

*Program  
of Studies*

**2022-2023**

**FAIRFIELD LUDLOWE HIGH SCHOOL**

785 Unquowa Road • Fairfield, Connecticut

# 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

We are a fully accredited high school through the 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,*



*Greg C. Hatzis Principal*

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

## TABLE OF CONTENTS

Fairfield Public Schools Academic Expectations.....	3
Fairfield Public Schools Social and Civic Expectations .....	3
High School Scheduling.....	4
Course Selection .....	4
Required Course Load .....	4
Sample Schedule.....	4
Policy on Change of Program .....	4
Requirements for Graduation .....	5
Early Completion of High School Graduation Requirements.....	6
Physical Education Policy .....	6
Grading/GPA .....	6
Grading/Levels .....	6
Numeric Average to Letter Grade Conversion.....	7
Pass-Fail Option .....	7
Reporting Student Progress .....	7
Honors Scholar .....	7
Transfer Students.....	8
Weighting System for GPA.....	8
General Information.....	8
Attendance Policy.....	8
Credit for Independent Study .....	8
Grade Level Promotion Guideline.....	8
Making Up Failures/Loss of Credit.....	9
Early College Experience .....	9
Statement of Non-Discrimination .....	9
Course Descriptions	
Symbol Key .....	10
Art.....	10
Business Education.....	14
English.....	19
Family and Consumer Science .....	24
Health and Safety.....	27
Mathematics.....	28
Music .....	33
Physical Education and Wellness .....	37
Reading.....	38
Science.....	39
Social Studies .....	45
Technology & Engineering Education.....	50
Theater Arts .....	55
Video and News Production .....	56
World Languages.....	57
Regional Programs .....	64
Graduation Credit Tracker worksheet.....	66
Graduation Requirement Primary Designation table .....	67
Weighting System for GPA.....	inside back cover

# Fairfield Public Schools High School

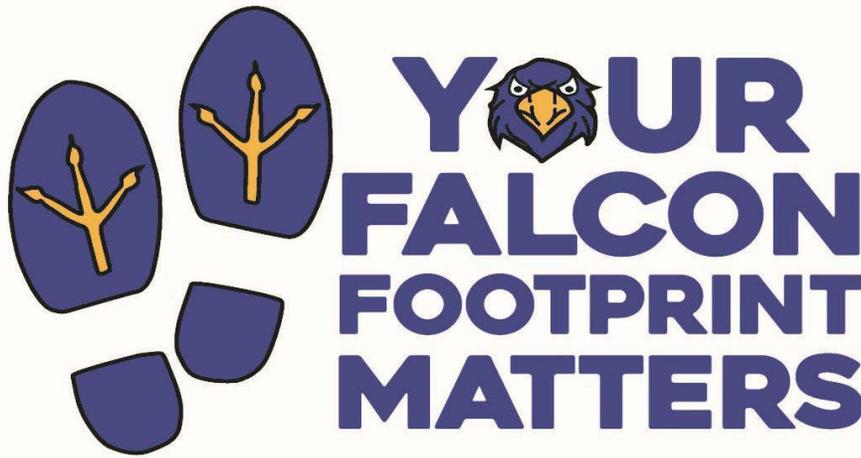


## Academic Expectations

<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 11	1	Elective/Free*	1	English 11	1	Phys Ed 11
							Health 11
2	Chamber Choir	2	Forensics I	2	Chamber Choir	2	Forensics II
	Homeroom		Homeroom		Homeroom		Homeroom
3	Spanish V H / Lunch	3	AP 2D Art & Design / Lunch	3	Spanish V H / Lunch	3	AP 2D Art & Design / Lunch
4	US History H	4	Algebra II	4	US History H	4	Algebra II
*8 credits with semester elective or 7.5 credits with free period							

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 is reported on his/her transcript as a 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.

**Key:**       Arts/Vocational     Elective     Health     Humanities     Physical Education     STEM     World Languages

## ART

**Inno-vision!** Innovation plus vision is 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.

*“Creativity is intelligence having fun.” -Albert Einstein*

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 pathways 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.**

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



### **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.



### **INTERMEDIATE DRAWING AND PAINTING (72300)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Introduction to Drawing and Painting*

Challenge yourself by bringing your skills to a higher level of sophistication. An emphasis in a variety of wet and dry materials will be utilized with drawing, painting, printmaking, mixed media and the use of the Adobe Creative Suite Software programs. Students will begin to build a portfolio for college applications and, if they choose, for the AP Drawing and 2-Dimensional Design Portfolios.



### **ADVANCED DRAWING AND PAINTING (72400)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Intermediate Drawing and Painting*

Students will continue to develop their portfolio and cultivate their individual style and abilities as they investigate traditional and contemporary approaches to art making. The emphasis will be on creative expression of personal ideas using a variety of art media including the use of the 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.



### **ADVANCED POTTERY AND SCULPTURE (72250)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Introduction to Pottery AND Introduction to Sculpture*

This course expands upon the experiences gained in Intro to Pottery and Intro to Sculpture. Students will apply their knowledge of materials and techniques to pursue infinite ideas and create meaningful and expressive work. Upon completion, students will have a 3-D portfolio and can apply for the AP 3- D Design Portfolio.



### **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.***



### **INTERMEDIATE DIGITAL DESIGN (76950)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Introduction to Digital Design*

This course enables students to use computer-aided design and work flow as they create and combine images, text and information. Quality workmanship will be emphasized while students learn advanced software techniques, integrating digital and scanned imagery. The digital portfolio from this course can be applied to the AP 2D Design Portfolio. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a Lab fee.***



### **ADVANCED DIGITAL DESIGN (76955)**

*.5 credit      Grades 11, 12*

*Prerequisite:    Intermediate Digital Design*

In this semester course, students will continue to develop their knowledge of digital design while exploring other Adobe creative software programs. Knowledge of various creative programs combined with traditional and digital design techniques, will give students the ability to create powerful, sophisticated visual images with depth and impact. Students who are unfamiliar, will be introduced to the basics of photography and using a DSLR Camera. Students will create an abbreviated portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of one semester. Portfolios include works of art and design, process documentation, and written information, preparing them for the AP- 2D Art and Design course. 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.***



### **INTERMEDIATE PHOTOGRAPHY (76100)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite:    Intro to Darkroom Photography OR Intro to Digital Photography*

Intermediate Photography is a course that requires previous knowledge of the use of 35mm film & digital cameras. This course is an advanced course that merges darkroom and digital processes, offering a greater range of imagery, allowing a student's personal expression and aesthetics to shine through. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. ***This course requires a Lab fee.***



### **ADVANCED PHOTOGRAPHY (76200)**

*.5 credit      Grades 11, 12*

*Prerequisite:    Intermediate Photography*

In Advanced Photography, students will make use of the skills learned in previous photography courses and combine them with a wider range of technological and digital choices. The serious photography student will explore advanced darkroom and digital imaging techniques to develop his or her own style. Advanced exposure and use of Professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. It is encouraged that all advanced level photography students take the AP College Board 2D Design exam but it is not required. ***This course requires a Lab fee.***



### AP 2-D ART AND DESIGN (76300)

1 credit      Grades 11, 12

*Prerequisite:* Intermediate Photography **OR** Intermediate Digital Design.

***Students in the course are expected to complete the portfolio for the AP 2-D exam.***

In AP 2-D Art & Design, Illustration and Photography, students will make use of the skills learned in previous 2-D Illustration and Photography courses and combine them with a wider range of technological and digital choices. The serious photography student will explore advanced darkroom and digital imaging techniques to develop his or her own style. The serious Design and Illustration students will explore industry standard, design techniques and methods to create sophisticated imagery. Advanced exposure and use of Professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package will be available to all students. Limited school cameras are available for loan for this course. ***This course requires a Lab fee.***



### AP 3-D ART AND DESIGN (76305)

1 credit      Grades 11, 12

*Prerequisite:* Advanced Pottery and Sculpture

***Students in the course are expected to complete the portfolio for the AP exam.***

The AP 3-D Art and Design Course corresponds to the equivalent of a one-semester, introductory college course in 3-D design respectively. Students create a portfolio of work to demonstrate inquiry through 3-D art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may elect to take more than one AP Art course for credit. All prerequisites for each track need to be met. A digital camera or camera phone/device are required. Limited school cameras are available for loan. This course requires a lab fee.



### AP STUDIO DRAWING (76320)

1 credit      Grade 12

*Prerequisite:* Advanced Drawing and Painting and a portfolio for review by an instructor.

***Students in the course are expected to complete the portfolio for the AP exam.***

The AP Drawing Course corresponds to the equivalent of a one-semester, introductory college course in drawing and painting respectively. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may elect to take more than one AP Art course for credit. All prerequisites for each track need to be met. A digital camera or camera phone/device are required. Limited school cameras are available for loan. This course requires a lab fee.





### **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.



### **ACCOUNTING I (51300)**

*1 credit      Grades 10, 11, 12*

Knowledge of accounting is beneficial to all students because it is the language of business and provides all students with the skills necessary to successfully manage their own personal finances. This course presents basic accounting principles that can be applied to both business and non-business applications. It provides a strong foundation for post-secondary study in accounting or other business areas, as well as the skills needed for entry level employment. It is extremely beneficial to all students who plan on pursuing a degree or employment in any field of business. It is also a wonderful opportunity for all students who would like to learn more about maintaining their personal business records and becoming a financially savvy citizen.



### **ACCOUNTING II (51350)**

*.5 credit      Grades 11, 12*

*Prerequisite: Accounting I with C+ or better*

This course is a continuation of Accounting I. It provides students the opportunity for in-depth study of accounting procedures. A practice module is completed in this course, which allows students to work through an entire accounting cycle. Software may be used to prepare various working papers including financial statements.



### **MARKETING (53500)**

*1 credit      Grades 10, 11, 12*

This course provides an understanding of the business world and development of the student's knowledge and ability in the marketing field. Marketing introduces the students to the processes and strategies involved in transferring business products or services to a consumer. Through interactive discussions and projects, the course's main focus is on analyzing the marketing mix, their interrelationships, and how they are used in the marketing process. Topics include: customer behavior, channels of distribution, advertising and promotion, branding strategies, marketing programs and retail merchandising. Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

 **BUSINESS LAW (52800)**  
*.5 credit      Grades 10, 11, 12*  
Business Law focuses on the study of the state and federal court structure, the laws of business, contracts, criminal law, sales, bailments, negotiable paper, agency insurance, and business organization. The course emphasis is on business ethics as it pertains to laws; role of contracts in business; and the difference between criminal and civil business law cases. Students learn about the importance of the law in our form of government and their legal rights and obligations with respect to the juvenile justice system.

 **BUSINESS MANAGEMENT (53300)**  
*.5 credit      Grades 10, 11, 12*  
This course is intended to serve all students and should be of particular interest to the college-bound student who plans on majoring in Business. Students will receive an introduction to management concepts, theory and practice. This course will be a leadership development course intended to bring an awareness of the necessary skills in order to become a successful worker and/or manager of people. The fundamentals of international business, management styles, problem-solving and getting along with others will be emphasized through case studies, role-playing, critical thinking, persuasive writing and leadership activities.

 **BUSINESS OF SPORTS & ENTERTAINMENT (50500)**  
*.5 credit      Grades 10, 11, 12*  
Business of Sports and Entertainment is an exciting course that studies the key functions of business as they are applied to the sports and entertainment industries. This course studies professional sports leagues, Hollywood movie systems, popular athletes and celebrities and examines how these organizations and people make money, gain endorsement deals, face scandals and cope with the pressures of the public eye. This course introduces the student to foundational business concepts including product life cycles, marketing strategies as well as sponsorship and endorsement strategies. In addition, students will explore a wide variety of rewarding careers in these popular fields. Each unit will focus on one specific area such as brand marketing, licensing, sponsorships, promotion, management, sports and entertainment law and advertising.

 **THE BUSINESS OF TRAVEL & TOURISM (50510)**  
*.5 credit      Grades 10, 11, 12*  
The Business of Travel & Tourism course provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers related to the management, marketing, and operations involved with travel and tourism. Students will learn concepts related to specific industry segments, including industry awareness, organizational management, customer service, and sales and marketing. Students will study the skills and characteristics needed for success in the travel and tourism industry.

 **FINANCIAL LITERACY (53400)**  
*.5 credit      Grades 10, 11, 12*  
Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy. Students will learn about topics such as budgeting, credit cards, interest, taxes and financial aid. This course will provide students with the knowledge and skills to create a strong foundation for their immediate and long-term financial future.

 **INTERNATIONAL BUSINESS (51700)**  
*.5 credit      Grades 10, 11, 12*  
This course is designed to provide students the opportunity to understand international business and the effect it has on businesses in the United States. Students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace and are provided with a wealth of learning experiences that will prepare them for entry-level international business and marketing occupations. In addition, students will be involved in a variety of authentic research and project based assessments focused on international countries.

