

# Grade 9

# Program of

# Studies

**2022-2023**

**FAIRFIELD LUDLOWE HIGH SCHOOL**

785 Unquowa Road • Fairfield, Connecticut

This is an abridged version of the full Program of Studies solely for the use of incoming Grade 9 students.  
The full version of the Program of Studies can be found on our website.

# FAIRFIELD LUDLOWE HIGH SCHOOL

## CORE VALUES

The Fairfield Ludlowe High School community is committed to ensuring that all of our students meet our common academic, civic, and social 21st century expectations. In this pursuit, we believe:

Our environment fosters:

**F**ellowship: we can accomplish more together than we can individually.

**A**cceptance: we recognize and respect differences.

We are passionate about:

**L**earning: we encourage intellectual curiosity within and beyond the classroom.

**C**ommitment: we pledge to honor our obligations to ourselves and to each other.

Our learning experiences generate:

**O**ppportunity: we broaden horizons, deepen understanding, and inspire creativity.

**N**iche: we discover who we are and what we want to become through enriching our unique strengths and exploring new ideas.

**S**uccess: we strive to achieve our goals.



NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

# FAIRFIELD LUDLOWE HIGH SCHOOL

785 Unquowa Road

Fairfield, CT 06824-5064

Phone: 203-255-7201 Fax: 203-255-7213



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Mr. Greg C. Hatzis, Principal

*Dear Students and Parents,*

*This Program of Studies will serve as your main guide to help you choose from the vast array of courses offered here at Fairfield Ludlowe High School. This is an important process, and we encourage each student to discuss course requests with parents, teachers, and his/her school counselor. We strive to provide a program that will offer students the opportunity to challenge themselves academically but also deliver a balance of meaningful options that will spark creativity, independence, and a well-rounded education. In particular, we look to fulfill our district's "Vision of the Graduate," which means that all students will be:*



**Collaborators, Communicators, Creative Thinkers, Responsible Citizens, Innovators, and Goal Directed, Resilient Learners**

*Please spend the time to learn about the courses you are requesting. Do not hesitate to contact school staff to clarify anything from this Program of Studies or for answers to any questions. Our goal is for each student to have a rewarding and successful high school experience.*

*Thank you,*

*Principal*

**Fellowship • Acceptance • Learning • Commitment • Opportunity • Niche • Success**

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# Fairfield Public Schools High School



## Academic Expectations

<p><b><i>Collaborating Strategically</i></b> The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p>	<p><b><i>Conveying Ideas</i></b> The student expresses ideas clearly and effectively for the intended purpose and specific audience.</p>
<p><b><i>Creating and Constructing</i></b> The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p>	<p><b><i>Exploring and Understanding</i></b> The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p>
<p><b><i>Synthesizing and Evaluating</i></b> The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p>	<p><b><i>Using Communication (Media) Tools</i></b> The student selects and uses media tools strategically and responsibly throughout the inquiry process.</p>

## Social and Civic Expectations

Be an active and responsible citizen.  
Engage with the world around you and realize the impact.



## HIGH SCHOOL SCHEDULING

### COURSE SELECTION

The selection of a course schedule is a very important process for all students. The choice of core classes and elective options can be chosen to fit abilities, interests and future plans. Before completing a final course selection worksheet, students will have an opportunity to discuss next year's potential program with parents, teachers and school counselors. The school counselor must review the course selection worksheet before it is submitted and courses are entered into the online Infinite Campus system.

### REQUIRED COURSE LOAD

All students are required to carry a minimum of six (6) full credit subjects, three (3) each day or their equivalent, plus physical education and health. Students must take required courses at Fairfield Ludlowe High School unless they are transferring into Fairfield from another accredited high school program. *Only courses taken at Fairfield Ludlowe High School will be included in a student's official GPA.* Students who fail required courses should review the Making Up Failures/Loss of Credit section. Enrichment courses taken at colleges, art museums or leadership seminars or other similar programs may not be transferred for credit. To discuss online course options that may be available for advancement, please see your school counselor.

### SAMPLE SCHEDULE

Semester 1				Semester 2			
Day 1/3		Day 2/4		Day 1/3		Day 2/4	
Period	Course	Period	Course	Period	Course	Period	Course
1	English 9	1	Study Hall	1	English 9	1	Phys Ed 9
							Health 9
2	Concert Choir	2	Biology H	2	Concert Choir	2	Biology H
	Homeroom		Homeroom		Homeroom		Homeroom
3	Spanish III H / Lunch	3	Foundations in Art 2D / Lunch	3	Spanish III H / Lunch	3	Intro to Drawing and Painting / Lunch
4	Global Studies	4	Algebra I	4	Global Studies	4	Algebra I
<b>7.5 credits</b>							

We utilize a two-day alternating block schedule where students will have 4 periods meeting on each day for a total of 8 possible academic periods. All students have access to a lunch period, which is embedded in period 3. Most classes are 85 minutes long meeting every other day. Exceptions may include classes that will meet for 41 minutes, including PE, Health, and some support classes.

### POLICY ON CHANGE OF PROGRAM

A great deal of time and effort on the part of the staff is devoted to developing an individual program for each student. It is also essential that students and parents put sufficient time and thought into the process of selecting appropriate courses to assure a satisfactory educational program. Attention to course prerequisites and requirements is important. Once schedules are finalized, there are very few reasons changes will be permitted. The Director of Student Services must approve *all* course changes.








#### Counselors will only make changes for the following reasons:

1. Incomplete schedule or insufficient credits.
2. A course scheduled in error by the school.
3. Changes needed as the result of courses failed in June.
4. Changes needed as the result of successful completion of summer school.
5. Changes needed to meet a particular college or post-secondary program entry requirement.

As always, students with concerns regarding their academic program should speak to their teacher and school counselor. *After the first marking period of a course, any **approved** changes will result in a grade of "W" (withdrawn) to appear on the student transcript: this includes a change in the level of a course. If the student is failing the course, a grade of "WF" will appear on the student transcript; a "WF" grade always carries a point value of 0.*

## REQUIREMENTS FOR GRADUATION *Board of Education Policy #6146*

Students must earn a minimum of 25 credits and meet the credit distribution requirement. Each course taken can be credited to only one of the areas below. A Graduation Requirement Primary Designation table can be found on the next to last page of the Program of Studies preceded by a Graduation Credit Tracker worksheet for your use in course selection. The **25 credits** must achieve the following credit distribution:

	<b>Credits in the Humanities</b>		<b>9 credits</b>
	English	4 credits	
	Social Studies (1 US History; 0.5 Civics)	3.5 credits	
	Additional credit in Humanities area, core or elective	1.5 credits	
	<b>Credits in Science, Technology, Engineering, and Mathematics (STEM)</b>		<b>9 credits</b>
	Math	3 credits	
	Science	3 credits	
	Additional credit in STEM area, core or elective	3 credits	
	<b>Physical Education and Wellness (.5 credit must be in PE)</b>		<b>1 credit</b>
	<b>Health and Safety (.75 credit must be in Health)</b>		<b>1 credit</b>
	<b>World Language</b>		<b>1 credit</b>
	<b>Electives</b>		<b>2.5 credits</b>
	<b>Fine Arts/Vocational Arts</b>		<b>.5 credit</b>
	<b>Mastery-Based Diploma Assessment*</b>		<b>1 credit</b>
	Assured Skill Experiences	.5 credit	
	Assured Content Experience	.5 credit	
	<b>Total Credits</b>		<b>25 credits</b>

Seventh and eighth-grade students may earn up to three (3) high school credits if they successfully complete courses, which correspond directly to the subject matter of a specified course requirement in grades nine to twelve. Currently the Fairfield Public Schools courses that meet this requirement are Algebra I, Geometry H, Spanish II, and French II. Parents will be informed of their options regarding high school credits earned in middle school via letter during their child's ninth grade year. Questions should be directed to the school counselor.

### \*Mastery-Based Diploma Assessment

#### **Assured Skill Experiences .5 credit**

Students will demonstrate proficiency in each of the indicators of the academic expectations which are embedded in projects and activities developed by FPS faculty in the following areas:

- Critical and Creative Thinking (Exploring and Understanding, Synthesizing and Evaluating, Creating and Constructing)
- Communicating and Collaborating (Conveying Ideas, Using Communication (Media) Tools, Collaborating Strategically)

#### **Assured Content Experience .5 credit**

Completion of one option in two out of the three sections below:

##### Mathematics

- Meet the State of Connecticut expectations for 11th Grade proficiency on the math portion of the PSAT or SAT
- Meet the ACT score for proficiency on the math portion of that test
- Pass a competency-based assessment to demonstrate proficiency in math
- Meet the proficiency standard on a district-developed math portfolio
- Complete a capstone course

- Complete a course internship in a field of study, employment opportunity, or volunteer role that requires the use of Algebra II level math at a minimum
- Provide evidence of proficiency on a nationally recognized math assessment
- Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics

#### Evidence Based Reading and Writing

- Meet the State of Connecticut expectations for 11th Grade proficiency on the Evidence Based Reading and Writing portion of the PSAT or SAT
- Meet the ACT score for proficiency on the English, Reading, or Writing portion of that test
- Pass a competency-based assessment to demonstrate proficiency in Reading
- Meet the proficiency standard on a district-developed literacy portfolio
- Complete a capstone course
- Complete a course internship in a field of study, employment opportunity, or volunteer role that requires the use of junior year level English
- Provide evidence of proficiency on a nationally recognized Reading or Writing assessment
- For English Language Learners who have lived in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population
- Score a 3 or higher on Advanced Placement Language & Composition or Advanced Placement Literature & Composition

#### Content Area Mastery

- Score of 3 or higher on content area Advanced Placement exam (other than Math or English)
- Placement in state or national competitions in a content area as listed in administrative regulations
- Proficiency scores on other content area assessments which are approved by curriculum departments and are listed in administrative regulations

### **EARLY COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS**

It is possible for students who are willing and able to plan ahead to complete high school in less than 4 years. Those who want to finish in 3-1/2 years must discuss their plans with their counselor by June of their 11<sup>th</sup> grade year. All plans for early completion of high school must be carefully reviewed to be sure they are fully understood by the student and his/her parents. A letter from the student indicating the plan and a letter from the parent indicating their awareness and approval of the plan both must be submitted to the Principal and the Director of Pupil Services and Counseling during the student's junior year. In addition, the student must schedule a meeting with the Principal no later than October 1 of the senior year. The Principal must approve all requests. Students approved for the early completion of high school are expected to complete the program as planned.

