



# High School Program of Studies 2025-2026



## A Letter from the Principal

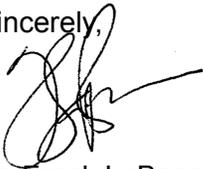
Dear ACES at Chase Students and Families:

Selecting courses in high school is an important activity for all young adults and their families. The ACES at Chase High School Course Catalog has been prepared for you by the Administration, School Counseling Department, and the Faculty to assist you in academic planning that will lead to the successful completion of the ACES at Chase graduation requirements and to prepare you to make a variety of choices after high school. This catalog, coupled with the assistance of our faculty, is designed to facilitate the process of selecting courses offered by each department as students meet targets to meet graduation requirements.

School Counselor assignments are based on students' last names. This structure helps to provide consistent, individual attention for students and families over the four-year high school period. School Counselors remain with their assigned students from freshman year through graduation. They are fully committed to making each student's high school career meaningful, challenging, and rewarding.

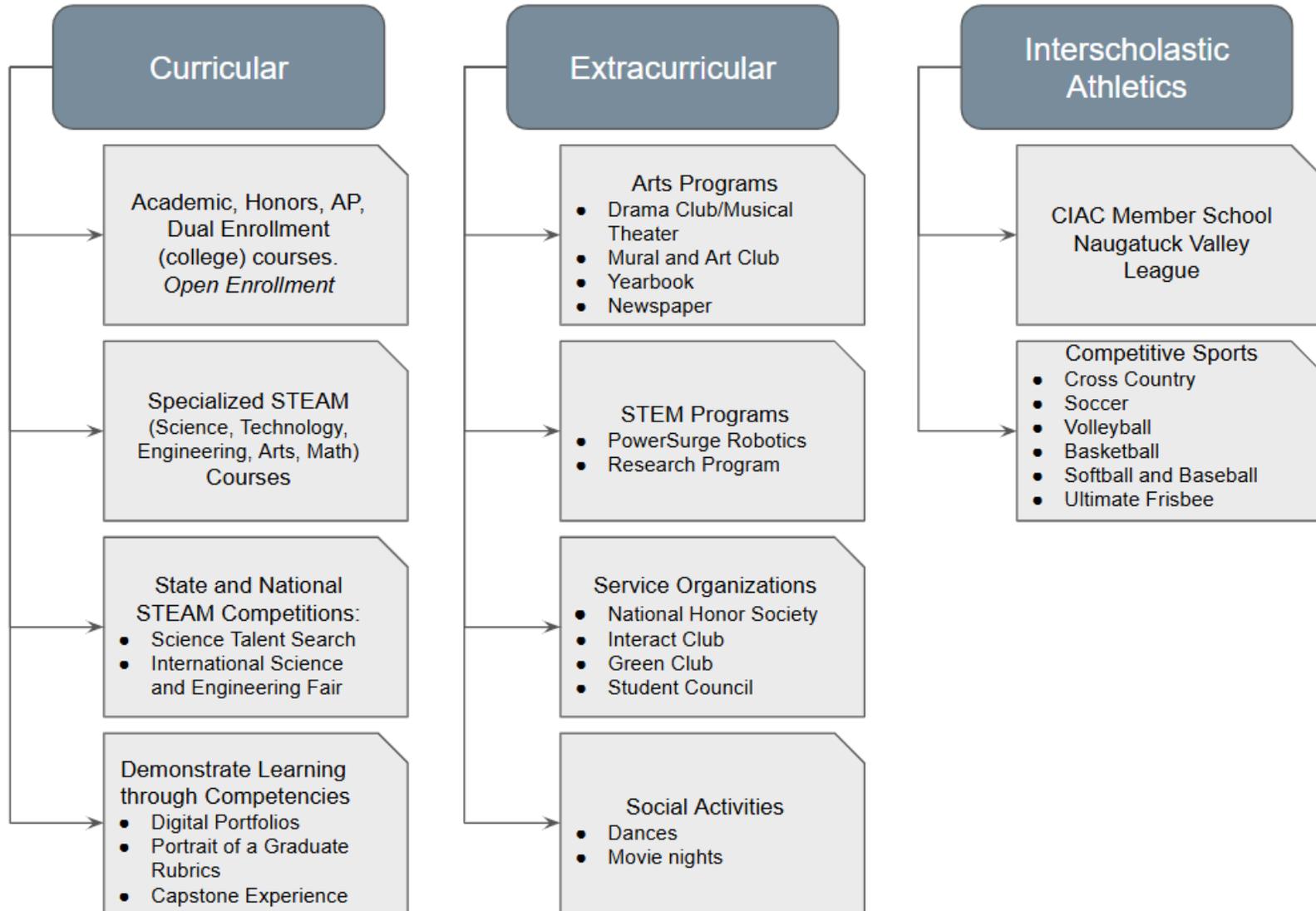
I hope you take advantage of the many fine academic, extracurricular, and interscholastic athletics opportunities afforded to you here at ACES at Chase. I wish you the best in academic success for the year(s) ahead.

