

# The Course Selection Process

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Fairfield Ludlowe High School

Follow us on Twitter: @FLHSFalcons

# Vision of the Graduate

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- Critical Thinkers
- Collaborators
- Communicators
- Innovators
- Responsible Citizens
- Goal-Directed, Resilient Learners



# Resources for Students/Parents

1. Program of Studies –Your #1 Resource! Click on “Academics” from our homepage!
2. Student assemblies
3. Conversations with teachers, counselors, curriculum leaders, administrators, and *between* parents and students
4. Course Selection Night - materials posted online
5. Informational website: Fairfieldschools.org – Click on Academics and “High School Course Selection” (Includes: Course descriptions, AP syllabi, AP sample tasks and exemplary student work samples, table of time commitment expectations for each class)

# What to keep in mind when picking courses

What helps you be “successful?”

<u>Short Term</u>	<u>Long term</u>
Topics that you like	Desire to learn
Ability to handle work load / stress	Physical, social and emotional health
Other activities: in and out of School	Balance



# What to keep in mind when picking courses

## 1. The Elephant in the Room: COLLEGE ADMISSIONS

If the ONLY things that define “success” look something like this -

<u>Short Term</u>	<u>Long term</u>
Get the highest grades possible	Get into the BEST college in the World
Taking courses that will increase my GPA	Get into the BEST college in the World
Only doing things that look good on my college application	Get into the BEST college in the World

You will potentially be: **Very STRESSED, Very SAD, Hating SCHOOL, Hating LEARNING, getting SICK, DEPRESSED, or full of ANGST**

# What to keep in mind when picking courses

1. College is not the finish line.
2. Success in college and beyond is measured by more than academic performance.
3. How will you maintain a desire to learn?
4. How will you stay healthy (physically and mentally)?



# Vision of the Graduate

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# PICKING CORE CLASSES-

English, Social Studies, Math, Science, World Lang.

1. What do I need to meet graduation requirements?
2. What levels are offered? (AP, Honors, or College Prep)
3. What is the APPROPRIATE level?
  - a. It's challenging but not TOO challenging
  - b. Is it a topic I like or don't like?
  - c. Is it a topic I want to have additional work? (higher levels)
  - d. What are the risks and rewards?
4. Consider teacher recommendation and feedback, but remember:
  - a. They are only considering their own department, NOT THE WHOLE PICTURE
  - b. They are taking WORK HABITS into consideration -- YOU SHOULD, TOO



# Expectations for each Level

## **College Preparatory; 2-3 hours/week outside of class time**

- The expectation for skill demonstration, content mastery and work habits are at grade level.

## **Honors; 3-6 hours/week outside of class time**

- Accelerated pace.
- The expectation for skill demonstration, content mastery and work habits are above grade level.

## **Advanced Placement (AP); 5-7 hours/week outside of class time**

- Equivalent to a freshman college course in a major.
- Reading material at the college/university level.
- Significant volume of independent work.
- Level of synthesis, critical thinking and problem solving significantly above that of a high school course.
- Very rapid pace.

# PICKING ELECTIVE CLASSES-

1. What sounds like fun?
2. What skill do you want to learn?
3. What would provide balance to your core classes?
4. Can these courses help show something about you?
5. What might help lead to a career path?
6. (Don't forget some are required for graduation).



# Graduation Requirements Class of 2021 & 2022

Subject	# of Credits
English	4
Math	3
Science	3
Social Studies	3.5
PE and Health	1.5
Arts/Vocational	1
Elective	5.5
<b>Total</b>	<b>21.5</b>

# Graduation Requirements Class of 2023 & 2024

Subject	# of Credits
Humanities - 9 Credits	
English	4
Social Studies	3.5
Additional Humanities	1.5
STEM - 9 Credits	
Math	3
Science	3
Additional STEM	3
PE & Wellness	1
Health and Safety	1
World Language	1
Other Electives (.5 in Arts/Voc)	3
Mastery Based Diploma- 1 credit	
Content – State Test scores	.5
Skills – Ac. Expectations	.5
<b>Total</b>	<b>25</b>



# Academic Expectations

(must show proficiency for graduation – Class of 2023 and beyond)

Critical and Creative Thinking	Communicating and Collaborating
How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?	How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?
<b>Exploring and Understanding</b>  The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.	<b>Conveying Ideas</b>  The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.
<b>Synthesizing and Evaluating</b>  The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.	<b>Using Communication (Media) Tools</b>  The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.
<b>Creating and Constructing</b>  The student transforms existing ideas and knowledge into original ideas, products, and processes.	<b>Collaborating Strategically</b>  The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.