## AP ECONOMICS

 **AP MICROECONOMICS (51500)**  
*.5 credit      Grades 10, 11, 12*  
*Prerequisite:      Teacher recommendation advised*



### AP MACROECONOMICS (51600)

.5 credit

Grades 10, 11, 12

Prerequisite: Teacher recommendation advised

**Students, in these courses, are expected to take the Advanced Placement exam in May.**

Economics is a structured and disciplined approach to looking at how society allocates scarce resources with unlimited wants. The AP economics sequence is comprised of two semester-based courses in microeconomics and macroeconomics. By taking both courses, students will gain a basic level of sophistication in economic matters similar in scope to the experience a college student would receive in survey courses. Students should expect increased demands in reading, writing, and analytical thinking. These courses are recommended for the college-bound student that would like to gain a solid foundation of business practices or if they would like to study business in college.

**Microeconomics** focuses on a circular model revolving around the firm and the household and how goods, market and capital are allocated. Additional topics covered include the models of supply and demand, market failure and the role of government.

**Macroeconomics** focuses on the economic system as a whole. We will look at major economic indicators such as gross domestic product, inflation and unemployment as well as other forces that affect the entire economy. Other topics covered include inflation, unemployment and international policy.



### AP COMPUTER SCIENCE A (51000)

1 credits

Grade 10, 11, 12

Prerequisite: Computer Games Design and Programming, OR AP Computer Science Principles OR teacher recommendation advised

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

The Advanced Placement Computer Science course offers advanced students an opportunity to complete college -level work in high school. Utilizing the Java programming language, the course provides an introduction to the fundamental concepts of object-oriented analysis (OOA), design (OOD) and programming (OOP), and how object-oriented languages differ from procedural languages. Students will work on a wide variety of interesting and challenging problems that will be used as a context to focus on problem solving skills and higher level thinking. The topics covered include: the concepts of abstraction, encapsulation, modularity, inheritance, analysis of algorithms and polymorphism. The course will focus on the CS-1 material (A curriculum).



### ADVERTISING (53600)

.5 credit

Grades 11, 12

Prerequisite: Completion of one of the following courses: Marketing, Business of Sports and Entertainment, and/or Entrepreneurship.

Advertising will teach students how to take an innovative approach to advertising creativity. The course will cover the entire conceptual process, from developing smart strategy to executing it with strong ads. The course will cover creative, literary, and graphic design strategies that combine to make effective ads. Students will explore how their ideas can be applied to modern-day technology, social media and mobile platforms to create an integrated campaign that surrounds the consumer.

Ultimately, the course will show students how to find strong selling ideas, and then express them in fresh, memorable ways through a variety of media. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client.



### INVESTING AND FINANCE (53700)

.5 credit

Grades 11, 12

Prerequisite: Completion of Algebra I and one of the following courses: Accounting I, Business Management, Business of Sports and Entertainment, Financial Literacy Entrepreneurship, and/or Marketing.

Students will be introduced to the fundamentals behind sound investment practice. The course will cover time value of money, compound interest, and how investing wisely over long periods of time can lead to financial security. Students start with an overview of basic accounting principles that allow investors to evaluate a company's financial performance. Students are then introduced to the trade-off between investment risk and return while we cover the fundamentals of bond and stock investing. Students finish by researching and measuring the benefits of diversification and asset allocation in investing that allow students to evaluate a broad range of investment options running from individual stock investing to mutual fund strategies.



### **ENTREPRENEURSHIP (50600)**

*.5 credit      Grades 11, 12*

*Prerequisite: Completion of 1 full year or 2 half year Business Elective(s): Accounting I, Marketing, AP Macroeconomics, AP Microeconomics, Business Management, Business of Sports & Entertainment, Advertising, and/or Investing.*

Entrepreneurship is a course designed to expose students to the risks and rewards of creating and running a small business. Students will explore aspects of entrepreneurship through problem solving, critical thinking, and the development of projects and activities. This course will provide students the opportunity to create change by channeling their passions and interests into businesses. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on opportunity, and operating and maintaining that business. Students will develop an appreciation for and understanding of entrepreneurship in our economy providing them with strategies that will assist them as they develop into responsible citizens, wage-earners and consumers.

### **INTERNSHIP & CAREER EXPLORATION (FALL 53999, SPRING 54000)**

*.5 credit      Grade 11, 12*



*Prerequisite: Administrator recommendation required \*\*Must have own transportation*

The Internship program provides students with a unique opportunity to participate in an in-depth career exploration work experience as well as classroom based instruction. The program allow students (age 16 and over) the opportunity to work in a non-hazardous unpaid internship for approximately 80 hours per semester. Working with partners in business and industry, we will be able to provide students with multiple pathways for learning outside the traditional academic setting. Participation in the State of Connecticut's Unpaid Experiential Learning Program will encourage students to pursue their interests while gaining high-quality skills and career development in a "real-world" setting. Students, who are placed in a well-structured business in conjunction with classroom instruction, will not only acquire transferable skills but also build a solid foundation for future success in college and career. Students can participate in internships during selected release time from school and after school hours. Students must provide their own transportation to and from their internship.

## 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.

### GRADE 10



#### **ENGLISH 10 HONORS (00210)**

*1 credit      Grade 10*

English 10 Honors asks students to move beyond themselves and their own interests as they intellectually engage with large philosophical questions. Students learn that literature responds to the questions which life presents to them as they venture out into the world. In this course, students develop as readers by focusing on literary craft as they analyze text and create text. Reading and writing experiences prepare students for taking thoughtful critical stances about literature. In addition to frequent informal writing assignments, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

**ENGLISH 10 (00220)***1 credit      Grade 10*

English 10 will extend students' analysis of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their knowledge about literature and develop thoughtful critical stances about literature. Students will strengthen their ability to use textual evidence to support claims and illustrate their points. In addition to frequent informal writing assignments, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

**GRADE 11****ENGLISH 11 HONORS (00310)***1 credit      Grade 11*

English 11 Honors will provide students the opportunity to study American texts - literary, arts, cultural - in order to understand how these texts reflect the American identity and experience. Students will read notable works of American literature and analyze those texts in relation to one another. Texts range from the classic to the contemporary. Writing in this course varies from literary analysis to other genres (narrative, creative nonfiction, journalistic). Students will read a number of texts that are complex, challenging the reader. Students will engage in varied performance tasks including seminar discussions.

**ENGLISH 11 (00320)***1 credit      Grade 11*

English 11 will provide students opportunities to study American literature and consider how lives have been shaped by the American experience. Students will apply varied strategies including inquiry, collaboration, and analysis to interpret, evaluate, and synthesize ideas across increasingly sophisticated texts. This course focuses on deepening students' personal responses to texts while considering the perspectives of history and culture as they consider the assumptions within texts and within their own thinking. Students will engage in varied performance tasks including seminar discussions.

**AP LANGUAGE AND COMPOSITION (00350)***1 credit      Grade 11*

The AP Lang course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students also identify elements of literary and rhetorical style and apply these techniques to their writing. As the course progresses, students become aware of their writing process through self-assessment against AP standards for writing, and through feedback from their peers and their teacher. Completion of assigned summer reading and writing is a course requirement. Students are encouraged to take the AP Language and Composition exam in May.

**AP LANGUAGE AND COMPOSITION AMERICAN STUDIES (00300 English) (12800 Social Studies)***1 credit      Grade 11      Integrated Course of AP Language and Composition and AP US History*

This team-taught, interdisciplinary course uses an integrated approach that examines the American identity through the study of history, literature, non-fiction texts, and works of art. The course provides students opportunities to explore our country's history and encourages students to cultivate ideas about citizenship and culture. The course explores how American history is understood through rhetoric. This course satisfies the 11th grade U.S. History and 11<sup>th</sup> grade English requirements. Completion of American Studies assigned summer reading and writing is required. Students enrolled in the interdisciplinary American Studies course are highly encouraged to take both the AP U.S. History and the AP Language and Composition exams in May.

**GRADE 12  
FULL YEAR COURSES****ENGLISH 12 HONORS (00410)***1 credit      Grade 12*

English 12 Honors offers students a chance to explore philosophical concepts evident in literature and in the modern world. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as relevant to the human condition. Additionally, the study of critical theory will expand students' capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry that is driven by the question, *what makes a meaningful life?*



### ENGLISH 12 (00420)

1 credit Grade 12

This course emphasizes interpretation of literature and the development of effective expository writing in both personal and analytical essays. Throughout the course, students will explore the nature and development of philosophical questions regarding truth, existentialism, and the human condition. Increased independence will be fostered as students interact with texts, deepen their inquiry, take positions, and communicate their thinking to others.



### AP LITERATURE AND COMPOSITION (00450)

1 credit Grade 12

Students are encouraged to take the AP Literature and Composition exam in May.

Advanced Placement English Literature is for students who want to be challenged with college-level course work. This course is designed for students who value the study of literature as students in this class will work to enhance their skills in critical thinking about complex texts. The class is run as a seminar, and oral discourse is an integral part of the class. Students in this course will analyze and interpret complex works of literature, including novels, plays, short stories, and poetry from various time periods. In addition, students will gain knowledge of critical theory and apply theoretical lenses to the literature. College-level literary analysis writing is a focus of the course; however, students will produce work in a variety of modes, including presentations, formal discussions, narratives, original fiction/poetry, timed essays, and/or multi modal projects. Completion of the summer reading, writing, and viewing is a requirement of this course. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 4 college credits, ENGL 1011: Seminar in Writing through Literature, through the UCONN ECE Program.**

### SEMESTER ENGLISH ELECTIVE COURSES

The Elective Courses have been grouped in two general categories: Literature Courses and Writing Courses. A senior who does not take a full year English course, must take a minimum of **one** course from **each** column. Semester courses are also open to juniors in addition to their full-year junior course. **The Elective GPA weighting scale applies to all English Semester Elective courses.**

<u>Literature</u>	<u>Writing</u>
Call of the Wild	Creative Writing Workshop
Contemporary Global Literature	Film Analysis and Criticism
Dramatic Literature & Performance	Journalism
Gender Perspectives in Literature	Poetry
Literature of Well-Being	Satire
The Supernatural in Literature	

### LITERATURE ELECTIVES



### CALL OF THE WILD- LITERATURE AND THE NATURAL WORLD (00500)

.5 credit Grades 11, 12

What is a course of history or philosophy, or poetry, no matter how well selected, or the best society or the most admirable routine of life, compared with the discipline of looking always at what is to be seen? Will you be a reader, a student merely, or a seer? -Henry David Thoreau

Call of the Wild challenges students to grow their natural awareness and deepen their relationship with nature. Major attention will be paid to assessing the role that nature does or should play in modern life. All reading and analysis for Call of the Wild require an introspective spirit of philosophical inquiry and the ability to make productive connections and articulate common themes. In addition to analyzing and responding to literature, students are expected to participate in field experiences, both

independently and as a class. Nature writing, by definition, is a field-based activity, rooted in a strong sense of place. It requires the “discipline of looking always at what is to be seen” in the natural world around us. During this course students will be afforded the opportunity to step out of the busy routine and closely observe the beauty and significance of their own local landscapes in the field. First-hand field experiences provide students with an experiential context, which they bring back to the literature, and this empowers more sophisticated understanding of both written texts and their home landscape. Students document their experiences and observations in nature in their field notes, and develop these notes into more formal narrative reflections.



### **CONTEMPORARY GLOBAL LITERATURE (00700)**

*.5 credit      Grades 11, 12*

This course aims to explore the ideas and perspectives of peoples and cultures that have previously been kept out of the literary conversation. Students respond to and analyze texts (fiction, non-fiction, documentaries, music, poetry, short stories) produced by and about people from nations that are often not part of traditional Western canonical literary study. Students write in a variety of genres with emphasis on literary analysis.



### **DRAMATIC LITERATURE THROUGH PERFORMANCE: BRINGING LITERATURE TO LIFE (00640)**

*.5 credit      Grades 11, 12*

Students in Dramatic Literature through Performance read and perform dramatic selections by representative playwrights from Shakespeare to Stoppard. Students will explore the significance and impact of drama as a literary genre through reading, discussion, and written analysis. Student performance and active viewing of noteworthy performances on film are essential components of this course. The end goal is that students develop a capacity to see the unspoken moments in a script and to appreciate more fully the process behind a moving theatrical performance.

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



### **GENDER PERSPECTIVES IN LITERATURE (00580)**

*.5 credit      Grades 11, 12*

Gender Perspectives is a semester course that focuses on the analysis of the changing portrayal of gender roles and gender stereotypes in literature, film, and popular culture. Students will explore cultural assumptions about gender and read varied texts from multiple perspectives as they become familiar with literary theories. Students will research current events around gender perspectives and engage in class discussions.



