**

It shall be the general policy to name schools and school facilities for persons who have attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; early pioneers of the community or the State of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.

The general procedure for selecting a name for a school shall be as follows:

1. The Board shall appoint a committee composed of two citizens from the immediate community to be served by the particular school; one representative from each of the following groups - teachers, administrators, PTA/PTO, and two student representatives from the area to be served.
2. The school-naming committee shall then present a list of one or more names to the Superintendent who will forward them to the Board.
3. The Board shall then make the final selection of the name from the committee recommendation submission.