

# Farmington High School



## Program of Studies

**2020-2021**

10 Monteith Drive

Farmington, CT 06032

Telephone: (860) 673-2514

Fax: (860) 673-7284

[www.fpsct.org](http://www.fpsct.org)

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## **Farmington Public Schools' Vision of the Graduate**

**Farmington Public Schools' Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills needed to meet the challenges of local, national and global citizenship in a rapidly changing world.**

### **Critical Thinking and Reasoning:**

**Students access, interpret, analyze, and evaluate ideas and information, draw evidence-based conclusions, synthesize new learning with prior knowledge, and reflect critically on learning.**

### **Communication and Collaboration:**

**Students participate effectively in a variety of teams, actively listen and respond to the ideas of others, share responsibility for outcomes, articulate ideas clearly in multiple formats and use technology tools to enhance communication.**

### **Problem Solving and Innovation:**

**Students identify problems, analyze data, ask questions, utilize a variety of resources, think flexibly, make connections and seek practical, innovative and entrepreneurial solutions to a variety of problems.**

### **Self-direction and Resourcefulness:**

**Students explore interests, take initiative, set goals, demonstrate persistent effort, adapt to change with resiliency, and exhibit ethical leadership and responsible citizenship.**

## **Farmington's Core Beliefs**

**The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.**

## **We Believe that...**

- **Expectations matter.**
  - **Effort matters.**
- **Instruction matters.**
- **Relationships matter.**
  - **Results matter.**
  - **Equity matters.**



**FARMINGTON  
PUBLIC SCHOOLS**

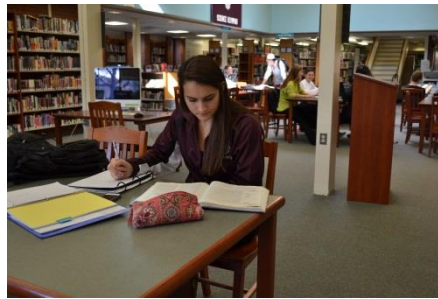
Pioneers|Scholars|Contributors|Citizens

## Farmington High School's Mission

Farmington High School graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills necessary to meet the challenges of local, national, and global citizenship in a rapidly changing world.

### Academic:

All students will demonstrate mastery of cross-curricular and academic standards, exhibiting the knowledge, skills and habits of mind necessary for college and career readiness.



### Social:

All students will communicate and collaborate effectively with others, demonstrating the dispositions needed for productive, ethical, and responsible citizenship.



### Civic:

All students will engage in experiences that promote the common good and reflect their ability to be a contributing global citizen.



## Core Academic Content Performance Standards

1. All students will meet established **English**/language arts performance standards by demonstrating the skills to read, understand, interpret, discuss and critique diverse texts and to communicate effectively through independent and collaborative writing for a wide variety of purposes and audiences. They will take initiative to explore interests and respond to problems through research and use their literacy skills to exercise leadership and responsible citizenship.
2. All students will meet established **mathematics** performance standards by demonstrating problem solving and reasoning skills that advance understanding and application of essential mathematical concepts. They will make mathematical connections to their lives and use a variety of tools and representations to effectively communicate mathematical thinking.
3. All students will meet established **science** performance standards by demonstrating the critical thinking, technology and inquiry skills in life, physical and earth sciences. They will examine natural phenomena, pose and evaluate arguments based on evidence, explore interests and make decisions about contemporary issues in science.
4. All students will meet established **social studies** performance standards by demonstrating critical thinking, reasoning and research skills applied to the study of history, geography, culture, and political and economic systems in order to make informed decisions, pose innovative solutions, and meet the challenges of participatory citizenship in an increasingly pluralistic society and interdependent world.

## Core Academic Content Performance Standards (continued)

5. All students will meet established **world language** performance standards by demonstrating the linguistic and cultural skills needed to communicate, collaborate and connect with people of different experiences and perspectives from around the world.
6. All students will meet established **health, physical education, and wellness** performance standards by demonstrating self-direction and resourcefulness in setting goals, solving problems and seeking feedback to develop and maintain a personal plan for life-long wellness.
7. All students will meet established **music, fine and applied arts** performance standards by demonstrating an understanding of the problem-solving and communication processes of creating, performing and responding. They will acquire an understanding of classical and contemporary arts and their impact in diverse cultures.



## **Expectations for Student Learning As Outlined in the Framework for Teaching and Learning**

Listed below are the five core principles of best practice for learning as articulated in Farmington’s guiding document, called the Framework for Teaching and Learning.

### **Principle # 1: ACTIVE LEARNING COMMUNITY**

Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.

Students:

- Establish and reflect on classroom and small group norms for respectful behavior and effective communication
- Participate actively in discussions and collaborative tasks
- Speak and write clearly to communicate with others
- Exchange meaningful and constructive feedback
- Clarify ideas by asking questions, listening to others
- Investigate and appreciate multiple points of view
- Share their work publicly and engage in dialogue about process and product

### **Principle # 2: CHALLENGING EXPECTATIONS**

Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.

Students:

- Ask questions to clarify expectations and learning goals
- Use and maintain organizational systems to support academic achievement
- Persist in the face of challenging learning tasks
- Evaluate and revise work using rubrics, models, and feedback
- Overcome obstacles to understanding by seeking teacher or peer support
- Seek new resources and strategies for learning



### **Principle # 3: MEANINGFUL KNOWLEDGE**

Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.

Students:

- Look for connections between what they are learning and what they already know
- Articulate the purpose of their learning to themselves and others
- Transfer learning skills and knowledge from one context to another
- Recognize bias, values and beliefs and understand their impact on knowledge
- Access, analyze and create data to understand conceptual ideas
- Support thinking with clear, logical and relevant evidence

### **Principle # 4: PURPOSEFUL ENGAGEMENT**

Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.

Students:

- Actively seek answers to their own questions and explore their interests
- Hypothesize, analyze, question, and evaluate ideas within the work of the discipline
- Accept opportunities to assume partnership and leadership roles in the classroom
- Take initiative to bring interesting ideas and resources into the classroom
- Think critically and use reasoning skills to develop understanding
- Think creatively and use problem solving skills to develop innovative ideas

### **Principle # 5: INDIVIDUAL RESPONSIBILITY**

Students learn best when they make choices about and take responsibility for their own learning goals and progress.

Students:

- Evaluate the quality of their performances/work products
- Set learning goals and reflect on progress
- Learn from their own mistakes and develop new strategies
- Advocate for themselves by asking for help when needed
- Learn to become self-directed to make choices that match interests and learning needs
- Assume responsibility for good work habits
- Develop leadership skills in areas of interest

# General Information

## School Counseling Information for Students and Parents

The Program of Studies is provided to enable you to:

- Understand Farmington High School's course offerings.
- Select courses to meet Farmington High School's graduation requirements and prepare you for post-secondary education and/or work.

In planning your program, you should involve your parent(s)/guardian(s), school counselor and teachers to help you select courses that are of interest to you and meet graduation requirements. Your future college and career plans are also important to consider during course selection.

Throughout high school, counselors will provide developmental lessons that focus primarily on career exploration, planning and decision-making. You will have the opportunity to discover and reflect upon your values, interests and aptitudes as well as to investigate various career clusters and post-secondary opportunities. These experiences should aid your course selection process.

**Please note:** Farmington High School reserves the right to schedule class times and instructors. Course offerings will depend upon the demand for a course at the time of registration. Courses may be cancelled as a result of insufficient enrollment. Additionally, courses may be full in the fall as the sections are developed based on course requests made the previous year.

### Course Selection Process

December	Teacher recommendation of course level for next year is determined.
December	Departments explain course offerings to students during Program of Studies Day.
December	Program of Studies is made available to students and parents/guardians.
December/January	Counselors conduct Program of Studies lessons in FHS classrooms and at IAR.
January/February	8 <sup>th</sup> Grade Parent Night at FHS
February	Electives Fair at IAR.
March	All course requests will be completed in PowerSchool.
January-March	Counselors will meet with students individually to finalize course requests.
April	Master schedule is created and student schedules are run.
May-June	Course verification and conflict resolution process takes place.

## Requirements for Graduation for Students Graduating in 2021 and 2022

The total number of credits required for graduation is 22.

### Credit Requirements:

You are required to earn 22 credits in order to graduate from Farmington High School. A course that meets five times a week for a full period receives one credit. Other courses will be a percentage of this, depending on the number of class meetings.

The credit totals listed below are for credits earned during high school. Credits earned at the middle school are included in the 22 credit requirements if they are beyond the state-mandated 20 credits that must be taken in high school.

Each student must complete specific courses, as well as electives, in order to graduate. The required credit distribution is listed below:

Department	Minimum Credit Requirement	Additional Requirements
English	4 Credits	<ul style="list-style-type: none"> <li>The literacy workshop course cannot count toward English credit, but can count towards the required total credits for graduation.</li> </ul>
Mathematics	3 Credits	<ul style="list-style-type: none"> <li>The math portfolio course cannot count toward Math credit, but can count towards the required total credits for graduation.</li> </ul>
Physical Education/ Health and Wellness	2 Credits	<ul style="list-style-type: none"> <li>Senior courses cannot substitute for 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> Grade Health or Physical Education classes</li> </ul>
Science	3 Credits	<ul style="list-style-type: none"> <li>3 credits of laboratory science, one of which must be biology.</li> <li>Single semester science electives do not satisfy the science requirement.</li> <li>The science portfolio course cannot count toward Science credit, but it counts toward the required total credits for graduation.</li> </ul>
Social Studies/ History	3.5 Credits	<ul style="list-style-type: none"> <li>0.5 credit required in Government and Law or Advanced Placement U.S. Government and Politics (fulfills state civics graduation requirement).</li> <li>1.0 credit in US History is required.</li> </ul>
Vocational or Fine Art	1 Credit	<ul style="list-style-type: none"> <li>Students can choose from courses in the music, art and technology, and business departments.</li> </ul>
World Languages		<ul style="list-style-type: none"> <li>Passing the Farmington Language Standard Test (FLST) is required for graduation.</li> </ul>

## Requirements for Graduation for Students Graduating in 2021 and 2022

### Performance Standards Requirements for the Classes of 2021 and 2022:

Students must meet *Performance Standards Requirements* in the areas of literacy, science, math, and world languages at a level that either meets or exceeds our established standards. To achieve these standards, a FHS student must achieve at least one of the following in each category:

### Methods for Meeting Standard

Methods for Meeting Standard	
Literacy	<ul style="list-style-type: none"> <li>• Meet standard on the College and Work Readiness Examination (CWRA+)</li> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the PSAT 11 (NMSQT)</li> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the evidence based reading and writing sections of the SAT</li> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the English, reading, or writing sections of the ACT</li> <li>• Meet standard on the American Literature Honors, American Studies Honors, the Advanced Placement English Literature or Advanced Placement English Language mid-course or end-of-course assessment</li> <li>• Score a 3 or higher on the Advanced Placement English Literature exam or the Advanced Placement English Language exam</li> <li>• If the graduation standard is not met prior to senior year, students will be required to meet standard through the development of a Literacy Portfolio.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the math section of the PSAT 11 (NMSQT)</li> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the math section of the SAT</li> <li>• Meet or exceed the College Board's College &amp; Career Readiness Benchmark on the math section of the ACT</li> <li>• Meet standard on the end-of-course assessment in Algebra 2A CP/H and Algebra 2B CP/H</li> <li>• Meet standard on the end-of-course assessment in Precalculus or Precalculus H</li> <li>• Score a 3 or higher on the AP Statistics, AP Calculus AB, or AP Calculus BC College Board exam</li> <li>• Meet standard in math on the Accuplacer</li> <li>• If the graduation standard is not met prior to senior year, students will be required to meet standard through the Math Portfolio course</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Meet standard on the NGSS State Science Assessment</li> <li>• Meet standard on the Farmington High School Assessment of Science Performance (FASP)</li> <li>• Score a 3 or higher on the Advanced Placement Biology exam or the Advanced Placement Chemistry exam or the Advanced Placement Physics exam or the Advanced Placement Environmental Science exam</li> <li>• If the graduation standard is not met prior to senior year, students will be required to meet standard through the Science Portfolio course</li> </ul>
World Language	<ul style="list-style-type: none"> <li>• Meet standard on the Farmington Language Standards Test (FLST)</li> </ul>

## Graduation Requirements for the Class of 2023 and beyond

Students in the class of 2023 and beyond will need to meet the 25 credit graduation distribution requirements below and meet the performance standards articulated in the following pages in order to graduate from Farmington High School:

### A. Graduation Requirements for the Class of 2023 and beyond

#### Credit Requirements:

Students are required to earn 25 credits in order to graduate from Farmington High School. Each student must complete specific courses, as well as electives, in order to graduate. The required graduation credits distribution is listed below:

Graduation Credit Requirements for the Class of 2023 and beyond	
REQUIREMENTS:	COURSES:
Humanities (9.0 credits)	<ul style="list-style-type: none"> <li>English (4.0)</li> <li>Social Studies (3.5)                             <ul style="list-style-type: none"> <li>-includes <i>US History</i> (1.0)</li> <li>-includes <i>Government &amp; Law or AP US Government &amp; Politics</i> (0.5)</li> <li>-includes Social Studies elective (2.0)</li> </ul> </li> <li>Fine Arts, Visual Arts, Music, or Theater (1.0)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Humanities elective (<b>minimum additional 0.5</b>)                             <ul style="list-style-type: none"> <li>-includes courses in English (beyond the 4.0 credits), Social Studies (beyond the 3.5 credits), Fine Arts/Visual Arts/ Music/Theater (beyond the 1.0 credit)</li> </ul> </li> </ul>
Science, Technology, Engineering, Mathematics (STEM) (9.0 credits)	<ul style="list-style-type: none"> <li>Math (3.0)</li> <li>Science (3.0)                             <ul style="list-style-type: none"> <li>-includes <i>Life-Science based elective</i> (1.0) and a <i>Physical-Science based elective</i> (1.0)</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>STEM Electives (3.0 credits beyond the 3 credit science and math requirements)                             <ul style="list-style-type: none"> <li>-includes courses in New Media, Applied Arts, Technology, and Business</li> </ul> </li> </ul>
PE & Wellness (1.0) Health & Safety Education (1.0)	<ul style="list-style-type: none"> <li>PE &amp; Wellness (1.0)</li> <li>Health &amp; Safety Education (1.0)</li> </ul>
World Language (1.0 credit)	<ul style="list-style-type: none"> <li>World Language (1.0)</li> <li>Students must also demonstrate proficiency in WL by meeting standard on the FLST (Farmington Language Standards Test)</li> </ul>
Vision of the Graduate Learning Experience (1.0 )	<ul style="list-style-type: none"> <li>ASPIRE Exhibition of Learning (1.0) or</li> <li>Capstone – H Exhibition of Learning (1.0)</li> </ul>

Electives (3.0)	<ul style="list-style-type: none"> <li>• Elective courses from any department beyond the requirements stated above (3.0)</li> </ul>
TOTAL CREDITS REQUIRED : 25.0	

**B. Performance Standards Requirements for the class of 2023 and beyond:**

In addition to meeting the coursework and credit graduation requirements, students in the class of 2023 and beyond must meet the performance standards requirements in literacy, mathematics, and science as described below.

Performance Standards for the class of 2023 and beyond	
<b>Literacy Performance Standard</b>	<ul style="list-style-type: none"> <li>• Achieve a grade of C- or better in two full credit (1.0) FHS English courses Or</li> <li>• Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year Or</li> <li>• Achieve the College and Career Readiness Benchmark for the SAT Or</li> <li>• If the graduation standard is not met prior to senior year, then the standard can be met through a review of a portfolio of student work.</li> </ul>
<b>Mathematics Performance Standard</b>	<ul style="list-style-type: none"> <li>• Achieve a grade of C- or better in courses totaling two credits of FHS math courses Or</li> <li>• Achieve the College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year Or</li> <li>• Achieve the College and Career Readiness Benchmark for the SAT Or</li> <li>• If the graduation standard is not met prior to senior year, then the standard can be met through a review of a portfolio of student work.</li> </ul>
<b>Science Performance Standard</b>	<ul style="list-style-type: none"> <li>• Achieve a grade of C- or better in two full credit (1.0) FHS Science courses Or</li> <li>• Meet standard on the Next Generation Science Standards (NGSS) State Exam taken in the junior year Or</li> <li>• If the graduation standard is not met prior to senior year, then the standard can be met through a review of a portfolio of student work.</li> </ul>

**Credit Load**

Students in the classes of 2021 and 2022 are enrolled in a minimum of 6.0 credits each year. Students in the class of 2023 and beyond are enrolled in a minimum of 6.5 credits. (This includes Health, Physical Education and Wellness excludes work experience and/or Independent Study.)

<b>GRADE PLACEMENT and PROMOTION for the Class of 2021 and 2022</b>	
FHS credits required to advance from:	Number of credits required:
Grade 9 to 10	5.0 credits
Grade 10 to 11	10.5 credits
Grade 11 to 12	15.5 credits

<b>GRADE PLACEMENT and PROMOTION for the Class of 2023 &amp; beyond</b>	
FHS credits required to advance from:	Number of credits required:
Grade 9 to 10	6.0 credits
Grade 10 to 11	12.5 credits
Grade 11 to 12	19.5 credits

## Course Levels and Grading System

There are three (3) levels of classes. Each course in this booklet has a course level indicated next to its title. The levels are listed below.

- College preparatory classes (College Prep)
- Honors classes (H)
- Advanced Placement classes (AP)

### Grading System

#### **Academic Grade**

Each teacher is required to announce at the beginning of the year how grades are computed. You may ask teachers to clarify grading procedures at any time during the course.

#### **Weighted Grade Point Average (GPA)**

1. **Marks for all graded subjects for which credit is awarded (whether passed or failed) are used in computing GPA. However, "Pass/Fail" courses are not computed in GPA.**
2. **GPA is determined at the end of each school year.**
3. **Each ability level has its own weighting factor in computing GPA. The weighting factor is described below.**

### Honor Roll

#### **Honor Roll and GPA**

While actual grades do not change per course, 5 points are added to Advanced Placement and Early College Experience courses' grades and 2 points are added to honors courses' grades in calculating the quarterly honor roll average and overall GPA on the transcript.

Honor rolls are posted and publicized at the conclusion of each marking period. Honor roll categories are based on the following classifications:

First Honors	90 or higher average
Second Honors	85-89 average

### Middle School Credit

Students who take and pass courses at the middle school, which are also taught at the high school grade level (currently Algebra I, Spanish C, Spanish D, French C, and French D), will continue in sequence. Courses completed at the middle school will not be counted toward the course distribution requirements. They may be counted toward the 22 credit requirement for graduation, provided that they are beyond the state-mandated 20 credits that must be taken in high school (for students in classes of 2020, 2021, and 2022). Transcripts will reflect the completion of these courses at the middle school. Middle school grades will not be included in computation of students' cumulative

average. Students may opt out of reporting middle school grades and credits on their high school transcript. For students in the class of 2023 and beyond, a single (1.0) graduation credit will be granted to students for math and world language coursework successfully completed in grades 7 and 8 if the student also meets the proficiency standard on the Algebra I end of course assessment and the FLST (Farmington Language Standards Test). These credits will count toward the 25-credit graduation distribution requirements in these content areas.

### Course Withdrawal/Schedule Adjustment Policy

[Course/Program Changes – Adding and Dropping Courses](#)

It is important to make thoughtful decisions when requesting courses so that your schedule is the right fit for you. With all class changes, the expectation is that the students have a conversation with their parents/guardians, school counselor, teacher of the course being dropped or added, and often the department leader and/or administrator to understand the impact of the change.

[Course/Program Changes – Adding and Dropping Courses \(cont.\)](#)

If you drop a full-year course within the first 20 days of the commencement of the course, or by the 10<sup>th</sup> day of a half-year course, nothing will appear on your report card or transcript. If you drop a half-year course after the 10<sup>th</sup> day, a “W” for withdrawn will appear on your permanent transcript. You must use the add/drop form to facilitate the change. Your grade from your current class will carry over to your new class when it is the same academic discipline/course.

If you drop a full-year course after the first 20 days of the commencement of the course, a “W” for withdrawn will appear on your permanent transcript. The department chair and administrator must sign the add/drop form when the change happens the 20<sup>th</sup> day or after. Your grade from your current class will carry over to your new class when it is the same academic discipline/course.

**Reminder: Students graduating in 2021 and 2022 must carry 6 credits each year. Students graduating in 2023 and beyond must carry 6.5 credits each year.** You must continue to attend the course for which you are scheduled until you are issued a new schedule by your counselor. The new schedule is your official “ticket” into the new course or study hall. **If a course cannot be added, in some cases, a course may not be dropped. Any variation in this policy requires administrative approval.**

[Loss of Credit Under the Attendance Policy](#)

If you pass a course but lose credit due to excessive absences based on the attendance policy, the course will not count toward required graduation credits or distribution requirements.

[Summer School](#)

If you need to take a summer school class to make up for losing a credit during the school year and that class is offered through Farmington’s Summer Learning Academy, you must take that class at Farmington High School. If Farmington’s Summer Learning Academy does not offer the summer school course you need, please see your school counselor for the list of approved summer school programs, and obtain an administrator’s approval prior to enrolling.

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## Other Educational Opportunities

[Special Courses/ Programs](#)

On occasion, students may request to take a course outside of Farmington High. The following guidelines will determine external credit eligibility toward a Farmington diploma. Credit towards graduation can be obtained in alternate ways. In addition to classes taken on campus, credits earned at the following programs affiliated with Farmington High are examples of credits that may be applied to a Farmington diploma:

- Greater Hartford Academy of the Arts
- Bristol Technical Education Center

Below are the descriptions of some of the most popular methods:

1. **College Level Courses**

Students may enroll in college level courses, but the credit will not be applied toward graduation



requirements or added to the high school transcript. Students may elect to send the college transcript to other colleges or universities as a part of their college application.

2. **Independent Study Program**

Recognizing that certain types of learning experiences are most effectively realized when students are allowed to work independently of formal classroom instruction, FHS offers an independent study program. This program is open to ALL students. In order to participate, you must find a teacher-sponsor who will help you develop an activity which may serve as an alternate to, part of, or all of a course in which you are currently enrolled. This proposal is submitted to Ms. Karcinski for approval within the first 10 days of each semester. Credit is awarded based on successful demonstration of the learning standards documented in the contract. This credit cannot be part of the 6.0 or 6.5 course credits required to be a full-time student at Farmington High School nor can it fulfill a distribution requirement and it is not factored into the GPA.

3. **Online Courses**

An online course will be treated as an independent study course. An online course cannot count towards the 22 or 25 credits for graduation nor in the distribution requirements. An online course will not be counted in the GPA. Further, if we offer the course as a core requirement, the student must take that course by the FHS teacher. An online course cannot substitute for a graduation requirement taught by a Connecticut certified teacher. If you would like this course to appear as an Independent Study credit on your transcript, the course must be approved by Ms. Karcinski prior to enrollment.

4. **Seal of Biliteracy**

For students who have studied and attained proficiency in English and one or more other languages, Farmington Public Schools will award students the Seal of Biliteracy. Please see your school counselor for additional information.

5. **Transfer students**

Students new to FHS will have transfer credits listed on the Farmington transcript. The FHS grade point average (GPA) will be computed based solely on the student's work at Farmington High.

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**Course Audits**

Students may audit courses with the permission of Ms. Karcinski. Students enrolled in a course can switch to an audit only within the first 10 days of the start of the course. Audited courses will not count as part of the 6.0 or 6.5 credit load requirement.

Students auditing courses are expected to follow the attendance, tardiness, class work, testing, and behavior policies prescribed for the class. Their status is the same as that for all other students, except they do not receive credit for their work. Once a student elects to audit a course, this status will not be changed because of academic performance.

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**Special Services**

Farmington High School offers courses for students with Individual Education Plans (IEP) and for English Learners (EL). Placement in support courses is based upon individual student needs and the decision of the student's educational team.

## Preparation for Careers

Since you will eventually enter the job market, it is important to continue exploring your career interests in high school. In addition to taking courses required for graduation, choose courses to explore your career interests and develop new skills. By participating in work experience and career education programs, you will have a better understanding of your career options and learn important employability skills.

A variety of resources and programs are available to assist FHS students in career exploration and planning. Doing well in your high school courses and developing positive workplace skills and attitudes are keys to success in any endeavor. There are many offerings in the Program of Studies that are relevant to the many career choices you will have after high school. Discuss your options with your counselor and visit the Career Center when making your future plans.

## Career Center

To assist you in exploring options, the Career Center offers many resources. The Career Center is located in Room 161. It is open during the school day and the Extended Learning Opportunities Coordinator is available to help you.

## Exploring Career Pathways

The Career Center provides a range of opportunities for students to learn and apply their skills in real-world settings. It connects them with mentors in the workplace who can guide them as they begin to think about higher education and future careers. These experiences give FHS students a competitive advantage as they apply to college and prepare for careers and leadership roles in the community.

Career Center Resources	Career Exploration Opportunities	Special Programs
<p>The Career Center, located adjacent to the Counseling Office, offers a variety of online and print resources related to careers, college and other post-secondary programs.</p> <ul style="list-style-type: none"> <li>• Career library including print and online resources</li> <li>• Personal learning style and personality inventories</li> <li>• Career interest inventories</li> <li>• Job postings &amp; working papers</li> <li>• Resume writing</li> </ul>	<p>FHS Career Center personnel work closely with employers, students, school counselors and teachers to design and coordinate career exploration programs that connect students' educational goals and career interests.</p> <ul style="list-style-type: none"> <li>• Career talks</li> <li>• Company tours</li> <li>• Career days</li> <li>• Job shadows</li> <li>• Internships</li> </ul>	<p>The Career Center helps to coordinate special academic and community service programs which help students gain real-world experience.</p> <ul style="list-style-type: none"> <li>• ASPIRE and Capstone Honors Field Experience</li> <li>• College visits</li> </ul>

## The FHS Nine-Period Day

Please use this only as a guide. See your school counselor to discuss individual circumstances.

## Frequently Asked Questions

### **Q. How many credits should I take?**

**A.** As students and parents go through the process of selecting courses for next year, please know that all students graduating in 2023 and beyond are required to carry a minimum of 6.5 credits in their schedule. If you wish to have study hall on a daily basis, you should not select more than 6.5 credits.

### **Q. What would a typical schedule look like?**

**A.** In order to help you plan for your schedule, we thought it would be helpful to offer a visual guide of what a typical schedule looks like for a student in 9th, 10th, 11th or 12th grade (*see next page*). It is important to note that many students have special circumstances that come into play during the scheduling process, so we invite you to use this information as a guide and not something that is set in stone. Please work with your school counselor to arrive at a schedule that makes the most sense for your individual circumstances.

### **Q. Do I have a full period for lunch?**

**A.** You will have a full period for lunch. Lunch is served periods 4-7 and all students will be assigned to a specific lunch period. Students may not request a lunch period change. Lunch periods are mixed grades, meaning all lunch periods have 9th-12th graders.