### **LITERATURE OF WELL-BEING: EXPLORING IDEAS TO CREATE OUR BEST SELVES (00590)**

*.5 credit      Grades 11, 12*

This is a semester course that aims to explore both the tangible and intangible world around us. The goal is to help students bring awareness towards their habits as humans and how they move through the physical and metaphysical world. This course encourages students to critically examine the concept of balance and self through literature and life to inform and develop personal meaning. This class will analyze a wide range of secular and nonsecular texts, as well as exploring practices in mindfulness. The aim of this course is not only to equip students with the ability to analyze varied texts but also to examine and critically witness themselves and the world around them.



### **THE SUPERNATURAL IN LITERATURE (00600)**

*.5 credit      Grades 11, 12*

The focus of the course is to analyze how the supernatural, as portrayed in literature, is reflective of the human condition. Cultures throughout place and time have written about the supernatural realm in order to contemplate life, death, fear, and the universe. Students will read and discuss aspects of the supernatural in works from the past to the present by such authors as Dante, Hawthorne, Bradbury, Shelley, Poe, and Stoker. Through both written and visual texts, students will explore the concepts of ghosts, vampires, devils, witches, and the afterlife.

## **WRITING ELECTIVES**



### **CREATIVE WRITING WORKSHOP (00510)**

*.5 credit      Grades 11, 12*

In this workshop-based course, students study the elements, crafts, and genres of creative writing. In each marking period, students write and revise in one genre choosing from poetry, drama, memoir, short story, creative nonfiction. Students will read varied mentor texts, analyze different authors’ style, and practice varied writing techniques. The course runs through a workshop format where students explore topics of interest and work collaboratively with their peer authors to draft, revise, edit and publish original written works.



### **FILM ANALYSIS AND CRITICISM (00610)**

*.5 credit      Grades 11, 12*

This English elective prepares students to closely view films with a critical eye and an analytical mind. Students develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to strengthen this visual literacy, students learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students are introduced to elements of film analysis, a brief overview of film history, and the essentials of film theory.

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



### **JOURNALISM (00530)**

*.5 credit      Grades 10, 11, 12*

*Students will be able to take this course repeatedly for elective credit and seniors who take the course can use it to satisfy their English requirement.*

Students will learn necessary journalistic skills including the fundamentals of lead writing, news story development and organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating. Students will "go out" on the beat and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students will explore the problems, philosophical questions, and issues that journalists face. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists.



### **POETRY (00550)**

*.5 credit      Grades 11, 12*

The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure, and form) and apply these techniques while writing original poetry. This course is based on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups.



### **SATIRE (00560)**

*.5 credit      Grades 11, 12*

Satire pokes fun at people and institutions (i.e., political parties, educational systems). Sometimes satire is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. Writing techniques taught include parody, exaggeration, absurdity, and irony. Through the study of satiric techniques, students see how satire enables us to laugh at ourselves while at the same time effecting reforms.

## 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.

Students in all three levels of the Food Service courses will participate in the National Restaurant Association ServSafe Food Handlers program. This is an industry recognized certification and students who receive a passing score will receive the certification.



#### **FOOD SERVICES I (68200)**

*1 credit      Grades 10, 11, 12*

*Prerequisite    Introduction to Culinary Arts and teacher recommendation*

Delve further into your passion. Expand your knowledge and skills in a restaurant atmosphere. Create appetizers, entrées, and desserts, research potential recipes, and demonstrate regional and seasonal food preparation. You will learn restaurant operation first hand, as you plan, prepare, and present your culinary creations in the student run restaurants; Barlow's at FWHS and the Falcon's Nest at FLHS. You will generate, identify, and evaluate trends, challenges, and business opportunities in the hospitality and tourism industry. Additionally, students cater parties, luncheons, and other events in the school and community. Students will develop foundational knowledge and skills relating to career pathways in The Hospitality and Foods Industry.



#### **FOOD SERVICES II (68250)**

*1 credit      Grades 11, 12*

*Prerequisite    Food Services I and teacher recommendation*

This class is a continuation of Food Services I. Students will learn quantitative food preparation techniques, create and execute menus, hone seasoning and tasting skills, prepare, garnish, plate and serve an array of restaurant meals. Students will also continue to develop marketing and advertising skills as they practice their front and back of house skills within the student-run restaurants, utilizing the internet and social media. In addition, students will assess the impact of innovation on business models in the hospitality and tourism industry, as well as identify and implement sustainability in the hospitality and tourism industry.



### **FOOD SERVICES III (68270)**

*1 credit      Grade 12*

*Prerequisite      Food Services II and teacher recommendation.*

Students will take their skills to a new level. Self-motivation and personal achievement are recognized as students develop leadership and management techniques, build on food skills, initiate and create menus for various community events. Students will anticipate the impact and value of future business models in the hospitality and tourism industry and design and implement a new business model as an entrepreneurial approach. Students are given the opportunity to explore areas of interest and to develop a personalized approach to menu development, flavor profiles, presentation, and marketing style.

### **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.



### **FASHION & DESIGN II (67200)**

*1 credit      Grades 10, 11, 12*

*Prerequisite      Fashion and Design I*

This course is designed for students who are interested in refining their sewing construction skills. Students will be introduced to a variety of advanced clothing techniques using woven and knit fabrics as well as the redesign and construction of clothing made from ready-made garments. Students will apply proper fitting methods of garments through the use of commercial patterns and muslins. Students will have the opportunity to use technically advanced design and construction equipment. 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.



### **FASHION & DESIGN III/IV (67300/67400)**

*1 credit      Grades 11, 12*

*Prerequisite      Fashion and Design II or Teacher recommendation advised*

Fashion designing is the emphasis of this course. Students will make their fashion visions a reality. This course gives students an in-depth background in fashion designing and creating apparel by incorporating both the flat-pattern and draping methods of design. Students will produce two three-piece collections and display them in the annual fashion show. 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.



### **FASHION INDUSTRY STRATEGIES I (67500)**

*.5 credit      Grades 10, 11, 12*

This course provides a comprehensive look at the fashion environment, including the functions and objectives of the merchandising team and the principles and techniques of today's forecasters, designers, buyers, planners, manufacturers, and end product user. Students study the operational segments of the fashion industry and describe the functions of each. New technologies are researched and the impact on consumers' shopping experiences explored. This course enables students to understand the procedures of organizing a small fashion retail enterprise and to become aware of the decision-making inherent in successful small-store and large store merchandising. Students work in teams on a simulated merchandising project to execute a student-run boutique. Students will also be responsible to develop their own model for a small fashion retail store.



### **FASHION INDUSTRY STRATEGIES II (67520)**

*.5 credit      Grades 11, 12*

*Prerequisite      Fashion Industry Strategies I*

Students will continue to explore the current fashion movement, the multiple fashion apparel practices, in both retail and wholesale. The course will look at the changes in consumer desire as consumers gain control of the shopping experience and demand to shop everywhere and in every way. Students will forecast trends, and implement the methods of advertising and marketing and apply their learning to the business of the student-run boutique and the student's previously developed model for a small fashion retail store.



### **INTERIOR DESIGN (67600)**

*.5 credit      Grades 10, 11, 12*

Students transform interior spaces using the elements, principles and goals of interior design into lively, functional environments. Hands-on experiences including the selection of furniture, window treatments, flooring and accessories within individual student projects develop the student's design and presentation skills. A professional architectural computer program gives students the opportunity to practice creativity and enhance technical proficiencies while designing new floor plans. Students will develop foundational knowledge and skills relating to career pathways in housing and interior design.

## **HUMAN DEVELOPMENT AND FAMILY STUDIES**

Students will develop foundational knowledge and skills relating to career pathways in psychology, psychiatry, teaching and many other child-oriented careers. Additionally, course material is particularly relevant to parenting: a career most of you will assume at some point in your lives.



### **CHILD DEVELOPMENT I (68300)**

*1 credit      Grades 10, 11, 12*

Child Development is a vital course for anyone interested in a child-focused career and all future moms and dads. Learn how parents and caregivers can positively influence the development of a child from conception through school age. Students will learn about family structures and interactions, reproduction, fetal development, birth, and parenting. Highlights of the course include caring for a life-like computerized baby and observations conducted in our preschool lab.



### **CHILD DEVELOPMENT II, EARLY CHILDHOOD (68400)**

*1.5 credits      Grades 11, 12*

*Prerequisite      Child Development I and teacher recommendation required*

Do you enjoy working with children? Students in Child Development II become the teachers in our student-run preschool, planning and operating a preschool program for three- and four-year-old children from the community. During class time students meet to evaluate the individual needs of the children in the program based on developmental milestones, and to plan and create developmentally appropriate lesson plans. In addition, students will spend time in the preschool lab creating a safe, healthy and stimulating learning environment for the children in the program.



### **CHILD DEVELOPMENT III, INDIVIDUAL AND FAMILY DEVELOPMENT ECE (69000)**

*1 credit      Grades 11, 12*

This course is an introduction to the field of Human Development and Family Studies and is essential for students thinking about careers in education, medicine, psychology, psychiatry, and other similar pathways. Students will gain an understanding of human development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. An internship in the field is required.

**This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits, HDF5 1070: Individual and Family Development, through the UCONN ECE Program.**

## **HEALTH and SAFETY**

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 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.



### **HEALTH 10 (81320)**

*0.25 credit      Grade 10 required*

The Grade 10 curriculum focuses on topics including responsibilities associated with drinking and driving, distracted driving, addiction, drug education and human reproduction. This course offers sophomores an in-depth study of the physiological effects of use/abuse of alcohol and drugs with special emphasis on drinking and driving. Students will also have the opportunity to study current alcohol legislation as they prepare for their driver's license. Students will continue to learn skills to manage anxiety and stress.



### **HEALTH 11 (81330)**

*0.25 credit      Grade 11 required*

This course emphasizes attitudes, attributes and skills along with knowledge-based components to assist juniors to minimize health risks and avoid behaviors, which interfere with well-being. Grade 11 focuses on developing the decision-making skills necessary for overall health. Topics include stress management and human growth and development. Students will participate in Red Cross CPR/AED/First Aid certification (per Covid-19 restrictions)



### **HEALTH 12 (81340)**

*0.25 credit      Grade 12 required*

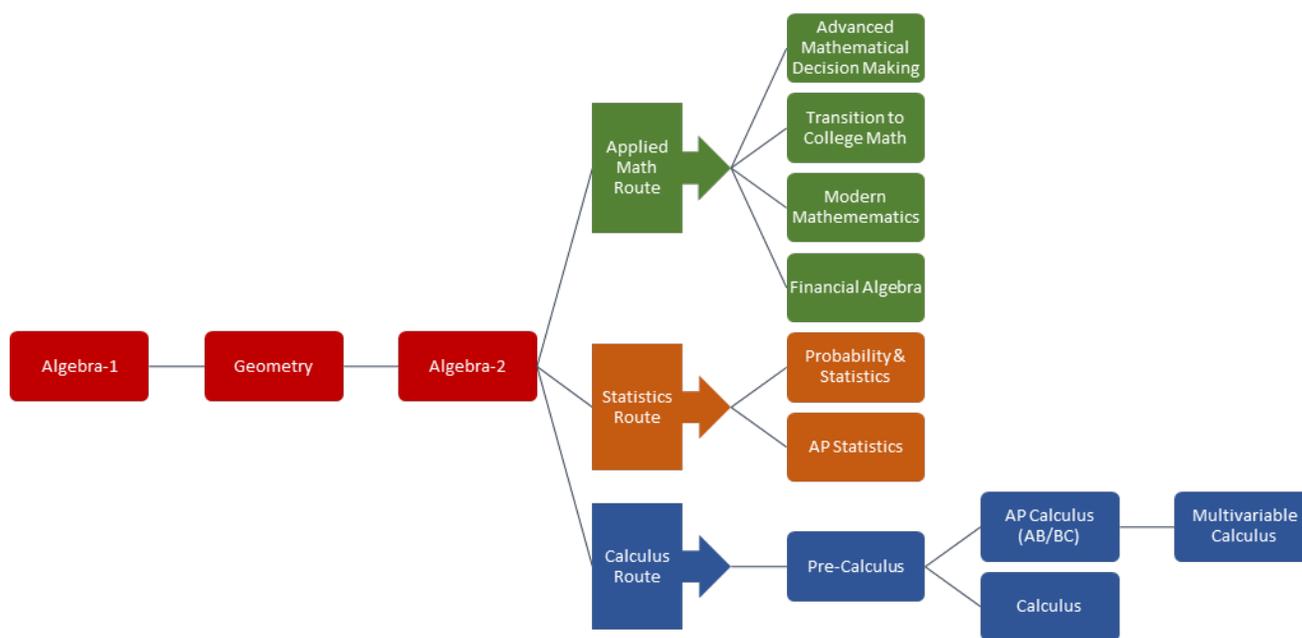
This last health course offers seniors the opportunity to develop a set of personal health goals and a process to obtain, interpret and understand basic health information. By updating essential information and clarifying the relationship between the dynamic complexity of lifestyle and quality of life, it assists them in being good health consumers. Students will continue to learn skills to manage anxiety and stress. The Grade 12 curriculum offers the students an individual based program called Life after High School. Through financial literacy research, group interaction and organization the students will organize a life plan to help assist in the transition into adulthood.

