

# FAIRFIELD PUBLIC SCHOOLS



## Program of Studies

2026-2027

**Fairfield Ludlowe High School**  
785 Unquowa Road  
Fairfield, CT 06824  
203-255-7201

**Fairfield Warde High School**  
755 Melville Avenue  
Fairfield, CT 06825  
203-255-8354

## **Board of Education**

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Mr. Nick Aysseh, Vice Chair  
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*Superintendent of Schools*

Dr. Zakia Parrish  
*Deputy Superintendent*

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*Chief Academic Officer*

Mr. Robert Mancusi  
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*Executive Director of Finance and Business*

Mr. Angelus Papageorge  
*Executive Director of Operations*

Ms. Janine Goss  
*Executive Director of PK-12 Literacy*

## **High School Head Principals**

Dr. Greg Hatzis  
Fairfield Ludlowe High School

Mr. Paul Cavanna  
Fairfield Warde High School



FAIRFIELD PUBLIC SCHOOLS  
OFFICE OF THE SUPERINTENDENT

Michael J. Testani  
Superintendent of Schools

p. 203.255.8371  
[mtestani@fairfieldschools.org](mailto:mtestani@fairfieldschools.org)

Dear Fairfield Students and Families,

Welcome to the 2026-2027 Program of Studies. This document is more than a list of classes; it is a roadmap for your future and a reflection of our commitment to providing an education that is rigorous and engaging.

This year, I am particularly excited to highlight significant updates within our Social Studies Department. In alignment with new state standards and our mission to develop informed, global citizens, we have introduced several new courses designed to challenge your perspective and broaden your understanding of the world. From new courses like *Advanced Placement Art History* and *Advanced Placement Human Geography* to revitalized electives such as *Human Rights and the Modern World*, *Sports History*, and *Women in the World*. Each of these offerings allows you to explore history and civics through modern and diverse lenses.

As you navigate these choices, I want to emphasize the power of our Career Pathways. Whether your interests lie in *Health Science*, *Business*, *Engineering*, *Journalism*, or the *Performing Arts*, our district has designed specific sequences to help you make connections the classroom and your future career.

I strongly encourage every student to schedule time with their school counselor. Your counselor is your primary partner in this process. They are equipped to help you align your course selections with your long-term goals and ensure you are taking full advantage of the opportunities our pathways provide. High school is a time of discovery. I challenge you to step outside your comfort zone, try a new elective or a challenging course, and take ownership of your learning experience. We are here to support you every step of the way.

Wishing you a productive and inspiring year of planning!

Sincerely,

Michael J. Testani  
Superintendent of Schools

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## Fairfield Public Schools

### High School Academic Expectations

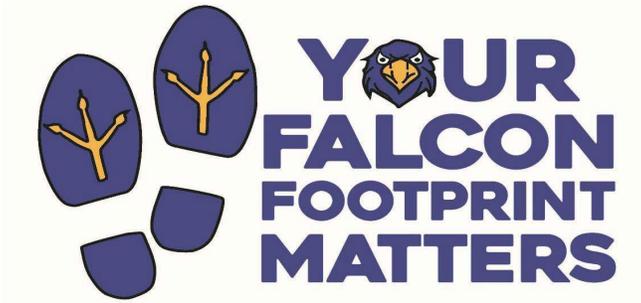
<p><b><i>Exploring and Understanding</i></b> The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p>	<p><b><i>Synthesizing and Evaluating</i></b> The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p>
<p><b><i>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>Conveying Ideas</i></b> The student expresses ideas clearly and effectively for the intended purpose and specific audience.</p>
<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>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

#### Fairfield Ludlowe High School

Be an active and responsible citizen.

Engage with the world around you and realize the impact.



#### Fairfield Warde High School

Show RESPECT for people, ideas, and property.

Demonstrate RESPONSIBILITY for the impacts of personal decisions, beliefs, and actions.

Exhibit positive CITIZENSHIP in the school community.





Our high schools are fully accredited through the New England Association of Schools and Colleges (NEAS&C).

## **Fairfield Ludlowe High School Core Values**

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

Our environment fosters:

- **Fellowship:** We can accomplish more together than we can individually.
- **Acceptance:** we recognize and respect differences.

We are passionate about:

- **Learning:** we encourage intellectual curiosity within and beyond the classroom.
- **Commitment:** we pledge to honor our obligations to ourselves and to each other.

Our learning experiences generate:

- **Opportunity:** we broaden horizons, deepen understanding, and inspire creativity.
- **Niche:** we discover who we are and what we want to become through enriching our unique strengths and exploring new ideas.
- **Success:** we strive to achieve our goals.