### **Q. Should I have a study hall?**

**A.** The School Counseling Department recommends that students, particularly 9th graders, have a study hall period in their schedule. This allows students the opportunity to complete some school work during their school day and also allows them access to additional supports, such as our subject-specific tutorial program. As all student circumstances vary, students should work with their individual school counselor to address their needs.

### **Q. Where can I get extra help?**

**A.** There are a variety of opportunities for extra help at the high school. Students are always encouraged to meet with their subject area teachers as needs arise. Teachers are generally available after school, from 2:30-3:00, with the exception of the first and third Tuesdays of each month. Help is also available during the school day through the Math, Science, Writing and Social Studies Tutorials. Additionally, students can attend the SPA 2:30 program that runs after school in the library.

Grade 9	1	English
	2	Math
	3	Science
	4	Science Lab (1 day/week) HPEW (Semester 1 – 3 days/week; Semester 2 – 4 days/week)
	5	Lunch
	6	World Language
	7	Study Hall
	8	Elective
	9	Social Studies

Grade 11	1	English
	2	Math
	3	Science
	4	Science Lab (1 day/week) HPEW (One Semester 4 days/week)
	5	Lunch
	6	World Language
	7	Study Hall
	8	Elective
	9	Social Studies

Grade 10	1	English
	2	Math
	3	Social Studies
	4	Lunch
	5	World Language
	6	Science
	7	Science Lab (1 day/week) HPEW (2 days/week) Study Hall (2 days/week)
	8	Elective
	9	Elective or Study Hall

Grade 12	1	Elective
	2	HPEW (One Semester 3 days/week)
	3	Elective
	4	English
	5	Elective
	6	Lunch
	7	Café Study
	8	Elective
	9	Elective

## Alternative Schooling Options

### **Greater Hartford Academy of the Arts (GHAA)**      Grades 9, 10, 11, 12

Half-Day Program – The district’s responsibility for funding tuition for the half-day program is under review.

The Greater Hartford Academy of the Arts is an inter-district magnet high school that offers a half-day program for students throughout the Greater Hartford area. For more than 30 years, the Arts Academy has focused on developing the fullest academic and artistic potential in all students, encouraging them to be creative, engaged citizens, and preparing them to pursue careers in the arts.

Students in grades 9 through 12 can enroll in the program at the Academy of the Arts. The program is held at the Learning Corridor campus located at 15 Vernon Street, adjacent to Trinity College in Hartford.

For further information, go to the Academy of the Arts website at:  
[http:// www.crecschools.org/our-schools/ greater-hartford-academy-of-thearts/](http://www.crecschools.org/our-schools/greater-hartford-academy-of-thearts/)

### **Bristol Technical Education Center (BTEC)**      Grade 12

The programs at Bristol Technical Educational Center (BTEC) prepare students for entry level employment or for higher education through theoretical and hands on experiences to serve the needs of business and industry. Students complete their academic and Physical Education requirement through their sending high school and the technology classes at BTEC. Applications are available at [www.cttech.org/bristol](http://www.cttech.org/bristol). Student enrollment at BTEC earn a diploma from their local high school. BTEC also has a post-secondary program.

### **Farmington Alternative High School**

Monday – Friday Full-Day Program      Grades 11, 12

FAHS is an individualized alternative educational program that provides students with a small school setting and individualized instruction that align to the mission and vision of FHS. FAHS is a two-year alternative learning option wherein students study the core academics and engage in vocational, technological and job readiness skills. All FAHS students are expected to average at least 8 hours per week in a paying job or internship experience.

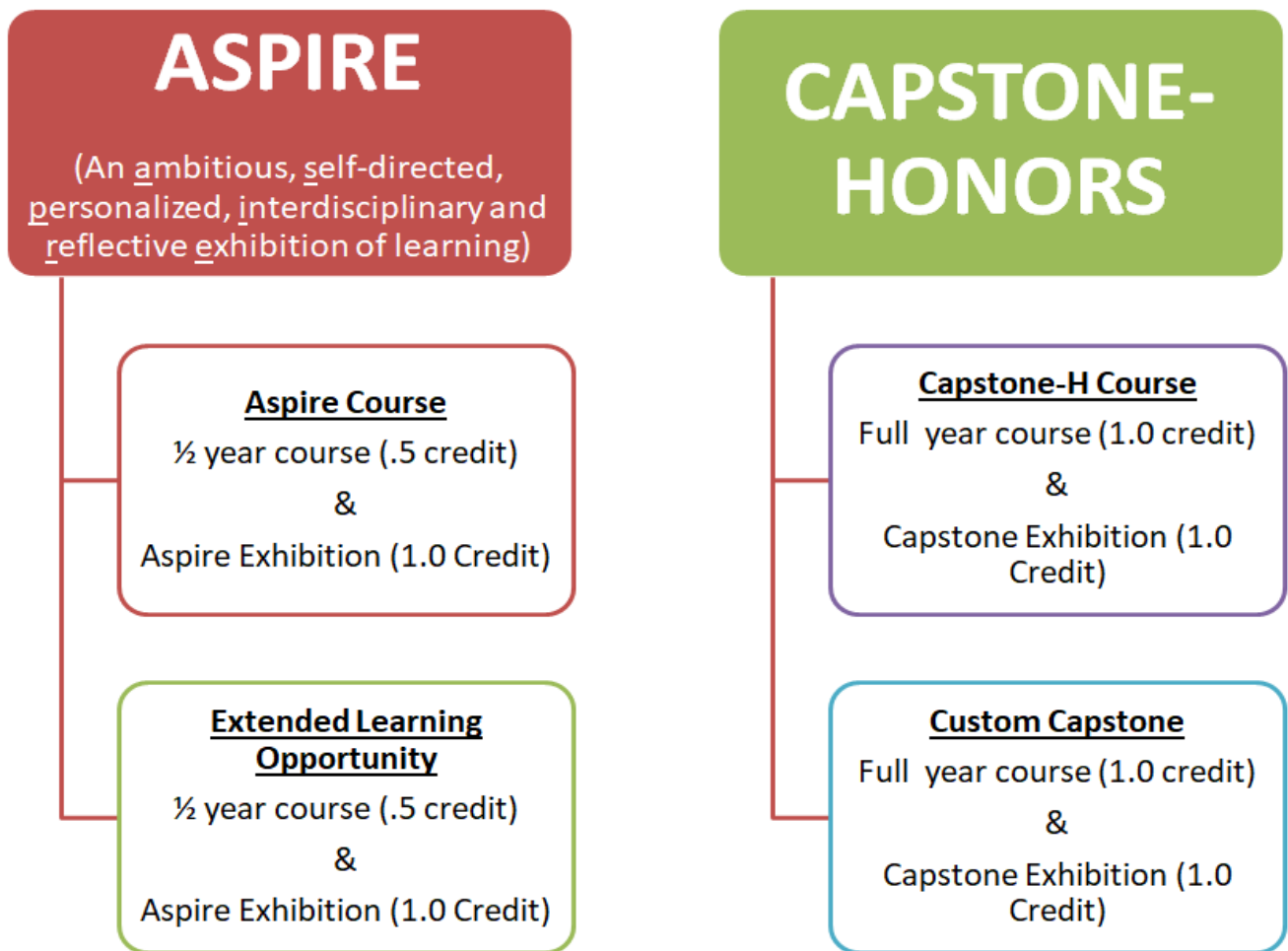
Enrollment in FAHS requires an application, an interview and parental consent.

## The Vision of the Graduate-Exhibitions of Learning

**For the class of 2023 and beyond**, all students at Farmington High School will earn 1.0 credit upon successful completion of a Vision of the Graduate Learning Exhibition in the junior or senior year. All Vision of the Graduate offerings will afford students the opportunity to design, research, present and reflect upon an area of study of deep personal interest. This learning will culminate in a public exhibition of the student’s learning, wherein students articulate how their mastery of the Vision of the Graduate skills impacted the outcome of their Vision of the Graduate exhibition. Successful completion of the Vision of the Graduate exhibition will result in the awarding of 1.0 credit, fulfilling the “Vision of the Graduate Learning Experience” graduation requirement for the class of 2023 and beyond.

### The VOG Exhibition of Learning Pathways:

Students in the class of 2023 and beyond will choose either the ASPIRE pathway or the CAPSTONE-HONORS pathway to demonstrate their mastery of the Vision of the Graduate skills. The graphic below visualizes the offerings in each pathway.



**Explanation of Course Offerings**

**ASPIRE COURSE**

(.5 credit; A/G/S/F/NY)

This is a one semester, interdisciplinary course that meets 3-5 days a week under the purview of ASPIRE classroom teacher/mentor. Students will engage in an ambitious, interdisciplinary inquiry project as defined in the course description. With coaching from the ASPIRE teacher, students will plan, design, record and enact in the inquiry project to showcase their mastery of the Vision of the Graduate skills. Students will present the product of their ASPIRE inquiry project through their VOG Exhibition of Learning.

**CAPSTONE-H COURSE**

(1 credit; A/G/S/F/NY)

This is a full-year content-based or interdisciplinary course that meets 3-5 days per week under the purview of a Capstone teacher. Students in the Capstone program commit themselves to a challenging, independent learning experience focused on an area of deep personal interest. Students will plan, design, record and enact an inquiry project of their choosing that showcases their new learning and their mastery of the Vision of the Graduate skills. Students will make a community connection as part of their inquiry work. Students will present the product of their Capstone project through their VOG Exhibition of Learning.

**ASPIRE ELO (Extended Learning Opportunity)**

(.5 credit; A/G/S/F/NY)

The ASPIRE ELO offering is for students who have prior, written approval from FHS’s Extended Learning Coordinator to engage in an extended learning opportunity outside of the school-day prior to the start of the course and who wish to use that experience as the basis for a student-led inquiry project. The ASPIRE ELO course meets 2 days per week under the guidance of an ASPIRE teacher. Students in this course plan, design, record and enact an inquiry project of their choosing that showcases their mastery of the Vision of the Graduate skills. Students will present the products of their ASPIRE ELO inquiry project through their VOG Exhibition of Learning.

**CUSTOM CAPSTONE-H**

(1 credit; A/G/S/F/NY)

The Custom Capstone is an year-long open-ended, student-led course offered through the Capstone program that meets 3-5 days per week. Students in the Custom Capstone design their own inquiry project aligned to one of the following pathways: Thesis paper, Innovation, Art Exhibition, Community Service, or Internship. In consultation with an advisor or mentor in the field, students set their own goals, find their own resources and design their own product. Students will engage with a mentor or advisor outside of the class to support their learning. In addition, students in the Capstone program will engage in field work directly related to their Capstone project outside of class time. Students will present the product of their Capstone project through their VOG Exhibition of Learning.

**VOG EXHIBITION OF LEARNING:**

(1.0 credit; A/G/S/F/NY)

All students will design, research, present and reflect upon an area of study of deep personal interest. This learning will culminate in a public exhibition of the student’s learning, wherein students articulate how their mastery of the Vision of the Graduate skills impacted the outcome of their Vision of the Graduate Exhibition. Successful completion of the Vision of the Graduate Exhibition will result in the awarding of 1.0 credit, fulfilling the “Vision of the Graduate Learning Experience” graduation requirement for the class of 2023 and beyond, as well as the state of Connecticut’s requirement for a 1-credit Mastery-Based Diploma Assessment.

**PUBLIC VOG EXHIBITIONS OF LEARNING (1.0 credit)**

*Prerequisite: Satisfactory completion of an ASPIRE or Capstone-H course*

**Both the ASPIRE and CAPSTONE-H Exhibitions of Learning fulfill the district’s and state’s requirement for a one-credit mastery-based diploma assessment. Through the ASPIRE or Capstone-H course, students will:**

- Design a project in an area of personal, academic or professional interest
- Work with a teacher or advisor who can respond to, but not direct, their work
- Make a meaningful connection with an expert or mentor in their field of study

**Through the ASPIRE and CAPSTONE-H Exhibitions of learning, students will:**

- Showcase their talents and hard work to an audience beyond the classroom
- Reflect upon their learning, both academic and personal
- Describe how their mastery of the Vision of the Graduate skills impacted their learning

**School-wide rubrics will be used to assess all Exhibitions of Learning.**

**Defining the difference between ASPIRE and CAPSTONE-HONORS**

	ASPIRE	CAPSTONE-HONORS
<b>Level of student independence</b>	Student-led with support from the teacher ; Learning is co-constructed	Student-led; consultation with teacher weekly
<b>Length of offering/course</b>	Half year	Full year
<b>Grades course is offered to</b>	11, 12	11,12
<b>Days per week</b>	2-5 days/week	3-5 days/week
<b>Credit</b>	0.5 credit for half-year course AND 1.0 credit for Exhibition of Learning	1.0 credit for full-year course AND 1.0 credit for Exhibition of Learning
<b>Who designs the project?</b>	ASPIRE Teacher	Capstone-H student
<b>Scope of Inquiry Question</b>	Constructed with the ASPIRE teacher	Student-generated
<b>Mentor</b>	Course Teacher (may choose to also have a community connection)	Course Teacher and Community Connection
<b>Field Experience</b>	Optional	Required
<b>VOG Exhibition of Learning</b>	-Design Plan informed by research -Digital Portfolio (includes documentation of research and reflection) -Final Public Exhibition (ASPIRE Exhibition)	-Design Plan informed by research -Mid-course oral presentation -Digital Portfolio (includes documentation of research and reflection) -Final Public Exhibition (Expofest or Presentation at FHS)



## ASPIRE COURSE OFFERINGS 2020-21

### Education Internship ASPIRE (Pilot)

*Half-year course, 5 days per week*

*.5 credit*

*1st semester only, Grade 12*

Do you have an interest in the teaching profession or a career in education? Students in the Education Internship ASPIRE will explore current trends in education, ranging from education reform, constructivist instruction, and systems thinking as applied to public education. In this intensive semester-long course, students observe and teach in partnership with a mentor-teacher in a Farmington classroom (40-60 hours of internship time). Class time is spent collaborating with peers to explore topics in education, reflect on one's internship, and conduct research on an educational topic of collective interest to the class. **Students in this course must have their own transportation, as they will be responsible for driving themselves to their placement site.** The course will culminate with each student engaging in a VOG Exhibition of Learning.

### Extended Learning Opportunity (ELO) ASPIRE (Pilot)

*Half-year course, 2 days per week*

*.5 credit*

*Grades 11, 12*

*Prerequisite: prior written approval of ELO by ELO Coordinator (see deadlines below)*

This self-directed course is for students who have engaged in experiential learning outside of the school-day prior to the start of the course and who wish to use that experience as the basis for a student-led inquiry project. Examples of ELOs include school-sanctioned internships, an Eagle Scout project, or a Girl Scout Gold Award. Students in this course will document 40-60 hours engaged in experiential learning related to their inquiry. **Students who wish to use an ELO as the basis for a student-led inquiry project must have prior written approval from FHS's Extended Learning Coordinator by May 1 for a 1st-semester course or by December 1 for a 2nd-semester course if they wish to enroll in this course.** The ASPIRE ELO course meets 2 days per week under the guidance of an ASPIRE teacher. Students in this course plan, design, record and enact an inquiry project of their choosing that showcases their mastery of the Vision of the Graduate skills. Students will present the products of their ASPIRE ELO inquiry project through a VOG Exhibition of Learning.

### Find Your Future ASPIRE (Pilot)

*Half-year course, 3 days per week*

*.5 credit*

*Grades 11, 12*

Are you ready to take a deep dive into your potential career pathway? Students in Find Your Future ASPIRE do just that! Students will plan, design, record and enact an inquiry project of their choosing that showcases their understanding of their college/career pathway and articulates their post-secondary college/career plans. Students in this course will connect to an expert in their field of study and will engage in experiential learning (15 hours) related to their college/career pathway. Students will present the products of their Find Your Future ASPIRE inquiry project through a VOG Exhibition of Learning.

**Installation Art ASPIRE (Pilot)**

*Half-year course, 5 days per week*

*.5 credit*

*Grades 11, 12*

Do you see art in everyday objects? Do ecology and conservation matter to you? If so, enroll in the Installation Art ASPIRE! In this half-year course, students will collaboratively build a large temporary sculpture for display in a public space. Working together, students in this course will collect and re-purpose materials, such as paper, cardboard, egg cartons, etc. to create an Installation sculpture. Installation art is a type of art where three-dimensional art is created and utilized to transform a space. Students in the Installation Art ASPIRE will engage in an interdisciplinary study of art and science to investigate, design, and create an eco-friendly installation with the purpose of educating the community on the awareness of waste. The class’s installation will be installed in a public venue to share with the community. The course will culminate with each student engaging in a VOG Exhibition of Learning. No artistic ability is required and anyone can participate.



Styrofoam cups



Paper Plates



Straws

## FHS Capstone Program

Students in the Capstone Program have committed themselves to a challenging independent learning experience focused on a personal passion or a possible career. Capstone students will show evidence that they have met their goals by producing a project design plan, a product, a digital portfolio, a reflection paper and presentation - each of which will be scored by a faculty panel. Capstone provides students with an opportunity to do the following:

- Design a project in an area of personal, academic or professional interest
- Work with a teacher or advisor who can respond to, but not direct, their work
- Make a meaningful connection with an expert in their field of study
- Showcase their talents and hard work to an audience beyond the classroom
- Reflect upon their learning, both academic and personal
- Meet the skills articulated in the Vision of the Graduate

### Capstone - The Art of Leadership Honors

*Full-year course*

*1 credit*

*Grades 11&12*

This Capstone class will explore the idea of quality leadership through research, interviews and the study of Jeff Janssen's *Team Captain's Leadership Manual*, which explores the ten core traits of effective leaders. The class will include, among other activities, a self-assessment of individual strengths and weaknesses, along with discussions and activities focused on improving these important traits. Important to the enhancement of these traits will be the incorporation of hands on experiences that can take place in a variety of areas, including in school, sports, and the community. Whether students are already in a position of leadership or looking to experience it for the first time, everyone enrolled in this class must be willing to get out of his/her comfort zone and take on new challenges that will develop leadership qualities, encourage personal growth, and have a positive impact in the chosen community.

### Capstone – Art: Developing a Global Perspective Honors

*Full-year course*

*1 credit*

*Grades 11 & 12*

*Prerequisites: 2 credits in Art and teacher recommendation*

In this Art Capstone, students will identify a design based need in their local or global community through the media of their choice. For example, students could explore the global crafting community, research microlending organizations that raise money for women, children and education through crafting. They could identify an arts education need, a user experience need in a digital media, a need in the community that could be updated and create a body of work that can be sold online to raise funds for a reputable charity. Students will need extensive experience in the media they choose to work in. *This is a Humanities course.*

**Custom Capstone Honors***Full-year course**1 credit**Grades 11 & 12*

The Custom Capstone is the most open-ended and independent option offered through the Capstone program. Students design their own project using the following project pathways as a guide: Thesis paper; Innovation; Art Exhibition; Community Service; Internship. In collaboration with an advisor or mentor in the field, students set their own goals, find their own resources and design their own product.

**Capstone: E-Commerce Entrepreneurship Honors***Full-year course**1 credit**Grades 11 & 12*

Students will develop their entrepreneurial, web development, and marketing skills in this innovative course that allows students to create and develop several aspects of a mock company. During the first semester, students develop major components of an individual business including a comprehensive business plan, website and elevator-pitch. During the second semester, students shift to a collaborative project in producing a single team business. Communication, leadership and project management skills are among the key components of this Capstone course. Students specialize in an area of business, such as marketing, event planning, web development or public relations and collaborate as one team to present and compete at the CT Student Innovation Expo at the end of the year.

**Capstone: Engineering Design and Development Honors***Full-year course**1 credit**Grades 11 & 12**Prerequisite: Two (2) Project Lead the Way courses*

In this culminating Project Lead the Way Capstone experience, students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding Project Lead the Way courses and are guided by a community mentor. Students must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. This is the culminating experience in the pre-engineering sequence.

**Capstone: Equity, Advocacy, and Social Justice Honors***Full-year course**1 credit**Grades 11 & 12*

This course analyzes the influences of oppression, institutional racism, and other oppressive structural forces on the lives of various racial, ethnic, religion, gender, level of ableness, class and sexual orientation groups. It will enable students to understand the multiple identities and intersecting diversities within oneself and in the larger society. The course addresses this objective by raising the student's racial, ethnic, and cultural identity consciousness, as well as the student's awareness of clients' racial, ethnic and cultural issues. These understandings will occur through the development of critical thinking skills in a manner which helps the students examine their own identity values and beliefs.

**Capstone: Global Problem Solving Honors***Full-year course**1 credit**Grades 11 & 12*

Students in Global Problem Solving will be actively engaged in learning how significant world issues manifest themselves on the local level, and then planning and implementing a high impact service learning project. The course will be divided into two experiences. The first part of the year will be full class collaborative inquiry. The class will select a global problem to use as the model of learning how to evaluate a global problem to identify its numerous influential factors using a Systems Thinking Approach. They will evaluate the effectiveness of governments, non-governmental organizations, and nonprofits in addressing this problem. The second part of the year, students will work in small groups to evaluate a global problem, and design and implement a plan to create sustainable change on the local level.

**Capstone: Healthcare 21 Honors***Full-year course**1 credit**Grades 11 & 12*

The U.S. Department of Labor expects the healthcare industry to continue to grow more than all other sectors over the coming decade. To meet the growing demand, an expected 15.6 million jobs will be created in healthcare by 2022. This exciting Capstone course is intended for students interested in entering this burgeoning healthcare field. Designed as a blended learning course, it will offer in class, on-line and experiential learning. Healthcare 21 will include: career talks, hospital career days, visits to colleges and more. Students will also pursue independent field work and research in an area of interest. All students in this class will complete an Introduction to Medical Terminology (on-line) course as well as CPR certification.

**Capstone: Journalism in the Digital Age Honors***Full-year course**1 credit**Grades 11 & 12**Prerequisite: One year of Journalism*

Students interested in exploring journalism in the 21st century, particularly as a possible career, should consider joining Journalism in the Digital Age. Each student will focus on a particular passion related to journalism. In pursuing this focus, students will be expected to build connections to the community outside of FHS, reach out to professional news organizations, participate in internships, publish in professional journals and/or conduct in-depth research. Each capstone student will take a leadership role in the production and public distribution of *The Voice*, the FHS student newspaper.

**Capstone: Performer to Podium Honors***Full-year course**1 credit**Grades 11 & 12*

This Capstone course is for accomplished musicians who are ready to use their musical skills in a leadership role. These musicians utilize their advanced performance skills to design a novel situation involving leadership, innovation and creative artistry. Students enrolled in Chamber Singers, Wind Ensemble, Symphony Strings, and Women's Ensemble may elect this independent Capstone course. Their projects generally involve other students who are enrolled in the honor ensemble classes for the

completion of the Performer to Podium projects. Examples of music capstone projects are: composer of a choral work, conductor of a brass choir or string quartet, and leader of a community service event.

*This is an Arts and Humanities course.*

**Capstone: Science Research Honors**

*Full-year course*

*1 credit*

*Grades 11 & 12*

The Science Research course will offer students, especially those who are interested in careers in the health field, the physical sciences, or research, a chance to be actively engaged in the pursuit of their own ideas. Students enrolled in Science Research can expect to understand sophisticated experimental designs by reading peer reviewed journal articles, applying their skills to address complex topics, and evaluating and critically reviewing the literature in a chosen field of study. Student projects may include a thesis, innovative experiment, or entrance in a science fair or talent contest.

**Capstone: Sports Analytics Honors**

*Full-year course*

*1 credit*

*Grades 11 & 12*

Sports analytics is a rapidly growing and evolving industry. Students in the Sports Analytics Capstone will learn to use data and quantitative methods to make quick, impactful decisions that will help players and teams gain advantage on the playing field. Students will learn to acquire, analyze, display and communicate data by working closely with one of FHS's sports teams. Students enrolled in this Capstone will need to commit to attending games of the team they are working with, to be able to capture data in real time and see their predictions play out. In this interdisciplinary math and business course, students will work with spreadsheets, data visualization software, and video capture software in analyzing and presenting their findings. Various texts from experts in the field will be used as additional resources.



## AVID Program

### AVID (Advancement via Individual Determination)

Full-year course  
No prerequisite

College Prep

1 credit

Grades 9, 10, 11, 12

AVID (Advancement Via individual Determination) is a college preparatory program designed to support students in the academic middle. A typical AVID student is one who exhibits academic potential, may be first in family to attend college, and demonstrates willingness and determination to enhance one's academic standing.

The AVID curriculum prepares students for success in the rigorous FHS curriculum by teaching strategies that develop and strengthen writing, critical reading skills, and the ability to generate higher level questions. AVID students participate in student-led tutorials, with tutor support, that promote peer collaboration, inquiry, and critical thinking. Students will learn effective study and organizational strategies and prepare for college and career with the support of the AVID Counselor. The mission of the FHS AVID program is to prepare students for high school and college success.

AVID is a 4-year elective program. Enrollment in AVID requires an application and interview. Please note that all students may not be selected. Academic performance and attendance are criteria considered for admission into the AVID program. Students must reapply to the program each year.



# Course Descriptions

## Art & Technology - The Fine and Applied Arts

The mission of the Farmington High School Fine and Applied Arts Department is to prepare students to become creative and innovative thinkers, confident in creating unique personal art and design in highly competitive real-world applications, with an awareness of contemporary visual culture and media, and a deep appreciation of contemporary, historical and global art and design.

To support this mission, the department provides a rigorous and relevant curriculum that prepares students for the contemporary challenges and opportunities of post-secondary fine art programs, and the real-world design applications found in careers in the applied arts.

*“The arts and cultural sector contributed \$804.2 billion or 4.3 percent to the nation’s gross domestic product in 2016...five million people are employed in the arts and cultural sector. Those five million wage-and-salary workers earned \$386 billion in 2016 [most recent numbers].”* (Report from the Bureau of Economic Analysis and the Office of Research & Analysis at the National Endowment for the Arts)





**Career Clusters:**

<p><b>Art Director-</b> Develop design concepts for media pieces and oversee the entire creation and production process.</p>	<p><b>Multimedia Artists-</b> Create images for film, video, and other forms of electronic media. This field is growing at an unbelievable rate and, like technology, is promoting many opportunities.</p>	<p><b>Applied Artists-</b> Develop application of design to objects of function and everyday use. They incorporate creative ideas to objects of utility such as a cabinet, vehicle, building or park bench.</p>	<p><b>Fine Artists-</b> Create items such as painting, sculpture, and illustration that are often displayed in museums and galleries.</p>
<p>Advertising Design Interior Design Industrial Design Business of Art Museum Curator Gallery Manager Marketing Analyst</p>	<p>Digital Films Multimedia Designer Product Designer Game Design Broadcast Design Motion Graphics</p>	<p>Architect Vehicle Design Technician Engineer Furniture Design Product Designer Stage Designer</p>	<p>Exhibiting Artist Illustrator Graphic Design Photographer Fashion Design</p>

**Art and Technology Content-Area Standards**

Standard #1-Creating:

- Plan: Students generate original artistic ideas and work.
- Investigate: Students organize and develop artistic ideas and work.
- Reflect: Students revise, refine, and complete artwork.