# 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 its 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 (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: Successful completions of Algebra I or Algebra-8 (B+ or better) With permission, students can take 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.

 **ALGEBRA II WORKSHOP (A-23325/B-23326)**  
*.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 II 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 II 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*

 **PRE-CALCULUS HONORS (24410)**  
*1 credit*  
*Prerequisite: Algebra II Honors and Geometry Honors (B or better) or Algebra II AND Geometry (A or better).*

In this course, students will build upon their understanding of polynomials by exploring and understanding rational functions. Students will simplify rational expressions and use these understandings to solve rational equations. Additionally, students will explore the graphical representations of a rational function. Lastly, students will develop an understanding of a logarithm by building off their learnings about exponential functions and properties.

Additionally, students will continue to develop an understanding of trigonometry that builds upon their right triangle trigonometry concepts from geometry. The course includes a strong emphasis on circular and triangular trigonometric functions, graphs of trigonometric functions and identities and trigonometric equations, and vectors. Furthermore, the conclusion of the course will end with an introduction to calculus with the investigation of limits.

 **PRE-CALCULUS (24400)**  
*1 credit*  
*Prerequisite: Algebra II Honors (C or better) or Algebra II (B or better).*

In this course, students will build upon their understanding of polynomials by exploring and understanding rational functions. Students will simplify rational expressions and use these understandings to solve rational equations. Additionally, students will explore the graphical representations of a rational function. Lastly, students will develop an understanding of a logarithm by building off their learnings about exponential functions and properties.

Additionally, students will continue to develop an understanding of trigonometry that builds upon their right triangle trigonometry concepts from geometry. The course includes a strong emphasis on circular and triangular trigonometric functions, graphs of trigonometric functions and identities and trigonometric equations, and vectors. Furthermore, the conclusion of the course will end with an introduction to calculus with the investigation of limits. ***The Elective GPA weighting scale applies.***



### **FINANCIAL ALGEBRA A (24450) and FINANCIAL ALGEBRA B (24460)**

*.5 credit per Elective - Senior Semester Course Option to take 1 or 2 semesters*

*Prerequisite: Successful completion of 2 years of high school mathematics.*

Financial Algebra focuses on real-world financial literacy, personal finance, and Algebraic approaches to solving problems. Students will apply what they learned in Algebra 1 and Geometry topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. Students will extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems. Student activities will include real-life situations (for example, purchasing a vehicle). This course may not be considered a 4<sup>th</sup> year core Math class at some colleges. *\*Not approved for NCAA core course Math requirement*



### **PROBABILITY AND STATISTICS (25400)**

*1 credit*

*Prerequisite: Successful completion Algebra II*

Probability and statistics is recommended for those who want an elective that will be beneficial to many academic, medical, social science, and business careers. Statistics topics studied include: describing data with graphs, distributions, histograms and other graphical techniques, and measures of center and spread. Probability topics include: probability rules, probability distributions – discrete and normal. Additional topics include: sampling design, experimental design, sampling distributions, linear regression, and an introduction to inference testing and confidence intervals. Probability & Statistics is an excellent option for students anticipating statistics requirement in college. *The Elective GPA weighting scale applies.*



### **ADVANCED MATHEMATICAL DECISION MAKING (25550)**

*1 credit*

*Prerequisite: Successful completion of Algebra II*

The Advanced Mathematical Decision Making (AMDM) course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. Instruction and assessment will include the appropriate use of manipulatives and technology. Topics are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts are introduced and used, where appropriate, in the context of realistic phenomena. *\*Not approved for NCAA core course Math requirement.*



### **TRANSITION TO COLLEGE MATHEMATICS (25560)**

*1 credit Grade 12*

*Prerequisite: Algebra II is recommended but not required*

The goal of the Transition to College Mathematics (TCM) course is to develop quantitative, statistical, and algebraic reasoning abilities, thus preparing students for college success in multiple mathematics pathways. The course addresses a variety of mathematical topics needed to prepare students for success in college level mathematics. In this course, students will connect and use multiple strands of mathematics in situations and problems as well as in the study of other disciplines. In addition, the course supports students in developing skills and strategies needed to succeed in college. Classroom instruction for this course should engage students in meaningful interactions that amplify the learning through social interaction; facilitate transfer of math and SEAD (Social Emotional and Academic Development) skills; and create an inclusive learning context for all learners, particularly for students who feel disconnected from mathematics and disaffected by the learning process.

*\*Not approved for NCAA core course Math requirement.*



### **MODERN MATHEMATICS (25555)**

*1 credit*

*Prerequisite: Algebra II*

Modern Mathematics is a rigorous fourth-year launch course that differs from the courses that precede it in that the mathematics is focused on discrete topics instead of continuous functions. This post-Algebra II course is heavily based in modeling with mathematics and includes topics like elections and weighted voting, graph theory, game theory, and apportionment. Students engage in problem-based learning where problems are ill defined and may have varying outcomes. In this course, reasoning and modeling are primary drivers of instruction. *The Elective GPA weighting scale applies.*



## AP STATISTICS (26510)

1 credit

*Prerequisite:* Algebra II Honors (B+ or better) or Probability and Statistics (A or better)

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

AP Statistics is a rigorous course that offers advanced students an opportunity to do college level work in high school. Students will explore four broad conceptual themes: exploring data, planning a study, probability, and statistical inference. The content of the course requires students to use high level problem solving skills to analyze, describe and make conclusions about sets of data. AP Statistics is an excellent option for all students meeting the prerequisites, regardless of their intended college major. It is expected that students in this course will take the AP exam.



## CALCULUS (24500)

1 credit

*Prerequisite:* Pre-Calculus (C or better)

Calculus is designed for the student who has completed Pre-Calculus and wishes to be introduced to a college calculus experience. Topics include a study of relations, functions and their graphs, limits, continuity, differentiation, integration and applications of these concepts. A major portion of the course will also be devoted to how and why these concepts can be applied in the solving of problems. ***The Elective GPA weighting scale applies.***



## AP CALCULUS AB (24510)

1 credit

*Prerequisite:* Pre-Calculus Honors (B or better) or Pre-Calculus (A or better)

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

This Advanced Placement Calculus AB consists of a full year of introductory college calculus. This course is intended for students who have demonstrated exceptional ability and achievement in mathematics, and have successfully completed an accelerated program. To be successful, students must be motivated learners who have mathematical intuition, a solid background in the topics studied in previous courses and the persistence to grapple with complex problems. Included in the course of study will be:

- Functions, graphs and limits
- Differential calculus (the derivative and its applications)
- Integral calculus (anti-derivatives and their applications)



## AP CALCULUS BC (25510)

1 credit

*Prerequisite:* Pre-Calculus Honors (A or better)

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

This Advanced Placement Calculus BC consists of a full year of college calculus. This course is intended for students who have demonstrated exceptional ability and achievement in mathematics, and have successfully completed an accelerated program. To be successful, students must be motivated learners who have mathematical intuition, a solid background in the topics studied in previous courses and the persistence to grapple with complex problems. Included in the course of study will be:

- Functions, graphs and limits
- Differential calculus (the derivative and its applications)
- Integral calculus (anti-derivatives and their applications)
- Polynomial Approximations and Series



## MULTIVARIABLE CALCULUS (26610)

1 credit

*Prerequisite:* AP Calculus AB/BC

Multivariable Calculus is a rigorous second year course in college level calculus. This course provides an in-depth study of vectors and the calculus of several variables for the student who has successfully completed Calculus AB/BC. The successful student will bring to the course a solid understanding of the concepts of first-year calculus as well as the ability to approach complex problems and applications with insight, imagination, and persistence. Major topics will include vector operations and analysis, functions of two or more variables and their partial derivatives, and multiple integration.

## 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: 8<sup>th</sup> 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.



#### **WIND ENSEMBLE (70050)**

*1 credit      Grades 10, 11, 12*

*Prerequisite: Concert Band or Symphonic Band **and** successful completion of Fairfield Skill Level VI and audition. This class may not be taken as pass/fail.*

This band is available to students in grades 10-12 by audition and by the recommendation of the band director. A limited number of students will be selected on each instrument to provide balanced instrumentation. In this ensemble, the most advanced of the high school bands, students will study and perform standard wind ensemble literature from a variety of styles and periods. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter and spring scheduled rehearsals and performances if required. Performances typically include homes 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: 8th 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.



### **PHILHARMONIC ORCHESTRA (70900) formerly Symphonic Orchestra**

*1 credit      Grades 10, 11, 12*

*Prerequisite: Successful completion of Fairfield string skill level V. This class may not be taken as pass/fail.*

The focus of this course will be on developing advanced instrumental techniques, ensemble playing and music reading. A limited number of students will be selected on each instrument to provide balanced instrumentation. Select woodwind, brass and percussion players from the Wind Ensemble will be added to complete the instrumentation of the Symphonic Orchestra. Orchestral literature of various periods and styles will be studied and performed. 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: 8th 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.



### **TREBLE CHOIR (71300)**

*1 credit      Grades 10, 11, 12*

*Prerequisite: Concert Choir **and** successful completion of Fairfield Skill Level V. This class may not be taken as pass/fail.*

This course is designed for intermediate treble singers who wish to continue their choral experience. This course focuses on fundamental aspects of reading and performing choral literature for treble voices. Music from all periods and styles will be studied and performed including compositions using texts in different world languages. Vocal technique and ensemble skills are emphasized. Participation in all scheduled rehearsals and performances is required. Occasional after school sectional rehearsals may be required. Enrollment in Vocal Studio is also recommended.



### **CHAMBER CHOIR (71400)**

*1 credit      Grades 10, 11, 12*

*Prerequisite: Concert Choir and/or Treble Choir **and** successful completion of Fairfield Skill Level VI. This class may not be taken as pass/fail.*

This course is designed for soprano, alto, tenor and bass singers who wish to study more advanced literature from a variety of styles and periods, including pieces written in different world languages. This course focuses on fundamental aspects of reading and performing choral literature for SATB voices, and will focus on advanced vocal technique and ensemble skills for a mixed choir. Participation in all scheduled rehearsals and performances is required. Occasional after school sectional rehearsals may be required. Enrollment in Vocal Studio is also recommended.



### **BEL CANTO SINGERS (71500)**

*1 credit      Grades 11, 12*

*Prerequisite: Treble Choir or Chamber Choir, Successful completion of Fairfield Skill Level VII **and** audition. This class may not be taken as pass/fail.*

This course is designed for advanced treble singers who wish to continue their choral experience and study of advanced treble repertoire. This course focuses on fundamental aspects of reading and performing choral literature for SSAA voices, and will focus on advanced vocal technique and ensemble skills for a small treble choir. Music from all periods and styles will be studied and performed including compositions using texts in different world languages. Participation in all scheduled rehearsals and performances is required. Occasional after school sectional rehearsals may be 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.



### **MUSIC THEORY I (70700)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Music teacher recommendation required*

This class is open to students in grades 10-12 who wish to further develop skills in music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student interested in music composition. Students will study elements of music theory including notation, scales, rhythm, solfege, ear training, vocabulary, melody, harmony, form, analysis and composition. Technological integration will include computer-based composition and ear training. Students taking this course are expected to have a working knowledge of music reading, and the approval of the instructor, or other music teacher.



### **MUSIC THEORY II: ELEMENTS OF COMPOSING AND ARRANGING (70800)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Music Theory I, music teacher recommendation required*

This class is open to students in grades 10-12 who wish to continue their study of music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student. Students will study elements of music theory including voice leading in four voices, modulation, form analysis, composition and harmonic and rhythmic progressions. Technological integration will include computer-based composition and ear training.

## PHYSICAL EDUCATION and WELLNESS

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 9<sup>th</sup> 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.

### **PHYSICAL EDUCATION 10 (91210)**

*.25 credit (1 semester)*

All 10<sup>th</sup> 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, lifetime and leisure activities, and fitness related activities.

### **PHYSICAL EDUCATION GRADES 11 AND 12**

Students can choose to be scheduled for a semester of traditional physical education in which the curriculum will provide students with opportunities in a variety of activities including team games, net games, lifetime and leisure activities, and fitness related activities or they may choose a Physical Education elective.

### **PHYSICAL EDUCATION 11 (91211)**

*.25 credit (1 semester)*

All 11<sup>th</sup> grade students can choose to be scheduled for a semester of traditional physical education or choose from an elective listed below. The curriculum will provide students with opportunities in a variety of activities including team games, net games, lifetime and leisure activities, and fitness related activities.

### **PHYSICAL EDUCATION 12 (91212)**

*.25 credit (1 semester)*

All 12<sup>th</sup> grade students can choose to be scheduled for a semester of traditional physical education or choose from an elective listed below. The curriculum will provide students with opportunities in a variety of activities including team games, net games, lifetime and leisure activities, and fitness related activities.