# Weighted Scale

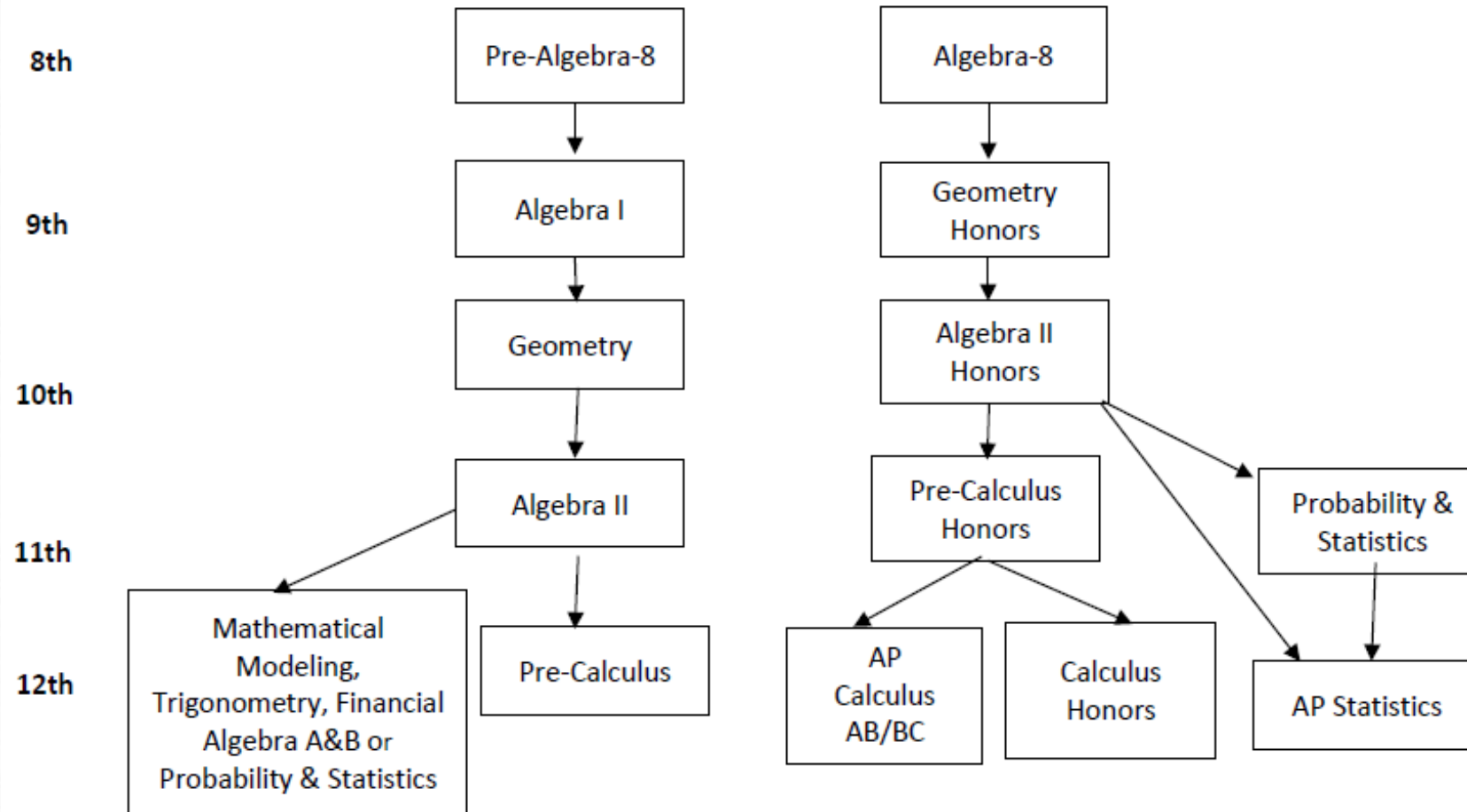
2020-21

- No change in GPA weighting for next year.
- We report both weighted and non-weighted GPA.
- The Elective column is scheduled to be removed for the 2021-2022 school year and classes assigned to other columns.