### **PHYSICAL EDUCATION POLICY**

The Board of Education has approved a unit system for the Physical Education Program. The policy stipulates that students will have Physical Education and Health each year. Students graduating in 3 ½ years must meet the full requirement.

### **GRADING/GPA**

#### **GRADING/LEVELS**

The following is a general description of the different levels of courses and their objectives:

- **College Prep:** Courses at this level provide students with the opportunity for a degree of analysis, reading, discussion, critical thinking and independent study at grade level.
- **Honors:** Courses at this level provide students with the opportunity for considerable intellectual challenge, particularly in the areas of conceptual and analytical reasoning, research and independent study above grade level.
- **Advanced Placement:** The objectives of these courses are similar to those of college level courses in the same subjects, with comparable expectations for achievement, including a significant amount of independent work.

The purpose of issuing grades is to communicate a student's achievement level to students, parents, colleges and other institutions of higher learning, prospective employers, scholarship committees, etc. We use a cumulative grading system, which calculates a student's grade by counting each new assessment at its assigned weight in cumulative fashion throughout the whole school year. Students know exactly where they stand for their grade at all times. Students and parents can access information on student progress at any time through our online Infinite Campus portal.



## NUMERIC AVERAGE TO LETTER GRADE CONVERSION

100	A+								
99	A+	89	B+	79	C+	69	D+	59 and below	F
98	A+	88	B+	78	C+	68	D+		
97	A+	87	B+	77	C+	67	D+		
96	A	86	B	76	C	66	D		
95	A	85	B	75	C	65	D		
94	A	84	B	74	C	64	D		
93	A	83	B	73	C	63	D		
92	A-	82	B-	72	C-	62	D-		
91	A-	81	B-	71	C-	61	D-		
90	A-	80	B-	70	C-	60	D-		

## PASS-FAIL OPTION

The purpose of a pass-fail option is to encourage students to enroll in a course without adding to the existing pressures of grades, class standing, college acceptance, etc. Students may elect the pass-fail option under the following conditions:

- The pass-fail option is only available to juniors and seniors.
- A student may elect the pass-fail option for only one course per semester.
- Courses elected on a pass-fail basis carry the same graduation credit as they now carry, and are recorded on the permanent transcript. Any course elected on a pass-fail basis would have no effect on the student's grade point average unless the student fails.
- No required course for graduation can be included in the pass-fail option. AP classes cannot be taken for pass-fail.
- Day-to-day grading of homework, special assignments, quizzes, tests, etc. is the same for students on the pass-fail option as for others. Report card marking, however, will be limited to pass or fail.
- In the 1<sup>st</sup> semester, students may choose the pass/fail option until the end of the first term. In the 2<sup>nd</sup> semester, students may choose the pass/fail option until the end of the third term. The Pass-Fail form must be completed, signed, and submitted to your school counselor by the deadline. Students who elect a subject on pass-fail will be unable to reverse their decision at a later date.
- Students taking a pass-fail course must be carrying the minimum credit load. One of these subjects may be a pass-fail course.
- The National Collegiate Athletic Association (NCAA) will accept pass/fail grades if you earn a "P" in any of the core courses required for participation in college level athletics at a Division I or II college or university. When a P is earned, the Eligibility Center will assign the lowest passing grade for the class when calculating GPA eligibility.

## REPORTING STUDENT PROGRESS *Board of Education Policy #5124*

The Fairfield Public Schools support a grading and reporting philosophy which stresses the importance of providing clear, concise, and fair information regarding each student's school performance to students, parents, and institutions outside the Fairfield Public Schools. This information should include, in addition to an evaluation of the extent to which the instructional objectives have been achieved by the student, an appraisal of the student's achievement in relation to peers locally and nationally. An appraisal of the student's personal attributes, including effort and attitudes, should also be provided to help support and guide the student toward individual responsibility and maturity.

## HONORS SCHOLAR

It is the policy of the Fairfield Public Schools to encourage and recognize students who achieve superior scholastic grades. The High Honors Scholar and Honors Scholar designations are conferred upon any student who achieves high academic performance based on their cumulative **unweighted** grade point average (GPA) calculation. This calculation is run at the end of each academic school year after final grades have been posted to students' transcripts. Students and parents will be notified via email when a student has achieved one of these designations.

A student's cumulative **unweighted** GPA is used to determine the Honors Scholar designation based on the following criteria:

High Honors Scholar	3.67 or higher	Honors Scholar	3.00 to 3.66
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The cumulative **unweighted** GPA is calculated using the numerical values as shown below for each course grade the student receives.

A+	4.33	B+	3.33	C+	2.33	D+	1.33	F	0.0
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.67	B-	2.67	C-	1.67	D-	.67		

## TRANSFER STUDENTS

Students who transfer to Fairfield Ludlowe High School will receive credit for courses taken. Only courses taken at Fairfield Ludlowe High School will be included in a student's official GPA.

## WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA

The numerical value assigned to final grades based on course level is found below. Fairfield High Schools do not report class rank.

GRADE	AP/ECE	Honors	Elective	College Prep
A+	5.00	4.67	4.67	4.33
A	4.67	4.33	4.33	4.00
A-	4.33	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-	3.33	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-	2.33	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-	1.33	1.00	0.67	0.67
F	0.00	0.00	0.00	0.00

## GENERAL INFORMATION

The house system is a means of organizing our students and staff in a way that fosters the relationships one finds in smaller high schools but still delivers the services and opportunities of a large, comprehensive high school. Each incoming student is placed in one of three houses, each of which is served by a House Principal, dean of students, three school counselors, and homeroom teachers. The goal is to have a dedicated group of adults focused on each child's success and to create a positive learning environment. Students gain the advantages by being members of a large high school, such as increased program offerings, expanded physical facilities and more extensive extra-curricular activities, all while experiencing advantages found in small schools, such as building connections and a sense of belonging.

## ATTENDANCE POLICY

The purpose of the Fairfield Ludlowe High School Attendance Policy is to promote improved attendance to school and to class. Students and parents are expected to familiarize themselves with the provisions and procedures of the policy. In tracking school attendance, we follow state statute and Board of Education policy, which defines excused and unexcused absences and the proper documentation necessary. In addition, we track individual class attendance and students can lose credit in a course after the maximum allowable absence threshold has been reached for a given course. It is our practice to issue warning letters when students come close to these thresholds. For seniors, loss of credit in a course may result in failure to meet graduation requirements. For the specific details of the attendance policy, please consult the Student-Parent Handbook.

## CREDIT FOR INDEPENDENT STUDY

It is possible for students to earn credit for Independent Study for work done **outside the general curriculum**. In the Fall, students must draft a proposal of their work, and then credit will be assigned based on the length of time and depth of study of their project. An Independent Study cannot be substituted for a failed course or a course required for graduation, nor can it be used to meet the minimum credit requirements. "Independent Study" will appear on the student's transcript as a course for which the student earned credit, and a grade of "P" for passing will be provided. A passing grade will have no effect on the student's GPA calculation. At the end of the year, students present to the Independent Review Board who will award credit based on the completion and quality of the work. Further information regarding the Independent Study requirements can be obtained from the student's school counselor.

## GRADE LEVEL PROMOTION GUIDELINE

House Principals are responsible for determining homeroom assignments for students in the House. Privileges will be granted to students on the basis of assignment to homeroom.

- At the end of **grade 9**, a student should have completed at least six and a half (6.5) credits.
- At the end of **grade 10**, a student should have completed at least thirteen (13) credits.
- At the end of **grade 11**, a student should have completed at least nineteen and a half (19.5) credits.
- The administration reviews individual cases regarding grade promotion and reserves the right to make decisions based on the best interest of the student.

## **MAKING UP FAILURES/LOSS OF CREDIT**

Failed courses may be made up in the following ways:

- Students may repeat the course during the next school year.
- Students who fail required courses are allowed to make them up in summer school in accordance with the academic intervention and summer school eligibility policy. Summer school is an opportunity for a student who has been unsuccessful during the school year to gain the level of competency and mastery needed to successfully complete the course or to regain a loss of credit. To be eligible to make up for a failed course a student must have a minimum grade of 50% as a final grade in the course. The student's summer school course will be reported on his/her transcript as summer school course with a letter grade and credit earned. This information does not replace the existing grade nor is it included in the overall GPA calculation.
- Seniors who need credit for graduation in a course we do not offer in summer school may use a district approved online credit recovery program and pass the course final exam.

## **EARLY COLLEGE EXPERIENCE**

Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

Courses offered at the high schools are based on enrollment and for UCONN the availability of teachers certified by UCONN ECE. ECE credits are transferable to many colleges and universities. There is a per credit charge for the ECE program.

We offer ECE classes from the University of Connecticut and Sacred Heart University. The following courses offered at Fairfield Ludlowe earn ECE credit:

### UCONN ECE credit

Advanced Placement Literature and Composition, Advanced Placement US History, Individual and Family Development ECE

### Sacred Heart University ECE credit

AP Modern European History

AP Psychology

African American/Black and Latino/Puerto Rican Studies ECE

## **STATEMENT OF NON-DISCRIMINATION**

The Fairfield Public School system does not discriminate against anyone based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates. In order to insure compliance with the law, Fairfield Ludlowe High School has appointed the Director for Pupil Services and Counseling and the FLHS Special Education Coordinator as coordinators of Title IX, Title VI and Section 504. The inquiries, concerning the application of or grievances for these regulations should be addressed to:

Ms. Vanessa Montorsi

Director of Pupil Services and Counseling

Fairfield Ludlowe High School

785 Unquowa Road

Fairfield, CT 06824

Telephone: 203-255-7232

FAX: 203-255-7244

Email: [vmontorsi@fairfieldschools.org](mailto:vmontorsi@fairfieldschools.org)

Mrs. Chantelle Palumbo

FLHS Special Education Coordinator

Fairfield Ludlowe High School

785 Unquowa Road

Fairfield, CT 06824

Telephone 203-255-8254

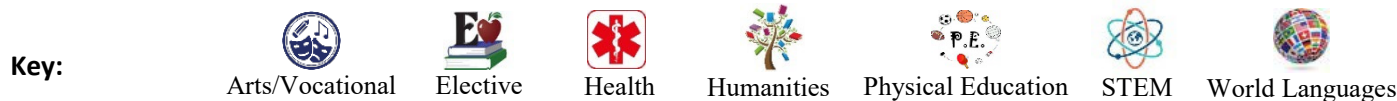
FAX 203-255-7244

Email: [cpalumbo@fairfieldschools.org](mailto:cpalumbo@fairfieldschools.org)

Any parent or guardian of a student or an employee who feels his/her rights have been misused in the provision of equal opportunity in educational programs, activities or employment, should address those concerns to the Title IX and Title VI coordinators listed above.