## PHYSICAL EDUCATION ELECTIVES

Students may choose an elective below. If there are enough interested students, classes will be offered in the following:

### **INTRODUCTION TO TEAMS SPORTS, COACHING AND OFFICIATING (91130)** .25 credit (1 semester)

This class is for students with an interest in playing team games and learning the specifics of coaching and officiating. They will participate in various roles including but not limited to: coach/manager, statistician/scorekeeper, official, and player. Students will have an opportunity to create and implement a practice plan to introduce and reinforce skills required for game play and use statistics to enhance practice and game play.

### **STRENGTH AND CONDITIONING (91131)** .25 credit (1 semester)

This Wellness course is for students with a desire to focus on improving their fitness levels and learning about the components of a well-rounded training program including nutrition and training principles. Concepts related to flexibility, cardio-respiratory endurance, muscular strength and endurance will be covered as the student works toward creating and implementing a personal fitness program. The fitness center equipment and body weight exercises will be explored.

### **YOGA, PERSONAL FITNESS AND MINDFULNESS (91132)** .25 credit (1 semester)

This wellness course is for students who wish to experience a more individual approach to their health and wellness. Areas of focus will be yoga, mindfulness, and other personal fitness topics like fitness walking with a goal of increased flexibility, muscular strength and endurance.

### **BACKYARD GAMES (91133)** .25 credit (1 semester)

This Wellness course is for students who wish to participate in a variety of recreational games and activities focusing on cooperation, sportsmanship and game strategy. Examples of backyard games that will be played are KanJam, Spikeball, Ramp Shot, Croquet, Corn Hole, Ladder Ball, and Horseshoes.

### **LIFETIME GAMES AND ACTIVITIES: RACQUET SPORTS (91134)** .25 credit (1 semester)

The Lifetime Games and Activities-Racquet Sports elective is for students who wish to focus on skills related to tennis, badminton and pickleball. Instruction will cover rules, scoring and etiquette for a singles or doubles game, strategies for effective singles or doubles play, as well as basic and advanced racquet skills.

### **FIT FOR LIFE – SELF DEFENSE AND PERSONAL FITNESS (91135)** .25 credit (1 semester)

This course is an elective that allows students the opportunity to gain experience in the key concepts in understanding how to avoid dangerous personal situations. At the conclusion of the Self Defense class, students will learn to become more aware of their surroundings, assess a potentially unsafe situation and decide what appropriate action they may take. Additionally, students will have an opportunity to choose from a variety of fitness activities to enhance their current level of fitness. Examples may include fitness walking, fitness boxing, and/or the use of the fitness center.

## 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 (A-81550, B-81551) 10-12 (A-81560, B-81561)** .5 credit      Grades 9, 10, 11, 12

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
<p><b>COURSE OPTIONS:</b></p> <p><b>Full Year Courses:</b></p> <ul style="list-style-type: none"> <li>• Biology (L)</li> <li>• Biology Honors (L)</li> </ul>	<p><b>COURSE OPTIONS:</b></p> <p><b>Full Year Courses:</b></p> <ul style="list-style-type: none"> <li>• Chemistry (P)</li> <li>• Chemistry Honors (P)</li> <li>• Environmental Chemistry (E/P)</li> <li>• Environmental Chemistry Honors (E/P)</li> <li>• AP Chemistry (P)</li> </ul> <p><i>*If desired, students may take additional courses in Grade 10 for elective credit</i>  <u>Semester courses open for Grade 10 additional elective credit:</u></p> <ul style="list-style-type: none"> <li>• <i>Science of the Cosmos (E)</i></li> <li>• <i>Earth-Dangerous Planet (E)</i></li> <li>• <i>The Planet’s Oceans (E)</i></li> </ul> <p><u>Full year courses open for Grade 10 additional elective credit:</u></p> <ul style="list-style-type: none"> <li>• <i>Physics (P)</i></li> <li>• <i>AP Physics 1 (P)</i></li> </ul>	<p><b>COURSE OPTIONS:</b></p> <p><b>Full Year Courses:</b></p> <ul style="list-style-type: none"> <li>• Physics (P)</li> <li>• AP Environmental Science (E/L)</li> <li>• AP Chemistry (P)</li> <li>• AP Biology (L)</li> <li>• AP Physics 1 (P)</li> <li>• AP Physics 2 (P)</li> <li>• AP Physics C (P)</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>• Earth-Dangerous Planet (E)</li> <li>• Science of the Cosmos (E)</li> <li>• Marine Science (E/L)</li> <li>• The Planet’s Oceans (E)</li> <li>• Human A&amp;P – Blood, Guts, Senses &amp; Defenses (L)</li> <li>• Human A&amp;P – Brains, Bones &amp; Brawn (L)</li> <li>• Nutritional Chemistry (P)</li> <li>• Chemistry of Medicines (P)</li> <li>• Forensics I: Without a Trace (L)</li> <li>• Forensics II: Fake the Prints (L)</li> </ul>

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

### SCIENCE FULL YEAR COURSES

**BIOLOGY HONORS (30210)**



*1 credit      Grade 9*

*Prerequisite:    Teacher recommendation advised*

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 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 transferable knowledge that can be applied across the science disciplines.

**BIOLOGY (30220)**



*1 credit      Grade 9*

Biology is a laboratory-based, college preparatory life science course. Students will explore natural phenomena to develop conceptual understandings of core ideas in 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 transferable knowledge that can be applied across the science disciplines.



### **CHEMISTRY HONORS (30310)**

*1 credit      Grade 10, 11*

*Prerequisite: "B" or better in Biology or Biology Honors and successful completion of Algebra I*

Chemistry Honors is an advanced sequence course. This course will provide students with a detailed and intricate knowledge of chemistry. Students will explore natural phenomena to develop conceptual understandings of the following core ideas in the physical sciences: structure and property of matter, nuclear processes, energy in chemical processes, and chemical reactions. Instruction and assessment will blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing conceptual understandings needed to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Chemistry Honors requires a demonstrated ability in mathematical thinking, abstract reasoning and algebraic problem solving. *This course fulfills prerequisites for further study in the AP science courses.*



### **CHEMISTRY (30320)**

*1 credit      Grade 10, 11*

*Prerequisite: Successful completion of Biology and Algebra I*

Chemistry will provide students with a comprehensive knowledge of chemistry. Students will explore natural phenomena to develop conceptual understandings of the following core ideas in the physical sciences: structure and property of matter; nuclear processes; energy in chemical processes; and chemical reactions. Instruction and assessment will blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing conceptual understandings needed to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Chemistry requires a demonstrated ability in mathematical thinking and algebraic problem solving. *This course fulfills prerequisites for further study in the AP science courses.*



### **ENVIRONMENTAL CHEMISTRY HONORS (30410)**

*1 credit      Grade 10*

*Prerequisite: "B" or better in Biology or Biology Honors and successful completion of or concurrently enrolled in Algebra I*

Environmental Chemistry is an advanced full year, laboratory-based, advanced course that integrates Chemistry with Earth Science concepts and meets the expectations of the Next Generation Science Standards (NGSS). Students will explore the central role chemistry plays in addressing global challenges and opportunities of modern society to ensure we can achieve a sustainable future. Students will use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their conceptual understandings of the following core ideas: the origins and structure of matter; nuclear processes; chemical reactions and interactions in the environment; heat and Energy in the Earth System; the chemistry of living systems; the chemistry of climate change; and the chemistry of sustainability. *This course fulfills prerequisites for further study in the AP science courses.*



### **ENVIRONMENTAL CHEMISTRY (30420)**

*1 credit      Grade 10*

*Prerequisite: Successful completion of Biology and successful completion of or concurrently enrolled in Algebra I*

Environmental Chemistry is a full year, laboratory-based, college preparatory course that integrates Chemistry with Earth Science concepts and meets the expectations of the Next Generation Science Standards (NGSS). Students will explore the central role chemistry plays in addressing global challenges and opportunities of modern society to ensure we can achieve a sustainable future. Students will use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their conceptual understandings of the following core ideas: the origins and structure of matter; nuclear processes; chemical reactions and interactions in the environment; heat and Energy in the Earth System; the chemistry of living systems; the chemistry of climate change; and the chemistry of sustainability. *This course fulfills prerequisites for further study in AP science courses*



### AP CHEMISTRY (33510)

1.5 credit      Grade 10, 11, 12

Prerequisite:    *Successful completion of Algebra II. Teacher recommendation advised.*

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

The Advanced Placement Chemistry provides students with a college-level foundation to support future advanced course work in the sciences. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, kinetics, thermodynamics, and equilibrium.

The course requires that 25 percent of instructional time engages students in laboratory investigations. Students should expect to spend up to an additional six hours a week in unsupervised individual study. Students will develop the skills necessary to engage in the science practices including developing scientific questions and methods, creating representations of chemical phenomena, solving problems using mathematical relationships, and developing explanations and scientific arguments.



### PHYSICS (31400)

1 credit      Grade 11, 12 (can be taken as an **additional** science class in Grade 10)

Prerequisite:    *Successful completion of Algebra I and Geometry*

Physics will provide students with a comprehensive knowledge of physics. Physics is the study of the interactions between matter and energy using mathematical models and laws to explain natural phenomena. The high school performance expectations in physics build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are four disciplinary core ideas in high school physics: forces and interactions, energy, electricity and magnetism and waves and applications. Physics emphasizes the use of models, performance of laboratory exercises, analyzing and interpreting of data, using mathematical and computational thinking, and constructing explanations. Physics requires a demonstrated ability in mathematical thinking and algebraic and geometric problem solving. ***The Elective GPA weighting scale applies.***



### AP PHYSICS I (34520)

1.5 credit      Grade 11, 12 (can be taken as an additional science class in Grade 10)

Prerequisite:    *"B" or better in Algebra I and Geometry and concurrently enrolled or successful completion of Algebra II. ***Students in the course are expected to take the Advanced Placement exam in May.****

The AP Physics I course is a university level course that focuses on the big ideas typically included in the first semester (and parts of a second semester) of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics: forces and interactions, momentum and energy, circular motion and rotation, harmonic motion and waves (I) and electricity (I). This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students in AP Physics I are learners with demonstrated mathematical and problem-solving ability. Students wishing to prepare for the AP Physics II examination should take AP Physics I and AP Physics II.



### AP ENVIRONMENTAL SCIENCE (APES) (35510)

1.5 credit      Grades 11, 12

Prerequisite:    *"B" or better in Biology, Environmental Chemistry or Chemistry, and Algebra I. Teacher recommendation advised. ***Students in the course are expected to take the Advanced Placement exam in May.****

The Advanced Placement Environmental Science course is a university level, multi-disciplinary course that presents the processes and interrelationships of Earth's natural systems. The course investigates the environmental issues and problems that occur within that context, both natural and man-made. Information is presented with an analytical and interdisciplinary perspective in a classroom setting, as well as in a laboratory setting with extensive field experiences. Students in this university level course will deepen their understanding of scientific principles and concepts studied in Biology, Chemistry and Earth Science. They will identify, discuss, and constructively develop alternative solutions to resolve and/or prevent a number of environmental problems.



### **AP BIOLOGY (32510)**

1.5 credit      Grades 11, 12

*Prerequisite:* “B” or better in *Biology and Environmental Chemistry or Chemistry*. *Teacher recommendation advised. Students in the course are expected to take the Advanced Placement exam in May.*

The Advanced Placement Biology course is a university level, laboratory course. The course focuses on helping students deepen enduring understandings of biological concepts and the scientific evidence that supports them. The key concepts and related content that define the AP Biology course and exam are organized around four underlying principles called the *big ideas*, which are as follows: evolution, cellular processes: energy and communication, genetics and information transfer, and interactions. A student-directed, inquiry-based lab experience supports the AP Biology curricular requirements by providing opportunities for students to design plans for experiments, data collection, application of mathematical routines, and refinement of testable explanations and predictions. Such a lab experience reinforces the curriculum’s focus on quantitative skills.



### **AP PHYSICS II (34530)**

1.5 credit      Grade 11, 12

*Prerequisite:* *Successful completion of AP Physics I. Teacher recommendation advised.*

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

The AP Physics II course is a university level course that is the equivalent of the second semester of introductory, algebra-based university level course that focuses on the big ideas typically included in the second semesters of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics: fluid mechanics, thermodynamics, electricity (II), magnetism, waves (II), electromagnetic radiation and optics, and modern and nuclear physics. This course requires that 25 percent of the instructional time engages students in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students in AP Physics II are learners with exceptional mathematical and problem-solving ability.



### **AP PHYSICS C: MECHANICS and ELECTRICITY AND MAGNETISM (34540)**

1.5 credit      Grade 11, 12

*Prerequisite:* *Successful completion of AP Physics I and successful completion or concurrently enrolled in AP Calculus AB or AP Calculus BC. Teacher recommendation advised.*

***This course will prepare students for the AP Physics C: Mechanics and the AP Physics C: Electricity and Magnetism Advanced Placement exams.***

AP Physics C is a full year, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work. Semester 1 (Mechanics) will cover kinematics, Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Semester 2 (Electricity and Magnetism) will explore topics such as electrostatics; conductors, capacitors, and dielectrics; electrical circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus will be used throughout the course.