GRADE	Advanced Placement	Honors	Elective	College Prep
A+	5.00	4.67	4.67	4.33
A	4.67	4.33	4.33	4.00
A-	4.34	4.00	4.00	3.67
B+	4.00	3.67	3.67	3.33
B	3.67	3.33	3.33	3.00
B-	3.34	3.00	3.00	2.67
C+	3.00	2.67	2.67	2.33
C	2.67	2.33	2.33	2.00
C-	2.34	2.00	1.67	1.67
D+	2.00	1.67	1.33	1.33
D	1.67	1.33	1.00	1.00
D-	1.34	1.00	0.67	0.67
F	0.00	0	0	0



# MATHEMATICS



# Core Ideas of Mathematics

## Standards of Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

# SCIENCE

## COURSE SEQUENCE OPTIONS

\*=Semester Course

Classes	Grade 9	Grade 10	Grade 11	Grade 12
EARTH SCIENCE:				
Dangerous Planet*		X	X	X
Cosmos*		X	X	X
Dynamic Environment*		X	X	X
AP Environmental Science		X	X	X
PHYSICAL SCIENCE:				
Chemistry		X	X	X
Physics		X	X	X
AP Physics 1		X	X	X
AP Physics 2/ AP Physics C			X	X
AP Chemistry		X	X	X
Chemistry of Nutrition*			X	X
Chemistry of Medicine*			X	X
LIFE SCIENCE:				
Biology	X			
AP Biology		X	X	X
Human Anatomy: Blood, Guts, Senses & Defenses*			X	X
Human Anatomy: Brains, Bones & Brawn*			X	X
EARTH & LIFE SCIENCE:				
Earth's Waters*		X	X	X
Marine Science*		X	X	X
LIFE & PHYSICAL SCIENCE:				
Forensics I: Without a Trace*		X	X	X
Forensics II: Fake the Prints*		X	X	X



# Core Ideas of Science

## **Disciplinary Core Ideas**

Define what students should know about the most essential ideas in the major science disciplines.

## **Science & Engineering Practices**

Skills of practicing scientists and engineers to explain phenomena and solve real world problems

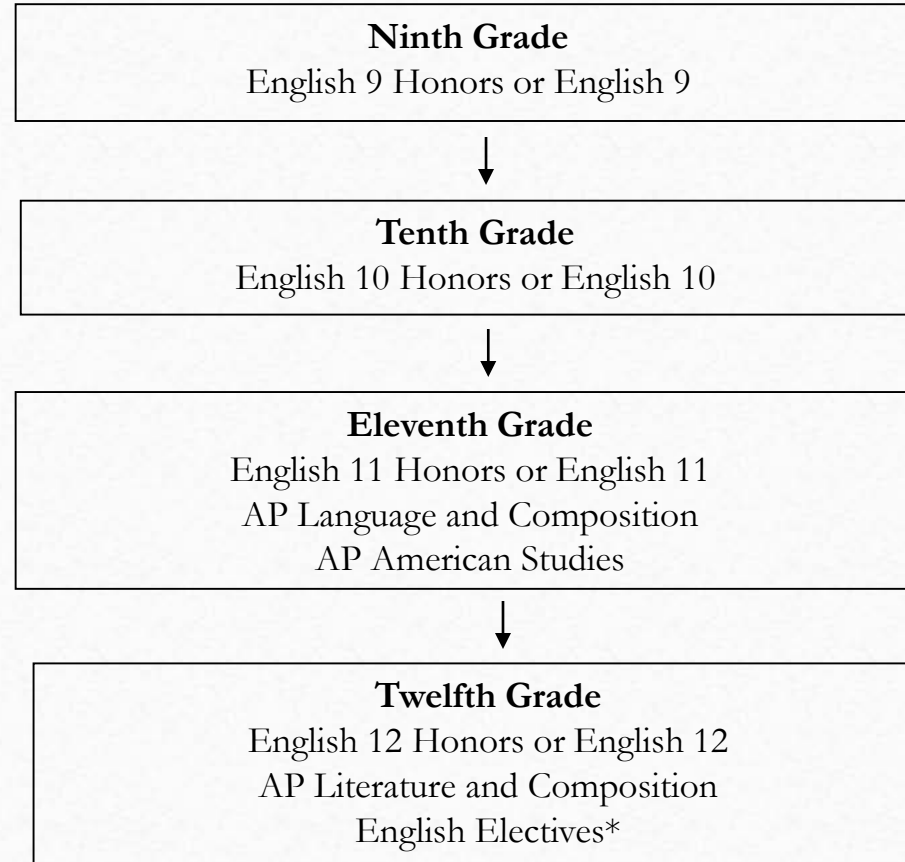
## **Cross Cutting Concepts**

Broad concepts tie together the influence of engineering, technology, and science on society and the natural world.