## COURSE DESCRIPTIONS

The symbol next to a course name indicates the course primary designation for graduation requirements for the Class of 2023 and beyond.



### ART

**Inno-vision!** Innovation plus vision are at the core of the Art and Design experience. Our focus in the Art Department is developing the creative and emotional intelligence needed to confront today's global and business challenges. The course sequence is designed to provide students with the opportunities to build a portfolio of individual expression, focusing on personal inquiry and exploration.

*“The Arts bring every subject to life and turn abstractions into concrete reality. Learning through the Arts often results in greater academic achievement and higher test scores.” Johns Hopkins University*

Students, who would like to pursue Art with the idea of possibly creating a portfolio, or obtaining AP credit in their Senior year, must follow the prescribed courses of study as listed below, beginning with *Foundations in Art 2D or 3D* in their freshman year (with the exception of Intro to Digital Photo, Intro to Darkroom Photo and Intro to Digital Design as a Senior). **The Elective GPA weighting scale applies to all Art courses except AP courses.**

Art Course Selections and Pathways					
Foundations in Art 2D	Introduction to Digital Photo	Intermediate Photo	Introduction to Digital Design	Advanced Photo <i>OR</i> Art Elective of choice <i>OR</i> AP 2-D Art & Design	AP 2-D Art & Design
Foundations in Art 2D	Introduction to Darkroom Photo	Intermediate Photo	Introduction to Digital Design		
Foundations in Art 2D	Introduction to Drawing & Painting (Highly recommended for any student interested in Digital)	Introduction to Digital Design	Intermediate Digital Design	Introduction to Digital Photo <i>OR</i> Advanced Digital Design	Advanced Photo <i>OR</i> Advanced Digital Design <i>OR</i> AP 2-D Art & Design
Foundations in Art 2D	Introduction to Drawing & Painting	Intermediate Drawing & Painting	Advanced Drawing & Painting	Art Elective of Choice	AP Studio Drawing <i>Primary focus is on Drawing &amp; Painting</i> <i>OR</i> AP 3-D Art and Design
Foundations in Art 3D	Intro to Sculpture	Intro to Pottery	Advanced Pottery & Sculpture	Art Elective of Choice	



#### **FOUNDATIONS IN 2D ART, MEDIA AND DESIGN (72050)**

*.5 credit      Grades 9, 10, 11, 12*

Enjoy the opportunity to develop & express your different ideas relating to the understanding of the Elements & Principles of Art. This comprehensive course will strengthen your confidence and creative abilities. It will refine your technical skills in the use of fine art media and introduce the integration of applicable Adobe Creative Suite Software programs such as Photoshop, InDesign and Illustrator. *Entry level course for all 2D art courses in the curriculum (excluding Photography and Digital Design for seniors)*



#### **FOUNDATIONS IN 3D ART, MEDIA AND DESIGN (72075)**

*.5 credit      Grades 9, 10, 11, 12*

Enter the third dimension of art! This course will focus on artistic problem solving, skill development & personal approaches to design with sculptural media. All lessons incorporate unique criteria for rendering three-dimensional forms. *Entry level course for all 3D art courses in the curriculum (excluding Photography and Digital Design for seniors).*



## INTRODUCTION TO DRAWING AND PAINTING (72100)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 2D*

Take your art making to the next level! Find your personal expression through the development of your artistic skills and creativity. Learn how to work from observation & plan an effective composition. Explorations include drawing, painting, design, printmaking and the use of applicable Adobe Creative Suite Software programs.



## INTRODUCTION TO POTTERY (72450)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 3D*

This course offers the opportunity of working exclusively in clay. Emphasis will be on mastering the skills needed to effectively work in clay. Wheel-throwing and hand building will be explored. Creative glazing, surface texturing, cultural and historical perspectives will be explored.



## INTRODUCTION TO SCULPTURE (72200)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 3D*

Sculpture, mixed media and ceramics are included in a class that deals specifically with the issues of form, volume and space in 3-Dimensional design. Students will interpret and express ideas and emotions through the 3-Dimensional art form and apply an understanding of form in space.



## INTRODUCTION TO DIGITAL DESIGN (76900)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 2D (may be waived for seniors)*

Graphic Designers and Illustrators are creative problem solvers who plan a design which communicates a message. These practical assignments engage students in creating their own personal imagery. Introduction to professional software includes Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a Lab fee.***



## INTRODUCTION TO DIGITAL PHOTOGRAPHY (75000)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 2D (may be waived for seniors)*

Digital photography will explore electronic imaging through the use of digital cameras, scanners and printers. The course will cover basic technical information relating to the appropriate hardware and software used in electronic imaging and understanding basic digital photography as an art form. Students will incorporate the elements of art and principles of design as they experienced in Foundations in Art (Art I). Introduction to professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. A digital camera and an appropriate media card are required. Limited school cameras are available for loan for this course. ***This course requires a Lab fee.***



## INTRODUCTION TO DARKROOM PHOTOGRAPHY (76000)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Foundations in Art 2D (may be waived for seniors)*

This course in black and white photography is designed for beginning photographers who want to learn how to use a 35mm manual film camera, develop film, and print pictures in the darkroom. This course includes light control, depth of field, action, and composition. Instamatics, automatic cameras and digital cameras are not acceptable. Limited school cameras are available for loan for this course. ***This course requires a Lab fee.***

## **BUSINESS EDUCATION**

Courses available to <b>Grade 9, 10</b>	Courses available to <b>Grade 9, 10, 11, 12</b>	Courses available to <b>Grade 10, 11, 12</b>	Courses available to <b>Grade 11, 12</b>
Intro to Business	Computer Info Systems Web Design *Robotic Programming *Computer Games Programming and Design  AP Computer Science Principles	Business Law Business Management Marketing Business of Sports & Entertainment Business of Travel & Tourism Accounting I International Business  Financial Literacy AP Macroeconomics AP Microeconomics *AP Computer Science A	*Accounting II *Investing *Entrepreneurship *Advertising  Internship & Career Exploration
* Prerequisite required			

The FPS Business Department is a comprehensive department that consists of a welcoming, high- energy team of staff, students, and local community volunteers. The FPS Business Education curriculum adds a blend of theory and practice to its real-world academic experience, creating a dynamic learning environment. Students develop a broad knowledge of everyday business operations as well as gain skills in areas such as marketing, management, finance, leadership, entrepreneurship, business strategies, communications and IT. Students will acquire the knowledge, applications, and attitudes that will reinforce advanced studies at the college or university level as well as strengthen workplace competencies. Business education plays a prominent role in preparing students to become Fairfield's Vision of a Graduate. All students enrolled in business will strive to become critical thinkers, collaborators, communicators, innovators, goal-directed and resilient learners, and responsible citizens that are capable of making smart economic decisions that will benefit their personal and professional lives after graduation. **The Elective GPA weighting scale applies to all Business courses except AP courses.**



### **INTRODUCTION TO BUSINESS (50000)**

*1 credit      Grades 9, 10*

Introduction to Business is a broad-based introductory course designed to give the student exploratory experiences as they relate to the world of business. This course provides students with an opportunity to develop a business vocabulary and advance critical and analytical thinking in solving business issues. Students will explore all aspects of business through problem solving, role-playing, critical thinking, and the development of projects and activities. Students will learn strategies that will assist them as they develop into responsible citizens, wage earners and consumers. In addition, this course allows students to discuss ethical business issues as well as explore opportunities and challenges of starting a new business.



### **COMPUTER GAMES PROGRAMMING AND DESIGN (50410)**

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: Algebra I (B or better) formerly Algebra 12*

The main goal of the course is to help students develop a set of strategies and the analytic skills necessary for acquiring high- level computer programming knowledge. Computer games and programming teach students to design, test, and maintain the detailed instructions that computers use to run these programs. Students will be introduced to programming by developing, and implementing complex solutions to a wide range of interesting and challenging problems. The topics covered include: learning the development environment of a professional programming language, the main concepts of object-oriented programming (data types, objects, functions, classes, control structures, strings, etc.), basic animation, and basic data structures (such as arrays). A student need not be familiar with software applications, but should be comfortable using a computer.



### **COMPUTER INFORMATION SYSTEMS (50100)**

*.5 credit      Grades 9, 10, 11, 12*

This course provides students with valuable software skills that are necessary to build a strong foundation of technological knowledge. The computer skills acquired in this course can be applied to student's daily activities, post-secondary studies as well as entry level employment. This course is project-oriented and includes instruction in Advanced Word Processing, Spreadsheets, Databases and Presentation programs. Students will learn these software skills and then apply them as they complete a portfolio based research project that culminates in a final presentation. The self-paced nature of this course allows the student to work independently at various levels of proficiency.





### WEB DESIGN (50300)

.5 credit      Grades 9, 10, 11, 12

The World-Wide Web has become the most dynamic form of media. The purpose of this course will be to increase students' understanding of technology and the use of the Internet. Effective and efficient web pages need to be carefully planned in order to make them clear and attractive. In this course, students will be exposed to web page design through utilizing the Adobe Suite.



### ROBOTIC PROGRAMMING (50700)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Algebra I (C or better)*

The purpose of this business course is to educate students in the Computer Science/Programming aspects of robotics. Computer Science plays an important role in robotics by producing algorithms for both simple and complex problems. By learning the basics of artificial intelligence and robotics, students will be equipped to programming functional robots to perform many tasks. Students taking this course will be learning Robotic C (C/C++) software to control a LEGO Mindstorm Robotics Kit.



### AP COMPUTER SCIENCE PRINCIPLES (50801)

1 credit      Grades 9, 10, 11, 12

***Students in the course are expected to take the Advanced Placement exam in May.***

AP Computer Science Principles offers a multidisciplinary approach to learning the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## ENGLISH

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's philosophy for teaching reading, writing, communicating, and thinking is based on a balanced instructional approach. The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students. All English classes read varied texts, work through critical lenses using synthesis and analysis, develop vocabulary, and work on written and oral communication skills.