## **SCIENCE SEMESTER COURSES**

**The Elective GPA weighting scale applies to all science semester courses.**



### **EARTH - THE DANGEROUS PLANET (30182)**

.5 credit      Grade 11, 12 (can be taken as an additional science class in Grade 10)

*Prerequisite:* *None*

Hurricanes, earthquakes, droughts, fires, and floods - the Earth is a dangerous place! This course focuses on the scientific fields of geology and meteorology to understand Earth’s raw power and its ability to create and destroy through natural disasters. We will investigate the resilience of humankind on our planet by investigating and proposing engineering and societal solutions that help save our species on our dangerous planet.



### **SCIENCE OF THE COSMOS (35300)**

*.5 credit      Grade 11, 12 (can be taken as an additional science class in Grade 10)*

*Prerequisite:    None*

Are you interested in the night sky? Are we alone in the universe? This course will focus on the theories and principles of Astronomy, and on the science and practices that are used to understand our observations of the universe. Emphasis will be placed on current theories and recent developments in space exploration. Questions about the stars, planets, and universe will be answered through discussion, investigation, and laboratory activities designed to give students a first-hand knowledge of, and appreciation for, the universe in which they live.



### **THE PLANET'S OCEANS (36000) formerly Science of the Earth's Waters**

*.5 credit      Grade 11, 12 (can be taken as an additional science class in Grade 10)*

*Prerequisite:    None*

In this course, you will get to know the ocean world---its origins, structure, chemistry, circulation, and movement (waves and tides). You will explore the various communities that exist in this massive ecosystem, as well as how humans affect the sea and how the sea affects our lives and our environment.



### **FORENSICS I: NEVER GONE WITHOUT A TRACE (35520)**

*.5 credit      Grades 11, 12*

*Prerequisite:    Successful completion of Biology*

Forensics I, which is a laboratory-based course, will promote and cultivate the development of student's scientific inquiry and scientific method skills, which are important critical thinking skills. Forensics applies concepts and skills to look at the criminal justice area. This course focuses on problem solving, with an emphasis on writing, using experimentation and evidence based conclusions. Students will write reports that record their results, conclusions and analyses of case studies and investigations. Students will participate in hands-on laboratory exercises that require lengthy laboratory procedures with many recently developed techniques for analyzing evidence, crime scenes, blood/body fluids, and trace evidence. The course is laboratory driven and requires students to use advanced tools and equipment in addition to excellent observation skills. This course frequently uses documentaries and written accounts of true crimes as case studies to analyze and apply topics from the curriculum.



### **FORENSICS II: YOU CAN'T FAKE THE PRINTS (36110)**

*.5 credit      Grades 11, 12*

*Prerequisite:    Successful completion Biology, Forensics I strongly suggested*

Forensics II, which is a laboratory-based course, is a continuation of Forensics I. This course focuses on problem solving, with an emphasis on writing, using experimentation and evidence based conclusions. Students will participate in hands-on laboratory exercises that require lengthy laboratory procedures with many recently developed techniques for DNA extraction, DNA fingerprinting by gel electrophoresis, molecular DNA probes, protein analysis, PCR, sequencing, bioinformatics, drug and toxicology testing, impressions, fingerprint analysis, document analysis, forensic anthropology and ethics. The course is laboratory driven and requires students to use advanced tools and equipment in addition to excellent observation skills. Dissection is a part of this course. This course frequently uses documentaries and written accounts of true crimes as case studies to analyze and apply topics from the curriculum.



### **HUMAN ANATOMY & PHYSIOLOGY – BRAINS, BONES and BRAWN (33300)**

*.5 credit      Grades 11, 12    Fall semester*

*Prerequisite:    Successful completion of Biology*

How does the human body work? This course provides an introductory treatment of the structure and function of the human body for the following topics: anatomical terminology; tissues; skeletal system; muscular system; nervous system; and integumentary system. Each topic is approached from simple to increasingly complex levels, where an understanding of concepts is emphasized rather than mere memorization. Students are encouraged to work both independently and in cooperative groups within the lab/classroom with teacher guidance. Some laboratory exercises involve dissection.

 **HUMAN ANATOMY & PHYSIOLOGY – BLOOD, GUTS, SENSES and DEFENSES (33350)**

*.5 credit      Grades 11, 12 Spring semester*

*Prerequisite:    Successful completion of Biology*

How do the parts and systems in the human body work together? This course provides an introductory treatment of the structure and function of the human body for the following topics: anatomical terminology; tissues; cardiovascular system; blood; immunology; respiratory system; digestive system; and special senses. Each topic is approached from simple to increasingly complex levels, where an understanding of the concepts is emphasized rather than mere memorization. Students are encouraged to work independently and in cooperative groups within the lab/classroom with teacher guidance. Some laboratory exercises involve dissection.

 **MARINE SCIENCE OF LONG ISLAND SOUND (36050)**

*.5 credit      Grades 11, 12*

*Prerequisite:    Successful completion of Biology*

Our Fairfield students live directly on the coast of Long Island Sound. We work, play and have our economy based on life on the Sound. Humans have a direct impact in how we use, manage and harvest the ecosystem and habitats. Students will develop understandings of the makeup and management of the intertidal ecosystem. Major concepts include the study of: the intertidal ecology, the continental shelf and marine science and climate change. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge. Dissections are a component of the marine biology course. There are several field trips throughout the course.

 **NUTRITIONAL CHEMISTRY (30904)**

*.5 credit      Grade 11, 12*

*Prerequisite:    Successful completion of Biology*

Whether you are interested in a health field, athletics, or simply interested in how nutrition impacts your body, this course will dive into topics which will answer your questions. This course focuses on the chemistry of carbohydrates, fats, proteins, vitamins, minerals and water. You will learn about nutrient structure and how the structure affects specific pathways for digestion, absorption, and metabolism. You will learn how nutrition can impact your body and performance under stress, whether it is running a marathon, overcoming a nutrition based malady, or escaping zombies. We will dive deep into your own questions: Is there a specific diet that can cure cancer? Do protein shakes really increase muscle mass? Is cheese vegetarian? Do you really need those gummy vitamins? Can too much water kill you? What makes food organic and why is that so important to people? Come find out the answers.

 **CHEMISTRY OF MEDICINES (30902)**

*.5 credit      Grade 11, 12*

*Prerequisite:    Successful completion of Biology*

Medicine is at the interface of biology, chemistry, and physics. Students will investigate how medicines have been developed, how they work, and how diseases are diagnosed and treated. Find out the answers to questions like: What is the difference between “natural” and “synthetic” medicine and is natural better? How is our knowledge of DNA creating an age of medical breakthroughs? How is cancer detected? Do medical scans cause cancer?

## SOCIAL STUDIES

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

Grade	AP Level	Honors	College Prep
<b>9</b>		Global Studies Honors	Global Studies
<b>10</b>	AP Modern European History (with recommendation)	Modern Global Studies Honors	Modern Global Studies
<b>11</b>	AP U.S. History AP American Studies	United States History Honors	United States History
<b>11 or 12</b>	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

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

\*One Civics course is a requirement for graduation

### 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.

### GRADE 10



#### **MODERN GLOBAL STUDIES HONORS (10210)**

*1 credit      Grade 10      Teacher recommendation advised*

Modern Global Studies Honors is an advanced-sequenced continuation of the ninth grade offering that provides students with an exploration of global history from the late 18<sup>th</sup> century to the modern 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 culmination of the course is an examination of the consequences of globalization, and an emphasis on human rights. 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 modern global history, they will continue to develop and apply the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.



## MODERN GLOBAL STUDIES (10220)

*1 credit            Grade 10*

Modern Global Studies is a continuation of the ninth grade offering that provides students with an exploration of global history from the early 18<sup>th</sup> century to the modern 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 culmination of the course is an examination of the consequences of globalization, and an emphasis on human rights. 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 modern global history, a distinct focus of this course is the continued development of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

## GRADE 11



## UNITED STATES HISTORY HONORS (13310)

*1 credit            Grade 11            Teacher recommendation advised*

United States History Honors is an advanced-sequence course that provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across time periods while investigating issues from multiple perspectives. Recurring themes that serve as the foundation of study include the continuous development and refinement of democratic governance and cultural values, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. As students explore the larger concepts and themes of United States history, they will continue to develop and apply the intellectual skills of social studies including critical reading and document analysis, with an increased emphasis on research and writing.



## UNITED STATES HISTORY (13320)

*1 credit            Grade 11*

United States History provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across time periods while investigating issues from multiple perspectives. Recurring themes that serve as the foundation of study include the continuous development and refinement of democratic governance and cultural values, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. As students explore the larger concepts and themes of United States history, a distinct focus of this course is the continued development of the intellectual skills of social studies including critical reading and document analysis, with an emphasis on developing research and writing skills.



## AP UNITED STATES HISTORY (12700)

*1 credit            Grade 11            Teacher recommendation advised.*

***Students are expected to take the AP United States History exam in May.***

The Advanced Placement (AP) United States History course is intended for qualified students who wish to complete studies in high school equivalent to an introductory college course in U.S. History. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history. In gaining an in-depth understanding of content, students will develop key historical thinking skills such as argumentation, using relevant evidence, historical causation, continuity and change, interpretation and analysis of documents, and synthesis of information. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Completion of summer reading and writing assignments is a course requirement. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for a total of 6 college credits in HIST 1501: United States History to 1877 (3 credits) and HIST 1502: United States History Since 1877 (3 credits) through The University of Connecticut.**



## **AP US HISTORY AMERICAN STUDIES (12800 Social Studies) (00300 English)**

*1 credit                      Grade 11*

*Integration of AP U.S. History and AP Language and Composition Teacher recommendation advised.*

***Students enrolled in the American Studies course are expected to take both the AP U.S. History and the AP Language and Composition exams in May.***

This team-taught, interdisciplinary Advanced Placement (AP) course uses an integrated approach that examines the American identity through the study of history, literature, non-fiction texts, and works of art. The course provides students opportunities to explore our country's history and encourages students to cultivate ideas about citizenship and culture. This course satisfies the 11th grade U.S. History and English requirements. Completion of summer reading and writing assignments is a course requirement.

## **CIVICS COURSES**

A minimum of .5 credit (one semester) of Civics is required. Students can fulfill this requirement through the semester courses below or through the year-long AP Government and Politics courses (United States or Comparative) during their junior or senior year. ***The Elective GPA weighting scale applies to all Civics courses except for AP courses.***



### **CIVICS - CONTEMPORARY ISSUES (15400)**

*.5 credit                      Grade 11 or 12*

This course is designed to explore the role of an engaged citizen of the United States in confronting important social, political, economic, and environmental issues on a national and global scale. Through a series of key compelling questions, students will gain an in-depth understanding of the values and principles of American democracy and how citizens exercise the roles, rights, and responsibilities of civic life at the state, national, and international levels. A key focus of the course is the development of skills in leadership, collaboration, research, and communication in order to develop plans to take informed action on contemporary national and global issues.



### **CIVICS - INTERNATIONAL RELATIONS (15300)**

*.5 credit                      Grade 11 or 12*

This course is designed to explore the important social, political, economic, and environmental issues of the modern world and the interconnectedness of our global community. Through a series of key compelling questions and case studies, students will gain an in-depth understanding of topics such as global terrorism, nuclear proliferation, global trade relationships, ethnic and religious conflict, human rights, international cooperation, and other significant and current topics. Students will gain a greater understanding of the government structure of the United States, and the rights and responsibilities of its citizens, by exploring and comparing key concepts to those of other countries and international organizations. A key focus of the course is the development of skills in leadership, collaboration, research, and communication in order to develop plans to take informed action on global issues.



### **CIVICS - YOUTH & THE LAW (14300)**

*.5 credit                      Grade 11 or 12*

This course is designed to explore the organization and operation of governmental institutions, with an emphasis on the political and legal systems at the national and state level. Through a series of key compelling questions and case studies, students will gain an in depth understanding of concepts such as constitutional government, federalism, checks and balances, due process, civil rights, civil liberties, criminal and civil law, as well as other significant and current topics. A key focus of the course is the development of skills in leadership, collaboration, research, and communication in order to take a critical stand on important political and social issues and foster effective civic participation.



### **AP UNITED STATES GOVERNMENT & POLITICS (14700)**

*1 credit                      Grade 11 or 12                      Teacher recommendation advised.*

***Students are expected to take the AP U.S. Government and Politics exam in May.***

This introductory college-level course is designed to give students an analytical perspective on politics and government in the United States. Students will gain an in-depth understanding of general concepts used to interpret United States government and politics and will develop the skills necessary for analysis of specific examples. Students will also become familiar with the various institutions, groups, beliefs, and ideas that make up the modern American political landscape. Students will interpret and utilize data relevant to government and politics in sustained written arguments. This course fulfills the civics requirement for graduation. Completion of summer reading and writing assignments is a course requirement.