Sincerely,



Dr. Frank LaBanca  
*Principal*

### ACES at Chase Opportunitites



## Requirements for Graduation

The ACES at Chase program of studies is approved by the Area Cooperative Services Executive Leadership meets and exceeds the graduation requirements required by the State of Connecticut

### *Connecticut General Statute § 10-221a*

*(d) Commencing with classes graduating in 2027, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b, as amended by this act; (5) one credit in world languages, subject to the provisions of subsection (h) of this section; and (6) one half credit in personal financial management and financial literacy, which may count towards the requirement described in subdivision (1) of this subsection or as an elective credit. A local or regional board of education may require a student to complete a one credit mastery-based diploma assessment in order to graduate from high school or be granted a diploma.*

## Requirements for Grade-Level Promotion

Promotion to the next grade is based on the total credits earned by the student. Failure to make adequate progress to the next grade level may have serious consequences, including not graduating on time.

*In order for students to move to the next grade they must meet the following criteria:*

- Students who have accrued 6.0 or more credits are promoted to the 10th grade.
- Students who have i.) accrued 13.0 or more credits; ii.) demonstrated competency on their digital portfolio demonstration; and iii.) demonstrated competency on the 9-10 portrait of a graduate attributes are promoted to the 11th grade.
- Students who have accrued 20.0 or more credits are promoted to the 12th grade.

## Course Selection, Faculty Advisement, & Course Placement

The scheduling process at ACES at Chase is a cooperative effort among students, families, and the school to select the most appropriate program for each individual from the diversity of courses offered. ACES at Chase uses an open-enrollment philosophy. Students are permitted to choose the course that best meets their desired level of challenge, provided prerequisites are met. Prerequisites are defined as successful completion of the required course. Prerequisites do not include teacher recommendation or certain levels of successful completion.

This course catalog lists all courses offered at ACES at Chase. However, some courses are not offered every year.

## Standards-based Grading

ACES at Chase believes that grades need to communicate what students are expected to know and be able to do both academically and behaviorally. Our standards-based system is aligned to the Common Core State Standards, Next Generation Science Standards, the CT State Standards, and the ACES' curricula. We define the target standards for each grade and determine to what degree individual students are progressing toward them.

**Subject area standards** are set for each grade level. A student's ability to meet the learning standards will be determined by both their oral and written work. Each standard is listed separately for each course. **Behavioral standards** are aligned to our Schoolwide and Classroom Expectations as well as the common routines and procedures to which students must adhere to ensure academic success. The behaviors assessed are Respect for Self, Respect for Others, and Respect for Community.

Academic Scoring Rubric

Indicator	Description
0 Not submitted	Student has not submitted work and, therefore, cannot be assessed on the standard.
1 Emerging	Student work demonstrates an emerging understanding of grade-level content, showing initial stages of skill development. They are beginning to grasp concepts but may struggle with accurate comprehension or application. With guidance and support, they can progress toward greater proficiency in their work.
2 Approaching	Student work demonstrates a developing understanding of grade-level content, showing growth toward meeting standards. With added support and practice, students can build consistency and accuracy to reach proficiency, as they continue to strengthen their comprehension and skills.
3 Achieving	Student work demonstrates a proficient understanding of grade-level content, meeting expected standards with accuracy and competence. They apply concepts effectively in practiced situations, showing a thorough grasp and clear understanding of required skills.
4 Exceeding	Student work demonstrates an in-depth, superior understanding of grade-level knowledge and skills, often applying concepts creatively and with insight beyond standard expectations. Their work is accurate, sophisticated, and shows exceptional independent thinking.

Classroom Expectations Scoring Rubric

Indicator	Description
1	Student rarely demonstrates this attribute. Behavior interferes with the learning environment.
2	Student shows the ability to demonstrate this attribute, but does not do so on a consistent basis.
3	Student consistently demonstrates this attribute.
4	Student consistently demonstrates this attribute and is a positive role model in the learning environment.