Grade	Advanced Placement		Honors	College Prep
9			English 9 Honors	English 9
10			English 10 Honors	English 10
11	AP American Studies	AP Language and Composition	English 11 Honors	English 11
12	AP Literature & Composition		English 12 Honors	English 12
			English Elective Semester Courses *	

### Required Courses

The English department offers a developmental program. Students are expected to take the courses in chronological order, taking a Grade 9 course as a freshman, a Grade 10 course as a sophomore, and a Grade 11 course as a junior. In the senior year, students have options to explore different courses, but must take at least one credit of English that satisfies both the literature requirement and the writing requirement. Juniors and seniors have the opportunity to take additional English courses. Students will take at least one credit of English in each of their four years of high school.

*\*Students may either enroll in AP Literature & Composition or English 12H/12 or enroll in one literature elective and one writing elective to satisfy their grade 12 English requirement. Students may elect to take English electives in grade 11 or grade 12 beyond their required English courses.*

## GRADE 9



### ENGLISH 9 HONORS (00110)

1 credit      Grade 9

English 9 Honors focuses on developing the skills necessary to generate individual interpretations of sophisticated literary texts. Throughout this course, students develop core literacy skills in reading, writing, and discussion, deepening their ability to analyze and critique text. Students are encouraged to form their own questions about literature and explore those questions with peers. Students are instructed in the writing process and grow in their understanding of each stage of that process working through the varied writing types. The literature selections are both classical and contemporary texts.



## ENGLISH 9 (00120)

1 credit      Grade 9

English 9 focuses on developing skills to generate individual interpretations of varied texts with an emphasis on literature. Throughout this course, students develop skills in reading analysis, written response and collaboration through discussion. This course emphasizes responding to literature by moving from comprehension to deeper interpretation. Students work to examine the language of the text in order to explore underlying ideas and to make meaningful connections. Students will continue to develop their writing skills using the stages of the writing process. The literature selections are both classical and contemporary texts.

## FAMILY AND CONSUMER SCIENCES

### CULINARY ARTS

The goals within the culinary arena are twofold. Introductory classes will teach students to cook healthy foods enabling them to feed themselves over a lifetime through hands on practical experiences that build and strengthen skills. Those students with a desire to pursue a culinary career path can build on their skills, ending up in a professional kitchen learning the business of food. Students will develop foundational knowledge and skills relating to career pathways in The Hospitality and Foods Industry. All students will begin with Introduction to Culinary Arts. Please note prerequisites for additional courses. **The Elective GPA weighting scale applies to all FCS courses except Child Development III, Individual and Family Development ECE which gets the AP GPA weighting scale.**



### INTRODUCTION TO CULINARY ARTS (68100)

.5 credit      Grades 9, 10, 11, 12

Attention food enthusiasts! Sign up for the real thing: an active hands-on culinary experience where you will learn to prepare the foods you love to eat. Your journey will begin here where you will develop your knife skills, prepare chicken cutlets, personalize a marinara sauce, and bake a free-form apple tarts all from scratch! Before you know it, you will be at home in the kitchen, impressing your family and friends with your skills!



### BAKING & PASTRY (68155)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite*      Introduction to Culinary Arts

Venture into the creative art of baking and pastry where you will learn the traditional techniques and skills that are the building blocks for many types of baked goods, while exploring a potential career path. Hands-on techniques are used to create an impressive array of breads, cakes, tarts, and pastries. You will leave with a personal collection of successful, mouthwatering recipes to share with friends and family.



### REGIONAL AMERICAN FOODS (68167)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite:*      Introduction to Culinary Arts

Join us for an exciting culinary road trip across the United States. In Regional American Foods, students will discover how food in America today reflects the country's history and origins by exploring food patterns, customs and preparation techniques of regional foods. Additionally, American food trends, philosophies and technologies are examined and incorporated into the recipes and menus the students will select and prepare.

## FASHION BUSINESS, DESIGN & INTERIOR DESIGN

Students will develop foundational knowledge and skills relating to career pathways in Fashion Design, the Business of Fashion and Interior Design.



### DIGITAL DESIGN FOR APPAREL (67450)

0.5 credit      Grades 9,10,11,12

This course is for students who are interested in any aspect of apparel design for professional or personal use. Students will learn how to create flats, fabric designs, and collections for a tech pack. Skills learned will be used for original design creation to include but are not limited to: Menswear, Womenswear, Childrenswear, and Athleticwear.



### FASHION & DESIGN I (67100)

1 credit      Grades 9,10,11,12

Express your individual style. Fashion Design I acquaints the student with the selection and use of sewing equipment, fabric and patterns, use of commercial patterns, minor pattern adjustments, and professional construction techniques. Students learn industry sewing techniques and implement them in the construction of garments throughout the year. Students will purchase their own fabric on school field trips to the New York Garment District twice a year. Students will be required to implement and participate in an annual project presentation.



## HEALTH and SAFETY

### *Automatically Enrolled*

The emphasis in health education is based on the needs and interests of students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices and skills. By increasing the awareness of the relationship between physical, emotional, mental, social and spiritual health, students can develop opportunities to achieve a high level of health and well-being wellness. Health 9-12 are required courses that meet 2-3 days/week.



### **HEALTH 9 (81310)**

*0.25 credit      Grade 9 required*

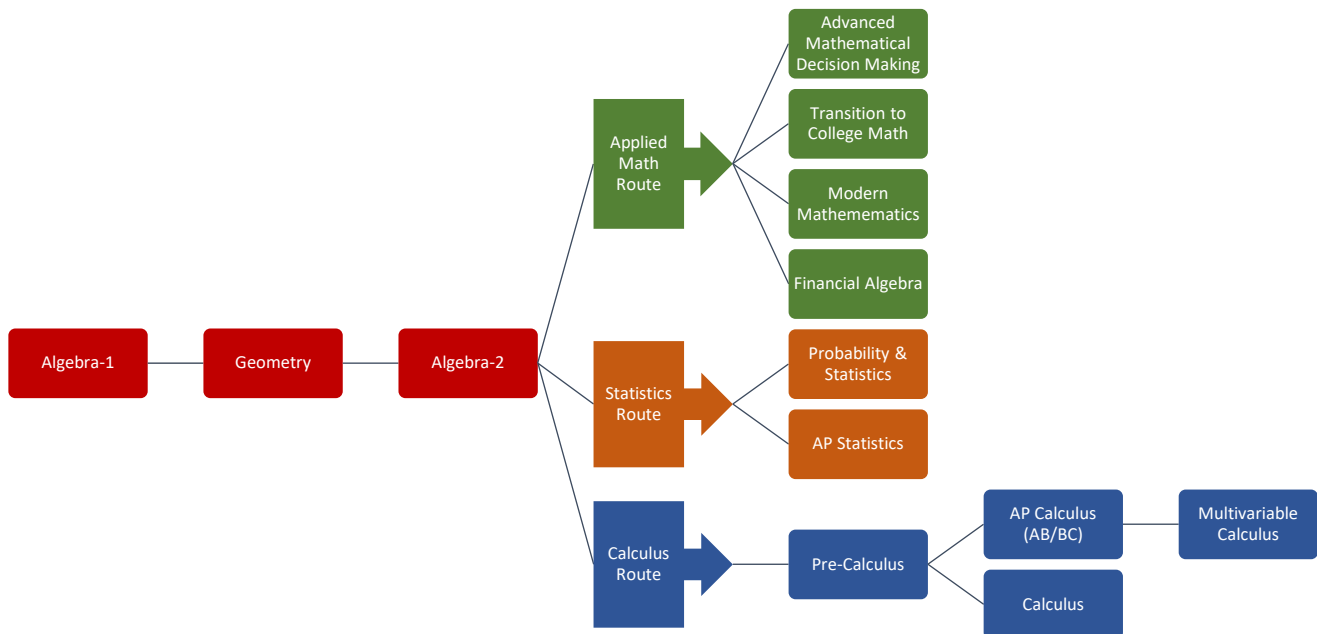
The Grade 9 curriculum supports age appropriate topics that include mental health, social media, CPR, alcohol and drugs, reproductive system and disease prevention. Through discussion, identification and description we recognize the social, emotional and physical development of all students and will learn skills to manage anxiety and stress.

## MATHEMATICS

The goal of the mathematics curriculum is to develop the appropriate problem solving skills through logical, mathematical reasoning, acquire both conceptual and procedural understandings, and prepare our students to become life-long learners in a complex 21<sup>st</sup> Century. To accomplish is goal, the curricula will focus on providing students with tasks that help engage the students with mathematics. The type of mathematical tasks that help the students apply their understandings will help the students prepare for their future endeavors of the 21<sup>st</sup> century.

Part of the process of fully understanding mathematics involves students understanding both conceptual and procedural understandings. These two aspects, conceptual and procedural understanding, are equally important; the mathematics program will provide students with an equal balance in these two aspects of mathematics. Again, this balanced approach will allow the students to become life-long learners in the 21<sup>st</sup> century.

Since the math program is a developmental program, students are expected to take the courses in chronological order, taking Algebra-I before Geometry, then progress onto Algebra-II. After Algebra-II, students can take an elective course based on their interests beyond high school. Students who are interested in the hard sciences should matriculate to the Pre-Calculus and Calculus courses, while students interested in the social sciences can take statistics based courses. Additionally, students interested in the applied mathematics can register for courses that can assist in using mathematics in practical situations. Students will need three credits of mathematics to graduate, but are strongly encouraged to complete at least four credits of math in preparation for college.





## ALGEBRA I (20120)

1 credit

*Prerequisite:* Successful completion of Pre-Algebra

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and quadratic relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.



## ALGEBRA I WORKSHOP (A-20250/B-20262)

.5 credit/semester

*Prerequisite:* Teacher recommendation and standardized test scores determine eligibility for entry into this course.

This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Algebra I class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Algebra I class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Board of Education graduation requirements, which are a minimum of three full years of mathematics.

*\*Not approved for NCAA core course Mathematics requirement*



## GEOMETRY HONORS (22210)

1 credit

*Prerequisite:* Algebra-8 ("B+" or better) or Algebra I with grade of A or better

The purpose of the Geometry Honors course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course and, together with the Common Core State Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas of focus for this course are on geometric figures and theorems, transformations, similarity and congruence, analysis of right triangles and trigonometry, two and three-dimensional objects, coordinate geometry, and circles. This course has additional content standards added into each unit beyond the college prep Geometry course as well as an increased focus on proofs and rigorous mathematical reasoning. Need strong algebra skills.