### AP COMPARATIVE GOVERNMENT & POLITICS (14600)

1 credit

Grade 11 or 12

Teacher recommendation advised.

**Students are expected to take the AP Comparative Government and Politics exam in May.**

AP Comparative Government and Politics is an introductory college-level course that introduces students to the rich diversity of political life around the world and provides an exploration of the major concepts of political science. Using the United States as an initial model, the course uses a comparative approach to examine the political structures and processes, governmental policies, and the political, economic, and social challenges that exist among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments approach similar problems by comparing the effectiveness of a diverse set of political structures and institutions. This course fulfills the civics requirement for graduation. Completion of summer reading and writing assignments is a course requirement.

## SOCIAL STUDIES ELECTIVES

**The Elective GPA weighting scale applies to all Social Studies elective courses except for AP/ECE courses.**



### AP MODERN EUROPEAN HISTORY (13500)

1 credit

Grade 12 (also open to qualified 10<sup>th</sup> grade students with

recommendation) Teacher recommendation advised.

**Students are expected to take the AP European History exam in May.**

The AP Modern European History course deals with the facts, ideas, events and personalities which have shaped Europe's history from approximately 1450 to the present. The journey through Europe's rich and diverse history takes the student from the tragedy of the Bubonic plague at the end of the Medieval Period to the establishment of contemporary Europe. Units of study will include the Renaissance and Reformation, the age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the rise of political ideologies, the Revolutions of 1848 leading to the emergence of nation states, the Age of Industrial and International expansion, the World Wars, the Cold War, and current issues. Within the framework of a chronological analysis, attention will also be given to unifying themes in intellectual and cultural history, political and diplomatic history, as well as social and economic history. This course may be open to qualified tenth grade students with teacher recommendation or Social Studies Curriculum Director approval. Completion of summer reading and writing assignments is a course requirement. **This course is part of the Sacred Heart University ECE (Early College Experience) Program. Students can apply for 3 college credits of HI 102 Western Civilization II, Since 1500: Economies, Sciences, and Politics, through the SHU ECE Program.**



### AP PSYCHOLOGY (13450)

1 credit

Grade 12 Teacher recommendation advised.

**Students are expected to take the AP Psychology exam in May.**

The Advanced Placement (AP) Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory college course in Psychology. Completion of summer reading and writing assignments is a course requirement. **This course is part of the Sacred Heart University ECE (Early College Experience) Program. Students can apply for 3 college credits of PS 110 Introduction to Psychology, through the SHU ECE Program.**



### AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES ECE (13360)

1 credit

Grade 11 or 12

This course provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Latino/Puerto Rican people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build United States cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. (SERC Black and Latino Studies Curriculum, 2021) **This course is part of the Sacred Heart University ECE (Early College Experience) Program. Students can apply for 3 college credits of HI 225 African American History through SHU ECE Program.**



### **CONTEMPORARY UNITED STATES HISTORY (13350)**

*.5 credit      Grade 12*

American society, politics, and culture have undergone remarkable changes since the end of World War II. From a purely thematic perspective, this course analyzes some of the major trends in contemporary American history from 1945 to the present, as well as addresses conflicting interpretations about the meaning of that experience. The themes addressed in this course include: Cultural Change and American Identity; The Role of the United States in World Affairs; The Struggle for Freedom, Equality, and Social Justice; and The Impact of Science and Technology on American Society. The curriculum is based on key compelling questions that allow students to trace strands of continuity and change within each of the four themes, analyze and synthesize information across recent eras of American history, and make connections with events and issues in our recent past to our lives today.



### **ECONOMICS (15500)**

*.5 credit      Grade 11 or 12*

This introductory course in economics deals with fundamental economic theories, methods, and modes of expression. It introduces students to laws of demand, supply, production possibilities, diminishing returns, and the measurements which express these concepts. It teaches the specialized vocabulary of financial planners and investors such as stocks, bonds, mutual funds, and deferred income funds within the context of the Federal Reserve System and stock and bond trading. Students will explore the theories of Adam Smith and Karl Marx as well as the methods and successes of American entrepreneurs.



### **HUMANITIES (16400)**

*.5 credit      Grade 11 or 12*

Humanities is a course for those interested in a better understanding of themselves as a thoughtful individual and the community in which they live. Students regularly work to broaden and define their individual perspectives on a wide range of topics. This course will address the individual self, ethics, and comparative philosophical positions. Students will evaluate varying viewpoints while producing creative projects. Throughout the semester students will also produce and maintain reflective journals about essential topics, themes, and universal questions. Since Humanities is an interdisciplinary social science course, it will constantly blend history, literature, philosophy, ethics, morality, art, psychology, and sociology.



### **PSYCHOLOGY (13410)**

*.5 credit      Grade 12*

This semester course deals with the ideas, research and personalities shaping modern thinking. Units of study include a historical overview of the discipline of Psychology, human development throughout the life span, the correlation of mind and body, learning and cognitive processes, personality theory, therapy and change, and disturbance and breakdown.



### **SOCIOLOGY (14200)**

*.5 credit      Grade 11 or 12*

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. In this semester elective, students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology could range from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. Sociology is a science that uses research methods to investigate the social world. Sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It uses the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions.

## 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*).



#### **CAD & 3D ANIMATION II**

*1 credit (Full Year – 60200)*      *.5 credit (Half Year – 60240)*      *Grades 10, 11, 12*

*Prerequisite: CAD & 3D Animation I*

This course expands on the fundamental skills learned in CAD 10. Students will explore the **intermediate level application of Architecture, Animation, or Engineering concepts**. Students may concentrate study in any one of the 3 areas. Examples of activities include: residential and commercial building design, photorealistic rendering, digital sculpting, applying sound to computer animations, animate characters, and running computer simulations to test the functionality of their designs, printing plastic components and models using the 3D printer. (*Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture*)



#### **CAD & 3D ANIMATION III**

*1 credit (Full Year – 60300)*      *.5 credit (Half Year – 60340)*      *Grades 11, 12*

*Prerequisite: CAD & 3D Animation II*

This course expands on the focused skills learned in previous courses. Students will learn **advanced level application of Architecture, Animation, or Engineering concepts**. Students may concentrate study in any of the 3 areas. Examples of activities include: building design portfolios for college, creating architectural detail plans, “Green Building”, fine animation of character’s eyes and mouth, Computer special effects (such as fire, tornados, and light saber effect) and engineering products or inventions to solve real world problems. (*Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture*)



#### **CAD & 3D ANIMATION IV**

*1 credit (Full Year – 60400)*      *.5 credit (Half Year – 60440)*      *Grade 12*

*Prerequisite: CAD & 3D Animation III*

This course expands on the advanced skills learned in previous courses. This level allows for **independent exploration** of advanced software features such as interoperability. Independent and team project ideas are proposed by students to the instructor for approval. The course culminates in a portfolio project which demonstrates the student’s mastery of the subject and software. Possibility of internships through the College & Career Center.

## 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.



### COMPUTER ENGINEERING III (66300)

1 credit      Grades 10, 11, 12

*Prerequisite:*    *Computer Engineering II or Computer Engineering I with teacher recommendation*

Learn to fix your computer, use computers to control electronics, and code microcomputers like Arduino's to control electronics, sensors and other components. Students will use Microcomputers to control electrical circuits and create real world electrical projects. This course will also cover the purchasing, installing, maintaining, upgrading and repairing of **computer hardware and software**. Windows, Mac, and Linux computer systems will be discussed. Topics will include: Microchips/CPUs, Data Storage, Input/Output Devices, Networks, Printers, Software and the internet.



### COMPUTER ENGINEERING IV (66400)

1 credit      Grades 11, 12

*Prerequisite:*    *Computer Engineering III or teacher recommendation*

Dive deeper into Computer Engineering through hands on learning to develop **skills in Computer Networking**, and creating complex **computer controlled circuits with microcomputers like Raspberry Pi's**. This course will build upon the all topics covered in Computer Engineering III. Topics will include: **in-depth troubleshooting of computer hardware and software**, installation of system software and utilities, memory management and optimization for DOS and Windows. This class will manage a local server. Students will learn network wiring and the building of a network server will be covered.



### COMPUTER ENGINEERING V (66450)

1 credit      Grade 12

*Prerequisite:*    *Computer Engineering IV*

Hackers beware! Learn to **construct, manage, use and defend a server** in this culminating level course. This course will dive into computer and cyber security. Students will further develop, analyze, and apply skills related to Security+ certification. Focus in this course will be on advanced networking, network security and hardware as well as Encryption, security and Windows Server. Students will learn to protect a system from viruses and thwart hackers.

## 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

Prerequisite: None

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 do 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.



### GRAPHIC DESIGN TECHNOLOGY III

1 credit (Full Year – 62300)    .5 credit (Half Year – 62340)      Grades 10, 11, 12

Prerequisite: *Graphic Design Technology II or Graphic Design Technology I with teacher recommendation*

Advance your Graphic Design ability through use of Technology such as lasers, sticker printers, screen presses, poster printers, dye-cutters, and more to enhance your knowledge of electronic, vector and raster outputs. Design and produce your own projects for use within the community and industry level skills. Students will also learn **2-D animation and coding in ADOBE After Effects**. Major software used is *Adobe Illustrator, Photoshop and InDesign and After Effects*.



### GRAPHIC DESIGN TECHNOLOGY IV

1 credit (Full Year – 62400)    .5 credit (Half Year – 62440)      Grades 11, 12

Prerequisite: *Graphic Design Technology III or teacher recommendation*

Students learn how Graphic Design Technology effects marketing design, animation, printing, estimating, advertising and production. Students produce physical products as well as digital animations and infographics. Students can do production work for the school, and produce personal work in all areas of graphics, sign making, screening, printing, animation and dye-sublimation. Major software used are *Adobe Illustrator, Photoshop and InDesign and After Effects*.



### GRAPHICS DESIGN TECHNOLOGY V (62500)

1 credit      Grades 11, 12

Prerequisite: *Graphic Design Technology IV*

An ECE credit, college level course designed to teach **digital design layout and skills**. This advanced and applied course is designed for students preparing to enter a college or career program in any Design or Problem-Solving field. Students will increase fluency and mastery of all graphic communication operations and procedures from their preceding courses. They will also develop transferable skills associated with the industry. This course will focus heavily on using graphic design concepts to solve industry level problems.

## 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.



### TRANSPORTATION TECHNOLOGY III (63300)

*1 credit      Grades 10, 11, 12*

*Prerequisite:    Transportation Technology II or Transportation Technology I with teacher recommendation*

This course is designed to give students a broad understanding of the theory, servicing, operation and repair of today's automotive systems and components. Alternative energy resources and vehicles along with associated vehicle design and construction will be addressed. Emphasis is placed on basic automotive systems and vehicle maintenance. Related hands-on lab work on automotive vehicles and components, along with scale models are integrated into the course.



### AUTOMOTIVE TECHNOLOGY IV (65400)

*1 credit      Grades 11, 12*

*Prerequisite:    Transportation Technology III or teacher recommendation*

LEARN TO WORK ON YOUR OWN CAR! This course is intended to give students experiences in the automobile servicing and maintenance field. Work is performed on operational vehicles. Complete overhaul, repair, servicing and troubleshooting of major systems as applied to transportation are undertaken. Emphasis is placed on practical hands-on learning.



### AUTOMOTIVE TECHNOLOGY V (65500)

*1 credit      Grade 12*

*Prerequisite:    Applied Mechanics IV*

CONTINUE LEARNING HOW TO WORK ON YOUR OWN CAR! Applied Mechanics V is a deeper experience building on the Automotive Technology IV. Students will expand their skills working on operational vehicles. This project-oriented course emphasizes practical hands-on learning of the major systems in auto transportation.



### 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.



### WOOD TECHNOLOGY III

*1 credit (Full Year - 64300) .5 credit (Half Year - 64310) Grades 10, 11, 12*

*Prerequisite: Wood Technology II or Wood Technology I with teacher recommendation*

Students will understand and employ the design process of a project from idea to finished product. Following the completed design, students will use their manufacturing skills to construct and build the projects they design. All work is hands-on in a dynamic lab setting. Students will use CAD, CNC, and advance machine techniques throughout this course.



### WOOD TECHNOLOGY IV (64400)

*1 credit      Grades 11, 12*

*Prerequisite: Wood Technology III or teacher recommendation*

Students will learn the processes and techniques desired for future employment in the industry of manufacturing. With the use of multiple materials such as wood, metal, and plastic, students will design and manufacture unique and creative projects in a dynamic lab setting.



### WOOD TECHNOLOGY V (64500)

*1 credit      Grade 12*

*Prerequisite: Wood Technology IV*

This course is an advanced level course in manufacturing and construction. Students will continue to learn and develop intricate techniques and methods of product production. Self-motivation, experience and demonstrated skills must be utilized and are required for success at this level.