## **Academic Expectations**

- Critical and Creative Thinking
- Communicating and Collaborating

# ENGLISH



\*Available to all seniors as the required English courses or in addition to other English courses. If taken as the required English courses, must take one writing and one literature course. Also available to juniors in addition to their required full-year course.

# Senior English Elective Courses

Two categories: Literature Courses & Writing Courses

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Literature	Writing
Call of the Wild	Creative Writing Workshop
Contemporary Global Literature	Film Analysis and Criticism
Dramatic Literature & Performance	Journalism
Gender Perspectives in Literature	Poetry
Literature of Well-Being: Exploring Ideas to Create Our Best Selves	Satire
The Supernatural in Literature	



# Core Ideas of English

## **Critical Reading of Literary Texts**

Students actively engage and interact with texts and apply certain processes, models, questions, and theories that result in enhanced clarity and comprehension.

## **Creative and Analytical Writing**

Students write in a variety of modes for distinct purposes and audiences to communicate ideas in response to the world around them.

## **Academic Discussions - Respond to Opinions and Theories**

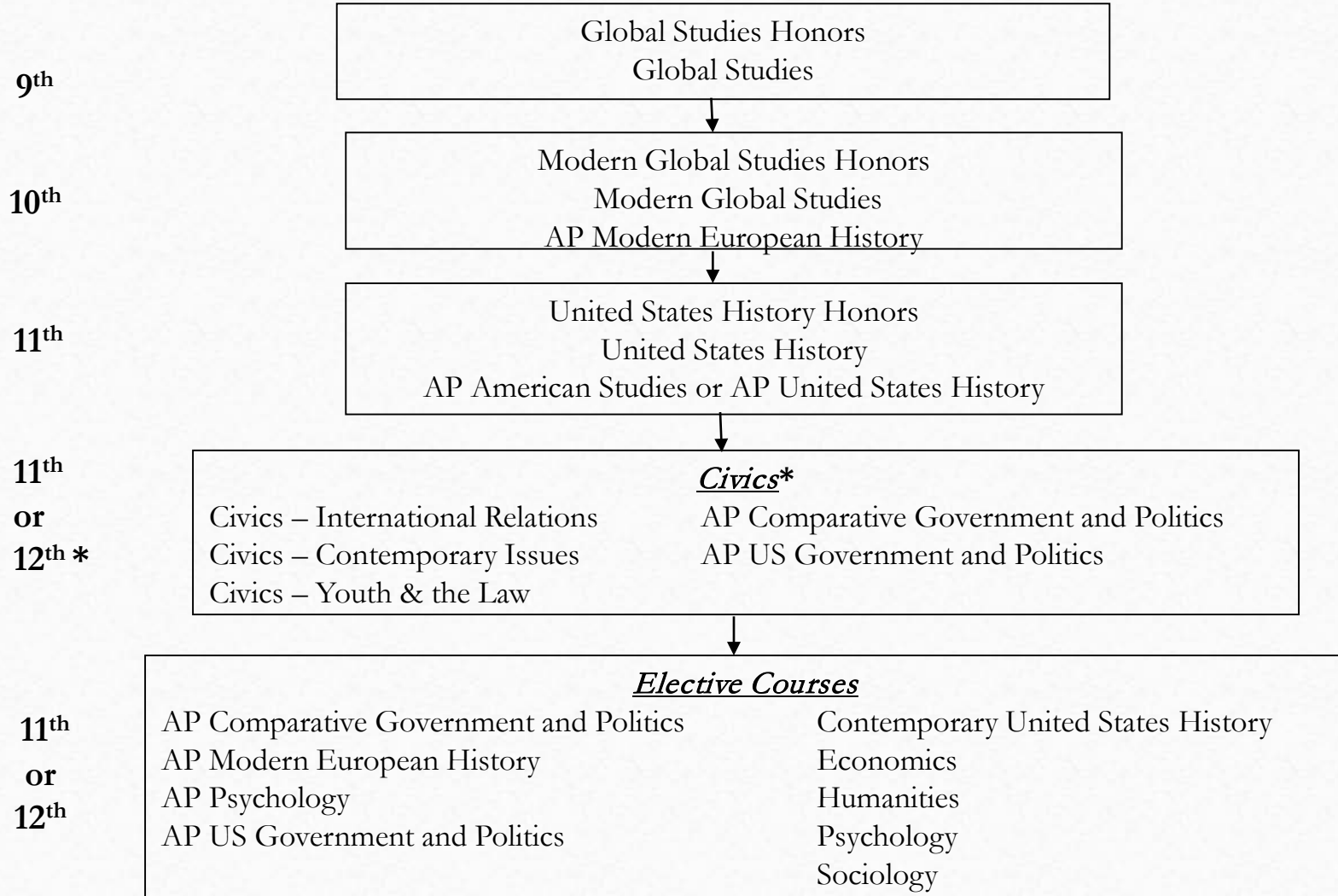
Students discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible.