## Fairfield Warde High School Core Values

**Welcoming    Academic    Respectful    Dynamic    Ethical**

### **Fairfield Warde Mission Statement**

Fairfield Warde High School provides a safe learning environment that is welcoming, academic, respectful, dynamic, and ethical.

Our school community, in collaboration with parents and other townspeople, fosters a democratic society that recognizes and promotes the dignity and worth of the individual.

We believe that meeting the diverse needs of all students will encourage lifelong learning and responsible citizenship.

### **Fairfield Warde Belief Statements**

1. Students are most successful when there are positive collaborative relationships among all members of the school community, diversity is valued, and opportunities enable all to be a part of a nurturing school community.
2. Students benefit from a comprehensive, rigorous educational experience where authentic, creative, and self-directed learning takes place, and critical thinking yields imaginative and meaningful products.
3. Students develop an altruistic sense of community when they understand, respect, and take responsibility to promote expected and ethical standards of behavior.
4. Students prepare for global citizenship when held accountable for their own analytical problem-solving skills, and demonstrate flexibility, adaptability, and perseverance to address current challenges.



## High School Scheduling

### COURSE SELECTION

Selecting a course schedule is a very important process for all students. 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 submitting it, and courses are entered into the online Infinite Campus system.

### REQUIRED COURSE LOAD

All students are required to enroll in a minimum of six (6) full-credit subjects, with up to three (3) scheduled per day when possible. In addition, students must complete Physical Education and Health requirements. Both Physical Education and Health must be taken twice during high school: once in either grade 9–10 and once in either grade 11–12. Students must take required courses at Fairfield Public Schools unless they are transferring into Fairfield from another accredited high school program. *Only courses taken at Fairfield Public Schools 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, leadership seminars, or similar programs may not be transferred for credit. Please see your school counselor to discuss online course options that may be available for advancement.

### 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 2
2	Chamber Choir	2	Forensics I	2	Chamber Choir	2	Forensics II
	Homeroom		Homeroom		Homeroom		Homeroom
3	Spanish V H / Lunch	3	AP Computer Science Principles / Lunch	3	Spanish V H / Lunch	3	AP Computer Science Principles / 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 each day for 8 possible academic periods. All students have access to a lunch period embedded in period 3. Most classes are 85 minutes long, meeting every other day. Exceptions may include courses meeting for 41 minutes, including AP science mini-classes 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 ensure 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 Pupil Services/Counseling must approve all course changes.

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

1. Incomplete schedule or insufficient credits.
2. A course scheduled in error by the school.
3. Changes needed as a result of failed courses in June.
4. Changes needed as a result of the 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) appearing 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

### I. Credit Requirements

Courses taken in grades nine through twelve, inclusive and in accordance with the statewide subject matter content standards adopted by the State Board of Education, shall satisfy the graduation requirements below. However, middle school students may earn up to four (4) high school credits if they successfully complete any course, the primary focus and expectation of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve.

A Graduation Requirement Primary Designation table can be attained with the counseling department at each school. Seventh and eighth-grade students may earn up to four (4) 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 H, Geometry H, Spanish I & II, and French I & 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.

### Graduating Class of 2027 and Beyond

To meet the minimum requirements for a high school diploma, a student must earn 25 credits. Each course taken can be credited to only one of the areas below. The 25 credits must achieve the following credit distribution:

<b>Credits in the Humanities, including Civics and the Arts</b>	<b>9 credits</b>
English	4 credits
Social Studies (1 US History; 0.5 Civics)	3.5 credits
Arts	.5 credit
Additional credit in Humanities area, core, or elective	1 credit
<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</b>	<b>1 credit</b>
<b>World Language</b>	<b>1 credit</b>
<b>Personal Financial Management and Financial Literacy</b>	<b>.5 credit</b>
<b>Electives</b>	<b>3.5 credits</b>

### II. Demonstration of Content Mastery

Students are required to demonstrate mastery in both the English/social studies and science/math assured content experiences.

English / Social Studies	Science / Math
College and career readiness benchmark on the Evidence-Based Reading/Writing SAT/PSAT/ACT <b>or</b> C or better on two credits of FPS English/ social studies courses <b>or</b>	College and career readiness benchmark on the math SAT/PSAT/ACT or on the NGSS assessment <b>or</b> C or better on two credits of FPS science/math courses <b>or</b>
If the graduation standard is not met prior to the student's senior year, the requirement can be achieved through meeting the standards of a portfolio of student work.	If the graduation standard is not met prior to the student's senior year, the requirement can be achieved through meeting the standards of a portfolio of student work.
If one of the requirements above is not met, a student can attain the mastery-based requirement through achievement of a B- or better in two credits in a single elective area concentration beyond the introductory level.	