Standard #2-Presenting:

- Select: Students analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Analyze: Students evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Share: Students convey meaning through the presentation of artwork.

Standard #3-Responding:

- Perceive: Students perceive and analyze artistic work.
- Analyze: Students look for intent and meaning in artistic work.
- Interpret: Students apply criteria to evaluate artistic work.

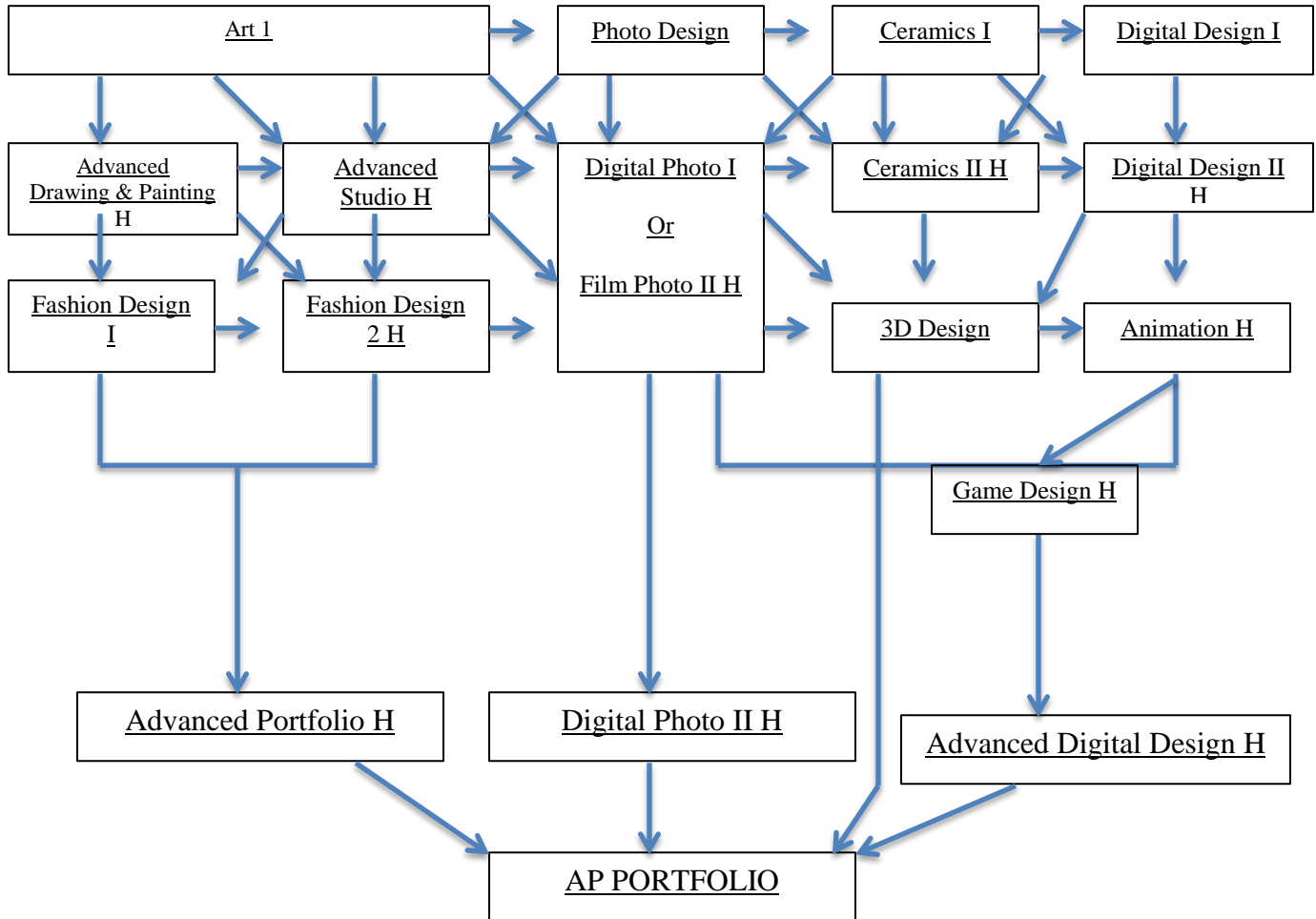
Standard #4-Connecting:

- Synthesize: Students synthesize and relate knowledge and personal experiences to make art.
- Relate: Students relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

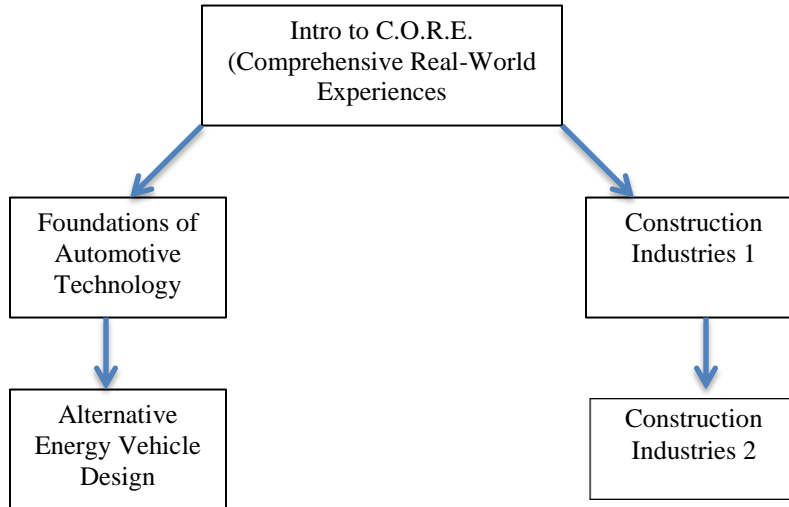
## Fine Art, Applied Art & New Media Course Offerings by Grade Level

Grade 9	Grade 10	Grade 11	Grade 12	Course Name	STEM	Humanities
X	X	X	X	3D Design	X	
		X	X	Advanced Digital Design Honors	X	
	X	X	X	Advanced Drawing & Painting Honors		X
		X	X	Advanced Placement Art History		X
			X	Advanced Placement Portfolio		X
		X	X	Advanced Portfolio Honors		X
	X	X	X	Advanced Studio Honors		X
		X	X	Alternate Energy Vehicular Design Honors	X	
	X	X	X	Animation Honors	X	
X	X	X		Art I		X
		X	X	Capstone: Art-Developing a Global Perspective Honors		X
X	X	X	X	Ceramics I		X
	X	X	X	Ceramics II Honors		X
X				Intro to C.O.R.E (Comprehensive Real-World Experiences)	X	
	X	X	X	Construction Industries I Honors	X	
		X	X	Construction Industries II Honors	X	
X	X	X	X	Crafts		X
X	X	X	X	Digital Design I	X	
X	X	X	X	Digital Design II Honors	X	
X	X	X	X	Digital Photo I	X	
	X	X	X	Digital Photo II Honors	X	
X	X	X	X	Fashion Design I		X
X	X	X	X	Fashion Design II Honors		X
X	X	X	X	Film Photography I		X
X	X	X	X	Film Photography II Honors		X
	X	X	X	Foundations of Automotive Technology Honors	X	
	X	X	X	Game Design Honors	X	
X	X	X	X	Unified Art		X

## Recommended Sequence of Study for Fine Arts & New Media



## Recommended Sequence of Study for Applied Arts



**3D Design**

*Half-year course*                      *College Prep*                      *½ credit*                      *Grades 9, 10, 11, 12*

3D Design is a semester long course where students build creative projects from a variety of material. Students will consider both the look (aesthetics) and function of the work they create. Each material has limitations and each project has requirements, but the student decides what their work will become. The principles of design and the elements of art are applied along with construction techniques and engineering considerations which promote critical thinking and creativity. *This is a STEM course.*

**Advanced Digital Design Honors**

*Full-year course*                      *Honors*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Digital Design I and II*

Advanced Digital Design is a year-long course that challenges students to explore emerging digital technologies in the creation of student centered projects. Students receive advanced instruction and experience in digital video, sound manipulation, web design, podcasting, and cutting-edge digital media. Students must be self-directed, motivated, and have foundational skills in a variety of software to realizing their projects based learning. Students will develop technological skills and dispositions applicable to both art and technological fields, explore, in-depth and in a variety of ways, the influence of art on technology and technology on art as they develop a sense of technological media and its possibilities. Arts Through Technology is an advanced level course in the New Media sequence that is a good precursor to AP Portfolio. *This is a STEM course.*

**Advanced Placement Art History**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisites: 2 credits in Art and teacher recommendation*

Advanced Placement Art History is a year-long fine arts course. Students will learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity. Students will explore major forms of artistic expression including architecture, sculpture, painting, and other media from across a variety of cultures. Students will learn about the purpose and function of art as they develop their ability to articulate visual and art historical concepts in verbal and written form. *This is a Humanities course.*

**Advanced Placement Portfolio**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grade 11 & 12*  
*Prerequisites: 1.5 credits in Art*

Advanced Placement (AP) Portfolio is a College Board assessed class primarily for Juniors and Seniors. AP Portfolio requires students to produce 15 works of art that follow a theme based on the student's personal inquiry. The College Board requires students to also write about the concepts expressed in their work as well as the process they followed to make the work. This class requires a substantial amount of time outside of class to complete the work. Depending on the student's choice of media, they may have to provide their own supplies. This class is not a class for students who want to prepare a portfolio for college admission to an arts program; rather it demonstrates rigorous coursework that will improve

admission to any field of study. Students should have a foundation of skills with their choice of media, but this class is not exclusively for “talented” artists. Please see the College Board’s website for additional information. *This is a Humanities course.*

### Advanced Portfolio Honors

Full-year course                      Honors                      1 credit                      Grades 11 & 12  
Prerequisite: 2 credits in art including Advanced Drawing/Painting and teacher recommendation

Advanced Portfolio is advanced because it is for experienced and committed art students who enjoy drawing, painting, printmaking, and individual expression. This course also supports the design of a portfolio of work for college admission. Art portfolios are required for visual art programs, but also communicate a college applicant’s intellectual diversity for any college application. This is a class with high expectations that builds on a student’s ability to communicate the elements and principles of design. The assignments are usually two-dimensional with a focus on college level art instruction in a variety of media. Examples of media include: charcoal drawing, oil painting, acrylic transfer, relief printing, and more. Students should expect to spend time outside of the classroom on completing projects. At the end of this course, students will have a competitive portfolio for college applications and a head-start on AP Portfolio. *This is a Humanities course.*

### Alternate Energy Vehicular Design Honors

Full-year course                      Honors                      1 credit                      Grades 11 & 12  
Prerequisites: Transportation Technology or teacher approval

The Alternate Energy Vehicular Design program is for any student in grades 11, 12. This program will incorporate conventional automotive theory with a project designed to enable students to apply their knowledge of science and math to the highly technical alternative power applications for the vehicles of the future. The students in the program will design and build vehicles that will meet specifications for alternative energy vehicle challenges sponsored by Electrathon America competition rules. The testing and culminating events will be to enter and drive the vehicles in the Connecticut Electrathon America road race at Lime Rock. *This is a STEM course.*

### Animation Honors

Full-year course                      Honors                      1 credit                      Grades 10, 11, 12  
Prerequisite: One Drawing/Painting Class or Digital Design I

Animation is a yearlong course that challenges students to further explore digital media as a tool for creating original artwork. This course provides students with instruction and real world experience in various animation techniques, including storyboarding, illustration, model construction, life drawing, digital video and audio editing, and more. Students will learn to transfer skills and knowledge of traditional animation techniques into digital animation formats. Animation is a collaborative process; students will demonstrate the ability to fulfill various roles and responsibilities as part of a production team. *This is a STEM course.*

## Crafts

Half-year course

College Prep

1/2 credit

Grades 9, 10 11, 12

Crafts is a semester-long course that explores a variety of craft materials (glass, metal, wood, fiber and clay), design considerations and reflective processes. Emphasis is on developing artistic thinking skills and techniques, as well as appreciation and understanding of contemporary, historic, and cultural influences. *This is a Humanities course.*

## Capstone - Art: Developing a Global Perspective Honors

Full-year course

1 credit

Grades 11 & 12

Prerequisites: 2 credits in Art and teacher recommendation

In this Art Capstone, students will identify a design based need in their local or global community through the media of their choice. For example, students could explore the global crafting community, research microlending organizations that raise money for women, children and education through crafting. They could identify an arts education need, a user experience need in a digital media, a need in the community that could be updated and create a body of work that can be sold online to raise funds for a reputable charity. Students will need extensive experience in the media they choose to work in. *This is a Humanities course.*



## Ceramics I

Half-year course

College Prep

1/2 credit

Grades 9, 10, 11, 12

Ceramics is a semester long introductory course to working with clay using basic hand building and decorative techniques. Students are challenged to develop their own ideas through the mastery of different ceramic skills. All students are capable of making projects that they will be proud of as they develop their divergent thinking skills and understanding of craftsmanship. *This is a Humanities course.*

**Ceramics II Honors**

Half-year course                      Honors                                      ½ credit                                      Grades 10, 11, 12  
Prerequisite: Ceramics I

Advanced Ceramics is a semester long course that builds on the skills developed in ceramics with an emphasis on wheel throwing and advanced sculptural techniques. Students will develop both functional and decorative clay projects in addition to new firing and decorative techniques not offered in the foundation course. *This is a Humanities course.*

**Introduction to C.O.R.E. (Comprehensive Real-World Experiences)**

Full-year course                                      College Prep                                      1 credit                                      Grade 9

In this introductory course, students will explore the four major areas of technology: construction, communications, transportation and manufacturing, through a series of projects and activities. Some of these activities include: orthographic (multi-view) drawings, building vehicles, use of energy, catapults, aerodynamics, hot air balloons, CADD (Computer Assisted Drafting and Design), fabrication using brazing, welding, cutting, small gas engines, bridge building, residential construction, solid fuel rockets and more. These activities will explore important concepts and techniques, and prepare students for future vocational and recreational pursuits. *This is a STEM course.*

**Construction Industries I Honors**

Full-year course                                      Honors                                      1 credit                                      Grades 10, 11, 12

This course is designed to familiarize students with current construction designs and advanced technological materials used in the world of construction in both residential and commercial buildings. Practical application of these principles will be done with construction of various storage sheds and garages as well as the set for the FHS plays and musicals. Skills and concepts taught include: safe and proper use of construction equipment, blueprint reading and construction layout from the architects' communication network known as CADD (Computer Assisted Drafting and Design), cabinetmaking, and interior trim fundamentals. *This is a STEM course.*

**Construction Industries II Honors**

Full-year course                                      Honors                                      1 credit                                      Grades 11 & 12  
Prerequisite: Construction I or teacher recommendation

This course is designed for a third year of woodworking experience. Cabinet construction, millwork, material and machining practices will be covered during the year. Students will design and construct furniture during the course. Students are expected to gain mastery over contemporary techniques and practices in cabinet and furniture making. *This is a STEM course.*

**Digital Design I**

Half-year course                                      College Prep                                      ½ credit                                      Grades 9, 10, 11, 12

Digital Design is a semester-long course that introduces students to the skills and tools necessary to create digital artwork. Images are an increasingly important means of communication in our society. In



Digital Design, students learn the art and design skills necessary to communicate their ideas visually. Students learn image-editing techniques, presentation design, and web design using professional software programs. Students will apply these skills and techniques to create original artwork, design effective presentations, and produce creative content for the web. Digital Design is an introductory course in the Art Department’s Digital Art sequence. *This is a STEM course.*

### Digital Design II Honors

Half-year course                      Honors                      ½ credit                      Grades 9, 10, 11, 12  
Prerequisite: Digital Design

Digital Design II H is a semester long course that challenges students to further explore emerging digital technologies in the creation of original and innovative designs for the Web. This course provides students with advanced instruction and real world experience in generating and formatting digital content, including HTML and CSS, graphic design, and writing for the Web. Emphasis will be placed on students being self-reliant, motivated learners in pursuit of planning and realizing complex projects. Digital Design II H is an intermediate level course in the New Media sequence. *This is a STEM course.*

### Digital Photo I

Half-year course                      College Prep                      ½ credit                      Grades 9, 10, 11, 12

Digital Photo I is a semester-long course that introduces students to the fundamentals of digitally produced and edited photography. Students learn the technical and aesthetic skills necessary to create successful photos, such as composition, exposure, and lighting. Students also learn to use their camera as a creative tool, and to understand why “Auto” mode isn’t always the best option for creative photography. After taking their photos, students learn to edit and manipulate their work using Adobe Photoshop, a software program used by many professionals in creative fields such as advertising, design, and, photography. Digital Photo 1 is an intermediate level course in the Art Department’s Digital Art sequence. *This is a STEM course.*



**Digital Photo II Honors**

Half-year course                      Honors                                      ½ credit                                      Grades 10, 11, 12  
 Prerequisite: Digital Photo 1

Digital Photo II is a semester-long course that builds on skills developed in Digital Photo 1. Students learn advanced digital editing techniques, as well as advanced photo skills such as studio lighting, techniques for low lighting situations, flash photography, and more. Students identify and research an area of personal interest to explore over the course of the semester. Students plan and develop a photography portfolio as a result of this on-going, self-directed inquiry. Students are encouraged to take creative risks and push themselves to go beyond conventional photographic expression in order to develop their own personal style. Digital Photo 2 is an advanced level course in the Digital Art sequence and a great precursor to AP Portfolio. *This is a STEM course.*

**Advanced Drawing & Painting Honors**

Half-year course                      Honors                                      ½ credit                                      Grades 10, 11, 12  
 Prerequisite: 1 credit in Art

Advanced Drawing & Painting is a semester long course intended to follow ART 1. Students will continue to improve their drawing and painting abilities. Everyone can improve their existing drawing abilities and in this course a student will see improvement. In addition to learning some more advanced drawing techniques, students will develop their design abilities through different illustration projects. Using water based media, students will learn new methods of manipulating the elements and principles of design to communicate their ideas. In order to improve visual literacy, students will also learn and study different aspects of culture and how artists and designers have and continue to shape our perception. This course is meant to be paired with Advanced Studio for students who want to take a full year of art. *This is a Humanities course.*

**Advanced Studio Honors**

Half-year course                      Honors                                      ½ credit                                      Grades 10, 11, 12  
 Prerequisite: 1 credit in Art

Advanced Studio is a semester long foundation course for students who have taken Art 1 and want to pursue traditional art forms besides drawing and Painting. Students will work on sculptures, graphic design, digital art and mixed media. The focus of this course is an exploration of different techniques for students who enjoy the arts or committed artists who want to progress to Advanced Portfolio and then AP Portfolio. This course is also meant to be paired with Advanced Drawing and Painting for students who want to take a full year of art. Regardless of a student's perceived level of artistic ability, they will find success. *This is a Humanities course.*

**Art I**

Full-year course                                      College Prep                                      1 credit                                      Grades 9, 10, 11

Art I is a year-long foundation course for students who are interested in improving their ability to draw from observation more accurately. ANYONE can learn how to draw and in this course a student will see their ability improve. In addition to learning drawing techniques, students will develop their design

abilities through different painting projects. Using water based paints, students will learn how to manipulate color and symbols to communicate their ideas. In order to improve visual literacy, students will also learn and study different aspects of culture and how artists and designers have, and continue, to shape our perception. *This is a Humanities course.*

### **Fashion Design I**

*Half-year course*      *College Prep*      *½ credit*      *Grades 9, 10, 11, 12*

Fashion Design I is a one-semester studio course. Students will explore the history of fashion, elements and principles of design, fashion illustration and various steps involved in the production of a garment. Assignments will introduce the students to design processes of inspiration board compiling, color theory, design innovation and the 2D to 3D development of creative ideas. *This is a Humanities course.*

### **Fashion Design II Honors**

*Half-year course*      *Honors*      *½ credit*      *Grades 9, 10, 11, 12*

Fashion Design II is a one-semester studio course for students who are interested in further developing skills learned in Fashion Design 1 class. We will use Photoshop and Illustrator to enhance our fashion illustration skills and learn more complex sewing and fabric manipulation techniques. We will also learn more about fashion history, fabrics and we'll explore different fabric dyeing methods. *This is a Humanities course.*

### **Film Photography I**

*Half-year course*      *College Prep*      *½ credit*      *Grades 9, 10, 11, 12*  
*Studio fee: \$25.00*

Film Photography I is a semester long course in fine art film photography. Emphasis is placed on both the technical and artistic aspects of photography. Technical aspects include manual film camera control, requirements for proper exposure, film processing, and basic darkroom techniques. Artistic aspects include techniques for successful photo compositions, creative lighting strategies, and more. Through this course, students will develop an appreciation for traditional film photography as both a fine art form and a powerful means of visual communication. *This is a Humanities course.*

### **Film Photography II Honors**

*Half-year course*      *Honors*      *½ credit*      *Grades 9, 10, 11, 12*  
*Prerequisite: Film Photography I, Studio fee: \$25.00*

Film Photography II H builds on skills that students have learned and practiced in Film Photography I. Through diverse camera assignments and hands-on darkroom practice, students refine their skills in both the technical and artistic aspects of fine art photography. Students learn advanced darkroom techniques, alternative and historical photo processes, long exposure photography, and more. As part of this course, students plan and create a film photo portfolio to showcase their work. Students are encouraged to take creative risks and push themselves to go beyond conventional photographic expression in order to

develop their own unique style. This class is a great precursor to AP Portfolio. *This is a Humanities course.*

### **Foundations of Automotive Technology Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 10, 11, 12*

In this full-year course, students will explore the main areas of transportation through a series of projects and activities. These activities include safety and tools, propulsion and mouse-trap cars, hydraulics and pneumatics through robotic arms, automotive repair and diagnosis, including lubrication, engine performance, brakes, steering and suspension, ignition and electrical, tire repair and maintenance, mechanical systems, using energy in transportation, welding and fabrication, small gas engine diagnosis and repair. In the lab, students will work online with CDX software. *This is a STEM course.*

### **Game Design Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 10, 11, 12*

*Prerequisite: Digital Design I & II, Animation or a computer science class*

Game Design is a full-year course. Students will capitalize on their design sensibilities and creativity to formulate backend structure and present it to an audience or user. Students will learn user interface and user display properties as well as how image and design decisions can carry engineered mechanics and code design. Students will address human connection, as well as ways to organize their thoughts and design process. *This is a STEM course.*

### **Stagecraft (Pilot)**

*Full-year course*

*1 credit*

*Grades 9-12*

Stagecraft is a class for students who enjoy the design, construction, and painting of sets. Students will have the opportunity to work on the Fall and Spring FHS Drama productions during the school day. In addition to foundational construction and painting skills, students will design and manufacture props for the plays and learn about lighting and sound design. There are no prerequisites, but experience in construction and art are a plus. *This is a STEM course.*

### **Unified Art**

*Full-year course*

*1 credit*

*Grades 9, 10, 11, 12*

Unified Art is a full-year course. Students will be given the opportunity to develop artistically; collaborate with friends on a variety of art projects; and showcase their work in community settings. The Unified Art Program provides a forum for positive social interaction between students with intellectual disabilities and those without disabilities. The artist partnership cultivates a greater understanding of oneself, and of others, while developing new friendships. Students will work on drawing, painting, collage, ceramics, and collaborative projects. *This is a Humanities course.*

## Business Education

Business Education courses provide students with the skills necessary to be successful in the workplace. Courses are designed to challenge students to develop their critical thinking skills and to become self-directed learners. Students learn to navigate the relationship between consumers, workers, and citizens with an emphasis on collaboration. Students apply their acquired knowledge by engaging in activities which incorporate technology and focus on innovation and problem solving. A variety of courses are offered which provide a wide range of business topics to all students.

<b>Accounting</b>	<b>Business Management</b>	<b>Entrepreneurship or Marketing</b>	<b>Finance</b>
Accountant Adjuster Auditor Bookkeeper Budget analyst Chief financial officer Controller Treasurer	Administrative services manager Chief executive Credit and collections manager General manager Management analyst Operations manager Payroll manager Public organizations manager Public relations manager Risk manager	Small business owner Market researcher Marketing director Media planner Product manager Public relations specialist Retail sales	Account executive Banker Certified financial planner Employee benefits representative Financial advisor Financial analyst Insurance representative Investment broker

### Business Content-Area Standards

Standard #1: Economic Concepts

Standard #2: Business Operations and Relations

Standard #3: Career Skills

Standard #4: Financial Literacy

Standard #5: Marketing

**Business – Course Offerings**

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
	X	X	X	Accounting I
		X	X	ASPIRE: Find Your Future (Pilot)
		X	X	Capstone: E-Commerce Entrepreneurship Honors
		X	X	Comprehensive Business Topics Honors
X	X	X		Computer Applications
	X	X	X	Marketing I
	X	X	X	Personal Finance
		X	X	Marketing II

**Accounting I***Half-year course**College Prep**½ credit**Grades 10, 11, 12*

In this one-semester course, students become familiar with the language of business. The course objective is to provide a basic understanding of accounting principles, including preparation of financial statements. Students will learn the double-entry accounting cycle for a sole proprietorship. In the first marking period, students will become familiar with debits, credits, journals and ledgers. In the second marking period, students will focus on worksheets, balance sheets and income statements. Accounting careers, advanced vocabulary and financial current events will also be discussed throughout the semester.

**Capstone: E-Commerce Entrepreneurship Honors***Full-year course**1 credit**Grades 11 & 12*

Students will develop their entrepreneurial, web development, and marketing skills in this innovative course that allows students to create and develop several aspects of a mock company. During the first semester, students develop major components of an individual business including a comprehensive business plan, website and elevator-pitch. During the second semester, students shift to a collaborative project in producing a single team business. Communication, leadership and project management skills are among the key components of this Capstone course. Students specialize in an area of business, such as marketing, event planning, web development or public relations and collaborate as one team to present and compete at the CT Student Innovation Expo at the end of the year.

### **Comprehensive Business Topics Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 11, 12*

This full-year course is a comprehensive and accelerated business course intended for students who wish to study business in college or pursue a career in business. This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business; entrepreneurship, finance, and marketing; planning, organizing, leading, and controlling a business organization. There will be a focus on collaboration, communication, research and technology skills. Students may earn three college credits through the Tunxis Community College's College Career Pathways program by meeting standard in the course and dually enrolling in the Tunxis Introduction to Business (BBG101) course. There is no fee for dual enrollment or earning college credits and dual enrollment is not mandatory.