*Schoolwide Expectations are:*

Respect for Self	Respect for Others	Respect for Community
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### Program of Studies Overview

Humanities (7 credits required)

9	10	11	12
Humanities I Honors Humanities I	English 10 Honors English 10	American Studies AP English Language and Composition AP US History	Capstone Writing
	Civics Honors Civics		ECE Electives ECE African American/Black and Puerto Rican/Latino Studies
	Personal Finance (required) College Success Seminar (dual enrollment)		

Mathematics (3 credits required)

9	10	11	12
Algebra I Honors Algebra I Honors Algebra II	Algebra II Honors Algebra II Honors Geometry	Geometry Honors Geometry Honors Precalculus	Precalculus Honors Precalculus ECE Honors Calculus ECE Statistics and Probability

Physical Education (1 credit) and Health (1 credit)

9	10	11	12
PE (0.5)	Health (0.5)	PE (0.5)	Health (0.5)

2025-2026 Program of Studies

Science (4 credits required to graduate)

9	10	11	12
Biology Honors Biology	Chemistry Honors Chemistry	Physics Honors Physics	Electives/ECE Electives/AP
Applied Science and Engineering Research			

STEAM (5 credits required (at least 1 S and 2 H))

Fine Art	Music	Engineering	Integrated Arts and Technology
Studio Art I Studio Art II Sculptural Art Ceramics Portfolio Development	Band (H) Chorus (H) Orchestra (H) Music Technology (H or S)	Introduction to Engineering (S) Principles of Engineering (S) Principles of Biomedical Science (S) Computer Science Principles (S) Environmental Sustainability (S) Human Body Systems (S) Other ECE Electives	Broadcast Journalism (H) Technical Theater Design (H) Yearbook/Book Publication (H) Digital Photography Communication Design Other ECE Electives

World Language (2 credits required)

9	10	11	12
Spanish I Spanish for Heritage Speakers I	Spanish II Spanish for Heritage Speakers II	ECE Advanced Spanish or other languages	

2025-2026 Program of Studies

Competency-based requirements for Graduation/Promotion (2 credits)

9	10	11	12
Advisory (0.25)	Advisory (0.25) Digital Portfolio Demonstration	Advisory (0.25)	Advisory (0.25) Capstone Project (1.0) Demonstrated competency on all Portrait of a Graduate rubrics (Problem Solver, Collaborator, Communicator, Advocate)

## Advisory

**Advisory 9** 0.25 credit (ADV101)

**Advisory 10** 0.25 credit (ADV201)

**Advisory 11** 0.25 credit (ADV301)

**Advisory 12** 0.25 credit (ADV401)

Advisory is a vital component of the ACES at Chase experience. It is designed to foster a supportive and inclusive school culture where every student can thrive. This program provides a dedicated space for students to develop essential life skills, cultivate meaningful relationships, and engage in collaborative problem solving. Through a combination of team-building activities, academic progress monitoring, and goal-setting exercises, students will learn how to build strong connections with their peers and mentors, set and track academic and personal goals, and navigate challenges both in and out of the classroom. Advisory sessions will also address important community issues, such as diversity, equity, inclusion, and well-being, empowering students to become active participants in creating a positive school environment. Led by caring and knowledgeable advisors, Advisory aims to empower students to succeed academically, socially, and emotionally, while fostering a sense of belonging and responsibility within the school community.

*Note. Students must earn the appropriate number of grade-level credits (see page 3) in order to be promoted to the next Advisory level.*

## Art

*In the Art Department, creativity knows no bounds. Our program celebrates self-expression and artistic exploration as essential components of a well-rounded education. Through a variety of mediums and techniques, students will develop their visual literacy, hone their craftsmanship, and cultivate a unique artistic voice. With a focus on both traditional and contemporary art forms, our curriculum encourages students to engage with diverse perspectives and to understand the role of art and technology in shaping societies.*

### **Studio Art I** 0.5 credit (AR101)

Students will apply the elements and principles of design while creating drawings, paintings, and sculptures. They will also learn how to document, display, and critique their artwork and will assemble a small portfolio of work in various media.

### **Studio Art II** 0.5 credit (AR102)

A continuation of Studio Art I with advanced concepts.