### III. FAFSA Requirement for the Graduating Class of 2027 and Beyond

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a Free Application for Federal Student Aid (“FAFSA”); **or**
- (2) completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status; **or**
- (3) completed a waiver, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, the head principal(s) or designee may complete the waiver on behalf of any student who has not satisfied the above requirements if the head principal(s) or designee affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

### EARLY COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

It is possible for students who are willing and able to plan 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 11th-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 must be submitted to the Head 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 Head Principal must approve all requests. Students approved for the early completion of high school are expected to complete the program as planned.

### 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 for 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, which will award credit based on the completion and quality of the work. The student's school counselor can obtain further information regarding the Independent Study requirements.

## 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 a 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-	

## 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 / *	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

## PASS-FAIL OPTION

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

- The pass-fail option is only available to juniors and seniors.
- A student may choose 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 carry 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 to participate 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. *NOTE: Pass-Fail courses are not applied when computing the Honor Roll unless the student fails*

## HONORS SCHOLAR

It is the policy of the Fairfield Public Schools to encourage and recognize students who achieve superior scholastic grades. The Honors Scholar designation is 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 the students have achieved this designation.

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**

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 Public Schools will receive credit for courses taken. Only courses taken at Fairfield Public Schools will be included in the student's official GPA.

## General Information

### ATTENDANCE POLICY

The purpose of the Fairfield Public Schools Attendance Policy is to promote improved attendance at 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.

### GRADE LEVEL PROMOTION GUIDELINE

- At the end of **freshman year**, a student should have completed at least six and a half (6.5) credits.
- At the end of **sophomore year**, a student should have completed at least thirteen (13) credits.
- At the end of **junior year**, 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 student's best interest.

### 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 complete the course successfully or to regain a loss of credit. To be eligible to make up for a failed course, a student must have a minimum grade of 50% as a final grade in the course. The student's summer school course will be reported on his/her transcript as 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's final exam.

### 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 ensure compliance with the law, Fairfield Public Schools has appointed the Director of Pupil Services and Counseling and another school administrator 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:

#### Fairfield Ludlowe High School

Vanessa Montorsi - Director of Pupil Services      or  
785 Unquowa Road  
Fairfield, CT 06824  
Phone: 203-255-7232/Fax: 203-255-7244  
Email – [vmontorsi@fairfieldschools.org](mailto:vmontorsi@fairfieldschools.org)

Chantelle Palumbo – Special Education Coordinator  
785 Unquowa Road  
Fairfield, CT 06824  
Phone: 203-255-8254  
Email – [cpalumbo@fairfieldschools.org](mailto:cpalumbo@fairfieldschools.org)

#### Fairfield Warde High School

Dane Brown - Director of Pupil Services      or  
755 Melville Avenue  
Fairfield, CT 06825  
Phone: 203-255-8388/Fax: 203-255-8284  
Email – [dbrown2@fairfieldschools.org](mailto:dbrown2@fairfieldschools.org)

Gina DiGiacomo – Athletic Director  
755 Melville Avenue  
Fairfield, CT 06825  
Phone: 203-255-8387  
Email - [gdigiacom@fairfieldschools.org](mailto:gdigiacom@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 coordinator listed above.

**TITLE IX PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

Title IX of the Education Amendments of 1972 Prohibition of Sex Discrimination and Sexual Harassment Policy [5145.45](#)

<https://boe.fairfieldschools.org/content/uploads/2024/05/5145.4-Title-IX-Proh-Sex-Disc-Sex-Harassment.pdf>

Regulations [5145.4 AR](#)

<https://boe.fairfieldschools.org/content/uploads/2024/05/5145.4-AR-Title-IX-Proh-Sex-Disc-Sex-Harassment.pdf>

**SENIOR EXPERIENCE**

Seniors have the opportunity to participate in the Senior Experience, which is designed to provide personalized, meaningful, real-world experiences to foster college and career readiness prior to graduation. The Senior Experience puts into practice the essential skills, competencies, and attributes illustrated in our vision of the graduate and academic expectations.

# CAREER PATHWAYS

FPS offers a variety of career pathways to inspire and support a positive academic experience and successful future. Our school staff is here to help with course selection and recommendations that will enable students to start working in their chosen field upon graduation, or continue on to higher education.

A group of students in a classroom setting. One student is holding a microphone, and another is holding a camera. A teacher or staff member is also present, interacting with them.

## JOURNALISM & DIGITAL MEDIA PRODUCTION

Students have the opportunity to explore the exciting world of storytelling, media creation, and digital communication! The Journalism and Digital Media Production Pathway equips students with hands-on experience in writing, broadcasting, video production, and multimedia design. They will learn how to research, report, and produce engaging content while developing critical thinking and technical skills.