### **Computer Applications**

*Half-year course*

*College Prep*

*½ credit*

*Grades 9, 10, 11*

In this one-semester course, students examine Microsoft Office Applications and develop the skills necessary to create documents, spreadsheets, and presentations. The first half of the course examines Microsoft Word, Access and PowerPoint. Students spend the second half of the course becoming familiar with Microsoft Excel, learning techniques to manage, format, chart and analyze data. Students will be given the opportunity to earn Microsoft Office Specialist Certification in one or more program. Advanced skills in creating queries, forms, reports and presentations will be taught, focusing on proper business applications and statistical analysis.



**Marketing I***Half-year course**College Prep**½ credit**Grades 10, 11 & 12*

This one-semester course focuses on the basic concepts of marketing and business. Marketing is a coordinated system of business activities, which relies on the performance of people. Topics include the functions of marketing, the marketing mix, the components of a marketing plan, and how marketing works within economies. The functions of marketing consist of many activities to help get a product or service to the consumer and include distribution, financing, pricing, marketing information management, product and service management, promotion, and selling. Students will participate in many group activities where they will develop skills in communication, collaboration, and creativity.

**Marketing II***Half-year course**College Prep**½ credit**Grades 11 & 12**Prerequisite: Marketing I*

This one-semester course expands on the concepts learned in Marketing I, which includes the major functions of marketing, the marketing mix, and economic utilities, as captured in a marketing plan. From this Marketing I foundation, students will explore important business topics that include: supply and demand theory, promotion related to visual merchandising and advertising, selling and entrepreneurship. Working independently and collaboratively with others, students will develop knowledge and skills related to presenting, planning and creating a business. Offered second semester only.

**Personal Finance***Half-year course**College Prep**½ credit (Math or Business)**Grades 10, 11, 12**Prerequisite: Advanced Algebra 8, Algebra 8 or Algebra 1*

This semester course focuses on life skills in personal financial management. Students will gain an understanding about earning and reporting income, money management and building a budget for independent living, financial services provided by financial institutions, the cost of using credit, types of investments, and protecting their assets with insurance. Students will apply algebraic and numeric concepts to solve real world financial problems and manage their finances. Students may apply the 0.5 credit to either Mathematics or Business earned credits towards graduation. NOTE: This is not an NCAA approved core math course.



## English

Aligned with Connecticut Core Standards, the Farmington High School English department program emphasizes the reciprocal nature of reading and writing and strives to fulfill the goal of the Farmington Public Schools that all students will demonstrate performance standards in critical thinking and reasoning and meet rigorous core academic content standards by accessing, interpreting, analyzing, and evaluating ideas and information, drawing evidence-based conclusions, synthesizing new learning with prior knowledge, and reflecting critically on learning. The department's mission is to prepare students to live meaningful lives as productive and literate citizens. To realize this mission, the department offers a rigorous and relevant curriculum that provides students with multiple and varied opportunities to read, analyze, and critique quality texts; develop the processes, traits, and craft of writing; contribute to civil discourse; and engage in individual and collaborative inquiry into the habits of effective readers and writers and the elements of quality texts. Most courses in the department are taught by an individual teacher and some are team-taught by two teachers.

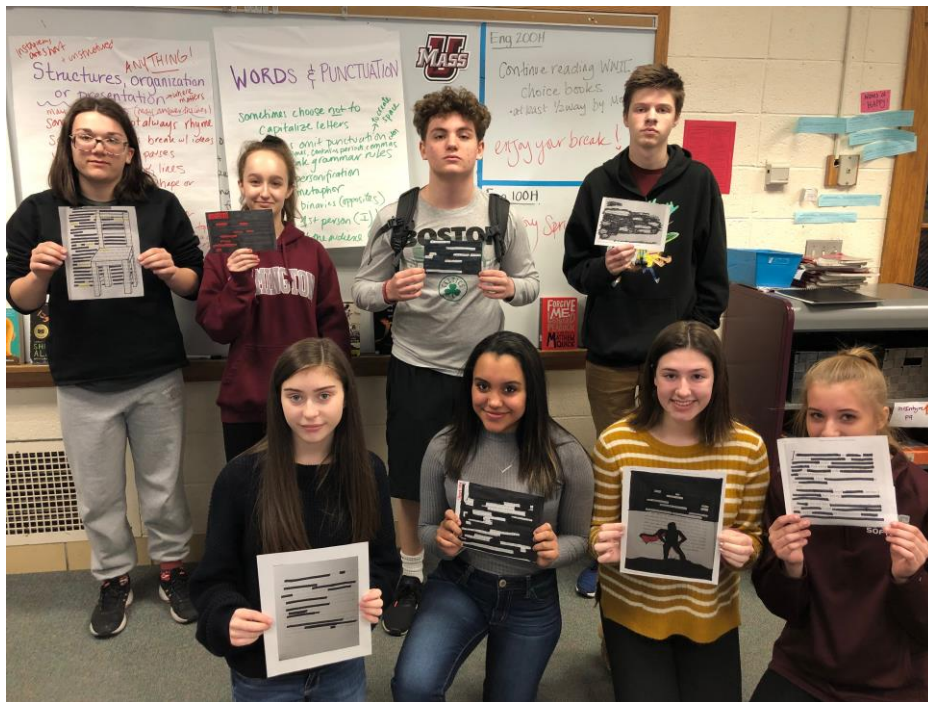
English courses in high school can lead to opportunities in every career cluster. What kinds of organizations hire people with strong English skills and talents? What type of work might one find with a degree in English?

<b>Business</b>	<b>Education</b>	<b>Government</b>	<b>Print/Web Media &amp; Publishing</b>	<b>Theater, Television and Film</b>
Sales & Marketing Manager Public Relations Officer E-commerce Coordinator Technical Writer Training & Development Consultant	English Teacher Theater Arts Teacher Journalism Teacher College Professor	Attorney Paralegal Assistant Public Administrator Grant Writer Speech Writer	Editor Journalist News Writer Press Secretary Webmaster Computer Programmer	Actor Author Screenwriter Producer Events Manager Creative Consultant

## English Content-Area Standards

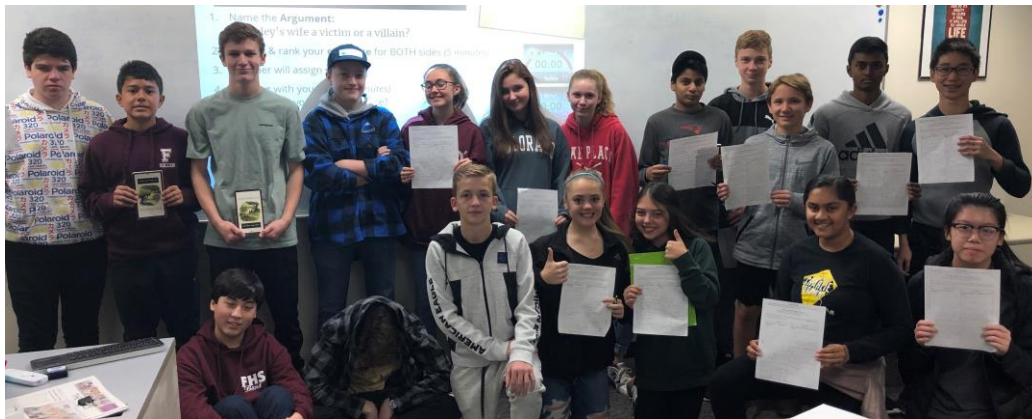
Students mastering the literacy skills taught in English are able to:

- Standard #1: Read and comprehend appropriately complex literary and informational texts independently and proficiently.
- Standard #2: Interpret, analyze, and evaluate appropriately complex literary and informational texts.
- Standard #3: Write clear and coherent arguments in an analysis of substantive topics or texts using valid reasoning and relevant, sufficient evidence.
- Standard #4: Use a process to write clear and coherent narratives for a range of tasks, purposes, and audiences.
- Standard #5: Develop and strengthen writing.
- Standard #6: Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Standard #7: Take part in a variety of rich, structured conversations—as a presenter, as part of a whole class, in small groups, and with a partner.

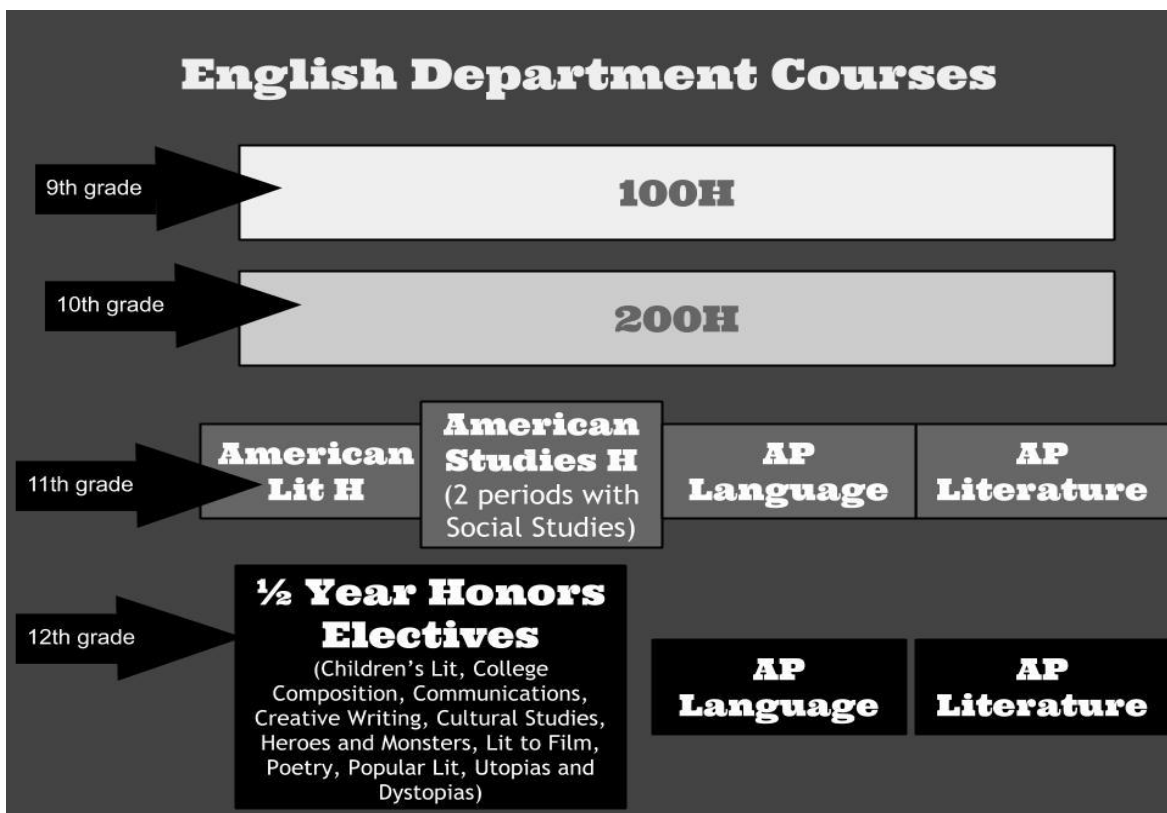


**English – Course Offerings**

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X				English 100 H: Literature & Composition
	X			English 200 H: The Individual & The Community
X	X	X		Literacy Workshop
		X		American Studies Honors
		X		American Literature Honors
		X	X	Advanced Placement English Language & Composition
		X	X	Advanced Placement English Literature & Composition
			X	Children’s Literature Honors
			X	College Composition Honors (Pilot)
			X	Communications Honors
			X	Creative Writing Honors
			X	Cultural Studies Honors
			X	Heroes & Monsters Honors
			X	Literature to Film Honors
			X	Poetry Honors
			X	Utopias & Dystopias Honors



Electives				
Grade 9	Grade 10	Grade 11	Grade 12	Course Name
		X	X	Capstone: Equity, Advocacy, and Social Justice Honors
		X	X	Capstone: Journalism in the Digital Age Honors
	X	X	X	Journalism Honors
X	X	X	X	Play Production Laboratory Honors
	X	X	X	Specialized Performance Studies Honors
X	X	X	X	Theater I Honors
X	X	X	X	Theatre II Honors
		X	X	Writing Center Fellowship



**American Studies Honors***Full-year course**Honors**2 credits**Grade 11*

American Studies Honors is co-taught by English and Social Studies faculty members for two consecutive class periods. This course fulfills the state U.S. History requirement. American Studies students earn 2.0 credits with 1.0 credit each towards graduation for English and Social Studies. American Studies Honors provides students the unique opportunity to explore what it means to be American as both a historian and a literary scholar. Throughout this honors level course, students will investigate concepts such as the American identity, democratic ideals, the tensions between the individual and American society, diverse perspectives on the American dream, and active citizenship. Through the marriage of historical documents and literature, students will develop a deeper understanding of, and appreciation for, those people, events, institutions and turning points that have shaped American history and that continue to influence the nation and students' lives today.

**American Literature Honors***Full-year course**Honors**1 credit**Grade 11*

Throughout this honors level course, students will study and explore what it means to be American by analyzing and evaluating how American texts portray the American identity, the tensions between the individual and American society and perspectives on the American dream. Students will use authentic historic documents, fiction and nonfiction literature, poetry, music, radio and television broadcasts, internet sources, and each other as resources to explore American cultural perspectives. Students will be able to distinguish between each author's purpose by analyzing the literary craft in each work and how it enhances meaning. Examining and composing a variety of writing genres, including: narrative, expository, rhetorical and creative, students will articulate answers to the overarching course Essential Questions. Texts include Twain's *The Adventures of Huckleberry Finn*, Fitzgerald's *The Great Gatsby*, Miller's *The Crucible*, Salinger's *Catcher in the Rye*, O'Brien's *The Things They Carried*, and a variety of poetry, short story, speeches and historical documents.

**English 100 Honors: Literature and Composition Survey***Full-year course**Honors**1 credit**Grade 9*

Literature and Composition Survey is a foundation course in which students explore the human condition as presented in literature and develop skills necessary to be successful in high school English and post-secondary life. Students will use critical thinking skills to read, analyze, and write about complex texts of varying lengths in an array of genres including contemporary and classical fiction, Shakespearean poetry and drama, classical and modern poetry, and nonfiction including memoir. Students will analyze basic rhetorical strategies in order to write persuasively. Students will also explore the fundamentals of creative writing and will learn to construct clear and arguable thesis statements in a

variety of forms and then support their arguments with strong and relevant evidence. Texts include Steinbeck's *Of Mice and Men*, Wiesel's *Night*, and Shakespeare's *Romeo and Juliet*.

### **English 200 Honors: The Individual and the Community**

*Full-year course*

*Honors*

*1 credit*

*Grade 10*

This honors course challenges students to analyze how authors communicate ideas about human nature: whether we are innately good or evil and how a variety of forces influence our daily decisions. Using a variety of genres, including novels, plays, poems and films, students will critically analyze how writers convey a message about our inherent humanity. By studying historical, allegorical, and Shakespearean literature, students will develop interpretations and apply the traits of writing to analytical essays. With each major work of literature, students will articulate in speaking and writing their interpretation of the author's thesis about human nature. Students will be able to articulate each author's philosophy, while analyzing how the literary craft employed in each work enhances meaning, and will eventually develop their own philosophy of human nature. Students will also study elements of argument by writing opinion-editorials and by conducting research. Texts include Lee's *To Kill a Mockingbird*, Golding's *Lord of the Flies*, Bradbury's *Fahrenheit 451*, Shakespeare's *Macbeth*, and a variety of shorter texts.

### **Literacy Workshop**

*Full-year course*

*College Prep*

*1 credit*

*Grades 9, 10, 11*

*Prerequisite: Identified students*

Literacy Workshop is an intervention designed for select students in grades 9 through 11 who require intensive and focused support in reading, writing, and vocabulary. Students will learn a variety of strategies to improve their reading and writing skills. A major goal of this intervention class is for students to accelerate growth as readers and writers in an effort to meet the FPS Literacy Graduation Standards.

### **Senior English Program Description:**

All senior elective courses are designed to explore a variety of genres, themes, and concepts aligned with Farmington's Vision of the Graduate. Through reading, writing, speaking, and listening, students will continue to develop critical literacy skills in order to prepare for post-secondary endeavors. Students will improve critical reading skills through experiences with fiction and nonfiction texts from multiple perspectives appropriate for the specific course focus. Students will strengthen their individual writing by meaningfully engaging in the writing process. Collaboration and discussion will be an integral aspect of all courses. All first-semester senior elective classes will write personal narratives in conjunction with the course content.

In order for seniors to fulfill the minimum 1.0 credit English requirement, students must choose two semester courses, or with the recommendation of English teachers, seniors may select AP Literature and Composition or AP Language and Composition for a full-year.

### **Course Descriptions:**

#### **Advanced Placement English Language and Composition**

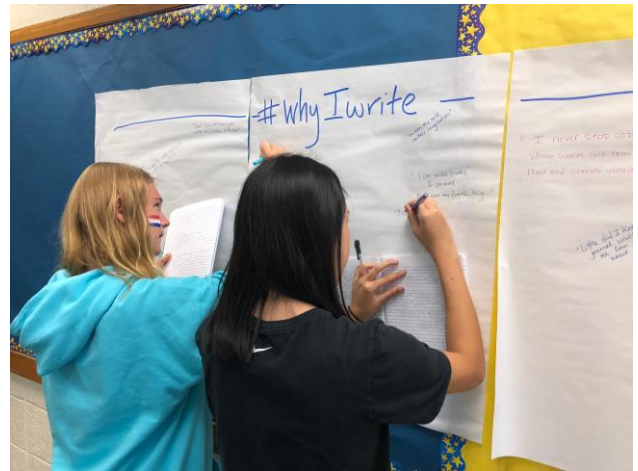
*Full-year course*

*Advanced Placement*

*1 credit*

*Grade 11 & 12*

Effective skills in analytical reading, persuasive writing, civil discourse and synthesis are essential both to rich and rewarding lives as readers and writers and to a healthy democracy; Advanced Placement English Language prepares students to become “effective citizen rhetoricians” (Collegeboard.com). Throughout the course, students will improve their ability to think, read, write, speak, and present effectively, critically, analytically and persuasively using a variety of genres for various audiences. As students journey toward this goal they will explore a wide variety of nonfiction, fiction, poetic, dramatic, and visual texts. All students enrolled in this course are expected to take the Advanced Placement exam in May.



#### **Advanced Placement English Literature and Composition**

*Full-year course*

*Advanced Placement*

*1 credit*

*Grade 11 & 12*

This course is for students who have demonstrated high academic achievement, strong skills in written expression and literary analysis, and a strong interest in the area of English. It is designed to provide challenging instruction on a college level and to prepare students for the Advanced Placement English Literature examination. In order to gain skill in the critical analysis of literature, students will study representative works from several genres: the novel, short story, drama, poetry, and the essay. All students enrolled in this course are expected to take the Advanced Placement exam in May.

#### **Children’s Literature Honors**

*Half-year course*

*Honors*

*1/2 credit*

*Grade 12*

Students in this course will explore a variety of children’s literature ranging from oral folk tales and nursery rhymes to modern fantasy and realistic fiction. Students will examine how this genre’s relationship to its audiences reveals deeper truths about our society and larger belief structures.

**College Composition Honors (Semester one only) (Pilot)**

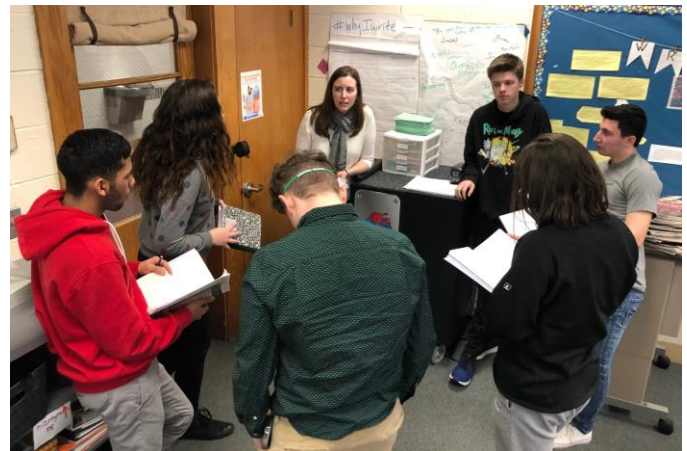
*Half-year course                      Honors                                      1/2 credit                                      Grade 12*

This course will focus on the composition skills required to be successful writers in a college and career setting. Students in this theory-based course will examine the study and practice of composition and discourse, well-reasoned analysis, and academic arguments, with an emphasis on the importance of reading, research, and revision. This course will study fiction, non-fiction, prose, poetry, and other works of literary merit. This will include a variety of written and visual texts exploring the modes of discourse, such as: classification, narration, description, exposition, and argumentation. Students will explore and compose a number of timed and process pieces of writing at the college level.

**Communications Honors**

*Half-year course                      Honors                                      1/2 credit                                      Grade 12*

Communication plays a fundamental role in all of our lives, relationships, and activities. Students in this course will explore the evolution of communication theory and its foundational principles, including the communication process, perception, verbal and nonverbal communication, and listening. Students will practice applying these principles in order to explore how to effectively communicate in a variety of practical situations, such as interpersonal, small group, public, and professional contexts.



**Creative Writing Honors**

*Half-year course                      Honors                                      1/2 credit                                      Grade 12*

Creative Writing H provides students the opportunity to study the writing process as they explore different genres, prose, and poetry. Students will study the works of others as mentors and write their own original works. Students will develop their ability to become self-directed writers and make choices regarding their own personal process of creation while developing a portfolio of original work.

**Cultural Studies Honors**

*Half-year course                      Honors                                      1/2 credit                                      Grade 12*

In this literature- and theory-based course, students will explore the interplay of culture and the human condition. Students will have opportunities to question the differences and the similarities in our world, its cultures and its peoples--exploring our humanity and those elements that come into play with who we are as a species, across cultures and time.



**Heroes and Monsters Honors**

*Half-year course                      Honors    1/2 credit    Grade 12*

This course gives students a chance to look at diverse representations of both heroes and monsters in literature and to uncover the themes exposed through their conflicts. Students will look at the archetypal role of the hero and the monsters that antagonize them. Students will also examine the hero's journey and what this quest reveals about the broader human experience.

**Literature to Film Honors**

*Half-year course                      Honors    1/2 credit    Grade 12*

This course provides students the opportunity to be self-directed and resourceful as they read a variety of novels, short stories and nonfiction, as well as study the techniques of film. Students will gain the critical and analytical skills with written texts and then apply these skills to films as texts.

**Poetry Honors**

*Half-year course                      Honors    1/2 credit    Grade 12*

In this course, students will explore poetry from classic to modern forms, studying technique and conventions. Students will have the opportunity to develop their own original poetry in addition to writing poetry analyses.

**Utopias and Dystopias Honors**

*Half-year course                      Honors    1/2 credit    Grade 12*

Throughout time, people have dreamed about, and occasionally acted upon, the desire to create a perfect society--a utopia. The literature in this genre often is considered to be an impossible goal (utopia) or a powerful warning for the future (dystopia), reflecting the criticism and concerns of society at a given moment. Students in this course will examine both utopian and dystopian literature and the types of cultures represented in a variety of works.

**Elective Courses**

*(The following courses do not satisfy graduation requirements for English.)*

**Capstone: Equity, Advocacy, and Social Justice Honors**

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

This course analyzes the influences of oppression, institutional racism, and other oppressive structural forces on the lives of various racial, ethnic, religion, gender, level of ableness, class and sexual orientation groups. It will enable students to understand the multiple identities and intersecting diversities within oneself and in the larger society. The course addresses this objective by raising the student's racial, ethnic, and cultural identity consciousness, as well as the student's awareness of clients'

racial, ethnic and cultural issues. These understandings will occur through the development of critical thinking skills in a manner which helps the students examine their own identity values and beliefs.

### **Capstone: Journalism in the Digital Age Honors**

*Full-year course*

*1 credit*

*Grades 11 & 12*

*Prerequisite: One year of Journalism*

Students interested in exploring journalism in the 21st century, particularly as a possible career, should consider joining Journalism in the Digital Age. Each student will focus on a particular passion related to journalism. In pursuing this focus, students will be expected to build connections to the community outside of FHS, reach out to professional news organizations, participate in internships, publish in professional journals and/or conduct in-depth research. Each capstone student will take a leadership role in the production and public distribution of *The Voice*, the FHS student newspaper.



### **Journalism Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 10, 11, 12*

Journalism is a full-year course designed for students who are interested in writing for publication and can work independently. It offers concentrated study in news writing and production, and fosters the development of critical thinking skills. Since there is a heavy writing requirement, students should be self-motivated and willing to work collaboratively with other students in contributing to the school's newspaper. Students should feel confident with their writing skills before taking this course. In addition to enhancing writing and editing skills, this course will improve students' abilities to question intelligently, to substantiate arguments, and to consider ethical questions related to journalism. Areas of writing emphasized are news, features, interviews, sports, editorials, critical reviews, current events, aspects of layout, photography, and headline writing. Students work with specialized software in producing regular editions of digital and printed versions of the high school newspaper, *The Voice*. Students are also expected to make regular contributions to the 9:05 news broadcast. For editors, this course requires after school participation in the production of the newspaper.

**Play Production Laboratory Honors***Half-year course**Honors**½ credit**Grades 9, 10, 11, 12*

Students will receive a .5 credit for their involvement and commitment as an actor or director or support personnel in either the fall or spring theater production.

- For the actor, it demands the analysis of text, decision-making about character, commitment to rehearsal time, and grace and concentration during performance. Throughout rehearsal, students have to learn their lines, their blocking, and they must work collaboratively with other actors and the director.
- For the director/support personnel, it involves applying those same intelligences to bring to life the visual world of the play. Students will also have the opportunity to stage-manage.

All roles require a commitment to after school rehearsal time. Students must audition in the fall for the play and/or the musical.

**Specialized Performance Studies Honors***Half-year course**Honors**½ credit**Grades 10, 11, 12**Prerequisite: Theatre I and Theatre II*

Specialized Performance Studies is a one-semester course offered once per year and requires Theatre I and Theatre II as prerequisites. Each year this class will examine the theatre of a particular style, period, or playwright with an emphasis on its unique features as well as its relationship to historical context. Students will create a mini-production, which reflects the particular topic being studied. When possible, the yearly topic will align with a chosen production at a professional theatre company so that viewing a relevant production becomes part of the curriculum. Because the focus each year will be different, students can repeat the course. This course satisfies the Fine Arts requirement.

**Theater I Honors***Half-year course**Honors**½ credit**Grades 9, 10, 11, 12*

Theatre I is a one-semester course that is a prerequisite to further coursework in theatre. The course emphasizes the development of basic acting skills needed for students to appear on stage as well as an understanding of how other elements—sound, costume, arrangement of space, and staging—communicate meaning in theatre. Voice, movement, and acting exercises develop focus, creativity, spontaneity, trust, teamwork and self-reflection while more formal projects teach the essentials of creating characters and developing original scenes. Theatre terminology is incorporated throughout the course so students learn the vocabulary necessary for continued work in theatre. Students keep an actor's notebook throughout the semester in which they reflect on their own progress and critique performances. This course satisfies the Fine Arts requirement.