*Prerequisite: Studio Art I*

### **Sculptural Art** 0.5 credit (AR201)

Sculptural Art introduces students to foundational methods of creating 3D art. Students look at past and present artists, materials, and techniques in constructing 3D art. They will be taught how to consider how their artwork appears to viewers from all angles and come up with creative solutions for display.

*Prerequisite: Studio Art I*

### **Ceramics** 0.5 credit (AR202)

Students learn the basic methods of hand-building, clay construction and reinforcement as well as the basics of wheel throwing. Students will learn ceramic terminology and the various firing processes. They will strengthen their responsibilities, hand dexterity, creativity and patience via the medium clay. Students will hold critiques and assess the functionality of their work.

*Prerequisite: Studio Art I*

## 2025-2026 Program of Studies

### **Digital Photography- 0.5 credit (AR203)**

Students will be introduced to the fundamentals of digital photography and the technical aspects involved with using a digital camera while taking photos of our beautiful campus. They will learn how to upload images and manipulation of imagery through digital art programming.

*Prerequisite: Studio Art I*

### **Communication Design 0.5 credit (AR204)**

Students will learn how to visually communicate ideas through the use of typography, composition and imagemaking. Projects will be a combination of both paper and digitally-based. When creating digitally, Adobe Photoshop as well as other Adobe Suite programs will be used.

*Prerequisite: Studio Art I*

## Engineering

*In the Project Lead the Way Engineering Department, innovation is at the heart of everything we do. Our program is designed to inspire creativity, problem-solving, and hands-on exploration in the fields of science, technology, engineering, and mathematics (STEM). Through project-based learning and real-world applications, students will develop the skills and mindset necessary to tackle the challenges of tomorrow. Whether designing sustainable solutions or pushing the boundaries of technological advancement, our students are prepared to make a positive impact on the world.*

### **Introduction to Engineering Design** 1.0 credit (EN101)

In this course, students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

### **STEAM Design Studio** 0.5 credit (EN151)

The focus of this project-based learning course is to provide students with exposure to interdisciplinary science, technology, engineering, arts, and mathematics experiences. Students will work individually and collaboratively using a wide variety of technology and tools to design, create, and build products.

### **Principles of Engineering** 1.0 credit (EN201)

In this course, students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting edge tools engineers use in robotics, 3D modeling, programming, and prototyping.

### **Principles of Biomedical Science** 1.0 credit (EN251)

In this course, students explore the vast range of careers in biomedical sciences, including design and data analysis, outbreaks, clinical empathy, and health promotion. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

### **Environmental Sustainability** 1.0 credit (EN302)

In this course, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy.

## Humanities

*The Humanities Department is dedicated to fostering a deep appreciation for the complexities of human experience. Through the study of literature, history, social sciences, and other disciplines, students will explore the rich tapestry of human thought and expression across time and cultures. Our curriculum encourages critical thinking, empathy, and cultural competency, empowering students to become thoughtful, informed, and responsible citizens.*

### **Humanities 9 (Academic, Honors) 2.0 credits (HU101/HU102)**

The focus of the course is an interdisciplinary exploration of the events, ideas, and movements that have shaped the contemporary global landscape. Through a fusion of English and Social Studies, students will embark on a multifaceted journey through the pivotal moments and transformative forces of world history. This course delves into the political, social, economic, and cultural dynamics that have defined our modern world. Through inquiry-based learning, collaborative projects, and experiential activities, students will cultivate essential skills such as research, critical thinking, communication, and empathy. Humanities 9 aims to empower students to become informed global citizens capable of navigating the complexities of our interconnected world with insight, empathy, and agency.

### **Civics (Academic, Honors) 1.0 credit (HU251/HU252)**

The focus of this course is to prepare students to exercise their political responsibilities as responsible citizens. Civics provides a basis for understanding the rights and responsibilities of being an American citizen and a framework for competent and responsible participation in the American government. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; federal, state, and local government structure; and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, and develop informed opinions using a variety of writing forms.

### **American Studies (Academic) 2.0 credits (HU301)**

The American Studies course is a program of study in which American literature and American history are presented as an integrated whole. This interdisciplinary approach requires the student to develop images of America in which literature, the arts, and material culture illuminate the political, economic, and social patterns of the past and their imprint on the present. The American Studies curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate study of the past with the present-day lives of the student with a technology-driven and project-based learning design.