## **Conventions of Standard English Grammar and Usage**

Students demonstrate increasing sophistication in all aspects of language use, from grammar, usage, mechanics, vocabulary and syntax, to the development and organization of ideas.

# SOCIAL STUDIES

Three and one-half years of Social Studies is required. The course sequence is described below:



\*One Civics course is a requirement for graduation

# Core Ideas of Social Studies

## **Disciplinary Concepts (Content Knowledge)**

Knowledge of concepts and information from social studies is necessary to promote understanding of our nation and our world, and to foster citizenship.

## **Social Studies Literacy Skills**

Competence in literacy (reading and writing), inquiry, and research skills is necessary to analyze, evaluate, and apply social studies concepts.

## **Academic Expectations**

- Critical and Creative Thinking
- Communicating and Collaborating



# World Language

## Course Sequence

Language/Class	Level
Intro to Culture and Communication	I
French	I – II – III – IV – V – VI/AP
Italian	I – II – III – IV
Latin	I – II – III – IV – AP
Mandarin	I – II – III – IV
Spanish	I – II – III – IV – V – VI/AP

# Core Ideas of World Languages

## **Interpersonal Communication**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.

## **Interpretive Communication**

Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.

## **Presentational Communication**

Learners present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

## **Cultures**

Learners use the language to investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.

# The Process

## Get Informed

- Read the **Program Of Studies** and course information posted online, speak with your teachers
- Attend Course Selection Night

## Important Dates

**February 3:** Class meetings and Course Selection Sheets distributed

**February 3-7:** Teachers will spend class time discussing department courses and their recommendations, and signing the Course Selection Worksheet

**February 10:** Completed, signed Course Selection Worksheet due to your school counselor.

**February 10 -Mar 4:** Schedule an appointment with counselor to enter final course selections into Infinite Campus.



# The Process

## Final Step

Your school counselor will provide a printed copy of your requested courses at your meeting.

**NO LATER than March 6:** Final Course Verification due to counselor.

- Parent and Student signature required

**Juniors** - Make an appointment with your counselor for your **junior planning meeting**.

- This is separate from your course selection meeting

# Changing/Dropping Courses

Once schedules are finalized, counselors will make changes for the following reasons **only**:

- An incomplete schedule or insufficient credits
- A course scheduled in error by the school
- Changes needed as the result of courses failed
- Changes needed as the result of summer school work
- Changes needed to meet a particular college or post-secondary program entry requirement.

*As always, students with concerns regarding their academic progress should speak to their teacher and school counselor.*

# Importance of Keeping Schedules Intact

In return for providing students with more opportunity and responsibility to build their schedule— we are asking for commitment to original requests.

- Allows us to provide students and teachers with balanced classes (avoiding large class sizes).
- Avoids disruptive domino effect on changes to other courses/teachers
- We build the master schedule from student course requests, including course and teacher counts, so it is important to have solid numbers.
- No course changes are considered during first two weeks of school.
- A grade of “W” (Withdrawn) is given to courses students do not attend after the first term. Any course dropped in which a student is failing will receive a “WF.” Both of these will appear on the transcript.