A group of students performing on a stage. They are playing instruments like guitars and a cello. A teacher or staff member is also present, observing their performance.

## PERFORMING ARTS

Step into the spotlight! The Performing Arts Pathway supports students looking to develop their talents in theater, music, and dance. Through hands-on experience in acting, vocal and instrumental performance, stage production, and choreography, students build confidence, teamwork, and artistic expression. This pathway provides the foundation for a future in the dynamic world of performing arts.

A group of students sitting at desks in a computer lab, working on their laptops. A teacher or staff member is also present, interacting with them.

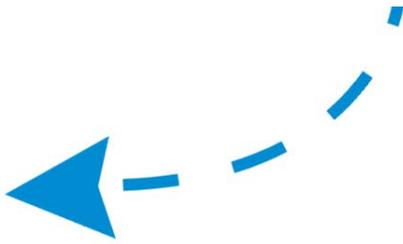
## INFORMATION TECHNOLOGY

The Information Technology Pathway provides students with hands-on experience in coding, cybersecurity, networking and software development. They will use the latest tools to solve real-world challenges and strengthen their problem-solving abilities. Whether interested in game design, IT support, or computer programming, this pathway prepares students for the fast-growing world of technology and innovation.

A student sitting at a desk in a computer lab, looking at a computer monitor. The monitor displays a video editing software interface with a red carpet scene.

## DESIGN ARTS

The Design Arts Pathway introduces students to the exciting world of visual communication, including graphic design, digital illustration, and multimedia production. Students will develop artistic and technical skills using industry-standard tools to create eye-catching designs for print, web, and social media. From branding to fashion, this pathway prepares students for a future in the ever-evolving design industry.



# FIND A BRIGHT FUTURE HERE!

SCAN TO LEARN MORE ONLINE



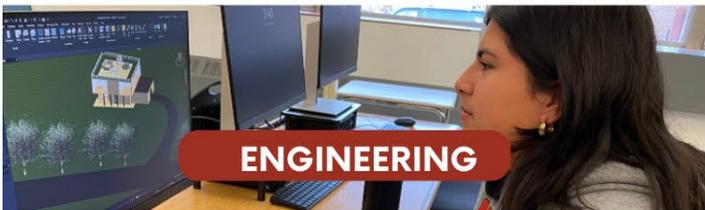
## BUSINESS

The high school Business Pathway provides students with hands-on learning opportunities across a variety of fields including marketing, finance, management, and administration. They will build essential skills such as critical thinking, collaboration, communication, teamwork, leadership, information literacy, adaptability, and time management.



## EDUCATION

Through structured courses of study, this pathway prepares future educators to continue on to higher education to earn credentials as an educator, library media specialist, principal, instructional designer, educational psychologist, special education teacher, speech/language pathologist, counselor, professor, and beyond. Students also have access to work related training.



## ENGINEERING

Students interested in engineering learn to design solutions to real-world problems and improve how things work through the application of scientific knowledge and mathematical concepts. This pathway builds essential skills for a variety of engineering careers, including aerospace, agricultural, biomedical, electronics, environmental, industrial, manufacturing, and robotics.



## GOVERNMENT

A pathway that prepares students for careers in government and the public sector, these academic courses offer key concepts surrounding a variety of fields from lobbyists and politicians to journalists, public relations specialists, urban and regional planners, and diplomats. This pathway helps develop critical thinking skills essential for a post-secondary education.



## HEALTH SCIENCE

The Health Science Pathway offers rigorous courses to prepare students with a solid understanding of the medical field, including prevention and wellness, human anatomy, and child and family development. Pathway participants also have the opportunity to experience hands-on training and earn certifications in CPR, AED, and first aid prior to graduation.



## MANUFACTURING

Through a series of manufacturing course options that run the gamut from automotive technology to robotics, furniture making, aquaculture, fashion and design, this pathway provides field experience and access to professional resources. Additionally, students learn fundamentals about manufacturing planning and process.



Visit [Fairfieldschools.org](https://Fairfieldschools.org). Click on **Academics/High School Course Selection/Career Pathways**



## EARLY COLLEGE EXPERIENCE

Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses 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.

The courses below, offered at Fairfield Public Schools, may earn ECE credit.