## GEOMETRY (22220)

1 credit

*Prerequisite:* Algebra I or Algebra-8

The purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course and, together with the Common Core State Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas of focus for this course are on geometric figures and theorems, transformations, similarity and congruence, analysis of right triangles and trigonometry, two and three-dimensional objects, coordinate Geometry, and circles.



## GEOMETRY WORKSHOP (A-22225/B-22226)

.5 credit/semester

*Prerequisite:* Teacher recommendation and standardized test scores determine eligibility for entry into this course.

This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Geometry class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Geometry class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Board of Education graduation requirements, which are a minimum of three full years of mathematics.

*\*Not approved for NCAA core course Mathematics requirement*



## ALGEBRA II HONORS (23310)

*1 credit*

*Prerequisite:* Algebra I (A or better) or Algebra-8 (B+ or better). With permission, can be taken concurrently with Geometry

Building on their work with linear, quadratic, and exponential functions from Algebra I, students in Algebra II will extend their repertoire of functions to include polynomial and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and trigonometric functions. Algebra II Honors will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In preparation for honors Pre-Calculus, this course includes additional standards and rigorous content above the Algebra II course.



## ALGEBRA II (23320)

*1 credit*

*Prerequisite:* Successful completion of Algebra I – With permission, students can take concurrently with Geometry

Building on their work with linear and quadratic functions from Algebra I, students in Algebra II will extend their repertoire of functions to include exponential, polynomial, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers solving exponential equations, and trigonometric functions. Algebra II will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## MUSIC

The Music Department offers a wide range of courses that develop the four artistic processes of creating, performing, responding and connecting at all levels. Students are encouraged to continue their study of a musical instrument or voice throughout their high school years and are invited to enroll in other classes that do not have a performance emphasis such as music theory, music technology and piano.

The most authentic experience for a student performer is live performance in front of an audience. Therefore, concerts and other performances are used as assessment opportunities and attendance is required. Most concerts and performances take place in the evenings and some on weekends which include home football games and the Memorial Day Parade for the bands. A typical concert schedule can be viewed on our website.

As extension experiences, the Music Department offers co-curricular performing ensembles that meet after school. While these ensembles are not offered for credit, they are designed to expand the musical learning that takes place in the curricular performing groups and the classroom. These ensembles are available, by audition only, to all students, though priority will be given to students enrolled in the coordinating curricular ensemble. **The Elective GPA weighting scale applies to all Music courses.**

## INSTRUMENTAL MUSIC



### PIANO STUDIO (71600)

*.5 credit*      *Grades 9, 10, 11, 12*

This course is designed for the student who wishes to acquire basic piano keyboard skills. It is appropriate for the entire student population, in addition to students participating in the school music performance ensembles and potential college music majors. Aided by a computer-based interactive piano learning tool (offering instant feedback), students will study keyboard technique, music reading, basic music theory, and piano performance. Repertoire includes both classical and popular styles. Keyboards with headphones provide for individualized instruction in class. It is highly recommended that students have a keyboard at home, because practice is essential for success in this course. This course is one semester and may be taken more than once.



### CONCERT BAND (70100)

*1 credit*      *Grades 9, 10, 11, 12*

*Prerequisite:* 8th grade band or successful completion of Fairfield Skill Level IV

This course is open to band students in grades 9-12 who have successfully completed Fairfield Skill Level IV and who wish to receive further training in instrumental techniques, ensemble playing, and music reading. This course focuses on fundamental aspects of reading and performing all styles of band literature. Music fundamentals and developing the student's musicianship are emphasized, as is working collaboratively in an ensemble. A weekly instrumental lesson is required for each student

enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, curricular concerts and the Memorial Day Parade.



### **SYMPHONIC BAND (70200)**

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: 8<sup>th</sup> grade band or Concert Band **and** successful completion of Fairfield Skill Level V*

This intermediate instrumental group is available to band students in grades 9-12 who have successfully completed Fairfield Skill Level V. This course emphasizes more advanced instrumental technique and band literature. Selected players from band may also perform with orchestra. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, curricular concerts and the Memorial Day Parade.



### **JAZZ ENSEMBLE (70000)**

*.6 credit      Grades 9, 10, 11, 12*

*Prerequisite: Concurrent enrollment in concert band or wind ensemble with the exception of guitar, bass, and piano players who must be enrolled in any year long music class **and** audition. This class meets from 7:00pm to 9:00pm every Wednesday evening and requires a weekly sectional rehearsal. A full commitment to those scheduled rehearsals is necessary to be enrolled in this class. This class may not be taken as pass/fail.*

This course is open to instrumentalists who have adequately developed technique on their instrument and are interested in performing jazz and popular music. All Jazz Ensemble members must be actively enrolled in Concert Band or Wind Ensemble with the exception of guitar, bass, and piano players who must be enrolled in any year long music class. Literature for this ensemble will be selected from the standard "big band" and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied. Limited enrollment is by audition. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.



### **CONCERT ORCHESTRA (71000)**

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: 8<sup>th</sup> grade Orchestra and successful completion of Fairfield string skill level IV.*

This course includes all ninth grade string students as well as student in grades 10, 11 and 12 who desire training in instrumental techniques, ensemble playing, and music reading. Selected players from band may also perform with this group. A weekly instrumental lesson is required for this course. Participation in all scheduled rehearsals and performances is required.



### **CHAMBER ORCHESTRA (71100)**

*.6 credit      Grades 9,10,11,12*

*Prerequisite: Concurrent enrollment in concert or Philharmonic orchestra **and** audition. This class meets for two hours one evening per week. A full commitment to those scheduled rehearsals is necessary to be enrolled in this class. Additional sectional rehearsals may be necessary. This class may not be taken as pass/fail.*

This course is open to string students who have developed advanced technique on their instrument and are members of Concert or Symphonic Orchestra. Literature for this class will be selected from advanced string music beginning with Baroque to the Contemporary. Enrollment is by audition, and seating is limited to provide balanced instrumentation. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.

## **VOCAL MUSIC**



### **VOCAL STUDIO (71200)**

*.5 credit      Grades 9, 10, 11, 12*

This course is open to all students interested in singing and vocal development. The course is designed to give individualized instruction in the art of singing with emphasis on individual vocal development, solo singing and sight singing. Varieties of musical selections including Broadway show tunes, current popular songs as well as classical vocal repertoire are used to teach singing skills and proper vocal techniques. This course is designed to meet the individual singer where he/she may be with regard to technique and skill, and may be taken more than once. It is appropriate for the entire student population, in addition to students participating in the school music performance ensembles and potential college music majors.



### **CONCERT CHOIR (70400)**

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: 8<sup>th</sup> grade Choir including successful completion of Fairfield's Skill Level IV or audition.*

This course is designed for students who wish to participate in an ensemble choral experience, and is open to students in grades 9-12. Students will read three and four part choral scores, with a focus on fundamental aspects of music literacy and performance as a blended choral ensemble. Music from all periods and styles will be studied and performed including

compositions using texts in different world languages. Proper vocal technique and choral ensemble skills are emphasized. Participation in all scheduled rehearsals and performances is required. Enrollment in Vocal Studio is also recommended.

## **NON-PERFORMING MUSIC CLASSES**



### **MUSIC TECHNOLOGY I (71800)**

*.5 credit      Grades 9, 10, 11, 12*

This course is designed for students seeking knowledge and experience in music technology. Topics covered include: live sound recording and sound reinforcement; digital recording and midi sequencing; audio engineering and editing; effects processing and microphone technique; music business and commercial production. Students will be using digital audio workstations and a variety of recording studio equipment. Previous musical experience is not necessary, musicians, performers and songwriters will benefit greatly from this course.



### **MUSIC TECHNOLOGY II (71900)**

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite:      Music Technology I*

This course is designed for students seeking further knowledge and more in-depth experience in music technology. Topics covered include: live sound recording and sound reinforcement; digital recording and midi sequencing; audio engineering and editing; effects processing and microphone technique; music business and commercial production. Students will be using digital audio workstations and a variety of recording studio equipment. Previous musical experience is not necessary, musicians, performers and songwriters will benefit greatly from this course.

## **PHYSICAL EDUCATION & WELLNESS**

*Automatically Enrolled*

The focus of the high school physical education program is to motivate students toward a physically active lifestyle by helping them to understand the physiological benefits of exercise in both physical education classes and as an integral part of a healthy lifestyle. Areas of emphasis include responsible personal and social behavior, application of knowledge as well as demonstration of on-task behavior with an appropriate level of intensity. Students participating in physical education are expected to dress appropriately for the activity following the guidelines stated within the department's policies.

The CONNECTICUT PHYSICAL FITNESS ASSESSMENT (3RD GENERATION CPFA) is required by the state to be administered once to all high school students. The assessment consists of four tests addressing the following components of fitness: flexibility, abdominal strength and endurance, upper body strength and endurance, and cardio-respiratory endurance. During the semester that 9th graders are taking physical education, the physical education staff will prepare and administer the assessment to all of their 9th grade classes. This assessment is part of the ongoing process of helping our students understand, improve and/or maintain their overall fitness.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Education 9	Physical Education 10	Physical Education 11	Physical Education 12
		<i>OR</i>	
		<b>GRADE 11 &amp; 12 ELECTIVES</b>	
		Introduction to Teams Sports, Coaching and Officiating Strength and Conditioning Yoga, Personal Fitness and Mindfulness Backyard Games Lifetime Games and Activities: Racquet Sports Fit for Life – Self Defense and Personal Fitness	



### **PHYSICAL EDUCATION 9 (91209)**

*.25 credit (1 semester)*

All 9th grade students will be scheduled for a semester of physical education. The curriculum will provide students with opportunities in a variety of movement experiences including team games, net games, lifetime and leisure activities, and fitness related activities.

## **READING**

The goal of the Reading Program is to provide intervention support to students to develop critical reading skills and to learn strategies that can be applied in the reading class and across the academic day. Students are supported through varied instructional approaches in a small group environment.



### **READING STRATEGIES 9 I (A-81550, B-81551) 9 II (A-81555, B-81556)**

*.5 credit      Grades 9*

Enrollment in this semester course is based upon reading screening assessments, recommendations from school staff, and through the school based student support teams.



## SCIENCE

The primary goal of Fairfield Public School's science department is to develop scientifically literate citizens who are able to be critical consumers of scientific information related to their everyday lives and to continue to learn science throughout their lives.

Students take Biology in Grade 9, and either Chemistry, Environmental Chemistry, or AP Chemistry in Grade 10. Students will engage in a continuum of Science and Engineering Practice work through Grades 9 and 10 aligned to the Next Generation Science Standards (NGSS).