**Advanced Placement English Language and Composition (AP) 1.0 credit (HU303)**

The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. The college level course emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. As in the college course, the purpose of the Advanced Placement Language and Composition course is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. An independent research paper on an approved topic is required.

**Advanced Placement United States History (AP) 1.0 credit (HU353)**

Advanced Placement United States History is a full year course. Most attention is given to examining political, social, and economic issues from the colonial period through the twentieth century. Assignments are geared not merely to the acquisition of information, but to the cultivation of each student's ability to interpret historical evidence and to think historically. Reading and writing assignments are at a level equivalent to an introductory college course.

**College Success Seminar (Dual Enrollment) 0.5 credit (HU601 [Chase] & CTC101 [Post Univ])**

This dual enrollment teaches students the fundamental skills and strategies required to support learning in a university environment. This course is structured to help students analyze values, motivations, and goals, while helping connect present university experiences with current and future career goals. Emphasis is placed on academic skills, personal assessment, career exploration, and development of interpersonal soft skills.

## Mathematics

*The Mathematics Department is where logic meets creativity. Our program is designed to develop mathematical fluency, problem solving, and a deep conceptual understanding of mathematical principles. From algebra to calculus, students will engage in rigorous coursework that emphasizes both theoretical knowledge and real-world application. Through inquiry-based learning and collaborative problem solving, our curriculum prepares students to think critically, analyze data, and approach complex challenges with confidence.*

### **Algebra I (Academic, Honors) 1.0 credit (MA101/MA102)**

Based on a discovery approach, this course is designed so that students will discover important algebraic principles blended with geometry, data analysis, discrete mathematics, and statistics. Within the context of real-world data, students will develop algebraic vocabulary; continue to develop oral and written expression; explore graphs and statistical methods to represent and interpret data; extend work with proportions and percents to rates and variation; graph and write linear equations; connect linear equations to parallel and perpendicular lines; solve systems of linear equations; investigate exponential growth and properties of exponents; describe functions and function notation; and model quadratics and find their roots.

### **Algebra II (Academic, Honors) 1.0 credit (MA201/MA202)**

Building on the skills, concepts, and vocabulary of Algebra I, this course includes concepts of functions and inverse functions and investigate polynomial functions, rational expressions and functions, trigonometric functions, exponential and logarithmic functions, and inferential statistics.

*Prerequisites: Algebra I*

### **Geometry (Academic, Honors) 1.0 credit (MA301/MA302)**

The course integrates different elements of three-dimensional figures and algebraic/graphical representation of geometric principles. This course develops a structured mathematical system employing both deductive and inductive reasoning. It includes plane, coordinate, and transformational geometry. Proof is developed and the concepts of congruence and similarity are investigated and applied. Algebraic methods are employed to solve problems involving geometric principles. While Euclidean geometry is the basis of most of the course, some non-Euclidean geometries are investigated.

*Prerequisites: Algebra II*

**Precalculus (Academic, Honors) 1.0 credit (MA401/MA402)**

This course is a rigorous study of functions and their properties. Trigonometric, polynomial, rational, radical, and exponential mathematical functions are studied as well as sequences and series, vectors, parametric, and polar coordinates. Development of integrated mathematical tools for applications to science will include more advanced levels of mathematical modeling. This course provides a strong foundation in functions and equations as they apply to both mathematical functions and models of science while preparing students to pursue calculus

*Prerequisites: Geometry*

**Statistics and Probability (Academic, Honors) 1.0 credit (MA411/MA412)**

The topics for this course are divided into four major themes: exploratory analysis of data, planning and data production, probability, and statistical inference. Important components of the course include the use of technology, projects and laboratories, cooperative group problem solving, and writing as a part of concept-oriented instruction and assessment.

*Prerequisites: Algebra II*

**Calculus (Honors) 1.0 credit (MA423)**

This course will introduce students to the ideas and applications of single variable differential calculus and to the foundations of single variable integral calculus. The course will include the definitions and applications of limits, continuity, the derivative, and the definite and indefinite integral. Students will be expected both to become proficient with basic skills and to demonstrate an understanding of the underlying principles of the subject.