**Theater II Honors**

One semester course

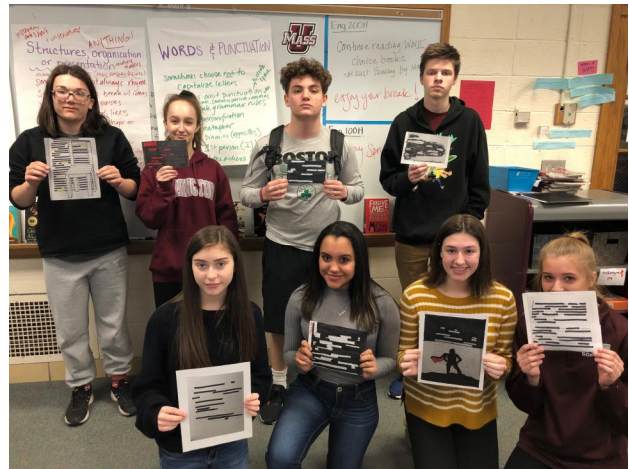
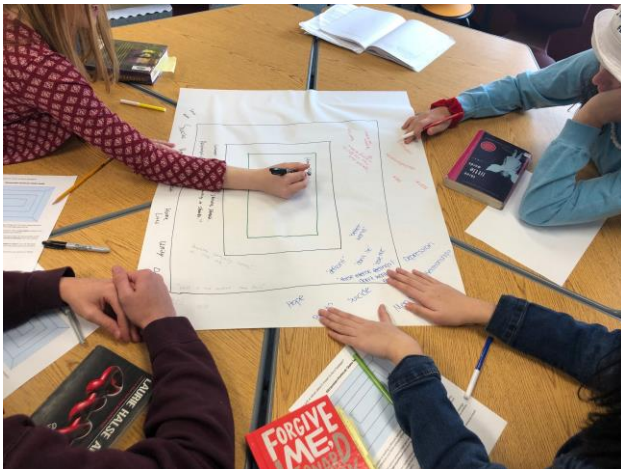
Honors

1/2 credit

Grades 9, 10, 11, 12

Prerequisite: Theater I

Theatre II H is a one-semester course for more serious theatre students. Text work on scenes from existing plays is the main work of the class with some improvisational techniques used in rehearsals. All students explore and take on the many responsibilities of the actor and director in rehearsal and performance. Students will be expected to read plays, analyze text, and actualize their ideas in well-rehearsed performances of scenes. The ability to work as a member of a creative team on challenging projects is an essential ingredient for success in the class. Students keep an actor’s notebook throughout the semester in which they reflect on their own progress and critique performances. This course satisfies the Fine Arts requirement.



**Writing Center Fellowship**

Fall semester

College Prep

1/2 credit

Grades 11 & 12

This course is for students with strong interpersonal skills who are interested in assisting their peers with their writing in a mentor role. In this course, students will learn a hands-off approach to peer tutoring and the protocols necessary to successfully guide students in examining their own work as they strive to become better, more independent writers. Whether students are skilled and avid writers themselves or working toward becoming more proficient, everyone taking the course will demonstrate an understanding of and ability to tutor mentees utilizing *The Bedford Guide for Writing Tutors*. Upon completing this half-year course, fellows will be invited to serve as writing tutors in the spring semester.

## Mathematics

Critical thinking, analyzing, reasoning, problem-solving, modeling, and communication are essential skills that are developed through the study of mathematics at the secondary level. Whether plans for the future lead toward a four-year college, a two-year college, or directly to the working world, a strong foundation in mathematics is crucial to achieving these goals. The Farmington High School Mathematics Program allows students to explore theoretical concepts of higher-level mathematics while also finding and applying concepts in the world around them. Students are encouraged to focus on successful completion of the required three years of mathematics in addition to including a senior math elective in their high school experience in order to be college and career ready. Most courses in the department are taught by an individual teacher and some are team-taught by two teachers.

Computer Industry	Engineering	Education	Business	Trades
Database Development Computer Applications Engineer Software Designer Programmer Computer Technician	Aerospace Engineer Electrical Engineer Mechanical Engineer Civil Engineer Chemical Engineer	Elementary Teacher Secondary Teacher College Professor	Technical Sales Business Development Buyer Sales and Marketing Manager Realtor	Carpenter Electrician Mechanic Plumber HVAC

Financial & Insurance Institutions	Government	Healthcare	Other
Systems Analyst Accountant Actuary Underwriter Economist Stock Analyst	Auditor Researcher Public Relations Town Business Manager	Physical Therapist Biostatistician Health Policy Consultant Biosciences Doctor Nurse	Air Traffic Control Analyst Construction Technology Construction Design Communication Technology Repair Technology Manufacturing Technology Cryptologist Meteorologist

## Mathematics Content-Area Standards

As a result of a K-12 education in Farmington, students will acquire the knowledge contained within the Farmington High School Mathematics Content Area Standards. These standards are woven within multiple courses across all pathways.

Standard #1: Students will understand the structure of the number system.

Standard #2: Students will see structure and perform arithmetic with expressions.

Standard #3: Students will create and reason with equations and inequalities.

Standard #4: Students will interpret, build, and model with functions.

Standard #5: Students will understand congruence and similarity.

Standard #6: Students will prove, apply and model with geometric properties.

Standard #7: Students will interpret categorical and quantitative data to make inferences and justify conclusions.

Standard #8: Students will calculate and use experimental and theoretical probability to make decisions.

Standard #9: Students will extend knowledge beyond core mathematics content



## Mathematics – Recommended Pathways

2018-19	2019-20	2020-21	2021-22	2022-23
<b>Grade 8</b> Math 8	<b>Grade 9</b> Algebra 1	<b>Grade 10</b> Geometry CP (0.5) AND Algebra 2A CP (0.5)	<b>Grade 11</b> Algebra 2B CP (0.5) AND Advanced Topics in Algebra 2 CP(0.5) OR <i>Elective</i>	<b>Grade 12</b> Precalculus CP OR <i>Elective</i>
<b>Grade 8</b> Algebra 8	<b>Grade 9</b> Geometry CP (0.5) AND Algebra 2A CP* (0.5)	<b>Grade 10</b> Algebra 2B CP (0.5) AND Advanced Topics in Algebra 2 CP (0.5) OR <i>Elective</i>	<b>Grade 11</b> Precalculus CP OR <i>Elective</i>	<b>Grade 12</b> AP Calculus AB OR <i>Elective</i>
<b>Grade 8</b> Advanced Algebra 8	<b>Grade 9</b> Geometry CP/H (0.5) AND Algebra 2A CP/H (0.5)	<b>Grade 10</b> Algebra 2B CP/H (0.5) AND Advanced Topics in Algebra 2 CP/H (0.5) OR <i>Elective</i>	<b>Grade 11</b> Precalculus CP/H OR <i>Elective</i>	<b>Grade 12</b> AP Calculus AB OR AP Calculus BC OR <i>Elective</i>
<b>Grade 9</b> Algebra 1	<b>Grade 10</b> Geometry CP (0.5) AND Algebra 2A CP (0.5)	<b>Grade 11</b> Algebra 2B CP (0.5) AND Advanced Topics in Algebra 2 CP (0.5) OR <i>Elective</i>	<b>Grade 12</b> Precalculus CP OR <i>Elective</i>	
<b>Grade 10</b> Algebra 2 CP/H	<b>Grade 11</b> Precalculus CP/H OR <i>Elective</i>	<b>Grade 12</b> AP Calculus AB OR AP Calculus BC OR <i>Elective</i>		

<i>Math Electives</i>	
<ul style="list-style-type: none"> <li>• AP Statistics</li> <li>• Capstone: Sports Analytics Honors</li> <li>• Descriptive Statistics &amp; Probability (Semester 1)</li> <li>• Discrete Math (Semester 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry in Art and Architecture (0.5 credit)</li> <li>• Inferential Statistics (Semester 2)</li> <li>• Logic in Reasoning (Semester 2)</li> <li>• Personal Finance (0.5 credit)</li> </ul>

\*Students who have excelled in Algebra 8 will be considered for Algebra 2H A.

Refer to course descriptions for more detail on prerequisites and recommended course sequencing.

**Advanced Topics in Algebra 2**

*Spring Semester*                      *College Prep*                                      *½ credit*                                      *Grades 10 & 11*  
*Prerequisite: Algebra 2B or Algebra 2B Honors*

This course is the fifth in a series of core high school mathematics courses. It is intended to prepare students for Precalculus CP. The curriculum develops and extends students' algebra experience, with time to review material from previous courses before extending to new situations. The curriculum will focus on polynomial, rational, and trigonometric functions. Emphasis will be placed on learning mathematics through reasoning abstractly and quantitatively, modeling, and looking for and making use of structure. Offered second semester only.

**Advanced Topics in Algebra 2 Honors**

*Spring Semester*                      *Honors*    *½ credit*                                      *Grades 10 & 11*  
*Prerequisite: Algebra 2B Honors (85% or higher) and teacher recommendation*

This course is the fourth in a series of honors high school mathematics courses. It is intended to prepare students for Precalculus CP or Precalculus H. The curriculum develops and extends students' algebra 2B H with minimal review of concepts from these courses. Students are expected to extend their prior knowledge to new situations, synthesize information and appreciate the theory behind mathematical methods. The curriculum will focus on polynomial, rational, and trigonometric functions. With an emphasis on theoretical mathematics, the course allows for students to model real world problems and to reason abstractly and quantitatively. Offered second semester only.

**Algebra 1**

*Full-year course*                                      *College Prep*                                      *1 credit*                                      *Grade 9*  
*Prerequisite: Math 8 or teacher recommendation*

This course is the first in a series of core high school mathematics courses. Its focus is on linear and exponential functions. Students develop fluency analyzing, writing, and interpreting equations and inequalities. Students will use critical thinking and reasoning skills to construct and critique mathematical arguments. They will learn how to analyze data, use modeling techniques to solve problems, use function notation, and work flexibly between the multiple representations of functions (numerical, algebraic, graphical, and recursive). This course is intended to prepare students for success in Geometry CP and Algebra 2A CP.

**Algebra 2A**

*Spring Semester*                                      *College Prep*                                      *½ credit*                                      *Grades 9 & 10*  
*Prerequisite: Advanced Algebra 8, Algebra 8 or Algebra 1*

This course is the third in a series of core high school mathematics courses. It is intended to prepare students for Algebra 2B CP. The course will develop and extend topics in algebra and functions, with time to review material from previous courses before extending to new situations. There is a focus on topics such as systems of linear equations and inequalities, quadratic functions, and exponential and logarithmic functions. Emphasis will be placed on learning mathematics through





**Geometry***Fall Semester**College Prep**½ credit**Grades 9 & 10**Prerequisite: Advanced Algebra 8, Algebra 8 or Algebra 1*

This course is the second in a series of core high school mathematics courses. It requires students to be critical thinkers and problem solvers. The course will develop and extend topics in geometry, with time to review materials from previous courses before applying to new situations. Students will build and apply the concepts of triangle congruence and similarity through the lens of geometric constructions, transformations, and coordinate geometry. Right triangle trigonometry concepts will then be developed and applied to prior knowledge of surface area and volume. Additionally, students will investigate, discover, and prove quadrilateral and circle theorems using inductive and deductive reasoning. Students will use the traditional tools of compass and straightedge as well as dynamic geometry software to aid in their reasoning. Emphasis will be placed on learning mathematics through modeling real-world problems while reasoning abstractly and quantitatively, and looking for and making use of structure. Offered first semester only.

**Geometry Honors***Fall Semester**Honors**½ credit**Grade 9**Prerequisite: Advanced Algebra 8 (85% or higher) and teacher recommendation*

This course is the first in a series of honors high school mathematics courses. It develops and extends students' middle school geometric experience with a strong reliance on geometry knowledge gained in Advanced Pre-Algebra 7 and Advanced Algebra 8. The curriculum requires students to both apply and justify the geometric properties studied. The investigation of geometric shapes and properties is done through multiple perspectives including inductive and deductive reasoning, formal proof, geometric construction, coordinate geometry, and algebra. Topics include triangle congruence and similarity, right triangle trigonometry, special right triangles, quadrilaterals, circles, and coordinate geometry. Geometric probability models will be explored as an application of prior knowledge and decision-making. Students will use the traditional tools of compass and straightedge as well as dynamic geometry software to aid in their reasoning. With an emphasis on theoretical mathematics, the course allows for students to model real world problems and to reason abstractly and quantitatively. Offered first semester only.

**Precalculus***Full-year course**College Prep**1 credit**Grades 11 & 12**Prerequisite: Advanced Topics in Algebra 2 or Advanced Topics in Algebra 2H*

This course is a challenging introduction to advanced mathematical study and is intended for students planning to take AP Calculus AB. The course will develop and extend all previously learned math concepts with a heavy reliance on algebra and geometry. There will be limited time to review material from previous courses before extending to new situations. Many concepts are grounded in their application to the real world, therefore students will enhance their problem solving, critical thinking, collaboration, and communication skills through end of unit authentic tasks. They are also required to deepen their understanding of topics over time and retain the concepts taught. Topics of study include linear, exponential, logarithmic, trigonometric, parametric, polynomial and rational functions. In

addition, students will study conic sections, parametric equations, and vectors. Emphasis will be placed on learning mathematics through modeling real-world problems while reasoning abstractly and quantitatively, looking for and making use of structure, and gaining an appreciation for theoretical mathematics.

### **Precalculus Honors**

*Full-year course*                      *Honors*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Advanced Topics in Algebra 2H (85% or higher) and teacher recommendation*

This course emphasizes advanced analytical problem solving based on all previously learned math concepts. The course is intended for students planning to take AP Calculus AB or BC. Students are required to apply multiple approaches to solving problems, such as graphical and numerical. They are also required to deepen their understanding of topics over time and retain the concepts taught. Topics include linear, quadratic, rational, trigonometric, polar, parametric, exponential and logarithmic functions. Additional concepts include sequences and series, conic sections, complex numbers, and vectors. With an emphasis on theoretical mathematics, the course allows for students to model real world problems and to reason abstractly and quantitatively.

## **Elective Courses**

### **Advanced Placement Calculus AB**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grade 12*  
*Prerequisite: Precalculus (85% or higher) or Precalculus H and teacher recommendation*

This course is intended for students who have a thorough understanding of mathematics, including algebra, analytic geometry, trigonometry, and precalculus. Students will develop concepts through modeling, making use of common structures, reasoning abstractly and quantitatively, and constructing viable arguments. Students will apply analytical, graphical, and numerical methods to enhance their problem solving, critical thinking, collaboration, and verbal and written communication skills. Topics include limits and continuity, derivatives and integrals and their applications. This course is the equivalent of one semester of college calculus. Students are expected to take the Advanced Placement Calculus AB exam in the spring.

### **Advanced Placement Calculus BC**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grade 12*  
*Prerequisite: Precalculus H (85% or higher) and teacher recommendation*

This course is for students who have a thorough understanding of mathematics, including algebra, analytic geometry, trigonometry, and precalculus. Students will apply analytical, graphical, and numerical methods to solve problems and communicate their understanding. Topics of study include: limits and continuity, derivatives and integrals and their applications to polynomials, trigonometric, polar, and parametric functions as well as sequence and series analysis. Students are expected to complete Chapter 1 in the text during the summer prior to taking this course. This course is the equivalent of two semesters of college calculus. Students who previously earned credit in Advanced

Placement Calculus AB will earn  $\frac{1}{2}$  credit for completing Advanced Placement Calculus BC. Students are expected to take the Advanced Placement Calculus BC exam in the spring.

### Advanced Placement Statistics

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Algebra 2B or Algebra 2B H*

Students will expand their interests in mathematics as well as in the social, physical and life sciences through the examination of data. Students will develop fluency analyzing, writing, and interpreting statistical summaries and arguments while applying critical thinking and reasoning skills to construct and critique statistical arguments. Topics include data analysis, summarizing distributions and comparisons of univariate data, bivariate data, and categorical data, an overview of methods of data collection, planning and conducting surveys, designing simulations, confidence intervals, and confirming models of statistical inference. Students who previously earned credit in both Descriptive Statistics & Probability and Inferential Statistics will receive a  $\frac{1}{2}$  credit for completing Advanced Placement Statistics. Students are expected to take the Advanced Placement Statistics exam in the spring.

### Capstone: Sports Analytics Honors

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

Sports analytics is a rapidly growing and evolving industry. Students in the Sports Analytics Capstone will learn to use data and quantitative methods to make quick, impactful decisions that will help players and teams gain advantage on the playing field. Students will learn to acquire, analyze, display and communicate data by working closely with one of FHS's sports teams. In this interdisciplinary math and business course, students will work with spreadsheets, data visualization software, and video capture software in analyzing and presenting their findings. Various texts from experts in the field will be used as additional resources.

### Descriptive Statistics & Probability

*Fall semester*                                      *College Prep*                                       *$\frac{1}{2}$  credit*                                      *Grades 11 & 12*  
*Prerequisite: Algebra 2B or Algebra 2B Honors*

This is a modeling-oriented statistics and probability course. The study of statistics will be focused on the analysis and interpretation of quantitative data through measures of central tendency and spread in order to make informed decisions and better understand the world. The course will also focus on the study of probability, which is the mathematics behind uncertainty and chance. Students are required to work collaboratively in order to communicate their understanding through authentic performances. Offered first semester only.

**Discrete Mathematics**

*Fall semester*                                      *College Prep*                                      *½ credit*                                      *Grades 11 & 12*  
*Prerequisite: Algebra 2B or Algebra 2B Honors*

In general, discrete mathematics is used whenever objects are counted, when relationships between finite (or countable) sets are studied, and when processes involving a finite number of steps are analyzed. Students will discover clever ways of counting things (combinatorics) along with studying number theory and graph theory. Students will also explore real-world connections that include probability, analysis of algorithms, and voting theory. Students will enhance their abilities to think flexibly and critically with an emphasis being placed on creative problem solving. Offered first semester only.

**Geometry in Art and Architecture**

*Half-year course*                                      *College Prep*                                      *½ credit*                                      *Grades 9, 10, 11, & 12*  
*Prerequisite: Geometry CP or Geometry Honors*

This project-based course will allow students to expand their prior knowledge of geometry into the realm of art, illustration, animation, architecture, building construction, and interior design. Technology will be used to create scaled drawings and explore the geometric concepts needed to create both historical and modern-day structures. The drawings of M.C. Escher will be explored as well as Islamic geometry design patterns; students will then create their own art and designs. Geometry concepts such as similarity, tessellations, and the golden ratio will be formalized. Note: This is not an NCAA approved core math class.

**Inferential Statistics**

*Spring semester*                                      *College Prep*                                      *½ credit*                                      *Grades 11 & 12*  
*Prerequisite: Algebra 2B or Algebra 2B Honors*  
*(completion of Descriptive Statistics and Probability is suggested)*

This modeling-oriented course extends the statistical and probability concepts introduced in prior courses. Inferential statistics are techniques that allow the use of proper data collection to make generalizations about the populations from which the samples were drawn. This can be done through the estimation of parameters and the testing of statistical hypotheses. Students are required to be critical thinkers and use self-direction to complete tasks using data that they have collected. Offered second semester only.

**Logic in Reasoning**

*Spring semester*                                      *College Prep*                                      *½ credit*                                      *Grades 11 & 12*  
*Prerequisite: Algebra 2B or Algebra 2B Honors*

This course is a basic introduction to Logic, which is the study of the principles for good reasoning. Logic clarifies thinking and helps to evaluate the reasoning behind the claims that people make. Students will improve their understanding of arguments, inferences, and validity. Students will learn how to formalize information in form of logical sentences and how to reason systematically with this information to produce logical conclusions. Students

will explore these ideas through logic puzzles as well as apply their reasoning to cryptography, information engineering and fair division. We will connect to ideas across disciplines, such as computer science, economics, and history/government. Offered second semester only.

**Math Portfolio**

*Full-year course*                                      *College Prep*                                      *½ credit*                                      *Grade 12*

This course is required for seniors who have not yet met the FHS mathematics graduation standard (see Required Graduation Standards). The course begins with the Tunxis Math 095 curriculum. The course then expands to linear and exponential functions in context of real-world problems and financial literacy. Students who meet standard on the Tunxis Math 095 final exam and the In Trouble with Credit Performance Task have met the math graduation standard and complete the course at this time. NOTE: This course is taken in addition to the 3 math credits required for graduation.

**Personal Finance**

*Half-year course*                                      *College Prep*                                      *½ credit (Math or Business)*                                      *Grades 10, 11, & 12*  
*Prerequisite: Advanced Algebra 8, Algebra 8 or Algebra 1*

This semester course focuses on life skills in personal financial management. Students will gain an understanding about earning and reporting income, money management and building a budget for independent living, financial services provided by financial institutions, the cost of using credit, types of investments, and protecting their assets with insurance. Students will apply algebraic and numeric concepts to solve real world financial problems and manage their finances. Students may apply the 0.5 credit to either Mathematics or Business earned credits towards graduation. NOTE: This is not an NCAA approved core math course.



## Music

The mission of the Farmington High School Music Department is to prepare students to become compassionate thinkers using their independent musicianship to confidently communicate and perform in their community. Student musicians work in collaborative teams to design real-world settings for performances that address societal needs. Student musicians gain an awareness and appreciation of cultural, historical, and technological world issues through the creation and performance of music.

To support this mission, the department provides a rigorous curriculum that prepares students for contemporary challenges, new technologies, post-secondary arts programs, and relevant job skills such as creative problem-solving, team collaboration, confidence in communication, compassionate leadership, and a love of learning.

In the *Harvard Gazette*, physicians state that performing music develops the skills of teamwork, communication, and empathy needed in the medical field (*Finding Harmony in Music and Medicine*, 2016.) Scientific research states that musical training increases brain neuroplasticity and boosts language, mathematical, and reading abilities in all age groups (*Neuroscience News: Neuroscience of Music: How Music Enhances Learning Through Neuroplasticity*.) In the arts industry “nationally, 673,656 businesses are involved in the creation or distribution of the arts, and they employ 3.48 million people. This represents 4.01 percent of all U.S. businesses and 2.04 percent of all U.S. employees—demonstrating statistically that the arts are a formidable business presence and broadly distributed across our communities.” (Americans for the Arts)



**Career Clusters:**

<b>Business Management/Health Science</b>	<b>Music Technology/Education</b>	<b>Engineering</b>	<b>Contemporary Writing/Technology</b>
Arts Professional Manager Music Therapist Neuroscientist Advertising Agent Community Health Director Non-Profit Organization Director	Conductor Performer Video Game Musician Arranger/Composer Studio Musician Studio Producer Software Designer Music Educator	Acoustical Engineer Audio Management Recording Engineer Media Composer Film Scorer Acoustical Architect	Producer Arts Publisher Concert Promotion Internet Recording Artist Music Critic Music Program Lyricist

**Content-Area Standards**

FHS’s Music curriculum integrates music content standards with interdisciplinary standards in the humanities and STEM in support of student mastery of the Vision of the Graduate skills. In Farmington’s music program, students make meaningful connections between music and other disciplines in addition to pursuing personal interests within music.

**Music Content Standards:**

**Standard #1: Creating Standards**

- Musicians generate, organize, and design musical ideas and work.
- Musicians refine and complete musical work.

**Standard #2: Performing Standards**

- Musicians select, analyze, and interpret musical work for presentation.
- Musicians develop and refine musical techniques and work for presentation.
- Musicians convey meaning through the presentation of artistic work.

**Standard #3: Responding Standards**

- Musicians perceive and analyze artistic work
- Musicians interpret intent and meaning in artistic work.
- Musicians apply criteria to evaluate artistic work.

**Standard #4: Connecting Standards**

- Musicians synthesize and relate knowledge with personal experiences to produce music.
- Musicians relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

*In addition, FHS’s music curriculum addresses the following interdisciplinary standards in the humanities and STEM areas.*



**Media Arts and Technology Standards** (Create, Practice and Produce)

- Musicians refine media musical works emphasizing expressive elements to reflect an understanding of purpose, audience, or place.
- Musicians integrate musical content with digital arts production, considering the communication of the audience and the collaborative use of technology tools.
- Musicians integrate media musical content into unified media arts productions, considering the interaction of the audience.
- Musicians demonstrate innovation through the combination of tools, techniques and content to communicate intent in the production of media musical works.

**ELA Literacy Standards:**

- Musicians integrate and evaluate content presented in diverse media forms.
- Musicians describe how understanding context and the way the elements of music are manipulated inform the response to music in writing using proper grammar.
- Musicians clarify the meaning of unknown and multiple-meaning words/phrases based on reading and content, choosing flexibly from a range of strategies.

**Social Studies Standards:**

- Musicians evaluate the role of culture, values, and belief systems in shaping human history.
- Musicians demonstrate active citizenship by applying knowledge of democratic ideals, governmental institutions, and political processes to issues of civic concern at the local, state, and/or national levels.



**Music– Course Offerings\***

Grade 9	Grade 10	Grade 11	Grade 12	Course Name	Humanities	STEM
	X	X	X	Advanced Placement Music Theory	X	X
		X	X	Capstone: Performer to Podium Honors	X	X
	X	X	X	Chamber Singers Honors	X	X
X	X	X	X	Arranging Music with Guitar		X
X	X	X		Concert Band	X	
X	X	X		Concert Strings	X	
X	X	X	X	Discovering the World through Music	X	X
	X	X	X	Improvisational Music Design Honors	X	X
X	X	X	X	Bass Choir	X	
	X	X	X	String Ensemble Honors	X	
	X	X	X	Symphonic Band Honors	X	
		X	X	Symphony Orchestra Honors	X	
X	X	X		Treble Choir	X	
		X	X	Wind Ensemble Honors	X	X
	X	X	X	Advanced Treble Chorale	X	X
<b>Evening Electives</b>						
Grade 9	Grade 10	Grade 11	Grade 12	Course Name		
	X	X	X	Chamber Orchestra Honors	X	
	X	X	X	Jazz Band Honors	X	
	X	X	X	Madrigal Singers Honors	X	
	X	X	X	Oriana Singers Honors	X	

\*The above music courses can be used to fulfill arts, STEM or Humanities requirements for the class of 2023 and beyond. Please consult your school counselor.