Students are required to take at least 3.0 credits in Science. Students should take *at least* 1 credit in Life Science, 1 credit in Physical Science, and 1 credit in Earth/Space Science.

**Grade 9**

**Grade 10\***

**Grade 11 and 12**

### **COURSE OPTIONS:**

#### **Full Year Courses:**

- Biology (L)
- Biology Honors (L)

### **COURSE OPTIONS:**

#### **Full Year Courses:**

- Chemistry (P)
- Chemistry Honors (P)
- Environmental Chemistry (E/P)
- Environmental Chemistry Honors (E/P)
- AP Chemistry (P)

*\*If desired, students may take additional courses in Grade 10 for elective credit  
Semester courses open for Grade 10 additional elective credit:*

- Science of the Cosmos (E)
- Earth-Dangerous Planet (E)
- The Planet's Oceans (E)

*Full year courses open for Grade 10 additional elective credit:*

- Physics (P)
- AP Physics 1 (P)

### **COURSE OPTIONS:**

#### **Full Year Courses:**

- Physics (P)
- AP Environmental Science (E/L)
- AP Chemistry (P)
- AP Biology (L)
- AP Physics 1 (P)
- AP Physics 2 (P)
- AP Physics C (P)

#### **Semester Courses:**

- Earth-Dangerous Planet (E)
- Science of the Cosmos (E)
- Marine Science (E/L)
- The Planet's Oceans (E)
- Human A&P – Blood, Guts, Senses & Defenses (L)
- Human A&P – Brains, Bones & Brawn (L)
- Nutritional Chemistry (P)
- Chemistry of Medicines (P)
- Forensics I: Without a Trace (L)
- Forensics II: Fake the Prints (L)

KEY: (L) – life science    (E) – earth/space science    (P) – physical science

## **SCIENCE FULL YEAR COURSES**



### **BIOLOGY HONORS (30210)**

*1 credit      Grade 9*

*Prerequisite:    Grade 8 Teacher recommendation*

Biology Honors is an advanced, laboratory-based, college-preparatory life science course. Students will explore natural phenomena to develop conceptual understandings of core ideas in the life sciences: ecosystem interactions and stability; the role of energy in living systems; human activity and its impact; evidence of evolution; inheritance of traits; and structure, function, and growth in organisms. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing transferrable knowledge that can be applied across the science disciplines.



### **BIOLOGY (30220)**

*1 credit      Grade 9*

Biology is a laboratory-based, college preparatory life science courses. Students will explore natural phenomena to develop conceptual understandings of core ideas in the life science: ecosystem interactions and stability; the role of energy in living systems; human activity and its impact; evidence of evolution; inheritance of traits; and structure, function, and growth in organisms. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing transferrable knowledge that can be applied across the science disciplines.

## **SOCIAL STUDIES**

Three and one-half years (3.5 Credits) of Social Studies is required.

Grade	AP Level	Honors	College Prep
9		Global Studies Honors	Global Studies
10	AP Modern European History (with approval)	Modern Global Studies Honors	Modern Global Studies
11	AP U.S. History AP American Studies	United States History Honors	United States History
11 or 12	Civics and Elective Courses		

Civics*
AP Comparative Government and Politics
AP U.S. Government and Politics
Civics – Contemporary Issues
Civics – International Relations
Civics – Youth and the Law

\*One Civics course is a requirement for graduation

Elective Courses
AP Comparative Government and Politics
AP Modern European History
AP Psychology
AP U.S. Government and Politics
African American/Black & Puerto Rican/Latino Studies
Contemporary United States History
Economics
Humanities
Psychology
Sociology

### **GRADE 9**



#### **GLOBAL STUDIES HONORS (10181)**

*1 credit Grade 9 Teacher recommendation advised*

Global Studies Honors is an advanced-sequenced course that provides students with an exploration of global history from the Classical Civilizations through the Enlightenment Era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of early global history, a distinct focus of the course is the development and application of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.



#### **GLOBAL STUDIES (10182)**

*1 credit Grade 9*

Global Studies provides students with an exploration of global history from the Classical Civilizations through the Enlightenment Era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of early global history, a distinct focus of the course is the development of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

## TECHNOLOGY & ENGINEERING EDUCATION

Every year that goes by technology plays an even more important role in society. Approximately **1 in 5 jobs in CT is technology related**. The major goals of the Technology & Engineering Education Department are to provide students with project based **hands-on** knowledge. Courses investigate how technology impacts our society, theory and application of technology, and the opportunities it provides. The program develops critical thinking, problem solving skills, technological skills, and provides opportunities for career exploration within technical fields.

**The program courses are focused on these topics:**

- Computer Aided Design (CAD)
- Computer Engineering
- Engineering
- Graphic Design Technology
- Wood Technology
- Transportation Systems & Auto Servicing

**The Elective GPA weighting scale applies to all Technology & Engineering courses**

### COMPUTER AIDED DESIGN TECHNOLOGY (CAD)

The 3 areas of focus in CAD are Architecture, Pre-Engineering and heavy concentration in 3D Animation.

#### CAD & 3D ANIMATION I (60100)

1 credit      Grades 9, 10, 11, 12

An introduction to 3 design disciplines: **Architecture, Animation, and Engineering**. No experience necessary. Students will learn the CAD fundamentals needed to design houses, create 3D computer animations, and engineer simple mechanisms (such as catapults), and produce designs utilizing professional software. Activities will include: hand sketching, creating floor plans, multi-view drawings, 3D modeling, 3D animation, rendering realistic images and videos, using a 3D printer to create actual parts made of plastic, and hands-on model construction. (*Software: Google SketchUp, Inventor, Revit, 3ds Max, Maya*).

### COMPUTER ENGINEERING

#### COMPUTER ENGINEERING I (66000)

.5 credit      Grades 9, 10, 11, 12

Learn the basics of **digital electronics & components, soldering and computer systems**. Major areas of study include: electrical theory, assembling electrical circuits, and basic computer repair. Students will learn the tools of the trade carried by professionals from electricians to computer engineers. Students will get their hands on the tools, equipment and software through a series of projects including circuit building, soldering, and disassembling and reassembling a computer. The course meets for one semester, so sign up for Computer Engineering II as well!

#### COMPUTER ENGINEERING II (66100)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Computer Engineering I or teacher recommendation*

The path to awesomeness continues as students deepen their knowledge of both theoretical and practical application of electronics and computer skills. Students will advance their knowledge and understanding of applied circuit design and construction through projects using Arduino micro controllers and Raspberry Pi computers. Student work and activities will support theoretical concepts through applied experiences with tools, equipment, components, and software. The course meets for one semester.

### ENGINEERING

#### ENGINEERING DESIGN AND ROBOTICS (65000)

.5 credit      Grades 9, 10, 11, 12

**No experience necessary.** You will engage in team based projects; problem solving through engineering challenges and building machines. In this course you will learn and apply the engineering process, proper tool usage, and basic building principles. You will build a working trebuchet, pneumatic arm, vehicle chassis, and robotic arm; learning about structural design, pneumatics/hydraulics, and gear systems. At the end of the course you will engage in an engineering challenge. This is a great course for any student considering a career in engineering or robotics.

### GRAPHIC DESIGN TECHNOLOGY

#### GRAPHIC DESIGN TECHNOLOGY I (62100)

.5 credit      Grade 9, 10, 11, 12

Learn the basics of design by learning to use *Adobe Photoshop, InDesign and Illustrator* and **create digital and physical projects that you can take home**. Projects in this course may include, but are not limited to the following: posters, notebooks, coasters, decals and buttons. Students will also learn the basics of program use, layout and design. Design and produce your own creations and gain skills for life.





## GRAPHIC DESIGN TECHNOLOGY II (62200)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite:* Graphic Design Technology I or teacher recommendation

Be awesome with **Adobe Photoshop, InDesign and Illustrator** through more advanced projects. Projects in this course may include, but are not limited to the following: *decals, puzzles, T-shirts, mouse pads, mugs, , mirrors, key chains, vinyl applications, jewelry, and assorted clothing applications.* Design and produce your own products to gain skills for life.

## TRANSPORTATION TECHNOLOGY and AUTO SERVICING



### TRANSPORTATION TECHNOLOGY I (63100)

.5 credit      Grades 9, 10, 11, 12

Learn the technology and science of engines. You will gain knowledge in a hands-on project based experience, through disassembly and rebuilding gas powered engines. Strong emphasis is placed on safety and use of professional mechanics tools. Other elements of the course will include the study of alternate energy resources and vehicles, as well as typical and unique transportation systems.



### TRANSPORTATION TECHNOLOGY II (63200)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite:* Transportation Technology I or teacher recommendation

In this course, students will continue their study of transportation systems, with continued emphasis on safety and use of professional mechanics tools. Students will experience a variety of real world repair experiences involving working machines and vehicles powered with engines. Hands-on projects facilitating the study of aero science will be also explored.



### HOME & AUTO MAINTENANCE (63000)

.5 credit      Grades 9, 10, 11, 12

Would you like to know how to perform basic repairs or modifications on your future home or automobile? Would you like to acquire a basic understanding of the major systems that exist in the homes and automobiles of today and possibly the future? The knowledge and skills taught in this course could potentially save you thousands of dollars over your lifetime and empower you to become a more self-sufficient person. This course will utilize a combination of classroom learning and hands-on lab work to provide students with the knowledge and skills needed to solve “real world” problems encountered as an owner of a home and automobile. Possible learning activities may include but are not limited to: proper tool identification and use, learning how to change oil on a car, how to change spark plugs, how to fix a leaking pipe on a sink, installing a new electrical outlet in a wall, and so much more.

## WOOD MANUFACTURING TECHNOLOGY



### WOOD TECHNOLOGY I (64100)

.5 credit      Grades 9, 10, 11, 12

This course is an introduction to manufacturing using wood. Students will learn the safe use of manufacturing machines, function of materials, and the assembly process of a project. All work is hands-on in a dynamic lab setting.



### WOOD TECHNOLOGY II (64200)

.5 credit      Grades 9, 10, 11, 12

*Prerequisite:* Wood Technology I or teacher recommendation

Students will further their experience with manufacturing machines and techniques while constructing more advanced projects and designs. Students will begin to utilize their creativity and style in several individual projects. All work is hands-on in a dynamic lab setting.