Department	FPS Course	High School Course Offered	Post-secondary Institution	ECE Course	Number of College Credits
Art	ADVANCED PHOTOGRAPHY ECE (76200)	Ludlowe/Warde	Sacred Heart University	CM 223: Digital Photography I	3
Business Education	AP COMPUTER SCIENCE A ECE (51100)	Ludlowe	Sacred Heart University	CS 111: Intro to Structured Programming	3
	BUSINESS MANAGEMENT ECE (53310)	Ludlowe/Warde	Sacred Heart University	MGT 101: Organization Management	3
English	AP LITERATURE AND COMPOSITION UCONN ECE (00450)	Ludlowe/Warde	UCONN	ENGL 1007: Seminar and Studio in Academic Writing & Multimodal Composition	4
	FILM ANALYSIS & CRITICISM ECE (00620)	Ludlowe/Warde	Sacred Heart University	CM 201: Introduction to Film Studies	3
	WIDE WORLD OF SPORTS LITERATURE ECE (00545)	Ludlowe/Warde	Sacred Heart University	CM 128: History of Sports Media	3
Family & Consumer Science	FOOD SERVICES III ECE* (68270)	Ludlowe/Warde	Connecticut State Community College	HSP 101: Principles of Food Preparation	3
	INDIVIDUAL AND FAMILY DEVELOPMENT UCONN ECE* (69000)	Ludlowe/Warde	UCONN	HDFS 1070: Individual and Family Development	3
Mathematics	AP CALCULUS BC UCONN ECE (25515)	Warde	UCONN	MATH 1131Q: Calculus I <b>and</b> MATH 1132Q: Calculus II	8
	MODERN MATH A & B ECE (25568 & 25569)	Warde	Sacred Heart University	CS 113: Discrete Structures	3
	MODERN MATH A & B UCONN ECE (25558 & 25559)	Ludlowe	UCONN	MATH 1030Q: Elementary Discreet Mathematics	3
	MULTIVARIABLE CALCULUS ECE* (26620)	Ludlowe/Warde	Sacred Heart University	MA 151: Calculus I	3
	PROBABILITY & STATISTICS ECE (25410)	Ludlowe/Warde	Sacred Heart University	MA 131: Elementary Statistics	3
Media and News Production	BROADCAST JOURNALISM ECE (85705)	Ludlowe	Quinnipiac University	JRN*106: Multimedia Production Techniques <b>and</b> JRN*291: Reporting for Television I	6
	BROADCAST JOURNALISM ECE (85705)	Ludlowe/Warde	Sacred Heart University	CM 171: Broadcast News Production I	3
	DOCUMENTARY PRODUCTION ECE (85805)	Ludlowe	Quinnipiac University	FTM*100: Special Topics in Film, Television and Media Arts	3
	MOVIE PRODUCTION ECE (85725)	Ludlowe	Quinnipiac University	FTM*110: Single Camera Production	3
	VIDEO PRODUCTION ECE (85715)	Ludlowe	Quinnipiac University	FTM*100: Special Topics in Film, Television and Media Arts	3

Department	FPS Course	High School Course is Offered	Post-secondary Institution	ECE Course	Number of College Credits
Science	AP ENVIRONMENTAL SCIENCE UCONN ECE (35515)	Ludlowe/Warde	UCONN	NRE 1000E: Environmental Science	3
	AP PHYSICS C: MECHANICS, ELECTRICITY, AND MAGNETISM UCONN ECE (34545)	Ludlowe/Warde	UCONN	PHYS 1401Q: General Physics w/ Calculus I <b>and</b> PHYS 1402Q: General Physics w/ Calculus II	8
	PHYSICS OF MUSIC ECE* (31440)	Ludlowe/Warde	Quinnipiac University	PHY*105: Physics of Music (3 credits) <b>and</b> PHY*105L: Physics of Music Lab (1 credit)	4
	SCIENCE OF THE COSMOS ECE (35305)	Ludlowe/Warde	Sacred Heart University	PY 190: Astronomy: A Guided Tour	3
Social Studies	AFRICAN AMERICAN/BLACK AND LATINO/PUERTO RICAN STUDIES ECE* (13360)	Ludlowe/Warde	Sacred Heart University	HI 225: African American History	3
	AP MODERN EUROPEAN HISTORY ECE (13500)	Ludlowe/Warde	Sacred Heart University	HI 102: Western Civilization II, Since 1500: Economies, Sciences, and Politics	3
	AP MODERN EUROPEAN HISTORY UCONN ECE (13505)	Warde	UCONN	HIST 1400: Modern Western Traditions	3
	AP PSYCHOLOGY ECE (13450)	Ludlowe/Warde	Sacred Heart University	PS 110: Introduction to Psychology	3
	AP UNITED STATES HISTORY UCONN ECE (12700)	Ludlowe/Warde	UCONN	HIST 1501: United States History to 1877 (3 credits) <b>and</b> HIST 1502: United States History Since 1877 (3 credits)	6
	SOCIOLOGY ECE (14500)	Ludlowe/Warde	Sacred Heart University	SO 110: Sociology	3
Technology Education	COMPUTER ENGINEERING II ECE (66110)	Ludlowe	Sacred Heart University	ENGR 212: Digital Design with Lab	4
World Languages	AP FRENCH LANGUAGE ECE (42710)	Ludlowe/Warde	Sacred Heart University	FR 201: Topics in French Language and Culture I and FR 202: Topics in French Language and Culture II	6
	AP FRENCH LANGUAGE UCONN ECE (42705)	Warde	UCONN	French 3250: Global Culture I <b>and</b> French 3268: Grammar and Composition	6
	AP LATIN ECE (43460)	Ludlowe/Warde	Sacred Heart University	LT 201: Advanced College Latin I and LT 202: Advanced College Latin II	6
	AP LATIN UCONN ECE (43455)	Warde	UCONN	CAMS 3102: Topics in Advanced Latin	3
	AP SPANISH LANGUAGE ECE (41710)	Ludlowe/Warde	Sacred Heart University	SP 201: Advanced Spanish Composition Grammar I and SP 202: Advanced Spanish Composition and Grammar II	6
	AP SPANISH LANGUAGE UCONN ECE (41705)	Warde	UCONN	Span 3178: Intermediate Spanish Conversation <b>and</b> Span 3179: Spanish Conversation: Cultural Topics	6
	FRENCH VI ECE (42610)	Ludlowe/Warde	Sacred Heart University	FR 201: Topics in French Language and Culture I and FR 202: Topics in French Language and Culture II	6
	FRENCH VI UCONN ECE (42605)	Warde	UCONN	French 3250: Global Culture I <b>and</b> French 3268: Grammar and Composition	6
	SPANISH VI ECE (41610)	Ludlowe/Warde	Sacred Heart University	SP 201: Advanced Spanish Composition Grammar I and SP 202: Advanced Spanish Composition and Grammar II	6
	SPANISH VI UCONN ECE (41605)	Warde	UCONN	Span 3178: Intermediate Spanish Conversation <b>and</b> Span 3179: Spanish Conversation: Cultural Topics	6