**Advanced Placement Music Theory**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 10, 11, 12*  
*Prerequisite: Honors level music class and approval of instructor*

This course integrates aspects of melody, harmony, texture, rhythm, and form towards the individual student's development of musicianship skills in dictation, sight-singing, music terminology, composition, and score analysis. Students independently research, analyze, and evaluate the structural aspects of a piece and how it interacts with the social, historical, and cultural contexts of music. Students will independently cite researched and personal criteria to evaluate and refine the craftsmanship in the treatment of the elements of music. Interpretational analysis of a musical work reflecting the composer's intent will be included in student analysis. All students are expected to take the Advanced Placement exam in May. The culminating work of the student includes the creation of original music using a variety of recording and notation software. Students will create their own musical compositions selecting multiple musical ideas for specific purposes that emerge from personal interests. Interdisciplinary connections include partnerships with the business and media community members with projects in advertising and video games.

**Advanced Treble Chorale Honors**

*Full-year course*                      *Honors*                      *1 credit*                      *Grades 10, 11, 12*  
*Prerequisite: Vocal/Choral proficiency as determined by instructor*

Advanced Treble Chorale is comprised of a select group of female music students who thrive on the challenge of advanced music literature. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make collaborative interpretative decisions based on their understanding of musical works, applying feedback from multiple sources in the refinement of personal and ensemble performance. Students apply appropriate strategies to overcome personal and ensemble challenges of developing, evaluating and refining ensemble performances using a variety of technology programs. Independently, students perform with appropriate interpretation, expression and technical accuracy in a manner appropriate to the context of style and audience. Performance skills are showcased in the concerts, rehearsals, festivals, and service learning opportunities in the community. Students in this honors level ensemble are required to master the state regional music literature and audition to participate as a soloist for the Northern Regional Music Festival. These performance activities occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

**Bass Choir**

*Full-year course*                      *College Prep*                      *1 credit*                      *Grades 9, 10, 11, 12*  
*Prerequisite: Vocal/Choral proficiency as determined by placement audition*

Bass Choir is offered to all male students who can match pitch and work in a group. Through direct, explicit instruction, skills in tone production, intonation, technique, music reading, and musical expression are studied within repertoire from many genres, styles and cultures. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make

interpretative decisions based on their understanding of musical works, applying technical aspects of expressive elements in music. Students apply appropriate strategies to overcome ensemble challenges of developing, evaluating and refining ensemble performances using Smart Music technology. Performance skills are showcased in the concerts, rehearsal, festivals and service learning opportunities in the community. These performance activities occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

**Capstone: Performer to Podium Honors**

*Full-year course*

*1 credit*

*Grades 11 & 12*

This Capstone course is for accomplished musicians who are ready to use their musical skills in a leadership role. These musicians utilize their advanced performance skills to design a novel situation involving leadership, innovation and creative artistry. Students enrolled in Chamber Singers, Wind Ensemble, Symphony Strings, and Women’s Ensemble may elect this independent Capstone course. Their projects generally involve other students who are enrolled in the honor ensemble classes for the completion of the Performer to Podium projects. Examples of music capstone projects are: composer of a choral work, conductor of a brass choir or string quartet, and leader of a community service event. Students enrolled in Chamber Singers, Wind Ensemble, Symphony Strings, and Advanced Treble Chorale may elect this independent capstone which is scheduled to dovetail with their ensemble class.



**Chamber Singers Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 10, 11, 12*

*Prerequisite: Vocal/Choral proficiency as determined by placement audition*

Chamber Singers is comprised of a mixed vocal group of select music students who thrive on the challenge of advanced music literature. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make collaborative, interpretative decisions based on their understanding of musical works, applying feedback from multiple sources in the

refinement of personal and ensemble performance. Students apply appropriate strategies to overcome personal and ensemble challenges of developing, evaluating and refining ensemble performances using a variety of technology programs. Independently, students perform with appropriate interpretation, expression and technical accuracy in a manner appropriate to the context of style.

Performance skills are showcased in the concerts, rehearsals, festivals, and service learning opportunities in the community. Students in this honors level ensemble are required to master the state regional music literature and audition to participate as a soloist for the Northern Regional Music Festival. These performance activities occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

### **Composing and Arranging Music with Guitar**

*Half-year course*

*College Prep*

*½ credit*

*Grades 9, 10, 11, 12*

This one-semester course will challenge students to design a project for arranging or composing music for a current media business. Students will experiment with creating music by analyzing the current music of their business interest such as television, movies, commercials and video games using technology recording software. After mastering basic note reading and melodies, students advance to ensemble accompanying and composing with chords. Included in the examination of the creative process of composition are song structure, lyric writing, collaborative music making, recording applications, and sources of inspiration. Throughout the semester, students have the opportunity to perform with and for each other, and for the larger community. The expectation is that the student will create a piece that will create musical patterns in memorable melodies and lyrics that forge an emotional connection with the listener or consumer. This course is designed for students who have little or no experience on the guitar. All students are expected to own or rent their guitar, have a set of extra strings, and appropriate picks for their instrument. All other materials, books, and songs are provided.

### **Concert Band**

*Full-year course*

*College Prep*

*1 credit*

*Grades 9, 10, 11*

*Prerequisite: Instrumental proficiency as determined by placement audition*

Concert Band is offered to all students with previous experience on a traditional band instrument.

Through direct, explicit instruction, skills in tone production, intonation, technique, music reading, and musical expression are studied within repertoire from many genres, styles and cultures. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make interpretative decisions based on their understanding of musical works, applying technical aspects of expressive elements in the music. Students apply appropriate strategies to overcome the challenges of developing, evaluating and refining ensemble performances using Smart Music technology.

Performance skills are showcased in the concerts, at home football games, the Memorial Day parade and service learning opportunities in the community. These performances are activities that occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

### **Concert Strings**

*Full-year course*                      *College Prep*                      *1 credit*                      *Grades 9, 10, 11*  
*Prerequisite: Instrumental proficiency as determined by placement audition*

Concert Strings is offered to all students with previous experience on a traditional orchestra instrument. Through direct, explicit instruction skills in tone production, intonation, technique, music reading, and musical expression are studied within repertoire from many genres, styles and cultures. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make interpretative decisions based on their understanding of musical works, applying technical aspects of expressive elements in the music. Students apply appropriate strategies to overcome challenges of developing, evaluating and refining ensemble performances using Smart Music technology. Performance skills are showcased in the concerts, rehearsals and service learning opportunities in the community. These performance activities occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

### **Discovering the World through Music**

*Half-year course*                      *College Prep*                      *½ credit*                      *Grades 9, 10, 11, 12*

This course explores the cultural aspects of life as reflected in music around the world. Discovering the music of a culture opens a window into the lives of its people. Music relates deeply to the soul of the people, revealing different emotions and moods that are connected to specific times of day, traditions and seasons of the year. The interdisciplinary connections between the music, humanities, social studies, art, and world languages will be explored through the Smithsonian Folkways Educational Series. This hands-on performance-based class focuses on music from Africa, India, South Pacific Islands and American folk music. Students will perform and improvise rhythms on percussion instruments and create harmonies on xylophones, and accompany dance and songs with ukuleles. Students will explore how to communicate through the language of music, create collaborative art forms and identify the societal function of a variety of music. Celebrations of learning will be planned throughout the semester for students to engage with their school, through technology, and their community as learners.

### **Improvisational Music Design Honors**

*Full-year course*                      *Honors*                      *1 credit*                      *Grades 10, 11, 12*  
*Prerequisite: Basic vocal and/or instrumental performance skills*

This introductory, performance-based course is for any student interested in exploring the various styles of music (rock, jazz, blues, hip-hop, gospel, classical, folk, etc.) Students in this full-year course will discover how music in each genre is created and will examine the technical, aesthetic, and cultural contexts that have contributed to the popularity of the genre in modern society. While playing, singing, and “jamming,” students will develop the tools of improvisation necessary to make a “personal musical statement” using a variety of technology programs. Students will select music to create their own arrangements of music for multiple audiences. The course is designed for students with varied levels of musical ability, ranging from beginner to highly proficient. (Students must be able to perform a melody instrument).

### String Ensemble Honors

Full-year course

Honors

1 credit

Grades 10, 11, 12

Prerequisite: Instrumental proficiency as determined by placement audition

String Ensemble is offered to all students with previous experience on a traditional orchestra instrument. Through direct, explicit instruction, skills in tone production, intonation, technique, music reading, and musical expression are studied within repertoire from many genres, styles and cultures. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make collaborative, interpretative decisions based on their understanding of musical works, applying feedback from multiple sources in the refinement of the ensemble performance. Students apply appropriate strategies to overcome personal and ensemble challenges of developing, evaluating and refining ensemble performances using a variety of technology programs. Performance skills are showcased in the concerts, rehearsal, festivals and service learning opportunities in the community. These performance activities occur outside of school hours and are an essential extension to the classroom and required in the course completion.



### Symphonic Band Honors

Full-year course

Honors

1 credit

Grades 10, 11, 12

Prerequisite: Instrumental proficiency as determined by placement audition

Symphonic Band is offered to all students with previous experience on a traditional band instrument.



Through direct, explicit instruction, skills in tone production, intonation, technique, music reading, and musical expression are studied within repertoire from many genres, styles and cultures. Students must demonstrate skills in precision teamwork, musicianship, and showmanship. Students as performers make collaborative interpretative decisions based on their understanding of musical works applying feedback from multiple sources in the refinement of personal and ensemble performance. Students apply appropriate strategies to overcome personal and ensemble challenges of developing, evaluating and refining ensemble performances using a variety of technology programs.

Performance skills are showcased in the concerts, at home football games, the Memorial Day parade and service learning opportunities in the community. These performances are activities that occur outside of school hours and are an essential extension to the classroom and are required in the course completion.





variety of technology programs. Independently students perform with appropriate interpretation, expression and technical accuracy in a manner appropriate to the context of style and audience. Performance skills are showcased in the concerts, at home football games, the Memorial Day parade and service learning opportunities in the community. Students in this honors level ensemble are required to master the state regional music literature and audition to participate as a soloist for the Northern Regional Music Festival. These performance activities occur outside of school hours and are an essential extension to the classroom and are required in the course completion.

## Evening Electives

### Chamber Orchestra Honors

*Full-year course*                      *Honors*                      *½ credit*                      *Grades 10, 11, 12*  
*Prerequisite: Instrumental proficiency and audition by the instructor*

Chamber Orchestra is a select ensemble for students capable of performing advanced literature in a small group. This ensemble performs at many community events as well as school concerts. Students will demonstrate their understanding of the musical intent through their technical and expressive qualities as a means for connecting with the audience. Mastery of recording technology must be demonstrated. Additionally, the individual performer will make interpretative decisions based on their understanding of the social, cultural and historical contexts of the music. Performances, rehearsals, festivals and service learning occur outside of the school day and are required for the completion of the course. Attendance to all classes and performances is required. Students must be enrolled in an orchestra ensemble class.

### Jazz Band Honors

*Full-year course*                      *Honors*                      *½ credit*                      *Grades 10, 11, 12*  
*Prerequisite: Teacher audition only. Wind players must be enrolled in the band program*

Jazz Band is a select instrumental ensemble with unique instrumentation. Students study the interpretive styles of swing, jazz, blues and pop style music. Rehearsals and performances are held outside the school day. Students will demonstrate their understanding of the musical intent through their technical and expressive qualities as a means for connecting with the audience. Mastery of recording technology must be demonstrated. Performances, rehearsals, festivals and service learning occur outside of the school day and are required for the completion of the course. Attendance to all classes and performances is required. Attendance is required for membership.

### Madrigal Singers Honors

*Full-year course*                      *Honors*                      *½ credit*                      *Grades 10, 11, 12*  
*Prerequisite: Vocal proficiency and audition with the instructor*

Madrigal Singers is a select ensemble for students capable of performing advanced literature in a small group. Students must practice their music literature independently and be prepared for classes. Students will demonstrate their understanding of the musical intent through their technical and expressive

qualities as a means for connecting with the audience. Mastery of recording technology must be demonstrated. Additionally, the individual performer will make interpretative decisions based on their understanding of the social, cultural and historical contexts of the music. Performances, rehearsals, festivals and service learning occur outside of the school day and are required for the completion of the course. Attendance to all classes and performances is required. Students in Madrigals must be enrolled in Chambers Singers.

### **Oriana Singers Honors**

*Full-year course*

*Honors*

*½ credit*

*Grades 10, 11, 12*

*Prerequisite: Vocal proficiency and audition by the instructor*

This small ensemble is comprised of female vocalists performing a varied repertoire with a focus on music from the Renaissance era. Students must practice their music literature independently and be prepared for classes. Students apply appropriate strategies to overcome personal and ensemble challenges of developing, evaluating and refining ensemble performances. Independently, students perform with appropriate interpretation, expression and technical accuracy in a manner appropriate to the context of style and audience. Mastery of recording technology must be demonstrated. Performances, rehearsals, festivals and service learning are outside of the school day and are required for the completion of the course. Attendance to all classes and performances is required. Students in Oriana Singers must be enrolled in Advanced Treble Chorale.



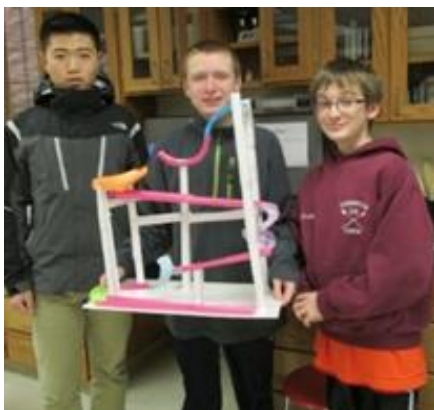
## Science

Farmington Public School students will actively engage in the practices of science and engineering in order to develop a deep understanding of the disciplinary core ideas and the cross-cutting concepts. As a result, they will develop the thinking skills required to be critical consumers of scientific information related to their everyday lives, engage in public discussion on science related issues, and continue to learn about science throughout their lives.

The Department's mission is to prepare students to live meaningful lives as productive and scientifically literate citizens who are prepared to meet the expectations in college and careers by becoming critical thinkers, collaborators, communicators, problem-solvers, and innovators while demonstrating self-direction and resourcefulness.

The Department's curriculum is aligned to the Common Core State Standards, English Language Arts: Science and Technical Subjects and the Next Generation Science Standards. Students learn how to determine the central ideas of a technical text, follow precisely a complex procedure when carrying out experiments, analyze the relationships among key scientific terms and compare and contrast findings presented in a text to those from other sources, including their own experiments.

Science courses in high school can lead to exciting professions, many in cutting edge areas. Examples of these are in the area of biotechnology, nanotechnology, engineering disciplines, robotics, medical and health sciences, communications, and the environment.



Here is a short list of organizations who hire people with strong science backgrounds and skills and the professions in each field.

<b>Animal Science</b>	<b>Government Agencies &amp; Law</b>	<b>Manufacturing/Engineering</b>
Veterinarian Marine Biologist Zookeeper	Forensics Specialist/Detective Public Health Director City Planner Defense System Specialist NASA Employee Patent Attorney Astronaut Navy Nuclear Power Engineer	Engineer: (Mechanical, Electrical, Chemical, Civil, Aerospace) Telecommunication Specialist Recycling Specialist Hazard Evaluator Safety Officer Metallurgist Pharmaceutical Engineer Materials Engineer
<b>Computer Science</b>	<b>Health Care</b>	<b>Environmental</b>
App Developer Website Developer Programmer Network Engineer	Physician Nurse Surgeon Forensic Investigator Physical Therapist Emergency Medical Technician Biomedical Researcher	Conservationist Agricultural Specialist Water Quality Inspector Soil Scientist Landscape Designer Architect Scientist Biologist Chemist Physicist Geologist Genetic Engineer Astronomer Biomedical Engineer Biochemist Astrophysicist Genetic Researcher Inventor Meteorologist Space Scientist

### Science Content-Area Standards

Standard #1: Engages in science practices in order to gather data and information related to scientific phenomenon.

Standard #2: Analyzes outcomes of scientific investigations in order to construct and communicate evidence-based explanations.

Standard #3: Demonstrates mastery of the core ideas of engineering related to engineering design, definitions of problems and development of possible solutions and design improvement.

Standard #4: Demonstrates mastery of the core ideas of physical science related to interactions between matter, energy and forces.

Standard #5: Demonstrates mastery of the core ideas of life sciences related to organisms, ecosystems, heredity and evolution.

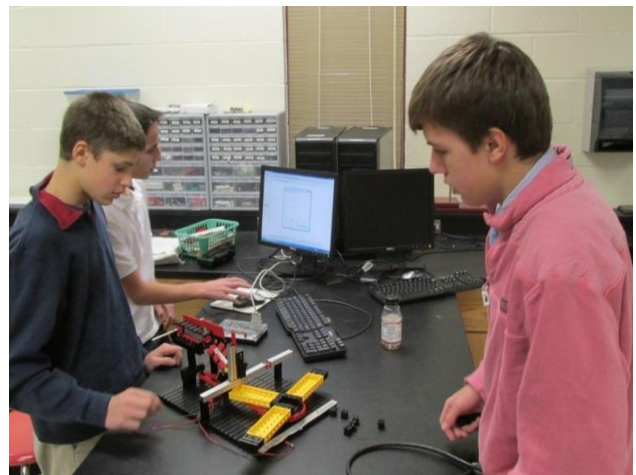
Standard #6: Demonstrates mastery of the core ideas of earth sciences related to Earth's place in the universe, its systems, and how it is affected by human activity.

### Science Electives Content Area Standards

Standard #7: Demonstrates mastery of the core ideas of elective sciences

Standard #8: Demonstrates mastery of the core ideas of Project Lead the Way elective program.

Standard # 9: Demonstrates mastery of the core ideas of Computer Science and the accompanying Computational Thinking practices.



## Science – Course Offerings

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
		X	X	Advanced Placement Biology
		X	X	Advanced Placement Chemistry
		X	X	Advanced Placement Environmental Science
		X	X	Advanced Placement Physics 1
			X	Advanced Placement Physics C
		X		Biology
		X		Biology Honors
	X			Chemistry
	X			Chemistry Honors
X				Physics
X				Physics Honors
<b>Electives</b>				
Grade 9	Grade 10	Grade 11	Grade 12	Course Name
		X	X	Anatomy and Physiology I
		X	X	Biotechnology Honors
		X	X	Capstone: Engineering Design and Development Honors
		X	X	Capstone: Science Research Honors
		X	X	Environmental Science
		X	X	Forensic Science
			X	Science Portfolio





chemical reactions, kinetics, thermodynamics & equilibrium (College Board 2019). All students are expected to take the Advanced Placement Examination in May.

### **Advanced Placement Environmental Science**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Chemistry & Biology Honors or Advanced Placement Biology concurrently*

This is a college-level course that focuses on the “real science” behind environmental problems and issues. The course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the 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 and/or preventing them. Laboratory and field studies are important elements of this course. The major content areas of this course include scientific analysis, interdependence of Earth’s systems, human population dynamics, renewable and non-renewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. The students use a college textbook and all will be expected to take the Advanced Placement Examination in May.

### **Advanced Placement Physics 1: Algebra-Based**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Physics and Algebra II*  
*Recommended: Pre-calculus*

This college-level course in physics is designed for students who wish to pursue advanced studies in physics at the non-calculus level and is equivalent to a first-semester college course in algebra-based physics. The course provides a systematic investigation of the fundamental principles of physics and emphasizes the development of conceptual understanding and problem solving ability using algebra and trigonometry. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Laboratory investigations will be a key component of student learning. The students use a college textbook and all will be expected to take the Advanced Placement Examination in May.

### **Advanced Placement Physics C**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grade 12*  
*Prerequisite: Physics and Calculus AB or Concurrent Enrollment in Calculus BC*

This college-level physics course is calculus-based, which is what sets it apart from Advanced Placement Physics B. The first semester is an in-depth investigation of mechanics while the second semester focuses on electricity and magnetism. Emphasis is placed on sequential reasoning, critical thinking and most importantly, problem solving. The students use a college textbook and all will be expected to take the Advanced Placement Examination in May.



**Biology***Full-year course**College Prep**1 credit**Grade 11**Prerequisite: Chemistry*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and emphasizes the cell as the basic unit of life. The structure and function of living things, ranging from very simple one-celled examples to more complex forms, are explored. Emphasis is placed upon understanding the relationship between the structure and function of the human body. Students conduct a variety of laboratory investigations. Dissections, which are integrated with classroom anatomical studies, are also part of the course. Students will also learn how to represent and analyze data, draw conclusions and defend them using evidence. This course includes content and activities surrounding genomics, technology and ethics developed in partnership with Jacobson Labs. Our faculty and students work closely with Jackson Labs during cutting-edge learning experiences that prepare the next generation of scientists and researchers in Connecticut.

**Biology Honors***Full-year course**Honors**1 credit**Grade 11**Prerequisite: Chemistry*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and is a challenging survey of basic topics in biological science that build upon cellular structure and function. In-depth studies of energy transformations, heredity transmission, evolution, molecular biology and anatomy are presented. A weekly laboratory experience includes biochemistry, biotechnology, physiology and dissection. Students will also learn how to represent and analyze data, draw conclusions and defend them using evidence. This course includes content and activities surrounding genomics, technology and ethics developed in partnership with Jacobson Labs. Our faculty and students work closely with Jackson Labs during cutting-edge learning experiences that prepare the next generation of scientists and researchers in Connecticut.

**Chemistry***Full-year course**College Prep**1 credit**Grade 10**Prerequisite: Physics*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and is intended to provide a challenging background for students in the basic principles of chemistry in a context of authentic contemporary issues. There is an emphasis on cultivating skills related to key chemical and physical processes, the Laws of Conservation of Matter and Energy, thermodynamic principles, reaction rates, and chemical equilibria. Students will gain a greater appreciation and understanding of chemistry in their daily lives and how it impacts their future. The course also emphasizes scientific literacy as students learn how to read and analyze technical texts. Students will also learn how to analyze data, draw conclusions and defend them using evidence. The concepts and skills are learned through explanation of phenomena which are aligned to the Next Generation Science Standards.

**Chemistry Honors***Full-year course**Honors**1 credit**Grade 10**Prerequisite: Physics*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and is designed as a challenging introduction to the principles basic to all fields of chemistry both in the laboratory and the classroom. Students are challenged to think independently and critically about experiments and relevant, real-world situations. By examining the structure and composition of matter and its interaction with energy, students will interpret, explain, and make predictions about key chemical and physical processes, the Laws of Conservation of Matter and Energy, thermodynamic principles, reaction rates, and chemical equilibria. The course also emphasizes scientific literacy as students learn how to read and analyze technical texts. Students will also learn how to analyze data, draw conclusions and defend them using evidence. The concepts and skills are learned through explanation of phenomena which are aligned to the Next Generation Science Standards. Successful completion of this course will provide the student with a strong preparation for college chemistry and a framework for understanding our complex world.

**Physics***Full-year course**College Prep**1 credit**Grade 9*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and is designed to help students answer the fundamental question: “Why do things in the physical world happen the way that they do?” Students will investigate topics such as motion, forces, energy, momentum, electricity, and magnetism. The course is taught through a project-based approach in which students will plan investigations and solve problems while applying physics concepts. Students will also learn how to analyze data, draw conclusions and defend them using evidence. The concepts and skills are learned through explanation of phenomena which are aligned to the Next Generation Science Standards.

**Physics Honors***Full-year course**Honors**1 credit**Grade 9**Prerequisite: Algebra I or Co-enrollment in Geometry**Recommendation: Co-enrollment in Geometry H*

This course emphasizes the skills of problem solving and innovation and critical thinking and reasoning and is designed to help students answer the fundamental question: “Why do things in the physical world happen the way that they do?” Students will investigate topics such as motion, forces, energy, momentum, electricity, magnetism, sound, and light. The course is taught through a project-based approach in which students will plan investigations and solve problems while applying physics concepts. In Physics H, students will use algebra to solve problems and also learn how to analyze data, draw conclusions and defend them using evidence. The concepts and skills are learned through explanation of phenomena which are aligned to the Next Generation Science Standards.

## Elective Courses

### **Advanced Placement Computer Science A (with Java)**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*

*Prerequisite: Computer Science Principles with App Inventor or Introduction to Computer Science H or instructor approval*

This full-year course is intended for those students who want an in-depth experience with a text-based programming language used by professionals. Currently the course language is Java. This course is equivalent to one semester of college level computer science programming course. It is especially valuable to students considering majoring in Computer Science and pursuing careers in disciplines that require significant involvement with computing. Students learn the advanced aspects of the Java programming language, problem solving and debugging techniques, major object-oriented programming concepts, and data structure fundamentals. Each student will spend approximately 60 percent of their time working hands-on with Java programming lab assignments. All students will be expected to take the Advanced Placement Examination in May.

### **Advanced Placement Computer Science Principles (with App Inventor)**

*Full-year course*                      *Advanced Placement*                      *1 credit*                      *Grades 10, 11 & 12*

*Prerequisite: Algebra I or Instructor's approval*

In this full-year course students will learn that computer science is creative by its nature and that at its core, computer science is about thinking and problem solving. Students will be creators of technology in this course, not consumers. Students will use technology as a means for solving computational problems. They will engage programming challenges, building an increasingly complex portfolio of apps using MIT's App Inventor and the text-based language Python. This course will immerse students in the software engineering design process. Connections between computer science and other fields will be explored including a Computational Biology project in line with the work done by professional Computer Scientists at The Jackson Laboratory. Students will develop their communication and teamwork skills. Students in this course will work both individually and in teams to solve problems. They will present and reflect on their solutions. Through both its content and pedagogy, this course aims to appeal to a broad audience.

### **Anatomy and Physiology**

*Half-year course*                      *College Prep*                      *½ credit*                      *Grades 11 & 12*

*Prerequisite: Biology (may be concurrent)*

This course is intended for students interested in extending their understanding of the systems of the human body beyond the introduction given in biology courses. A case study approach is used to explore the topics of: orientation to the human body, integumentary system, skeletal system, muscular system, and cardiovascular system. The course is designed to help prepare students for more advanced courses in health-related fields such as physical therapy, sports medicine, and physical education.

**Biotechnology Honors***Half-year course**Honors**½ credit**Grades 11 & 12**Prerequisite: Biology (may be concurrent with prior approval)*

The theme of this single semester course is DNA, the master molecule of life. Students study and evaluate the ability to engineer DNA in ways that make it possible to alter the genetic makeup of organisms to solve problems and develop beneficial products. This requires the use of current laboratory methods and technology to investigate advances in molecular genetics. The content of this inquiry-based curriculum includes the history of biotechnology, tools and techniques of DNA science, microbiology, genetics, immunology, forensics and related issues. This course includes content and activities surrounding genomics, technology and ethics developed in partnership with Jacobson Labs. Our faculty and students work closely with Jackson Labs during cutting-edge learning experiences that prepare the next generation of scientists and researchers in Connecticut.

**Capstone: Healthcare 21 Honors***Full-year course**1 credit**Grades 11 & 12*

The U.S. Department of Labor expects the healthcare industry to continue to grow more than all other sectors over the coming decade. To meet the growing demand, an expected 15.6 million jobs will be created in healthcare by 2022. This exciting Capstone course is intended for students interested in entering this burgeoning healthcare field. Designed as a blended learning course, it will offer in class, on-line and experiential learning. Healthcare 21 will include: career talks, hospital career days, visits to colleges and more. Students will also pursue independent field work and research in an area of interest.