# Sample Schedule

			Day 1 & 3	Day 2 & 4
1A			AP Physics I	Pre Calculus
1B				
2A			Spanish V	AP Phys I mini
2B				Free / Learning Center
Lunch	Class	Class	Lunch	Marketing
Class	Lunch		US History	
	Class	Lunch		Lunch
4A			AP Lang and Comp	Physical Ed 11
4B				Health 11

# Sample Aqua Schedule

			Day 1 & 3	Day 2 & 4
1A			Aquaculture	Aquaculture
1B				
2A			Aquaculture	Aquaculture
2B				
Lunch	Class	Class	Lunch	Spanish II
Class	Lunch		English 10	
	Class	Lunch		Lunch
4A			Modern Global Studies H	Geometry
4B				



# Art Course Selections



## Foundations in Art

### 2-D

Intro, Intermediate and Advanced  
Drawing & Painting

Digital or Darkroom Photo

Intermediate and Advanced Photo

Intro and Intermediate Digital Design

AP 2-D Art & Design

AP Studio Art

## Foundations in Art

### 3-D

Intro to Pottery

Intro to Sculpture

Advanced Pottery & Sculpture

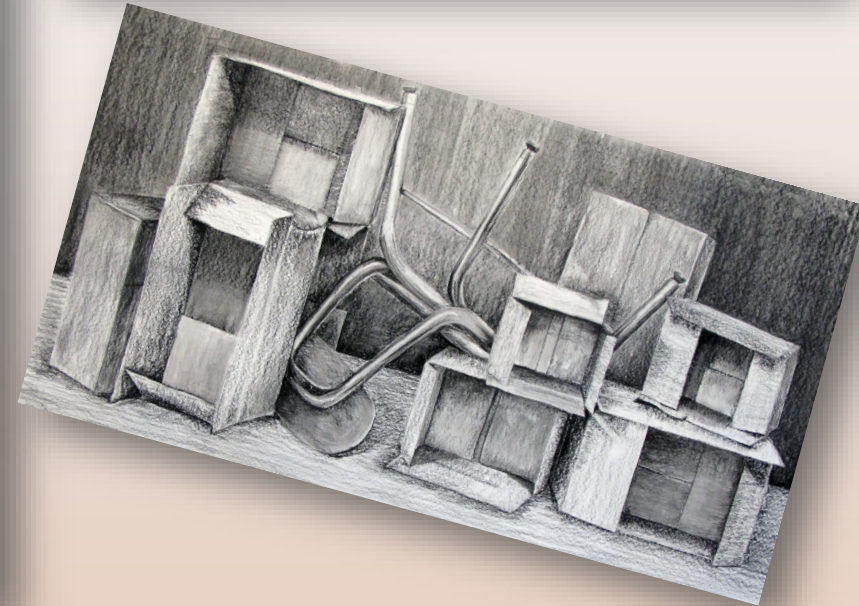
AP Studio Art (3D)

**Art Course Sequence Options**

**All Electives are**

**1 Semester Courses except AP courses**





“The Arts are among the ‘six basic academic subjects’. Art is valuable in all areas of study because it engages the imagination, fosters flexible ways of thinking, develops disciplined effort & builds self-confidence.” – *The College Board*







# ART MATTERS





# Business Education

Business Class Today,

**First Class** tomorrow!



Embodying Fairfield's Vision of a Graduate  
Preparing students to succeed  
in our global workplace



# 20+ Business Courses...

- AP Computer Science
- AP Macro Economics
- AP Micro Economics
- AP Computer Science A
- AP Computer Science Principles
- Accounting
- Accounting II
- Advanced Advertising
- Business Law
- Business Management
- Game Design & Programming
- Computer Information Systems
- Entrepreneurship
- Financial Literacy
- **International Business** 
- Internship & Career
- Introduction to Business
- Introduction to Investing
- Marketing
- Robotic Programming
- Sports & Entertainment
- Web Design

...Endless Opportunities



The Princeton Review

According to the  
Princeton Review,

## Top 5 College Majors

**1. Computer Science**

**2. Communications**

3. Government/Political Science

**4. Business**

**5. Economics**

The Business  
Department offers  
courses in 4 out of the  
5 top majors in  
college!