## NCAA STUDENT-ATHLETE ELIGIBILITY REQUIREMENTS

All prospective student-athletes intending to enroll in an NCAA Division I or II institution for the first time **MUST** register with the [NCAA Eligibility Center](#). Use this [registration checklist](#) to ensure that you complete all the necessary steps to become a college student-athlete.

To study and compete at a Division I or II school, you must earn 16 NCAA-approved core-course credits, earn a corresponding test score that matches your core-course GPA, and submit your final transcript with proof of graduation to the Eligibility Center. Click the following link for specific division academic requirements:

[Division I Academic Requirements](#)    [Division II Academic Requirements](#)

This symbol  will appear next to all NCAA-approved core courses listed under course descriptions.

ENGLISH	SOCIAL STUDIES	SCIENCE
AP Language and Composition	African Am/Black/PR/Latino Studies ECE	AP Chemistry
AP Lang and Comp/ Amer. Studies	African American/Black Studies	AP Biology
AP Literature and Composition UConn ECE	AP Comparative Gov and Politics	AP Environmental Science UConn ECE
Call of the Wild	AP Human Geography	AP Physics I
Contemporary Global Lit	AP European History ECE	AP Physics II
Creative Writing Workshop	AP European History UConn ECE (FWHS)	AP Physics C UConn ECE
Dark Chronicles	AP Psychology ECE	Biology, Biology Honors
English 9 CP, English 9 Honors	AP US Gov and Politics	Chemistry, Chemistry Honors
English 10 CP, English 10 Honors	AP US History UConn ECE	Chemistry of Medicines
English 11 CP, English 11 Honors	AP US History American Studies	Earth the Dangerous Planet
English 12 CP, English 12 Honors	Civics and Government	Environmental Chemistry
Evolution of Gender Persp in Literature	Economics	Environmental Chemistry Honors
Introduction to Journalism	Humanities: Philosophy & Ethics	Forensics I Never Gone Without a Trace
Poetry Workshop	Human Rights & the Modern World	Forensics II: You Can't Fake the Prints
Know Thyself: Lit of the Well-Being	Latino/Puerto Rican Studies	Human Anatomy Brains Bones & Brawn
Satire	Modern World History, Modern World History Honors	Human Anatomy Blood & Guts
Supernatural in Literature	Native American Studies	The Planets Oceans
Wide World of Sports ECE	Psychology	Marine Science of Long Island Sound
<b>MATH</b>	Sports History	Nutritional Chemistry
Advanced Math Decision Making	Sociology ECE (FLHS)	Physics, Physics Honors
Algebra I, Algebra I Honors	US History, US History Honors	Physics of Music ECE*
Algebra II, Algebra II Honors	Women and the World	Science of the Cosmos ECE
AP Calculus AB		
AP Calculus BC	<b>ADDITIONAL CORE COURSES</b>	<b>ADDITIONAL CORE COURSES</b>
AP Calculus BC UConn ECE (FWHS)	AP Latin	American Sign Language I, II, III
AP Statistics	AP Latin ECE	French I, II, III Honors, IV, IV Honors, V, V Honors, VI
Calculus Honors	AP Latin UConn ECE (FWHS)	French VI ECE
Geometry, Geometry Honors	AP French	French VI UConn ECE (FWHS)
Modern Mathematics A & B ECE	AP French ECE	Italian I, II, III Honors, IV Honors
Modern Mathematics A & B UConn ECE (FLHS)	AP French UConn ECE (FWHS)	Latin I, II, III Honors, IV Honors
Multivariable Calculus ECE*	AP Spanish	Mandarin I, II, III Honors, IV Honors
Pre-Calculus, Pre-Calculus Honors	AP Spanish ECE	Spanish I, II, III Honors, IV, IV Honors, V, V Honors, VI
Probability and Statistics ECE	AP Spanish UConn ECE (FWHS)	Spanish VI ECE
		Spanish VI UConn ECE (FWHS)