## 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.



### **PERFORMANCE STUDIO III (85300)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Acting II*

Students in this course will read, study, and perform selections by important representative playwrights starting with ancient Greek plays (modernized), Commedia dell'arte improvisation, and work with Shakespeare. In this study of the classics of American Dramatic Literature, students will have required readings and analyses accompanied by in-depth monologue and scene study. This order of study will give students a sense of Western theater history while developing a richer sense of language and emotion.



### **PERFORMANCE STUDIO IV (85400)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Performance Studio III*

Students in this course will read, study, and perform selections by important representative modern playwrights from a list that includes, among others: Henrik Ibsen, Anton Chekhov, George Bernard Shaw, Tennessee Williams, Arthur Miller, August Wilson, David Ives, and others. In this study of the classics of foreign Dramatic Literature, students will have required readings, research, and analyses, accompanied by in-depth monologue and scene study. The final project for the course will be a presentation of a scene, monologue, or song of the student's choice.

## **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.



### **ADVANCED BROADCAST JOURNALISM (85750)**

*1 credit                      Grades 11, 12*

*Prerequisite:      Broadcast Journalism grade B or better*

Advanced Broadcast Journalism is a year-long course designed to introduce students to potential career paths in news production. Students will apply journalism skills acquired in Broadcast Journalism and take on leadership roles (directors / producers) while collaborating with introductory students to create original content for a student news show. Special emphasis will be placed on creating complementary content for converging media including web content, podcasts, and a variety of social media to reach the local community. The course work should reflect the individualized interests and personal growth goals of the student. This course addresses all areas of Fairfield Public School's High School Academic Expectations.



### **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.

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



### **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.



### **FRENCH IV HONORS (42410), FRENCH IV (42420)**

*1 credit                      Grades 10, 11, 12*

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

In level IV, learners develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language.

The learner in **level IV** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



### **FRENCH V HONORS (42510), FRENCH V (42520)**

*1 credit                      Grades 11, 12*

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

The learner in **level V** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



### **AP FRENCH LANGUAGE (42700), FRENCH VI (42600)**

*1 credit                      Grade 12*

***The Elective GPA weighting scale applies to French VI.** Prerequisite:*

*Successful completion of level V and/or teacher recommendation*

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

The learner in **level VI/AP** will:

- participate with ease and confidence in conversations using more specialized and precise vocabulary on topics of personal, community and global interest in a variety of time frames.
- handle social interactions with a complication such as a lost item or a travel problem.
- understand and be understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and significant details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- identify the intent and perspective of an author or writer.
- write well developed paragraphs that are organized and cohesive for a variety of audiences.



### **ITALIAN I (40100)**

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

***The Elective GPA weighting scale applies***

*Prerequisite:      None*

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.



## ITALIAN II (40200)

*1 credit*      *Grades 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.



## ITALIAN III HONORS (40310)

*1 credit*      *Grade 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 IV HONORS (40410)

*1 credit*      *Grades 12*

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

In level IV, learners develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language.

The learner in **level IV** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



## 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.



## **LATIN II (43200)**

*1 credit*

*Grades 10, 11, 12*

*The Elective GPA weighting scale applies*

*Prerequisite: Successful completion of level I*

The learner in **level II** will:

- comprehend written Latin text with more complex linguistic structures on a variety of topics.
- comprehend adapted and authentic Latin from original sources.
- demonstrate expanded knowledge of vocabulary and recognition of more complex syntactical structures essential to comprehension.
- read Latin aloud with attention to consistent pronunciation and voice inflection.
- comprehend oral statements, questions and commands.
- compose phrases and sentences in Latin with more complex linguistic structures.
- describe cultural practices of Roman life by examining products, practices and perspectives of the Ancient Romans.
- demonstrate an understanding of the cultural, historical and geographical similarities and differences between the Roman world and the U.S.
- develop a deeper understanding of English and other languages through the study of Latin.



## **LATIN III HONORS (43310)**

*1 credit*

*Grades 11, 12*

*Prerequisite: Successful completion of level II*

The learner in **level III** will:

- interpret increasingly complex language structures and expand vocabulary.
- comprehend adapted and authentic Latin texts based a variety of topics.
- recognize and explain more complex figures of speech and stylistic features in Latin texts.
- comprehend passages read orally.
- read Latin aloud with consistent pronunciation, meaningful phrase grouping and voice inflection.
- compose phrases and sentences in Latin with more complex linguistic structures.
- examine cultural practices of Roman life by examining products, practices and perspectives of the Ancient Romans and analyze multicultural aspects of the Roman world.
- demonstrate an understanding of the cultural, historical and geographical similarities and differences between the Roman world and the U.S.
- develop a deeper understanding of English and other languages through the study of Latin.



## **AP LATIN (43450) LATIN IV HONORS (43410)**

*1 credit*

*Grade 12*

*Prerequisite: Successful completion of level III*

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

The learner in **level IV/AP** will:

- translate Latin poetry and prose into English as literally as possible.
- demonstrate comprehension of Latin passages.
- demonstrate an understanding of English readings as a context for the required Latin readings.
- demonstrate comprehension of passages by reading at sight.
- demonstrate comprehension of Latin passages by reading aloud.
- scan dactylic hexameter in Latin poetry.
- use specific terminology in their study of the required Latin texts.
- demonstrate understanding of historical prose style and the idioms, grammatical terms and rhetorical figures.
- relate passages read to Roman historical, cultural and literary contexts.
- interpret Latin passages in essays and other written responses.



### 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.



### MANDARIN (CHINESE) II (45200)

1 credit Grades 10, 11, 12

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

*The Elective GPA weighting scale applies*

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.



### MANDARIN (CHINESE) III HONORS (45310)

1 credit Grade 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.



### MANDARIN (CHINESE) IV HONORS (45410)

1 credit Grades 12

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

In level IV, learners develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language.

The learner in **level IV** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



### **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.



### **SPANISH IV HONORS (41410), SPANISH IV (41420)**

*1 credit      Grades 10, 11, 12*

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

In level IV, learners develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language.

The learner in **level IV** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



### **SPANISH V HONORS (41510), SPANISH V (41520)**

*1 credit*

*Grades 11, 12*

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

The learner in **level V** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of timeframes.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.



### **AP SPANISH LANGUAGE (41700), SPANISH VI (41600)**

*1 credit*

*Grade 12*

*The Elective GPA weighting scale applies to Spanish VI.*

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

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

The learner in **level VI/AP** will:

- participate with ease and confidence in conversations using more specialized and precise vocabulary on topics of personal, community and global interest in a variety of time frames.
- handle social interactions with a complication such as a lost item or a travel problem.
- understand and be understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and significant details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- identify the intent and perspective of an author or writer.
- write well developed paragraphs that are organized and cohesive for a variety of audiences.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with language learners.
- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.

## **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. RCA operates Monday through Thursday. 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.

 **BRIDGEPORT AQUACULTURE COLLEGE ALLIANCE (BACA) (A-35930, B-35940)**

*3 science credits per year*      *Grade 12*

The goal of the BACA Program is to offer students the practical knowledge and skills necessary to pursue either employment in the marine environment or a smooth transition to the many post-secondary educational options available. The BACA Program is designed primarily for 12th grade students who have expressed a desire for a concentrated, interdisciplinary approach to aquaculture education. Students will be responsible for the practical application of principles and concepts of biology, chemistry, physics, math, history, earth science and astronomy as it relates to aquaculture. Students enrolled in the BACA Program are awarded up to 5 (five) credits. The integrated course of studies offers an in-depth study of aquaculture to include the origins of aquaculture (history), aquatic ecosystems, (math and science), aquaculture engineering (math, science and technology) and survey and analysis (math and science). The activities of the program are enhanced by the use of the research vessel, M/V Catherine Moore.

Students enrolled in BACA will only be provided transportation to the BACA/Aqua facility. Students must provide their own transportation from BACA to school, if needed. 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. Civics, which is a graduation requirement, is earned through the BACA program. Students enrolled in BACA 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.

**GRADUATION CREDIT TRACKER WORKSHEET**

**9 - Credits in Humanities**

English	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	
Class Name 									4
Credit Total									
Social Studies	Freshman Year	Credit	Sophomore Year	Credit	Junior Year US HISTORY	Credit	Junior OR Senior Year CIVICS	Credit	
Class Name 									3.5
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	Senior Year	Credit	
Class Name 									3
Credit Total									
Science	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	
Class Name 									3
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	
Class Name 									1
Credit Total									
Health and Safety	Freshman Year	Credit	Sophomore Year	Credit	Junior Year	Credit	Senior Year	Credit	
0.75 Health Class Name 									1
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**

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

Graduation Requirement Primary - Secondary Designation table

			
English SS	Math Science	HEALTH & SAFETY*	
SS/Civics SS/USH	STEM Elective	WL*	ELECTIVE*
Humanities Elective			

Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name
			<b>ART</b>				<b>HEALTH &amp; SAFETY</b>				<b>MUSIC</b>
		72050	Foundations in 2D Art			81310	Health Grade 9			71600	Piano Studio
		72075	Foundations in 3D Art			81320	Health Grade 10			70100	Concert Band
		72100	Intro to Drawing & Painting			81330	Health Grade 11			70200	Symphonic Band
		72300	Intermediate Drawing&Painting			81340	Health Grade 12			70050	Wind Ensemble
		72400	Advanced Drawing&Painting			81501	Independent Health Grade 9			70000	Jazz Ensemble
		72450	Intro to Pottery			81601	Independent Health Grade 10			71000	Concert Orchestra
		72200	Intro to Sculpture			81701	Independent Health Grade 11			70900	Philharmonic Orchestra
		72250	Advanced Pottery&Sculpture			81801	Independent Health Grade 12			71100	Chamber Orchestra
		76900	Intro to Digital Design			81509	Aqua Health 9			71200	Vocal Studio
		76950	Intermediate Digital Design			81510	Aqua Health 10			70400	Concert Choir
		76955	Advanced Digital Design			81511	Aqua Health 11			71300	Treble Choir
		75000	Intro to Digital Photography			81512	Aqua Health 12			71400	Chamber Choir
		76000	Intro to Darkroom Photography							71500	Bel Canto
		76100	Intermediate Photography							70700	Music Theory I
		76200	Advanced Photography							70800	Music Theory II
		76300	AP 2-D Art & Design			20120	Algebra I			71800	Music Technology I
		76320	AP Studio Drawing			20250	Algebra I Workshop A			71800	Music Technology I
		76305	AP 3-D Art & Design			20262	Algebra I Workshop B			71900	Music Technology II
						22210	Geometry Honors				<b>PHYSICAL EDUCATION</b>
			<b>BUSINESS</b>								
		50000	Intro To Business			22220	Geometry			91209	Physical Education Grade 9
		50100	Computer Info Systems			22225	Geometry Workshop A			91210	Physical Education Grade 10
		50410	Comp. Games Prog./Design			22226	Geometry Workshop B			91211	Physical Education Grade 11
		50300	Web Design			23310	Algebra II Honors			91212	Physical Education Grade 12
		50500	Bus. Sports/Entertainment			23320	Algebra II			91130	Intro Team Sports, Coach, Offic
		50510	The Business of Travel & Tourism			23325	Algebra II Workshop A			91131	Strength & Conditioning
		50600	Entrepreneurship			23326	Algebra II Workshop B			91132	Yoga, Personal Fitness & Mindf
		50700	Robotic Programming			24410	Pre Calculus Honors			91133	Backyard Games
		51300	Accounting I			24400	Pre Calculus			91134	Lifetime Games&Activities Raq
		51350	Accounting II			24500	Calculus			91135	Fit for Life-Self Defense Pers
		52800	Business Law			25400	Probability & Statistics			91309	Aqua Physical Education 9
		53300	Business Management			25550	Advanced Math Decision Making			91310	Aqua Physical Education 10
		53400	Financial Literacy			25560	Transition to College Mathematics			91311	Aqua Physical Education 11
		53500	Marketing			25555	Modern Mathematics			91312	Aqua Physical Education 12
		53600	Advertising			24450	Financial Algebra A			91409	RCA Phys Ed 9
		53700	Investing and Finance			24460	Financial Algebra B			91410	RCA Phys Ed 10
		51700	International Business			24510	AP Calculus AB			91411	RCA Phys Ed 11
		51500	AP Microeconomics			25510	AP Calculus BC			91412	RCA Phys Ed 12
		51600	AP Macroeconomics			26510	AP Statistics				<b>REGIONAL PROGRAMS</b>
		50801	AP Computer Science Principles			26610	Multivariable Calculus			86410	Regional Center for the Arts
		51000	AP Computer Science A			26650	Math			35910	Aquaculture Semester 1
						68401	Early Child Ed 40 lab			35920	Aquaculture Semester 2
						69000	Child Development III: Ind Fam			35930	BACA Semester 1
										35940	BACA Semester 2



## 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**