National Business Honor Society



# Family & Consumer Sciences

	Culinary		Human Development & Family Studies	Fashion	
9	Intro to Culinary	Regional American Foods		Fashion & Design I	
10	Baking & Pastry		Child Development I	Fashion & Design II	Fashion Merchandising I
	Food Services I				
11	Food Services II		Child Development II: Early Childhood	Fashion & Design III	Fashion Merchandising II
12	Food Services III		Child Development III: Individual & Family Development	Fashion & Design IV	Interior Design

# Child Development

## Child Development I



## Child Development II: Early Childhood



## Child Development III: Individual and Family Development 3 College Credits – UCONN ECE



## Possible Career Pathways:

- Pediatrician
- Psychologist
- Teacher
- Speech Pathologist

# Fashion and Design



Fashion and Design I, II, III, IV



Fashion Merchandising



Interior Design



## Possible Career Pathways:

- Retail Buyer or Merchandiser
- Showroom Sales
- Visual Merchandiser
- Store Planning Designer
- Fabric or Clothing Designer
- Trend Forecaster
- Interior Designer



# Culinary Arts & Food Service



## Possible Career Pathways:

- Professional Chef
- Nutritionist
- Food Photographer or Stylist
- Hotel Management
- Food Science & Research

# HEALTH

## Units of Study Grades 9-12

<b>Grade 9</b> <ul style="list-style-type: none"><li>❖ Social Media</li><li>❖ CPR</li><li>❖ Nutrition</li><li>❖ Influential factors in decision-making</li></ul>	<b>Grade 10</b> <ul style="list-style-type: none"><li>❖ Distracted Driving</li><li>❖ Influential factors in decision-making</li></ul>
<b>Grade 11</b> <ul style="list-style-type: none"><li>❖ Stress Management</li><li>❖ Human Growth and Development</li></ul>	<b>Grade 12</b> <ul style="list-style-type: none"><li>❖ Life After High School</li></ul>

# Music



## INSTRUMENTAL, VOCAL AND CLASSROOM

Concert Band

Symphonic Band

Wind Ensemble

Jazz Ensemble

Concert Orchestra

Symphonic Orchestra

Chamber Orchestra

Piano Studio

Concert Choir

Treble Choir

Chamber Choir

Bel Canto

Music Technology I

Music Technology II: Elements of  
Composing and Arranging

Music Theory I

Music Theory II

Vocal Studio



# Band Festival



# Orchestra



# Choir



# Media Production:

## Telling Real and Imagined Visual Stories

Broadcast Journalism

Advanced Broadcast  
Journalism

Documentary Production

Movie Production

Video Production

Library Media Department



# BROADCAST JOURNALISM

Producing informative stories of interest and importance to the school and local community.

## ADVANCED BROADCAST JOURNALISM

Students take on leadership while collaborating with introductory students to create original content for a student news show.



# DOCUMENTARY PRODUCTION

Researching and producing stories about real people and events .

## MOVIE PRODUCTION

Creating and producing imagined visual stories.



## VIDEO PRODUCTION

Exploring the technical side of media production with a focus on camera work, sound and editing.