## Course Descriptions

The symbol next to a course name indicates the course's primary designation for graduation requirements.



Arts/  
Vocational



Elective



Health



Humanities



Physical  
Education



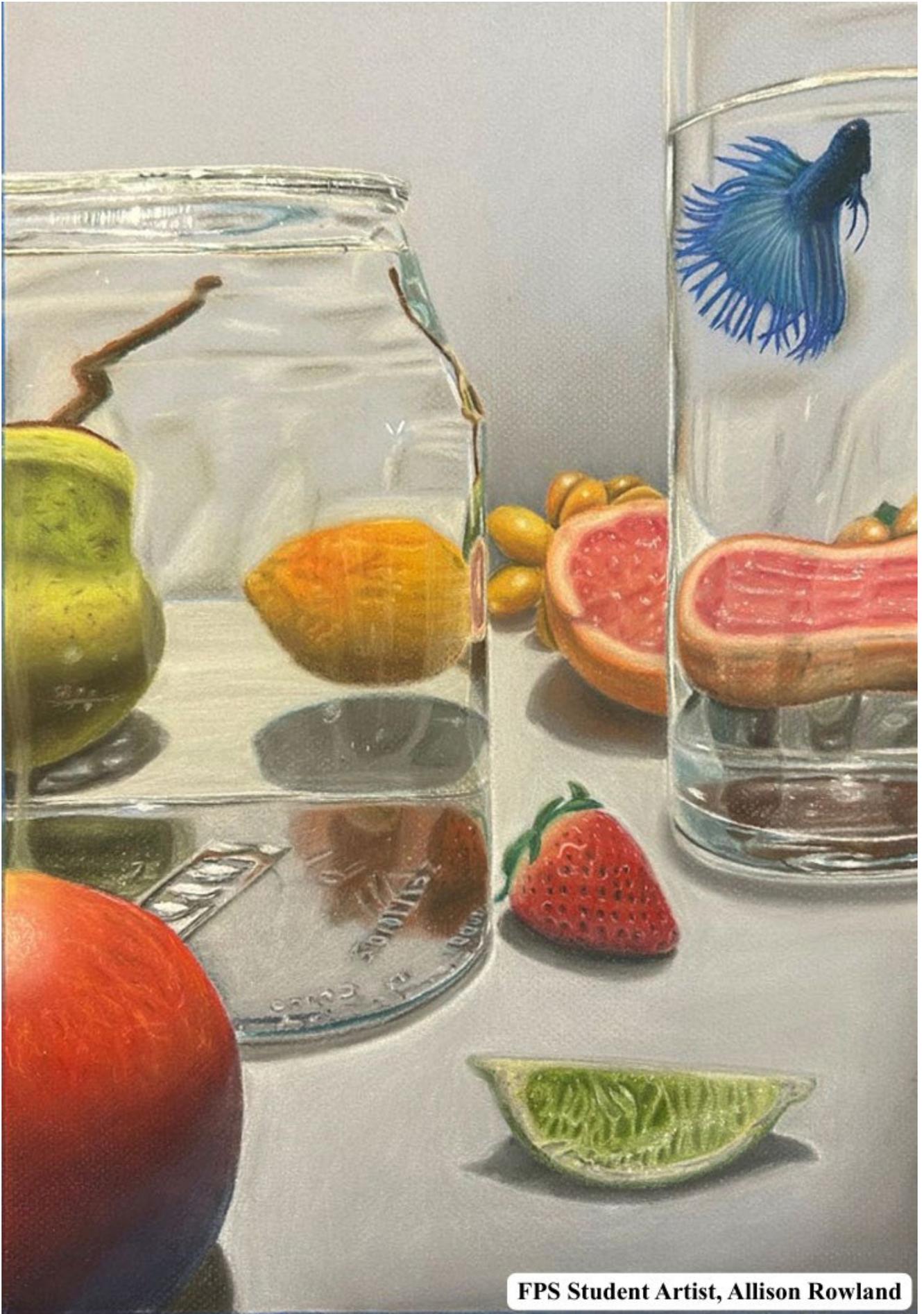
STEM



World  
Languages



Financial  
Literacy



FPS Student Artist, Allison Rowland

## Art

Our focus in the Art Department is developing the creative and emotional intelligence needed to develop human connections and a strong sense of self, which is critical in confronting today's global challenges. The course sequence is designed to allow students to build a portfolio of individual expression, focusing on personal inquiry and exploration.

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. **The Elective GPA weighting scale applies to all Art courses except AP / \* courses, which receive the AP / \* GPA weighting scale.**

Art Course Selections and Pathways					
Introduction to Digital Design	Intermediate Digital Design	Advanced Digital Design	Introduction to Digital Photo OR Art 2D: Media and Design	Intermediate Photography OR Intro to Drawing and Painting OR AP 2-D Art & Design	AP 2-D Art & Design OR AP Drawing
Introduction to Digital Photo	Intermediate Photography	Introduction to Digital Design	Advanced Photography ECE	Intermediate Digital Design OR Intro to Darkroom Photo OR AP 2-D Art & Design	AP 2-D Art & Design
Introduction to Darkroom Photo	Introduction to Digital Photo	Intermediate Photo	Advanced Photography ECE OR Introduction to Digital Design		
Art 2D: Media and Design	Introduction to Drawing & Painting	Introduction to Digital Design	Intermediate Digital Design	Introduction to Digital Photo	Intermediate Digital Photo OR Art Elective of choice OR AP 2-D Art & Design
Art 2D: Media and Design	Introduction to Drawing & Painting	Intermediate Drawing & Painting	Advanced Drawing & Painting	Art Elective of Choice	AP Drawing or AP 2D Art and Design
Art 3D: Media and Design	Intro to Sculpture	Advanced Sculpture	(recommended) Intro to Pottery	Art Elective of Choice	AP 3-D Art and Design
Art 3D: Media and Design	Intro to Pottery	Advanced Pottery	(recommended) Intro to Sculpture	Art Elective of Choice	



### ART 2D: MEDIA AND DESIGN (72050)

.5 credit      Grades    9, 10, 11, 12

Prerequisite    N/A

Enjoy the opportunity to develop & express your different ideas relating to understanding 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)*

### **ART 3D: MEDIA AND DESIGN (72075)**



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

*Prerequisite*      *N/A*

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*      *Art 2D: Media and Design*