All students in this class will complete an Introduction to Medical Terminology (on-line) course as well as CPR certification.

**Capstone: Science Research Honors***Full-year course**1 credit**Grades 11 & 12*

The Science Research course will offer students, especially those who are interested in careers in the health field, the physical sciences, or research, a chance to be actively engaged in the pursuit of their own ideas. Students enrolled in Science Research can expect to understand sophisticated experimental designs by reading peer reviewed journal articles, applying their skills to address complex topics, and evaluating and critically reviewing the literature in a chosen field of study. Student projects may include a thesis, innovative experiment, or entrance in a science fair or talent contest.

**Environmental Science***Half-year course**College Prep**½ credit**Grades 11 & 12**Prerequisites: Physics, Chemistry, and Biology (may be concurrent)*

This one-semester course is designed to provide students with an avenue to explore the science behind environmental issues of their choice. Students select three to four major issues on which to focus.

Background environmental concepts are woven into each topic by the instructor providing a depth of knowledge on which the students build their independent research. Working in groups and ultimately independently, students conduct their research in preparation for an assessment method of their choice. For example, students may choose to write a paper, deliver a presentation, or write a lab report. These are critiqued and refined until all students meet both Vision of the Graduate and Next Generation Science Standards. Problem solving, synthesis of information across the disciplines, critical thinking, and communication skills are emphasized throughout the course.

### **Forensic Science**

*Half-year course*                      *College Prep*                      *½ credit*                      *Grades 11 & 12*  
*Prerequisite: Physics, Chemistry and Biology (may be taken concurrently)*

This one-semester survey course is designed to allow students to study many aspects of forensic science and how it is used in the criminal justice system. Through an examination of scientific information, use of laboratory activities, and a study of real-life cases, students will understand how forensic scientists do their jobs. Topics covered include: dealing with the crime scene, determining cause and time of death, fingerprints and impression evidence, blood spatter and DNA analysis, forensic anthropology, ballistics and glass-shatter analysis, handwriting and document analysis. This course will help prepare students for advanced course work and careers in science, law enforcement, criminology, biotechnology, and forensic science.

### **Introduction to Computer Science Honors**

*Half-year course*                      *Honors*                      *½ credit*                      *Grades 9, 10, 11 & 12*  
*Prerequisite: Algebra I or instructor's approval*

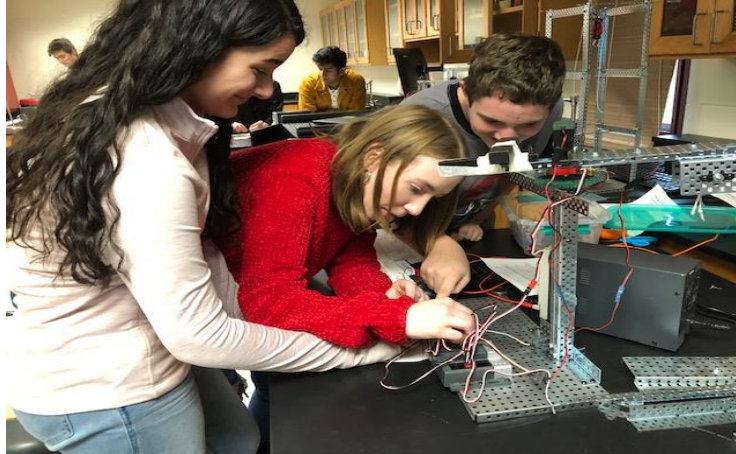
Do you like to solve puzzles and play thinking-type games? This half-year course is a gentle, but exciting, introduction to solving real world problems like a computer scientist. This course is specifically designed for students with no previous programming experience. It is useful to students interested in all career paths. Students are immersed in computational thinking activities as they solve problems both off and on the computer. Using Scratch, a free online blocks-based programming environment from MIT, students design increasingly complex interactive animations. This is followed with learning a text based programming language called Processing and an introduction into programming the Arduino, an open-source microcontroller development board.

### **Science Portfolio**

*Half-year course*                      *College Prep*                      *½ credit*                      *Grade 12*  
*Prerequisite: Identified students*

Science Portfolio provides an opportunity for students to meet Farmington's science graduation requirement. The course is based on the teaching of processes and skills of scientific literacy within the context of the Farmington Essential Science Understandings. As a result of this course, students produce a portfolio of their work demonstrating mastery of essential science content standards, understandings

and skills required of college students. Students who have not met the science graduation performance standard by the end of their junior year are automatically placed into this senior course.



## **Project Lead the Way**

High School Pre-Engineering Curriculum

1. Introduction to Engineering Design Honors
2. Principles of Engineering Honors
3. Digital Electronics Honors
4. Capstone Engineering Design & Development Honors

This is a sequence of courses which, when combined with mathematics and science courses, introduces students to the rigor and discipline of engineering. Those intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

### **Capstone: Engineering Design and Development Honors**

*Full-year course*

*1 credit*

*Grades 11 & 12*

*Prerequisite: Two (2) Project Lead the Way courses*

In this culminating Project Lead the Way Capstone experience, students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding Project Lead the Way courses and are guided by a community mentor. Students must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. This is the culminating experience in the pre-engineering sequence.

**Digital Electronics Honors**

*Full-year course                      Honors    1 credit    Grades 11 & 12*  
*Prerequisite: Algebra I*

In this full-year course, students have the opportunity to design electronic circuits and devices with professional simulation software that leads to actual circuit construction. Students will use mathematics in real world engineering problems such as in the design and optimization of smart circuits found in watches, calculators, video games and computers. A major focus of the course is to expose students to logic design, teamwork, engineering standards, and technical documentation. Projects typically require a “division of labor” and coordination of resources. Students in this course will work collaboratively as they design and test circuits. They will present and reflect on their designs. Students will experience the "maker" spirit first hand. This is the third course in a four-course pre-engineering sequence.

**Introduction to Engineering Design Honors**

*Full-year course                      Honors    1 credit    Grades 9, 10, 11, 12*  
*Prerequisite: Algebra I or Co-enrollment in Geometry*

Introduction to Engineering Design (IED) is a unique course that is designed to be fun and interesting, and spark an interest in Engineering as a potential career. IED will teach problem-solving skills using an engineering design development process. The students will use the design process and their imaginations to conceptualize, design, create, and improve various products. Models of the product are created, analyzed and communicated using solid modeling computer design software called AutoDesk Inventor.

**Principles of Engineering Honors**

*Full-year course                      Honors    1 credit    Grades 10, 11, 12*  
*Prerequisite: Geometry*

This course is designed to provide a real experience for what it is like to be an engineer. Students will utilize the engineering design process in a team setting to analyze and design solutions to everyday problems and challenges. Students will learn the connection among mathematics, science, and technology as they explore energy and power, basic electrical circuits, control systems related to robotics design, vector analysis related to bridge truss design, strength of materials, statistics, and kinematics. This is primarily a “hands-on” course where students build their designs in the classroom. Skills students will learn include teamwork, communications, critical thinking, creativity, and problem solving.

## Social Studies

Courses in history and social studies emphasize the essential core understandings and skills necessary in order to function as an effective citizen in a democratic society and a globally interdependent world. Students are encouraged to work beyond the required credits to expand and deepen their core knowledge of our nation's heritage, to understand other cultures, and to acquire important social science concepts and life skills. Most courses in the department are taught by an individual teacher and some are team-taught by two teachers. Three and a half credits in social studies are required for graduation. See below for required courses and sequence.

### Careers in Social Studies

#### Academic

Archaeologist  
Anthropologist  
Historian  
Museum Curator  
Archivist  
Art Historian

#### Private Sector

Journalist  
Reporter  
Investment Banker  
Economic Analyst  
Lawyer  
Psychologist

#### Politics and Civil Service

Politician  
Judge  
Public Defender  
Foreign Affairs  
Public Administration  
Teacher  
College Professor  
Sociologist  
Social Worker

### Social Studies Graduation Standards

As a result of a K-12 education in Farmington, students will acquire the following core skills and knowledge in social studies:

1. **Source Analysis:** Analyze Social Studies specific documents, particularly primary and secondary sources, to determine claims, evidence and perspective.
2. **Argument Writing:** Produce clear and coherent written arguments about Social Studies content with precise and knowledgeable claims supported by evidence from multiple sources.
3. **Inquiry:** Conduct short as well as more sustained inquiries to answer compelling questions, evaluating and synthesizing multiple sources on the subject, adjusting the scope and focus of the inquiry when appropriate.
4. **History:** Understand enduring themes of history and apply historical thinking skills in order to make informed decisions about significant local, national and world events of both the past and present.
5. **Geography:** Analyze the physical, human, and environmental geography of various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present, and future.
6. **Economics:** Demonstrate reasoning and critical thinking in the application of economic concepts and processes to make informed judgments about local, national, and global economic issues.
7. **Citizenship:** Demonstrate active citizenship by applying knowledge of democratic ideals, governmental institutions, and political processes to issues of civic concern at the local, state, national and international levels.



## Social Studies – Recommended Sequence of Study

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
		X	X	AP US Government & Politics
		X	X	AP US History
	X	X	X	Government & Law
		X		American Studies Honors
	X			World History II Honors
X				World History I Honors
Electives				
Grade 9	Grade 10	Grade 11	Grade 12	Course Name
			X	AP European History
	X	X	X	AP Macroeconomics
	X	X	X	AP Microeconomics
		X	X	AP Psychology
	X	X	X	Archaeology Honors
		X	X	Capstone: Global Problem Solving Honors
	X	X	X	Civil & Criminal Law
	X	X	X	Economics Honors
	X	X	X	Humanities Honors
		X	X	Psychology
		X	X	Sociology



**Advanced Placement United States Government & Politics**

*One semester course*                      *Advanced Placement*                      *½ credit*                      *Grades 11 & 12*  
*Prerequisite: Recommendation by Social Studies teacher*

This Advanced Placement course in U.S. Government and Politics is designed to give juniors and seniors a thorough understanding of the role of government in the United States. This course involves critical analysis of both historical and contemporary events in the study of the underpinnings, ideology, groups and institutions of American government. Students will be expected to take the Advanced Placement Examination in May. This course fulfills the Civics graduation requirement.

**Advanced Placement United States History**

*Full year course*                      *Advanced Placement*                      *1 credit*                      *Grades 11 & 12*  
*Prerequisite: Recommendation of World History II H teacher, Civics credit recommended*

The AP U.S. History course focuses on the development of historical thinking skills and an understanding of content organized around seven themes, such as identity and America in the world. The course is uniquely designed to provide students with an experience that closely replicates that which would be had at the university level. High quality instruction will be delivered in a lecture and discussion format coupled with weekly small group breakout sessions. Learning will be enhanced by guest speakers, panel discussions, film viewings, and other authentic experiences. The course fulfills the one-year of United States history required for graduation. Students will be expected to take the Advanced Placement Examination in May.

**American Studies Honors**

*Full year course*                      *Honors*                      *2 credits*                      *Grade 11*  
*Prerequisite: World History II H*

American Studies Honors provides students the unique opportunity to explore what it means to be American as both a historian and a literary scholar. Throughout this honors level course, students will investigate concepts such as the American identity, democratic ideals, the tensions between the individual and American society, diverse perspectives on the American dream, and active citizenship. Through the marriage of historical documents and literature, students will develop a deeper understanding of and appreciation for those people, events, institutions and turning points that have shaped American history and that continue to influence the nation and students' lives today. American Studies will be co-taught by English and Social Studies faculty in two consecutive class periods. This course fulfills the state U.S. History requirement. It earns 1.0 credit each towards graduation for English and Social Studies.

**Government and Law**

*One semester course*                      *College Prep*                      *½ credit*                      *Grades 10, 11, 12*

This semester-long course is designed to prepare students to actively participate in the constitutional system of the United States government. Students will learn about the institutions of American government in order to evaluate their successes and failures in balancing individual rights with the needs of society. As part of the course, students will employ research skills in order to form and defend opinions on matters of public policy. This course also fosters the Vision of the Graduate skill of Critical Thinking, as students will evaluate bias and perspective as well as make connections between new





creationists is also addressed. As part of cultural anthropology, students study the values, norms, ideals, and learned behaviors of people as far-ranging as the Inuit, Amish, Bedouin, and modern Americans. The course includes guest speakers, museum trips, training in the use of archaeological methods and, when possible, a hands-on experience with a current archaeological investigation.



### **Capstone: Global Problem Solving Honors**

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

Think globally, act locally! Students in Global Problem Solving will be actively engaged in learning how significant world issues manifest themselves on the local level and then take action to address the systemic causes of that specific issue. Students will collaborate in designing, implementing, and reflecting upon a service learning project that promotes change in a specific, manageable, and sustainable manner. Students in Global Problem Solving will strengthen Vision of the Graduate skills, with particular emphasis on Self Direction, Problem Solving, and Collaboration.

### **Criminal and Civil Law**

*One semester course    College Prep                      ½ credit                      Grades 10, 11, 12*

Civil and Criminal Law introduces students to the workings of the American justice system. Civil law focuses on private relations of individuals within the nation. Contracts, property law, and family law are examples of civil law. Criminal law is the process by which the accused are tried and sentenced for crimes. The content of the course is reflective of student interests as determined by a beginning of course survey. Simulations, site visits, and guest speakers will enrich the class experience. Students interested in a career in the legal field or in gaining a better understanding the American legal system are encouraged to take Civil and Criminal Law.

### **Economics Honors**

*One semester course    Honors    ½ credit                      Grades 10, 11, 12*

Economics Honors is designed to introduce students to the basic economic principles that govern the discipline. This course will strengthen students' skill in economic decision making through the

investigation of economic initiatives and policies in their local and state communities. In this problem based course, students will conduct research to draw conclusions about current issues and communicate those conclusions to authentic audiences. Students will think critically about the balance between individual economic freedom and the collective good when evaluating current and proposed economic policies. Students who take Economic Honors will be well prepared to engage in civic discourse around the significant economic issues that impact our society.

### **Humanities Honors**

*One semester course*

*Honors*

*½ credit*

*Grades 10, 11, 12*

This seminar looks at the fundamental questions of life and the human experience in the world, guided by an authentic and hands-on approach to learning. The first part of the course focuses on the interactions between humans and the environment, and looks to define what it means to be happy across cultures and throughout time. Individual and collective happiness is also explored, and students are challenged to reflect on the societal and cultural values which help to frame conceptions of what it means to lead a "good" life. The second part of the course is focused on the relationship between art, architecture, belief systems, and culture in both the Western and Eastern worlds. Students are encouraged to seek out topics of interest within this subject and conduct independent research. When possible, visits to museums, parks, landscapes of interest, and retreats will enrich the curriculum. Students will participate in a culminating student-led project to create or refine intentional landscapes in the community.

### **Psychology**

*One semester course*

*College Prep*

*½ credit*

*Grades 11 & 12*

Are you interested in why you and other people behave the way they do? If so, this is the course for you. Psychology is the study of behavior and mental processes. This course explores how psychologists attempt to describe, explain, predict, and possibly control human behavior. Topics include a historical overview of the science, research methods, learning, memory, intelligence, emotions, sexuality, dreams, personality theory, and psychological disorders. Throughout the course, students will be challenged to examine their own motivations and behavior, as well as those of the individuals in their lives. Active participation in discussions is highly encouraged.

### **Sociology**

*One semester course*

*College Prep*

*½ credit*

*Grades 11 & 12*

How much of your behavior is influenced by your parents, friends, the media, or society at large? Sociology is the study of society and group behavior. It explains how social forces impact us. This course is designed to equip students with a working knowledge of the concepts and methods used by sociologists. The course investigates human societies and social behavior in an attempt to better understand how people relate to one another and influence each other's behavior. Topics include a historical overview of the science, culture, social structure, prejudice and discrimination, institutions, conformity and deviance. In addition, students will be challenged to reflect on how society and social problems affect their own personal lives. Active participation in class discussions is highly encouraged.

## Wellness (Health and Physical Education)

Physical and Health Education are an integral part of the total education program, and together, work to promote and empower individual student wellness. The goal of the physical education component to the wellness curriculum is the development of competence, confidence and persistence as it relates to educating students in, about and through movement to promote physical activity for a lifetime. The health component to the wellness curriculum is designed to develop a student’s health literacy by increasing their skills, knowledge and understanding of the factors and choices that promote healthy and balanced living. The wellness curriculum is aligned with the Farmington Public Schools “Vision of the Graduate” by giving students the opportunity to focus on the process of wellness in relationship to their own lives and their emerging autonomy, and to help students meet the physical, emotional and cognitive demands of a healthy and balanced life through college and career.

Taking physical education courses in high school can lead you to careers in Government, Education and Human Services, Health and Biosciences, or Retail, Tourism, Recreation, and Entrepreneurial Clusters. What type of work might you find if you major in physical education?

Athletic Coach	Athletic Trainer
Camp Director	Chiropractor
Occupational Therapist	Physical Fitness Instructor
Personal Trainer	Recreation Leader
Practical or Registered Nurse	Physical Therapist/Sports Medicine
X-ray Technician	Public Health Educator
School Health Educator	Physical Education Teacher
Sports Management	Sports Reporter
Occupational Safety Instructor	Occupational Therapist
Public Health Engineer	Registered Dietician
Para Sports and Fitness	Activities Director – School/Senior Center



## Wellness (Health and Physical Education) Content Standards

- Standard #1: Motor Skill Performance: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard #2: Responsible Behavior: Students will exhibit responsible behavior and self-management that maintains and enhances wellness.
- Standard #3: Accessing Wellness Information: Students will demonstrate the ability to access valid wellness information as well as school and community resources.
- Standard #4: Analyzing Internal and External Influences: Students will analyze the influence of culture, media, technology, peers and other factors on wellness.
- Standard #5: Wellness Concepts: Students will comprehend concepts and develop a knowledge base related to health promotion and disease prevention.
- Standard #6: Goal Setting & Planning: Students will demonstrate the ability to analyze personal data, make decisions, set goals and to create action plans in order to enhance wellness.
- Standard #7: Communication and Advocacy Skills: Students will demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family and community wellness.
- Standard #8: Decision Making: Students will demonstrate the ability to make health enhancing decisions based on accepted health information.

Courses that meet the departmental graduation requirement of 2 Credits:



- Wellness 9: Skills for Healthy Living (Required-Semester)
- Wellness 9: Physical Activity for Healthy Living (Required-Semester)
- Wellness 10: Influences on Wellness (Required-Semester)
- Wellness 10: Life Time Fitness (Required-Semester)
- Wellness 11: Personal Wellness (Required-Semester)
- Physical Activity Selective Program (Requires – Semester)
  - Aerobic Exercise and Yoga (Semester)
  - Game Play: Net and Field Games (Semester)
  - Game Play: Invasion Games (Semester)
  - Ballroom and Line Dancing (Semester)
  - Square and Ethnic Dance (Semester)
  - Resistance Training (Semester)
  - Unified Physical Education (Semester)

### Wellness – Course Offerings

Grade 9	Grade 10	Grade 11	Grade 12	Course Name	Health/Safety	PE/Wellness
X				Wellness 9: Skills for Healthy Living	X	
X				Wellness 9: Physical Activity for Healthy Living		X
	X			Wellness 10: Influences on Wellness	X	
	X			Wellness 10: Life Time Fitness		X
		X		Personal Wellness	X	X
<b>Senior Physical Education and Wellness Selective Courses</b>						
			X	Aerobic Exercise and Yoga		X
			X	Game Play: Net and Field Games		X
			X	Game Play: Invasions Games		X
			X	Ballroom and Line Dance		X
			X	Resistance Training		X
			X	Square and Ethnic Dance		X
			X	Unified Physical Education		X



### **Wellness 9: Physical Activity for Healthy Living**

*Half-year course*

*College Prep*

*¼ credit*

*Grade 9*

This required course meets for one semester, 3 times per week, and encompasses a physical activity experience related to understanding the acquisition and enhancement of physical skills can enhance wellness. In physical activity, students will focus on understanding how having a growth and failing-forward mindset can lead to higher levels of performance. Students will explore these concepts in various game, fitness, and group problem solving environments. *This is a physical education/wellness class.*

### **Wellness 9: Skills for Healthy Living**

*Half-year course*

*College Prep*

*½ credit*

*Grade 9*

This required course meets for one semester, 4 times per week, and encompasses a classroom experience related to understanding and acquiring critical skills that enhance wellness. Throughout this course, the emphasis is on the interrelationship of physical, emotional and social wellness. The focus of the course will be on the student's self-responsibility for wellness, including decision making and communication/refusal skills through an exploration of content related to alcohol, tobacco and other drugs, as well as human sexuality. *This is a health/safety class.*

### **Wellness 10: Influences on Wellness**

*Half-year course*

*College Prep*

*¼ credit*

*Grade 10*

This required course meets for one semester, 2 times per week, and encompasses a classroom experience that emphasizes the student's ability to analyze the internal and external influences on behavior and wellness. This course will focus on societal and biological influences on our individual wellness, mental

health, the reduction of stigma, the importance of knowing local resources for help, as well as human sexuality, with a strong emphasis on the components of healthy relationships. *This is a health/safety class.*

### **Wellness 10: Lifetime Fitness**

*Half-year course*                      *College Prep*                      *¼ credit*                      *Grade 10*

This required course meets for one semester, 2 times per week, and encompasses a classroom experience that emphasizes the student's ability to understand the various components of fitness with an emphasis on collecting and analyzing personal metrics to plan out individual flexibility, cardiorespiratory and strength programs. *This is a physical education/wellness class.*

### **Wellness 11: Personal Wellness**

*Half-year course (4 days per week)*                      *College Prep*                      *½ credit*                      *Grade 11*

This required course meets for one semester, 4 days per week, and encompasses classroom and physical activity experiences with the emphasis on self-direction and resourcefulness as students explore topics related to behavior change and goal setting, as well as understanding the key influences on our sleep, movement and eating and how they can be optimized for total wellness. This course also explores and applies Tuckman's model of collaborative teaming in a both the classroom and physical activity setting. The culminating project in this course is a Personal Improvement Portfolio with the key element being a personal SMART goal that is carried out, tracked and reflected upon over a 4 week period. *This is a combined health/physical education class.*

## **Senior Physical Education and Wellness Selective Courses**

Selective Physical Education courses meet 3 times per week for one semester and are designed to afford senior students a choice in the type of movement environment they wish to explore further. Each course includes an authentic, quarterly summative assessment and provides students the opportunity to collaborate with others on projects and performances. These courses will also include the Senior Wellness Transition Program which is a series of lessons designed to explore living healthy beyond high school. Seniors must schedule one semester of Senior Physical Education and Wellness toward the department's 2 credit graduation requirement. Beginning with the 2022-2023 school year, these courses will be ¼ credit.

### **Aerobic Exercise & Yoga**

*Half-year course*                      *College Prep*                      *1/2 credit*                      *Grade 12*

Aerobic exercise and yoga are key components to developing and maintaining physical fitness over one's lifespan. This course is designed for those students who have a strong interest in increasing their skills, knowledge and understandings related to developing and instituting a personal fitness program that utilizes aerobic exercise and yoga. Assessments will focus on students understanding the

physiologic response to a variety of training modes and their ability to create, execute and monitor a personal program. *This is a physical education/wellness class.*

### **Ballroom and Line Dance**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Dance can be seen as exercise, a conduit for self-expression or a form of social communication. This course is designed for those students who have a strong interest in increasing their skills and knowledge related to a wide range of dance forms. Students will explore dance forms including: the Waltz, Fox Trot, Swing, Salsa, as well as Traditional and Western line dance. Students will work to improve individual competence, analyze performance in self and others using video, as well as peer coach. Assessments will afford students the opportunity to create and perform short sequences of dance in a variety of styles. *This is a physical education/wellness class.*

### **Game Play: Invasion Games**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Games are a ubiquitous element of our society and come in many forms. This course is designed for those students who have a strong interest in increasing their skills, knowledge and tactical understanding of invasion type games. Instruction will center on game play in traditional and novel games, each designed to highlight particular skills, tactics and strategies. Assessments will focus on using video of high level game play to develop the student's ability to analyze for common tactics and strategies as well as the use of video to analyze one's own performance or the performance of one's team. *This is a physical education/wellness class.*

### **Game Play: Net and Fielding Games**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Games are a ubiquitous element of our society and come in many forms. This course is designed for those students who have a strong interest in increasing their skills, knowledge and tactical understanding of net and fielding type games. Instruction will center on game play in traditional and novel games, each designed to highlight particular skills, tactics and strategies. Assessments will focus on using video of high level game play to develop the student's ability to analyze for common tactics and strategies as well as the use of video to analyze one's own performance or the performance of one's team. *This is a physical education/wellness class.*

### **Resistance Training**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Resistance training is a key component to developing and maintaining physical fitness over one's lifespan. This course is designed for those students who have a strong interest in increasing their skills, knowledge and understandings related to developing and instituting a personal resistance-training program. Assessments will focus on students understanding the physiologic response to a variety of

training modes and their ability to create, execute and monitor a personal training program. *This is a physical education/wellness class.*

### **Square and Ethnic Dance**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Dance can be seen as exercise, a conduit for self-expression or a form of social communication. This course is designed for those students who have a strong interest in increasing their skills and knowledge related to a wide range of dance forms. In this course students will explore dance forms including a progression of traditional square dances as well as exploring and learning a number of other dances originating within a variety of ethnic cultures and expressing the movement aesthetics of that culture. Students will work to improve individual competence, analyze performance in self and others using video, as well as peer coach. Assessments will afford students the opportunity to create and perform short sequences of dance in a variety of styles. *This is a physical education/wellness class.*

### **Unified Physical Education**

*Half-year course*

*College Prep*

*1/2 credit*

*Grade 12*

Unified Physical Education is a special course offering for selected seniors that extends the Unified Sports model into the instructional setting. This course is designed for those students looking to extend themselves to others of varying abilities and mobility, as well as provide peer coaching and an opportunity for socialization and inclusion in a physical activity setting. This course brings together senior class students with students with special needs in an environment of learning, collaboration and fun. Senior class students will be expected to help design and carry out modifications to activities and work with a partner on providing assistance to an athlete with special needs. *This is a physical education/wellness class.*



## World Languages

### Vision and Mission of the Farmington World Language Program

The mission of the Farmington World Language Program is for students to communicate in another language, understand and appreciate cultural differences, and participate in and contribute to a global society. Students understand how language learning can benefit their personal and professional lives.

Graduates of Farmington High School achieve a level of communicative proficiency that allows them to interact effectively with others who do not speak English. As a result of their participation in the Farmington World Language Program, the lives of our graduates are enriched both personally and professionally by allowing them to form meaningful relationships and collaborate with people throughout a global society.