## THEATER ARTS

The Theater Arts/Communication Program unites the artist with the technician. Through teamwork the students learn to appreciate one another and create a work of art while increasing self-esteem. Individually, each person recognizes his/her importance and necessity in a production. Collectively, the production provides the students with a collaborative artistic expression that is presented to and for public response.

The arts and communication enhance the quality of our lives by contributing to the understanding of and appreciation for the dignity of the human experience. **The Elective GPA weighting scale applies to all Theater Arts courses.**



### ACTING I (85150)

.5 credit      Grades 9, 10, 11, 12

Acting I introduces basic techniques in elementary acting with emphasis on stage work in improvisation. Monologues follow introductory work to familiarize students with developing characterization. Then comes scene work. This course

should help to acquaint students with the responsibilities of actors on stage; it should also help to eliminate stage fright and aid students in the development of working toward characterization. As they begin to recognize the importance of posture, voice, diction, movement, etc., the students should become more self-aware. In addition, students should develop abilities to work well with others.



### **ACTING II (85200)**

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite:    Acting I or with permission of instructor*

Acting II continues the work begun in Acting I, focusing on the actor's need to begin to know his own intellectual, physical, and emotional capabilities. The emphasis is on improvisation, theatre games, and some scene work. Work will include a study of the basic principles of stage voice and diction, blocking and business, script analysis and interpretation. Intensive work in character-building through advanced scene work and monologue preparation will be geared to exploring the student's potential.

## **VIDEO AND NEWS PRODUCTION**

Media permeates all areas of our society influencing our culture and connecting us to our global community. As a result, media literacy skills have become an important aspect in maintaining a democratic society and understanding the world beyond our borders. Since the majority of our students are visual learners, it is essential that they are able to deconstruct media messages. Recognizing that we learn by doing, this program is project-based and aims to provide students with hands-on experiences that allow them to create visual stories and messages using techniques employed by professionals in the media field. **The Elective GPA weighting scale applies to all Video and News Production courses.**



### **BROADCAST JOURNALISM (85700)**

*1 credit      Grades 9,10,11,12*

Broadcast journalism is a year-long course designed to introduce students to the production of television news and the principles of broadcast journalism. Areas of focus will include: videography basics, interviewing skills, broadcast writing, research, speech, lighting design, audio engineering, editing, production and directing skills, and information literacy skills. Students rotate studio roles as part of a news production team. Issues of fairness and ethics in broadcast journalism are explored. Students will use these skills to produce a news program, which will air within the school on a regular basis throughout the school year.



### **VIDEO PRODUCTION (85710)**

*.5 credit      Grades 9, 10, 11, 12*

This course is project-based and students will work collaboratively as part of a production crew. Students will learn the fundamental aspects of video & audio such as camera techniques, audio re-mastering and Foley sound production, lighting, voice-over recording, storyboarding, and video editing using *Final Cut Pro*.



### **MOVIE PRODUCTION (85720)**

*.5 credit      Grades 9, 10, 11, 12*

Students will learn about visual storytelling by analyzing and discussing techniques used in contemporary films. They will use what they learn to produce several short films over the course of the semester. Video composition, storyboarding, scriptwriting and editing skills will be developed throughout the course. Students will follow the phases of production; pre-production (planning), production (filming) and post-production (editing) stages in order to develop their own ideas and work in groups to produce their own films. Experience in video production is helpful, but not necessary.



### **DOCUMENTARY PRODUCTION (85800)**

*.5 credit      Grades 9, 10, 11, 12*

Documentary Production is a one-semester course designed to introduce students to the process of documentary filmmaking. Students will analyze techniques used to produce documentaries and discuss the role of documentary film in contemporary society. They will learn how to develop ideas for possible exploration, conduct interviews with subjects pertinent to their films, capture professional quality footage and edit short documentary films over the course of the semester. Students should take this course if they are interested in the media arts, storytelling, broadcast journalism, film making or editing.

## WORLD LANGUAGES

The primary goal of the Fairfield Public Schools World Language Curriculum is to prepare students to be lifelong learners in an ever changing global society by developing the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11). Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the National World-Readiness Standards for Learning Languages, the AP Themes, and the NCSSFL-ACTFL Can Do Statements, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The Connecticut State Seal of Biliteracy (Seal of Biliteracy) was established to recognize public high school graduates who have attained a high level of proficiency in English and one or more world languages. Students may demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grades 10, 11, or 12. Eligibility will be determined by an assessment approved by the State of Connecticut. In recognition of attainment of the Seal of Biliteracy, students will be awarded a certificate with their high school diploma, and a designation will appear on their transcript.

Language	Course Sequence
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



### **INTRODUCTION TO CULTURE AND COMMUNICATION (45600)**

*1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop an awareness of the products, practices and perspectives of cultures.

The learner in this **course** will:

- identify products and practices to help understand perspectives in their own culture and other cultures.
- recognize some typical products related to familiar everyday life in their own culture and other cultures.
- name some typical practices related to familiar everyday life in their own culture and other cultures.
- interact at a survival level in some familiar everyday contexts in another culture.
- communicate with others in familiar everyday situations, using memorized language and showing basic cultural awareness.
- use appropriate rehearsed behaviors in familiar everyday situations in their own culture and other cultures.



### **AMERICAN SIGN LANGUAGE I (46100)**

*1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop basic sign language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

- discover the historical traditions of deaf culture and community.
- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable visual texts.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.

**FRENCH I (42100)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.

**FRENCH II (42200)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies**Prerequisite:      Successful completion of level I and/or teacher recommendation*

In level II, learners will continue to develop basic language skills and to increase their awareness of the target culture. The learner in **level II** will:

- communicate and exchange information on familiar topics using phrases and simple sentences.
- handle short social interactions by asking and answering simple questions.
- understand words, phrases and formulaic language that has been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable oral or written texts.
- understand the main idea and some specific information when reading or listening to short, routine conversations and simple announcements and reports.
- make basic inferences based on background and prior knowledge.
- write lists and short messages and notes producing a series of sentences.

**FRENCH III HONORS (42310)***1 credit      Grade 9, 10, 11, 12**Prerequisite:      Successful completion of level II and/or teacher recommendation*

Level III is intended to strengthen the learner's proficiency and awareness of the target culture. The learner in **level III** will:

- communicate and exchange information on familiar topics using a series of sentences.
- participate in short social interactions by asking and answering a variety of questions.
- understand the main idea and some specific information when reading or listening to authentic media sources.
- infer the meaning of unfamiliar words in familiar contexts.
- present information and personal preferences on familiar topics by creating with language primarily in the present tense.
- produce sentences, series of sentences and some connected sentences in the present and past.

**ITALIAN I (40100)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.

**LATIN I (43100)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*The learner in **level I** will:

- comprehend simple written Latin about a variety of topics.
- comprehend authentic texts from the ancient world such as graffiti and maxims.
- ask and answer simple questions.
- comprehend simple spoken statements, commands and questions.
- compose simple Latin phrases and sentences.
- identify and discuss practices in Roman life by examining products, practices and perspectives of the Ancient Romans.
- compare cultural and historical elements of the Ancient Romans to their own world.
- connect basic Latin structures and vocabulary to these same linguistic elements of English and other World Languages.

**MANDARIN (CHINESE) I (45100)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar. show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.

**SPANISH I (41100)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies*

This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

- communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
- understand words, phrases, and formulaic language that have been memorized in order to get meaning of the main idea from simple, highly predictable oral or written texts.
- derive meaning from authentic texts that are supported by visuals or when the topic is very familiar.
- show emerging evidence of the ability to make inferences based on background and prior knowledge.
- write lists and short messages and notes using highly practiced sentences and formulaic questions.
- 

**SPANISH II (41200)***1 credit      Grades 9, 10, 11, 12      The Elective GPA weighting scale applies.**Prerequisite:      Successful completion of level I and/or teacher recommendation*

In level II, learners will continue to develop basic language skills and to increase their awareness of the target culture. The learner in **level II** will:

- communicate and exchange information on familiar topics using phrases and simple sentences.
- handle short social interactions by asking and answering simple questions.
- understand words, phrases and formulaic language that has been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable oral or written texts.
- understand the main idea and some specific information when reading or listening to short, routine conversations and simple announcements and reports.
- make basic inferences based on background and prior knowledge.
- write lists and short messages and notes producing a series of sentences.





### **SPANISH III HONORS (41310)**

*1 credit      Grade 9, 10, 11, 12*

*Prerequisite: Successful completion of level II and/or teacher recommendation*

Level III is intended to strengthen the learner's proficiency and awareness of the target culture. The learner in **level III** will:

- communicate and exchange information on familiar topics using a series of sentences.
- participate in short social interactions by asking and answering a variety of questions.
- understand the main idea and some specific information when reading or listening to authentic media sources.
- infer the meaning of unfamiliar words in familiar contexts.
- present information and personal preferences on familiar topics by creating with language primarily in the present tense.
- produce sentences, series of sentences and some connected sentences in the present and past.

## **REGIONAL PROGRAMS**



### **REGIONAL CENTER FOR THE ARTS (86410)**

*2 credits (1.75 elective credit & .25 PE credit)      Grades 9, 10, 11, 12*

Regional Center for the Arts (RCA) is a performing arts magnet high school program serving students in Grades 9-12. RCA's student body serves students in the greater Bridgeport region and reflects the racial, ethnic and socioeconomic diversity of students in that area. Students attend their local public high schools in the morning and attend RCA Monday through Thursday from 2:00 to 5:00. Elective high school credits, which may be applied toward graduation requirements at the discretion of the sending school district, are earned at the school through the study of dance, theater, musical theater, film/video production, and creative script writing. Through these departments, the courses provide a broad understanding of the history and criticism of the arts through interdisciplinary study. RCA's performing arts training program is designed to prepare students to pursue professional careers and post-secondary studies. The curriculum is professionally oriented, highly structured and academically rigorous. Commitment to serious study is expected of all students. Course credit will be given in accordance with the policy of the local high school. Students enrolled in RCA are provided with transportation to and from the program. Students enrolled in RCA are encouraged to work closely with their school counselor to ensure they fulfill all graduation requirements. Click [here](#) or go to <https://www.ces.k12.ct.us/rca> for more information.



### **REGIONAL AQUACULTURE SCIENCE & TECHNOLOGY (AQUA) (A-35910, B-35920)**

*2 science credits per year      Grades 9, 10, 11, 12*

This is an exciting inter-district program, located at the Aquaculture School in Bridgeport, which offers hands-on training in the various skills and areas of study associated with use of the sea. Students will attend a laboratory facility, a boat building and repair shop aboard boats and educational ships and at field sites of ecological interest. Areas of study include: boat handling and seamanship; marine science and environmental concerns; fishing and aquaculture; swimming and water safety; boat building; vessel repair and maintenance; nautical drafting; and more.