*Prerequisites: Precalculus*

## Music

*The Music Department celebrates the transformative power of music and its ability to inspire, connect, and enrich lives. From classical to contemporary, students will explore a diverse repertoire of musical styles while developing their technical proficiency and artistic expression. Through ensemble performance to music theory and technology, our curriculum fosters collaboration, creativity, and a lifelong appreciation for the universal language of music.*

### **Music Technology** 0.5 credit (MU151)

Students explore the vibrant world of music production through creative projects in sound design and music composition as well as multimedia projects, such as video game scoring. Students learn the mechanics of digital audio software by recording, editing, and mixing tracks in both the MIDI and audio realms. Flexible project options allow students to explore various professions in the field, such as composer, producer, sound designer, and audio journalist.

### **Band** May be repeated for credit. 1.0 credit (MU101)

This ensemble is open to students who play woodwind, brass, and percussion instruments. Students will refine their instrumental techniques while exploring a diverse repertoire spanning various musical genres and historical periods. Through rehearsal and performance experiences, students will develop critical analysis and problem-solving skills, foster collaboration, and deepen their musical comprehension. Attendance at all rehearsals and concerts is mandatory. Additionally, band members may be called upon to perform in community events and engagements beyond school concerts, further enhancing their musical proficiency and community involvement.

### **Orchestra** May be repeated for credit. 1.0 credit (MU103)

This ensemble is open to violin, viola, cello and bass students. Students will strengthen their technique for playing stringed instruments. Repertoire represents all styles and time periods. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. All rehearsals and concerts are mandatory. Orchestra students may be asked to perform in the community and surrounding areas, in addition to school concerts.

## 2025-2026 Program of Studies

**Chorus** May be repeated for credit. *1.0 credit (MU102)*

In this course, students will further their development of the voice, music reading skills, and overall musicianship. Choral repertoire will include a variety of choral literature including contemporary and classical works. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. All rehearsals and concerts are mandatory. Chorus may be asked to perform in the community and surrounding areas, in addition to school concerts.

## Physical and Health Education

*The Physical Education and Health Department is dedicated to nurturing the holistic well-being of our students. Our program integrates physical activity with comprehensive health education to promote lifelong habits of wellness. Through a variety of learning tasks, individual and team sports, and fitness programs, students will develop physical literacy, teamwork, and leadership skills in a supportive and inclusive environment. Additionally, our health curriculum covers topics such as nutrition, mental health, and personal safety, empowering students to make informed decisions and prioritize their overall health and well-being. Whether on the field, in the classroom, or in the community, we aim to inspire students to lead healthy, active lifestyles and to cultivate a lifelong commitment to their physical and mental wellness.*

### **Physical Education 0.5 credit (PE101)**

General Physical Education I focuses on any combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense.

Provides basic methods to attain a healthy and active lifestyle.

### **Health I 0.5 credit (PE251)**

This course focuses on students owning their personal health and wellness. Students will explore the areas of physical, mental/emotional, and social health. Standards that support analyzing and using information, personal responsibility, and collaborating with others will be used as secondary targets. These skills are essential to supporting student success beyond the classroom.

### **Health II 0.5 credit (PE451)**

Health II enhances level I concepts and activities from the previous course and further promotes health and wellness.

## Science

*The Science Department is committed to fostering a deep understanding of the natural world through inquiry-based learning and hands-on experimentation. We believe in nurturing curiosity and critical thinking skills, empowering students to become informed, responsible citizens capable of engaging with complex scientific issues. Our curriculum emphasizes the acquisition of scientific knowledge and the development of essential skills such as problem solving, data analysis, and effective communication. Through a blend of theoretical study and practical application, students will explore the interconnectedness of scientific disciplines and cultivate a lifelong appreciation for the wonders of the universe.*

### **Biology (Academic, Honors) 1.0 credit (SC101/SC102)**

This course is designed to develop a comprehensive understanding of fundamental concepts and principles in the life sciences. Students will explore real-world scientific phenomena in order to demonstrate mastery of the Performance Expectations (PE) as part of the Next Generation Science Standards (NGSS).

### **Chemistry (Academic, Honors) 1.0 credit (SC201/SC202)**

Chemistry explores the fundamental concepts, laws, and theories of chemistry; using real-world applications throughout the course. Chemical principles such as state of matter, atomic structure, electron structure, periodicity, nomenclature, stoichiometry, aqueous reactions, nuclear chemistry, and bonding theory will be covered using NGSS. Additional topics may include thermochemistry and acid-base theory. Inquiry-based laboratory activities involving state of the art technology and equipment will be included with all NGSS bundles of study.