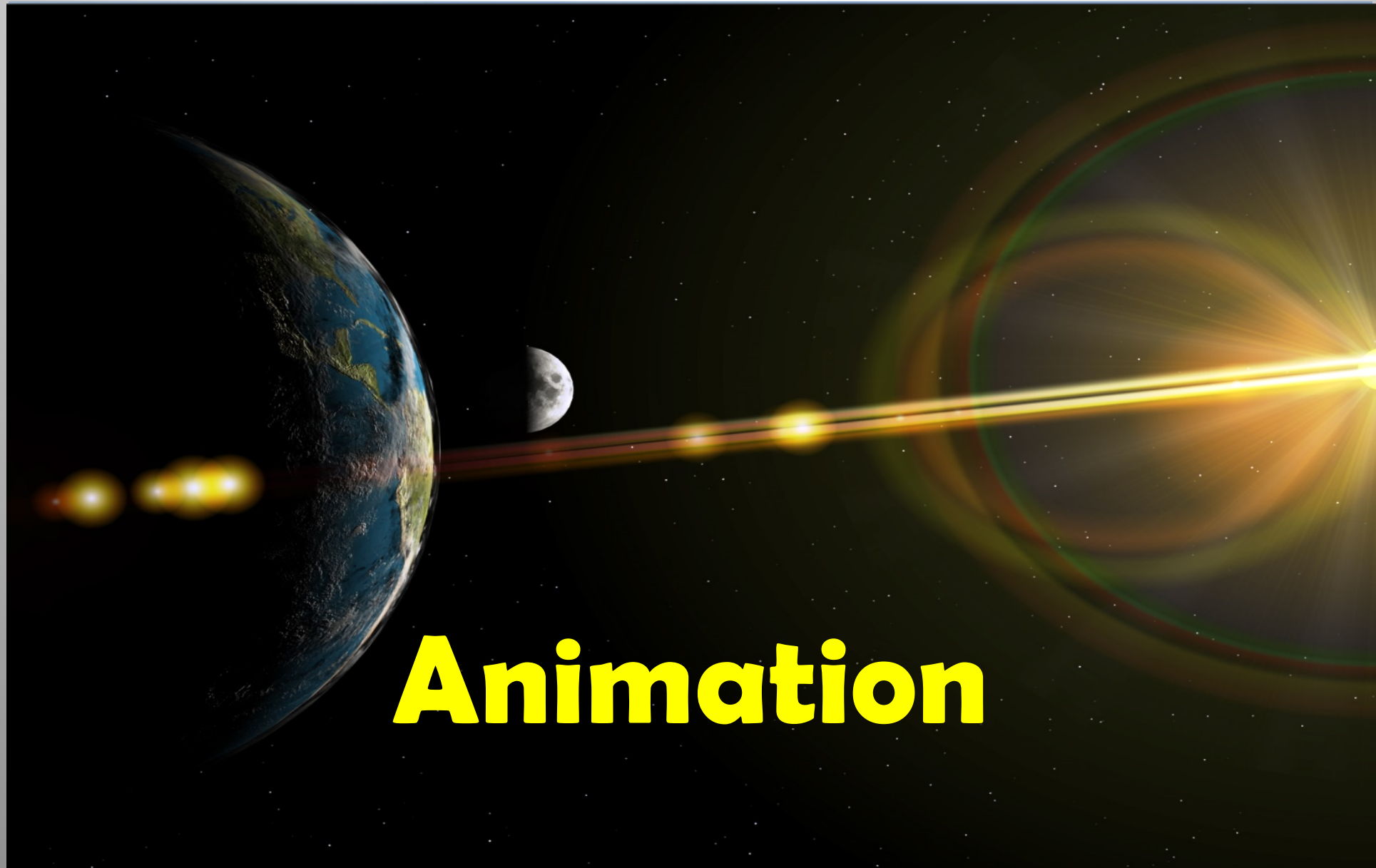


# TECHNOLOGY EDUCATION

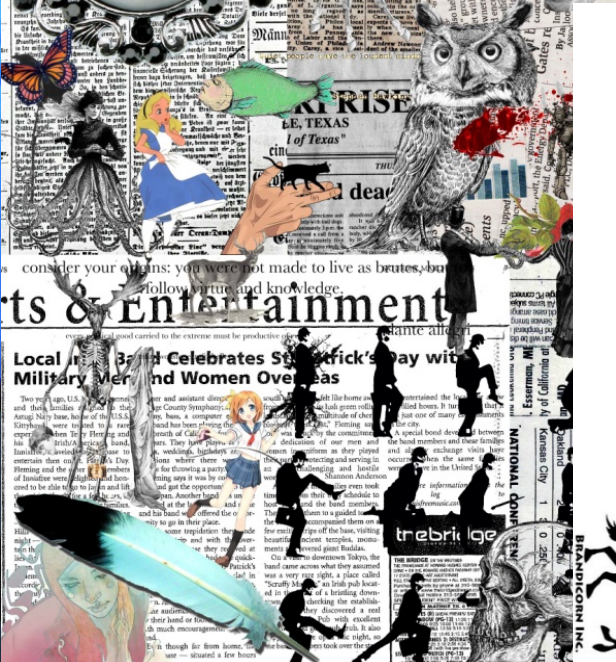
- *CAD & 3D Animation*
- *Computer Engineering*
- *Graphic Design Technology*
- *Robotics*
- *Transportation/Auto Technology*
- *Wood Manufacturing Technology*



# CAD-COMPUTER AIDED DESIGN



**Animation**





# Wood Manufacturing





# Q & A