The program offers instruction in subjects of value to college and non-college bound students alike. Any student who is interested in a career having to do with aquatic environments, from commercial fisherman to pollution control engineering, boat repair specialist to marine biologist, will be served by this program. Students who are not sure about their career path, but who enjoy boats and the sea, will have an unparalleled opportunity to explore their interests.

Students are provided with transportation to and from the program. Students who enroll in this program will work independently to obtain their PE and Health credit. To meet the PE requirement, students are expected to complete 1,200 minutes under the supervision of one of our PE staff. In regards to the Health requirement, students will participate in an online program developed by our Health department and evaluated by one of our Health teachers. In the online program, students need to complete every topic's module in order to receive a grade for the course and be eligible to earn credit. Students enrolled in Aqua are encouraged to work closely with their school counselor to ensure they fulfill all graduation requirements. Click [here](#) or go to <https://www.bridgeportedu.net/Aqua> for more information.

## **OTHER REGIONAL PROGRAMS**

Students may opt to attend other regional programs at magnet schools such as The Center for Global Studies in Norwalk or The Fairchild Wheeler Interdistrict Multi-Magnet School in Bridgeport. Students who enroll in these schools are not issued a diploma from the Fairfield Public Schools and subsequently do not take courses at Fairfield Ludlowe High School.





**HUMANITIES**

English

5

ss/Civics

HSM/SS

Humanities Elective



## STEM

Ma

scie

## SEM Elective



PE &amp; WELLNESS\*

HEALTH &amp; SAFETY

WJ\*



ART/VOCA\*






ELECTIVE\*

Prim	Sec	Course Name	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	
READING																	
		81555	Reading Strategies 9 A				10181	Global Studies Honors				60100	CAD & 3D Animation I			45600	Intro to Culture & Comm
		81556	Reading Strategies 9 B				10182	Global Studies				60200	CAD & 3D Animation II			46100	American Sign Language I
		81560	Reading Strategies 10-12 I A				10210	Modern Global Studies Honors				60240	CAD & 3D Animation II sem			42100	French I
		81561	Reading Strategies 10-12 I B				10220	Modern Global Studies				60300	CAD & 3D Animation III			42200	French II
		81565	Reading Strategies 10-12 II A				13310	US History Honors				60340	CAD & 3D Animation III sem			42310	French III Honors
		81566	Reading Strategies 10-12 II B				13320	US History				60400	CAD & 3D Animation IV			42410	French IV Honors
SCIENCE																	
							12700	AP US History				60440	CAD & 3D Animation IV sem			42510	French V Honors
		30210	Biology Honors				12800	AP US History AS				66000	Computer Engineering I			42520	French V
		30220	Biology				15400	Civics-Contemporary Issues				66100	Computer Engineering II			42600	French VI
		30410	Environmental Chemistry Honors				15300	Civics-International Relations				66300	Computer Engineering III			42700	AP French
		30420	Environmental Chemistry				14300	Civics-Youth & the Law				66400	Computer Engineering IV			40100	Italian I
		30310	Chemistry Honors				14600	AP Comparative Government				66450	Computer Engineering V			40200	Italian II
		30320	Chemistry				14700	AP US Government & Politics				65000	Engineering Design/Robotics			40310	Italian III Honors
		31400	Physics				13450	AP Psychology				65050	Engineering II			40410	Italian IV Honors
		32510	AP Biology				13500	AP Modern European History				62100	Graphic Design Technology I			43100	Latin I
		33510	AP Chemistry				13360	AA/Black & PR/Latino Study ECE				62200	Graphic Design Technology II			43200	Latin II
		33510	AP Environmental Science				13350	Contemporary US History				62300	Graphic Design Technology III			43310	Latin III Honors
		34520	AP Physics I				15500	Economics				62340	Graphic Design Technology III sem			43410	Latin IV Honors
		34530	AP Physics II				16400	Humanities				62400	Graphic Design Technology IV			43450	AP Latin
		34540	AP Physics C				13410	Psychology				62440	Graphic Design Technology IV sem			45100	Mandarin I
		30902	Chemistry of Medicines				14200	Sociology				62555	Graphic Design Technology V ECE			45200	Mandarin II
		30184	Earth's Dynamic Environment									63100	Transportation Technology I			45310	Mandarin III Honors
		30182	Earth-The Dangerous Planet				9-10 LEARNING CENTER					63200	Transportation Technology II			45410	Mandarin IV Honors
		35520	Forensics I: Never Gone				*FLEX	89510	LC A 9/10 1d 1M			63300	Transportation Technology III			41100	Spanish I
		36110	Forensics II: Fake the Prints				*FLEX	89516	LC B 9/10 1d 1M			65400	Automotive Technology IV			41200	Spanish II
		33300	Human Ant. & Phys Brains Bones				*FLEX	89511	LC A 9/10 2d 1M			65500	Automotive Technology V			41310	Spanish III Honors
		33350	Human Ant. & Phys Blood Guts				*FLEX	89517	LC B 9/10 2d 1M			63000	Home & Auto			41410	Spanish IV Honors
		36050	Marine Science of LI Sound				*FLEX	89523	LC A 9/10 1d 1P			64100	Wood Technology I			41420	Spanish IV
		30904	Nutritional Chemistry				*FLEX	89525	LC B 9/10 1d 1P			64200	Wood Technology II			41510	Spanish V Honors
		35300	Science of the Cosmos				*FLEX	89524	LC A 9/10 2d 1P			64300	Wood Technology III			41520	Spanish V
		36000	Science of the Earth's Waters				*FLEX	89526	LC B 9/10 2d 1P			64310	Wood Technology III sem			41600	Spanish VI
THEATER/PRODUCTION																	
			Acting I				11-12 LEARNING CENTER					64400	Wood Technology IV			41700	AP Spanish
		85150	Acting I				11-12 LEARNING CENTER					64500	Wood Technology V			ESL SUPPORT	
		85200	Acting II				*FLEX	89512	LC A 11/12 1d 1M							09950	Academic EL Support A
		85300	Performance Studio III				*FLEX	89518	LC B 11/12 1d 1M							09960	Academic EL Support B
		85400	Performance Studio IV				*FLEX	89513	LC A 11/12 2d 1M			89991	Impact Group A				
		85700	Broadcast Journalism				*FLEX	89519	LC B 11/12 2d 1M			89992	Impact Learning Skills A				
		85750	Advanced Broadcast Journalism				*FLEX	89527	LC A 11/12 1d 1P			89995	Impact Group B				
		85800	Documentary Production				*FLEX	89529	LC B 11/12 1d 1P			89996	Impact Learning Skills B				
		85720	Movie Production				*FLEX	89528	LC A 11/12 2d 1P								
		85710	Video Production				*FLEX	89530	LC B 11/12 2d 1P								







**GRADUATION CREDIT TRACKER**







**9 - Credits in Humanities**

English	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	4
Class Name 									
	Credit Total								
Social Studies	Freshman Year	Credit	Sophomore Year	Credit	Junior Year US HISTORY	Credit	Junior OR Senior Year CIVICS	Credit	3.5
Class Name 									
	Credit Total								
Additional Credit		Credit		Credit		Credit			1.5
Class Name 									
	Credit Total								

**9 - Credits in Science Technology Engineering Math**

Math	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit			3
Class Name 									
Credit Total									
Science	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	3
Class Name 									
Credit Total									
Additional Credit		Credit		Credit		Credit			3
Class Name 									
Class Name 									
Credit Total									

**9 - Credits in P.H.E.W.**

Physical Education and Wellness	Freshman Year .25/.50 PE earned	Credit	Sophomore Year .50/.50 PE earned	Credit	Junior Year PE11, Elective, Wellness	Credit	Senior Year PE12, Elective, Wellness	Credit	1
Class Name 									
	Credit Total								
Health and Safety	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	1
0.75 Health Class Name 									
0.25 Safety Class Name 									
	Credit Total								
Electives	Fine Arts/Vocational Arts	Credit		Credit		Credit			3
Class Name 									
Class Name 									
	Credit Total								
World Language								Credit	1
Class Name 									
	Credit Total								

**1 - Credit in Mastery-Based Diploma Assessment**

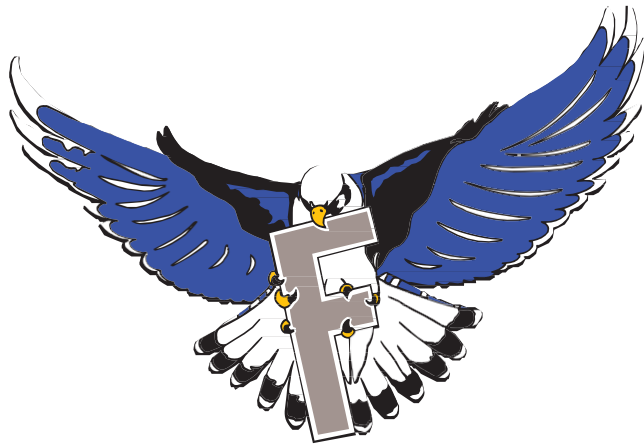
Assured Skill Experiences								Credit	0.5
								Credit Total	
Assured Content Experience								Credit	0.5
Mathematics									
Evidence Based Reading and Writing									
Content Area Mastery									
								Credit Total	



## **WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA**

<b>GRADE</b>	<b>AP/ECE</b>	<b>Honors</b>	<b>Elective</b>	<b>College Prep</b>
<b>A+</b>	5.00	4.67	4.67	4.33
<b>A</b>	4.67	4.33	4.33	4.00
<b>A-</b>	4.33	4.00	4.00	3.67
<b>B+</b>	4.00	3.67	3.67	3.33
<b>B</b>	3.67	3.33	3.33	3.00
<b>B-</b>	3.33	3.00	3.00	2.67
<b>C+</b>	3.00	2.67	2.67	2.33
<b>C</b>	2.67	2.33	2.33	2.00
<b>C-</b>	2.33	2.00	1.67	1.67
<b>D+</b>	2.00	1.67	1.33	1.33
<b>D</b>	1.67	1.33	1.00	1.00
<b>D-</b>	1.33	1.00	0.67	0.67
<b>F</b>	0.00	0.00	0.00	0.00

**Home of the**



**Falcons**