*Prerequisites: Algebra I*

### **Physics (Academic, Honors) 1.0 credit (SC301/SC302)**

Physics is a course designed to develop a comprehensive understanding of the fundamental concepts and principles in the field of engineering physics. Students will explore the theories and applications of topics such as motion, energy, waves, electricity, magnetism, and light. A strong connection to math will be emphasized throughout the course. Engineering applications of physical principles are emphasized, including electrical circuits, motors, forces, energy, and optics.

*Prerequisites: Algebra I*

**Applied Science and Engineering Research (Honors) 1.0 credit (SC452)**

May be repeated for credit with a change in content. *1.0 credit*

Applied Science and Engineering Research is intended for students who have demonstrated interest in pursuing research in biological, physical, medical and/or engineering sciences. The program is designed to provide students with the opportunity to: 1) Interact with practicing scientists; 2) Participate in a significant research experience; 3) Develop the skills of reporting and presenting research results; and 4) Select, develop and conduct an independent research project.

## Special Education

*The Special Education Department believes that every student possesses unique abilities and is capable of success. We are dedicated to providing a supportive and inclusive learning environment where students with diverse learning styles and abilities can thrive academically, socially, and emotionally. Our philosophy centers on fostering independence, self-advocacy, and lifelong learning skills. Through personalized instruction, targeted interventions, and collaborative partnerships with students, families, and educators, we empower our students to reach their full potential and become active participants in their own educational journey. Our dedicated team of professionals is committed to creating opportunities for success, removing barriers to learning, and ensuring that every student receives the support and resources they need to flourish.*

**Study Skills** 0.5 credits (SP101); 1.0 credits (SP102);

Study Skills is a specialized course designed to equip students with the foundational skills and strategies necessary for academic success. Tailored to meet the specific identified needs of students with Individualized Education Plans (IEPs), this course focuses on developing essential skills which may include literacy, numeracy, and/or generalized organizational and planning strategies. Study Skills aims to empower students to become self-directed learners, equipped with the tools and strategies needed to navigate the demands of high school and beyond.

## World Language

*In the World Language Department, we believe that communication is the key to understanding and embracing diverse cultures around the globe. Our program offers immersive experiences in Spanish, providing students with the tools to communicate effectively and respectfully in an increasingly interconnected world. Through language acquisition, cultural exploration, and interdisciplinary learning, students will develop intercultural competence and a global perspective essential for success in the 21st century.*

### **Spanish I 1.0 credit (WL101)**

The objective of this class is to communicate using the four language skills (listening, speaking, reading and writing). The necessary vocabulary and grammatical structures will be introduced to allow students to meet and greet people, express likes and dislikes, create a schedule, order something to eat and drink, talk about their family and possessions, identify places in the city, and discuss various cultural aspects of the Hispanic world. Students will develop short stories and describe people to the class. Video and audio materials are coordinated with the basic text to afford practice in pronunciation and to provide students with the opportunity to hear a variety of native voices.

### **Spanish for Heritage Speakers I 1.0 credit (WL151)**

This course is designed to continue to develop and challenge students' ability in speaking, reading, writing, listening, and cultural understanding in Spanish. Spanish-speaking students are able to study Spanish formally in an academic and creative setting. Students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, and reflect on language variation. Students will be able to understand a variety of topics related to contemporary events and issues in Hispanic communities.

### **Spanish II 1.0 credit (WL201)**

The objective of this class is to communicate in Spanish in the present and past tenses. The four language skills (listening, speaking, reading, writing) are further developed and additional grammatical structures and vocabulary are introduced in order for students to use Spanish to describe people, make vacation plans, describe the past, talk about their daily routine, and describe food. Students will explore various places, people, food, and cultural celebrations in Costa Rica, Argentina, Puerto Rico and Spain. Video and audio materials provide students with the opportunity to hear a variety of native voices. Students will write a postcard about a past vacation, create a doll and describe its clothing to the class, and participate in the Spanish II Cultural celebration with food, music and posters. Class is conducted mostly in Spanish and students are expected to speak in Spanish as much as possible.

**Spanish for Heritage Speakers II** *1.0 credit* (WL251)

This course is the continuation of Spanish for Heritage Speakers I. Students will build upon their current language skills to develop language and cultural literacy. This course will continue to guide students in developing their own appreciation for their own cultural heritage while recognizing the diversity within the Latino community. Reading, including newspaper articles, short stories, and novels is a core component of the course. Students work to further develop their Spanish literacy and academic language skills, to learn more about their language and cultural heritage, and to critically view and evaluate media resources and websites.