### Core Beliefs

- All students should become proficient in at least one language besides English.
- All students should become interculturally competent in order to participate in, and contribute to, a global society.
- Students' lives are enriched because the study of the language allows them to form meaningful relationships with people throughout the world.

### Why study world languages?

Career opportunities in many emerging fields, including business, law, medicine, and engineering, are enhanced by knowledge of a world language. Spanish and French are among the most common non-English languages spoken around the world and used in international commerce.

Student placement in world language elective classes is based primarily on teacher recommendation, which depends on the student's previous classroom performance. Success in another language is the result of a combination of achievement and personal interest in a world language, along with the student's proficiency in the four skill areas of listening, speaking, reading, and writing. Willingness to use the language in class is also a factor that the student's teacher will consider when making a recommendation. The student's world language teacher will advise him/her of the placement recommendations for the following year.

Students will benefit greatly from learning one world language for as many years as possible. The longer the sequence of study, the higher the standard they will be able to reach, and ultimately the greater their overall proficiency in that world language. Students should plan to take, as a minimum, a three-year sequence of one language in high school. In addition to the one language that students start with, they may add a second world language as well. Colleges and universities are increasing their world language entrance requirements. If students plan to continue their language study or enroll in international studies in college, they should take language through their senior year.

## Careers Enhanced by World Languages

Learning a second language in high school can lead you to a variety of opportunities in many career clusters. What kinds of organizations hire people who are multilingual? What type of work might you find if you continue in world languages? Being able to communicate effectively in another language can be particularly helpful in these careers:

<b>Business Careers</b>	<b>Education Careers</b>	<b>Government Careers</b>
Advertising Representative Banker Business Executive Conference Interpreter Corporate Lawyer Customer Service Fashion Buyer Financial Manager Import/Export Salesperson International Salesperson Localization Specialist Personnel Manager Project Manager Public Relations Specialist Receptionist Secretary Technical Support Specialist Translator (for written and spoken communication) Website Developer	College Professor Elementary School Teacher ESL (English as a Second Language) Teacher High School Teacher Middle School Teacher School Administrator Study Abroad Coordinator	Court Interpreter Cultural Advisor Customs Official FBI/CIA Agent First Responder Foreign Service Officer Immigration Agent Interpreter/Translator Media Analyst Military Personnel Interpreter/Translator Peace Corp Worker Police Officer/Detective Social Worker
<b>Communication Careers</b>	<b>Travel Careers</b>	<b>Health Careers</b>
Actor/Actress Editor Filmmaker Foreign News Correspondent Interpreter/Translator Journalist Photographer Publisher Subtitle Translator Video Producer Voice-over Artist	Cruise Ship Worker Flight Attendant Hotel Management Museum Docent Reservation/Ticket Agent Resort Desk Clerk Tour Guide Travel Agent Travel Writer	Dental Hygienist, Dentist EMT Medical Researcher Medical Translator Nurse Paramedic Pharmacist Physician

## World Languages Content Standards

Standard #1 - Speaking: Engage in conversations and present information, concepts, and ideas orally on a variety of topics.

Standard #2 - Writing: Engage in correspondence and present information, concepts, and ideas in writing on a variety of topics.

Standard #3 - Listening: Understand and interpret spoken language on a variety of topics.

Standard #4 - Reading: Understand and interpret written language on a variety of topics.

## Graduation and Proficiency Requirements in World Languages

Graduates must earn a minimum of 1.0 credit in a world language course\* and must demonstrate the ability to effectively communicate in a second language by meeting standard on the Farmington Language Standards Test (FLST). For college and career readiness, students are strongly encouraged to complete a minimum three-year sequence in a high school world language program. This will result in intermediate oral proficiency in the target language coupled with a comprehensive understanding of the communities and cultures that comprise the world language.

The FLST provides the opportunity to determine if students reach the district standards in world languages. The four components of the FLST assess the essential skills of speaking, listening, reading, and writing as well as knowledge and understanding of culture. The speaking standard corresponds to Intermediate-Low proficiency level as defined by the American Council on the Teaching of Foreign Languages ACTFL), a nationally recognized standard. The FLST is administered as a major part of the final exam in French III Honors and Spanish III Honors. Most students complete this requirement in one of these classes.

The world language program offers relevant and meaningful curriculum that engage students in acquiring the linguistic skills of speaking, writing, listening, and reading, and increases their understanding of people and cultures around the world. Students use reasoning, critical thinking, and creativity as they work collaboratively to achieve communicative proficiency. Many of the ELA strands of the CCSS are supported in Farmington High School's World Language courses.

\*This 1.0 credit in a world language course is a graduation requirement for the class of 2023 and beyond. It does not apply to the class of 2021 and 2022.



## World Languages – Recommended Sequence of Study

IAR → FHS Pathways in French, Spanish, and Latin

French D students	continue in	French III Honors
Spanish D students	continue in	Spanish III Honors
Spanish C students	continue in	Spanish I or Spanish II Honors
French C students	continue in	French I or French II Honors
Latin I students	continue in	Latin II Honors

Grade 9	Grade 10	Grade 11	Grade 12	Course Name
X	X	X	X	French I
X	X	X	X	French II Honors
X	X	X	X	French III Honors
X	X	X	X	Spanish I
X	X	X	X	Spanish II Honors
X	X	X	X	Spanish III Honors
<b>Electives</b>				
Grade 9	Grade 10	Grade 11	Grade 12	Course Name
			X	Advanced Placement French
	X	X	X	French IV
	X	X	X	French IV Honors
		X	X	French V
		X	X	French V Honors
			X	French VI Honors
X	X	X	X	Latin II Honors
	X	X	X	Latin III Honors
		X	X	Latin IV Honors
			X	Latin V Honors
			X	Advanced Placement Spanish
	X	X	X	Spanish IV
	X	X	X	Spanish IV Honors
		X	X	Spanish V
		X	X	Spanish V Honors
			X	Spanish VI Honors

\*For the classes of 2021 and 2022, this course is for students who have already met the FLST standard in World Language, as it does not count toward the WL Graduation Standard. For the class of 2023 and beyond, this course does not count toward the 1.0 credit graduation requirement in World Language.

### Advanced Placement French Language and Culture

Full-year course

Advanced Placement

1 credit

Grade 12

Prerequisite: French V Honors and teacher recommendation

AP French Language and Culture is a college level course for students who have completed the French IIIH-French VH sequence in high school. A total immersion in French allows students to integrate previous and new knowledge with the four skills (listening, speaking, reading and writing). French is spoken exclusively in the classroom. When communicating, students will demonstrate an understanding of the Francophone cultures, using the target language in real life situations. Students are expected to participate in blogs, read online magazines, and listen to French TV, podcasts and radio. Discussion will be primarily student centered and speaking performances will be assessed through dialogues, debates, presentations and role-plays. To prepare for the AP exam, students take test simulations throughout the year. All students will be expected to take the AP exam in May. As a culmination to this course, students will choose an aspect of the Francophone world that is of particular interest to them to research, and then prepare an interactive presentation for the World Language Showcase.



### French I

Full-year course

College Prep

1 credit

Grades 9, 10, 11, 12

This course is designed as an introduction to the French language and the cultures of the French-speaking world. Students will begin to learn to comprehend spoken French, and to actively communicate in the language within the framework of the units taught. All four skill areas of speaking, listening, reading, and writing, as well as culture are practiced and developed. Vocabulary and grammatical concepts are strengthened through a variety of media and authentic resources. Students will enhance their communication and collaboration skills by speaking and actively listening to others within the context of French home and school life. The class will be taught primarily in French.

### French II Honors

Full-year course

Honors

1 credit

Grades 9, 10, 11, 12

Prerequisite: French I or French C

Students will continue to learn how to speak and write in French about themselves, their life, friends and family. Students will also read and listen to French-speaking people as they describe their lives. Students will add to their perspective of the peoples and cultures of the Francophone world, as they learn about daily living, housing, school, food, shopping, transportation, clothing, and about life in French-

speaking countries around the world, including France and Martinique. Students will be expected to speak French in class as they collaborate with others to explore ways to communicate in authentic interpersonal contexts. Students will use a wide range of technology and media, and they will learn by being involved in a variety of activities. The class will be taught primarily in French.

### **French III Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 9, 10, 11, 12*

*Prerequisite: French D, II Honors*

Students will expand their ability to communicate on a wide range of topics in French which will focus on our four main themes: school life, health, travel and childhood. Students will learn about France and Francophone cultures, and their communication skills will improve as they actively participate in class. Grammar and vocabulary will be taught and used in cultural context while gaining proficiency in the four skills of language learning: reading, listening, writing and speaking. Meeting standard on the FLST (Farmington Language Standards Test) as part of the final exam fulfills the language graduation requirement for classes of 2021 and 2022. It fills part of the graduation requirement for the class of 2023 and beyond.



### **French IV**

*Full-year course*

*College Prep*

*1 credit*

*Grades 10, 11, 12*

*Prerequisite: French III Honors*

Students will continue to develop the four communication skills of listening, speaking, reading and writing within the cultural context of the French speaking world. Multimedia presentations and internet communications will allow students to explore topics such as French regions, hotel and lodging, environmental issues and clothing and style as they broaden their perspective of the French speaking culture and peoples. Students will view films pertaining to regionalism and the French-speaking world. Emphasis is on active learning by working with peers to engage in authentic interpersonal communication contexts to demonstrate their knowledge in everyday situations. The class will be taught in French.



in sustained discussions of their opinions, while becoming more knowledgeable about the culture of the French-speaking world. As a culminating activity, students will choose an aspect of the Francophone world that is of particular interest to them to research, and then prepare an interactive presentation for the World Language Showcase. The class will be taught in French.

### **Latin II Honors**

*Full-year course*

*Honors*

*1 credit*

*Grades 9, 10, 11, 12*

*Prerequisite: Latin I*

In this course, students will expand their ability to interpret written Latin, develop an understanding of Roman society, and appreciate the enduring legacy from the Ancient Romans. This class will challenge them to analyze how the Roman world plays a role in our lives. Students will strengthen their ability to see similarities between Roman culture and the modern world, as well as Latin and modern languages. In order to master grammatical concepts and vocabulary in Latin, students will apply critical thinking, reasoning, and problem-solving skills to a range of materials, including Latin readings, authentic historical documents, and short passages from Roman authors. The primary goal will be to understand written Latin for communication and cultural significance, through fundamental reading skills that apply across disciplines.

### **Latin III Honors**

*Full-year course*

*Honors*

*1 credit*

*Grade 10, 11, 12*

*Prerequisite: Latin II Honors*

This course is intended for students who have successfully completed Latin II Honors. Students will continue to build mastery of Latin vocabulary and grammar, as they explore the multifaceted history of Ancient Rome. Students will apply critical thinking, reasoning, and problem-solving skills to authentic Latin texts from canonical Roman authors. In these texts they will grasp complex grammatical forms and unique Roman themes. Students will strengthen their ability to see similarities between Roman culture and the modern world, as well as Latin and modern languages. The primary goal will be to understand written Latin for communication and cultural significance, through fundamental reading skills that apply across disciplines.



### Latin IV Honors

Full year course

Honors

1 credit

Grades 11, 12

Prerequisite: Latin III Honors

This course aims to apply the skills of text analysis to authentic yet accessible Latin passages. Students will spend the year studying a variety of Roman poets and their work. Students will regularly interpret, read, and translate their poems. Students will discuss how events in Rome during the authors' lives led to their perspectives, and consider similarities to and differences between English and Latin poetry. Students will learn and identify elements of the authors' particular Latin writing styles. Finally, they will be asked to use the readings and knowledge for a variety of purposes: to analyze authors' goals, to put the works in context of Roman society, and to describe how the passages interact with the author's specific genre. Students will grow in their knowledge of vocabulary and grammatical concepts as mastery of them is required for comprehending the Latin.



### Latin V Honors

Full year course

Honors

1 credit

Grade 12

Prerequisite: Latin IV Honors

This course is for students who have successfully completed the Latin IIIH-Latin IVH sequence. Students will continue to apply the skills of text analysis to authentic Latin works. Students will spend the year studying a variety of Roman poets and their work. Students will regularly interpret, read, and translate their poems. Students will discuss how events in Rome during the authors' lives led to their perspectives, and consider similarities to and differences between English and Latin poetry. Students will learn and identify elements of the authors' particular Latin writing styles. Finally, they will be asked to use the readings and knowledge for a variety of purposes: to analyze authors' goals, to put the works in context of Roman society, and to describe how the passages interact with the author's specific genre. As a culminating activity, students will choose an aspect of the language and culture that is of particular interest to them to research, and then prepare an interactive presentation for the World Language Showcase.

**Advanced Placement Spanish Language and Culture***Full-year course**Advanced Placement**1 credit**Grade 12**Prerequisites: Spanish V Honors and teacher recommendation*

AP Spanish Language and Culture is a college level course for students who have successfully completed the Spanish III H - Spanish V H sequence. In AP Spanish, students will be immersed in the Spanish language and will acquire additional vocabulary and a deeper understanding of the complex grammatical structures and verb tenses in order to improve listening, reading, writing and speaking skills. Students will explore the cultures of different Spanish-speaking societies and will compare these to their own in the context of six main themes: personal and public identities, families and communities, beauty and aesthetics, science and technology, global challenges, and contemporary life. Authentic target language materials such as newspapers, songs, websites, works of art, videos, essays, and pieces of literature are used to facilitate class discussions, debates, role-plays, presentations, and essay writing. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. To prepare for the AP exam, students will complete a variety test simulations throughout the year. All students are expected to take the Advanced Placement exam in May. As a culmination to this course, students will choose an aspect of the Spanish-speaking world that is of particular interest to them to research, and then prepare an interactive presentation for the World Language Showcase.

**Spanish I***Full-year course**College Prep**1 credit**Grades 9, 10, 11, 12*

This course is designed as an introduction to the Spanish language and the cultures of the Spanish-speaking world. Students will begin to comprehend spoken Spanish and to actively communicate in the language within the framework of the units taught. All four skill areas (speaking, listening, reading, writing) are practiced and developed. Vocabulary and grammatical concepts are strengthened through a variety of media and authentic resources. Students will enhance their language skills by working with others to communicate about Hispanic home and school life, as they begin to develop a perspective of the Spanish-speaking peoples and cultures. The class will be taught primarily in Spanish.

**Spanish II Honors***Full-year course**Honors**1 credit**Grades 9, 10, 11, 12**Prerequisite: Spanish C, or Spanish I*

In this course students will continue to enhance their ability to listen, read, speak, and write the language in the cultural contexts of places in the community, celebrations, food and restaurants, and shopping. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. The class will be taught primarily in Spanish.

### Spanish III Honors

Full-year course

Honors

1 credit

Grades 9, 10, 11, 12

Prerequisites: Spanish D, Spanish II Honors

The purpose of the course is to build upon grammar and vocabulary concepts learned in previous Spanish classes. Students will continue to enhance their ability to listen, read, speak, and write the language in the cultural contexts of school life, healthy lifestyles, travel, and childhood experiences. Through the use of authentic resources, they will develop their language skills and cultural competencies to increase proficiency in interpretive, interpersonal, and presentational communication. Students will increase their ability to understand spoken Spanish by using the Spanish video series, *La Catrina*. Students will also read a variety of authentic texts to increase their reading ability. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. This course will be taught primarily in Spanish. Meeting standard on the FLST (Farmington Language Standards Test) as part of the final exam fulfills the language graduation requirement for the classes of 2021 and 2022. It fills part of the graduation requirement for the class of 2023 and beyond.

### Spanish IV

Full-year course

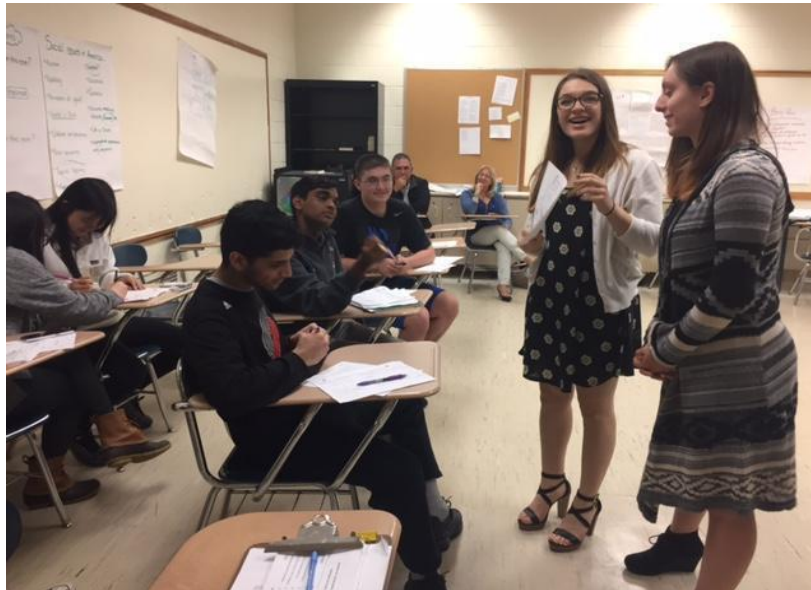
College Prep

1 credit

Grades 10, 11, 12

Prerequisite: Spanish III Honors

Students will continue to develop the four skill areas of speaking, listening, reading, and writing through cultural exploration. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. The topics include dining etiquette in the Spanish-American world, Latin American art, choices in life, and the environment. The resources provided will help them improve their skills in both personal and practical conversational activities. Students will increase their ability to understand spoken Spanish by using the Spanish video series, *Destinos*. Authentic cultural materials related to individual units will also be used. The class will be taught in Spanish.





### Spanish IV Honors

Full-year course

Honors

1 credit

Grades 10, 11, 12

Prerequisites: Spanish III Honors

\*With teacher recommendation

In this advanced course, students will be immersed in the Spanish language as they continue to perfect all four skills of listening, reading, speaking and writing, as well as investigate linguistic and cultural differences between Spanish-speaking communities and their own community. Authentic target language materials such as newspaper articles, songs, websites, works of art, videos, essays, and short stories are used to facilitate class discussions, debates, role-plays, presentations, and essay writing. Students will explore the topics of interpersonal relationships, drugs and violence, censorship, food, weddings, houses, the environment, and historical perspectives. Within the framework of these units, students will further develop the ability to express themselves orally and in writing through an intense study and application of advanced grammatical structures and expanded vocabulary. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. This class will be taught in Spanish.



### Spanish V

Full-year course

College Prep

1 credit

Grades 11 & 12

Prerequisite: Spanish IV or IV Honors

Students will continue to focus on communication within the context of culture by developing their listening, speaking, reading and writing skills, along with acquiring the cultural perspectives necessary to live and work in a global society. Students will develop their ability to communicate with increasing



## Administration and Faculty

### Administration

Scott Hurwitz, B.S., M.A., M.Ed., Ed.D., Principal  
Russell Crist, B.A., M.A.T., Assistant Principal  
Lisa Karcinski, B.A., M.A., 6th Year Certificate, Assistant Principal  
Mary Lundquist, B.S., M.S., 6th Year Certificate, Dean of Students

### Art & Technology

Department Leader: Andrew Minor, B.F.A., M.S., J.D.  
James Corrigan, A.S., B.S., M.Ed  
Marguerite French, B.A., M.S., M.F.A.  
Katarina McKinney, B.F.A.  
Earl Procko, B.A., M.S., 6<sup>th</sup> Year Certificate  
Elizabeth Reiser, B.F.A., M.F.A.  
Jeffrey Teravainen, B. S., M.A.

### Athletics

Director of Athletics: Jack Phelan, B.A.  
Athletic Trainer: Kelly Stokoe, B.S., M.S.  
Athletic Trainer: TBD

### Business/Career Exploration

Jeffrey Daddio, B.S., M.A.  
Maria Giarratana, B.S., M.S.  
Caryn Russell, B.S., M.S., 6<sup>th</sup> Year Certificate

### English

Department Leader: Amy Miller, B.A., M.Ed., 6<sup>th</sup> Year Certificate  
Tracey Barlow, B.A., M.S.  
Shea Benton Reger, B.S., M.A.  
James Carter, B.A., M.Ed.  
Vanessa Clarke-Bligh, B.F.A., M.A.T.  
Lauren Gallucci, B.A., M.A.  
Virginia Gillis, B.A., M.A.  
Meghan Jones, B.A., M.S.  
Stephanie Kosovay, B.A., M.A.T.  
Lauren Luciani, B.S., M.A.  
Melissa Lukanik, B.A., M.A.T.  
Mary Jo Martinez, B.A., B.S., M.A.  
Heather Maynard, B.A., M.A., 6th Year Certificate  
Kaitlin McIntyre, B.A., M.A.  
Cindy Moeller, B.A.  
Jill Schlenker, B.S., M.A.

Katie Seymour, B.A., B.S., M.A.  
Jessica Tolles, B.A., M.S.  
Catherine Strycharz, B.A., M.A. Ed.

### **Farmington Alternative High School**

Margaret Mayr, B.S., M.A.  
Laura Knee, B.A., M.S.W., LCSW

### **Library Media & Technology**

Department Leader: Kelly Stokoe, B.S., M.S., 6<sup>th</sup> Year Certificate  
Jessica-Lynn Johnson, B.S., M.S.  
Andrew Marshall, B.S., M.S.

### **Literacy/Coaching**

Meghan Jones, B.A., M.S.  
Jessica Tolles, B.A., M.S.

### **Mathematics**

Department Leader: Laura Lanza, B.S., M.S., M.A., 6th Year Certificate  
Jacqueline Broomall, B.S., M.Ed.  
Jeffrey Dauphinais, B.S., M.S.  
Andrew DeSimone, B.S.  
Meghan Glanovsky, B.A., M.S.  
Michele Hall, B.A., M.S.  
Julie Hughes, B.S., M.S.  
John Kostal, B.S., M.B.A.  
Mary Lundquist, B.S., M.S., 6th Year Certificate, Dean of Students  
John Meerse, B.A., M.A.  
Sean Mongillo, B.S.  
Joseph Narus, B.S., M.A.  
Caroline Presti, B.S., M.S., 6th Year Certificate  
Pamela Rose, B.S., M.S.  
Patrick Skerker, B.S., M.A.  
Maureen Valletta, B.S., M.A.

### **Music**

Department Leader: Leslie Imse, B.M.E., M.A., M.M., Arts Administrator Certificate  
Louise Carrozza, B.S.  
Shannon Prouty, B.M.E.  
Jeffrey Ventres, B.M.E

### **Physical Education/Health**

Department Leader: Ed Manfredi, B.S., M.S., 6th Year Certificate  
Kerry Eagan, B.S., M.S.

Courtney Landheer, B.S., M.S.  
Ryan Leahy, B.S., M.S.  
Christopher Machol, B.S., M.S.  
Duane Witter, B.S., M.S.

### **School Counseling**

Department Leader: Kate Martorelli, B.A., M.S., 6<sup>th</sup> Year Certificate  
Jeffrey Bonneau, B.S., M.A.  
Diana Emond, B.S., M.S.  
Judi Gallinoto, B.S., M.S.  
Rebecca Gorman, B.A., M.A.  
Kimberly Hudock, B.S., M.S.  
Christopher Loomis, B.A., M.S., 6<sup>th</sup> Year Certificate  
Jessica Schirano, B.S., M.Ed, M.S.Ed, CAGS  
Brooke Stanziale, B.S., M.Ed, CAGS

### **Science**

Department Leader: Rebecca Shomo, B.A., M.A.T., 6<sup>th</sup> Year Certificate  
Timothy Barron, B.S., M.Ed.  
Laura Butterfield, Ph.D.  
James Compton, B.S., M.S., 6<sup>th</sup> Year Certificate  
Gary Crisanti, B.S., M.S.  
Charles Forstbauer, B.S., M.S.  
Kristen Hasler, B.S., M.S.  
Kalyn Johnson, B.S., M.A.  
Jason McCaughey, B.S., M.Ed.  
Michael Ng, B.S., M.A.T.  
Alexandra Patterson, B.S., M.A.T.  
Alexandra Raymunt, B.A., B.S., M.Ed., Ph.D.  
Tiffany Scharpf, B.S., M.A.  
Mary Stewart, B.S., M.A.  
Debbie Tebbetts, B.A., M.Ed.  
Virginia Toepfer, B.S., M.S.  
Eric Tucker, B.A., M.A.T.  
Joanne White, B.S., M.S.  
Julie Yimoyines, B.S., M.Ed.

### **Social Studies**

Department Leader: Nichole Richman, B.S., M.A., 6<sup>th</sup> Year Certificate  
Michael Baxer, B.A., M.A.  
James Dinnan, B.A., B.S., M.A.  
Jefferson Gawle, B.A., M.S.  
Lance Goldberg, B.A., M.Ed.  
Julie Grossman, B.A., B.S., M.A.  
Caitlin Landa, B.A., M.A.T.

Kara Mitchell, B.A., M.A.  
Margaret Monaghan, B.S., M.Ed, Ph.D  
Patrick Mulcahy, B.A., B.S., M.A.  
Joel Nick, B.A., M.A., 6th Year Certificate  
Jeremy Pilver, B.A., M.A.  
Amanda Roller, B.A.  
Lindsay Tavolacci, B.A., M.A.  
Emma Tuthill, B.A., M.A.  
Jennifer Wood, B.A., M.A.T.

### **Special Services**

Department Leader: Abigail Rohr, B.A., M.A., 6th Year Certificate  
Ami Bessette, B.S., M.Ed.  
Amy Gaudet, B.S., M.A., 6th Year Certificate  
Marybeth Griffin, B.S., M.A.  
Brian Jackson, B.A., M.Ed.  
Eric Hoffman, B.A., M.Ed.  
Jeremy Kalafus, B.A., M.A.  
Evan Katz, B.S., M.A.  
Jeff Naparstek, B.S., M.Ed., 6th Year Certificate  
Michael O'Connell, B.S., M.Ed.  
Kristin Paye-Baker, R.N.  
Bevin Perry, M.S.W.  
Elizabeth Praven, B.S., M.S., 6<sup>th</sup> Year Certificate  
Melinda Roussopolous, M.S.Ed.  
EmmaLee Smith, B.S., M.S.  
Aimee St. Thomas, B.A., M.S.  
Sara Sumner, B.A., M.S.W.  
Kerry Tharpe, B.S., M.A.  
Jessica Wright, B.S., L.M.S.W.

### **World Languages**

Department Leader (K-12): Stefanie Pagano Kor, B.A., M.A.  
Margaret Antonitis, B.A., M.A.  
Francesca Ciniglio, B.A., M.S.  
Lauren Columbano, B.S., M.A.  
Colleen Crowe, B.A., M.A.  
Jessica Glynn, B.A., M.A., M.S.  
Robin Keller, B.A.  
Thomas McGinnis, B.S, M.A.  
Dannah Ortiz, B.A., M.A.  
Timothy Shaffer, B.A.  
Sybille Stadtmueller, B.A., M.A.  
Peri Stevens, B.A., B.S., M.A.

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