Take your artmaking 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 on 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 portfolios and cultivate their styles and abilities as they investigate traditional and contemporary art-making approaches. The emphasis will be on the creative expression of personal ideas using a variety of art media, including the Adobe Creative Suite software programs.

### **INTRODUCTION TO POTTERY (72450)**



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

*Prerequisite*      *Art 3D: Media and Design (May be waived for seniors)*

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

### **ADVANCED POTTERY (72510)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*      *Introduction to Pottery*

An infinite number of ideas can be pursued in creating meaningful and expressive pottery. This course is about furthering your discovery while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Pottery course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.

## **INTRODUCTION TO SCULPTURE (72200)**



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

*Prerequisite*    *Art 3D: Media and Design*

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 SCULPTURE (72240)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Introduction to Sculpture*

An infinite number of ideas can be pursued in creating meaningful and expressive sculptures. This course is about furthering your discovery while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Sculpture course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.

## **INTRODUCTION TO DIGITAL DESIGN (76900)**



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

*Prerequisite*    *None*

Graphic Designers and Illustrators are creative problem solvers who plan a design to communicate 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.

## **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 workflow to 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.

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



*.5 credit*      *Grades* 11, 12

*Prerequisite*    *Intermediate Digital Design*

Students will continue developing their digital design knowledge in this semester while exploring other Adobe creative software programs. Knowledge of various creative programs combined with traditional and digital design techniques will allow students 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 the development of materials, processes, and ideas over one semester. Portfolios include works of art and design, process documentation, and written information, preparing them for the AP- 2D Art and Design course.

## **INTRODUCTION TO DIGITAL PHOTOGRAPHY (75000)**



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

*Prerequisite*    *None*

Digital photography will explore electronic imaging through 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 design principles 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.

## INTRODUCTION TO DARKROOM PHOTOGRAPHY (76000)



.5 credit Grades 9, 10, 11, 12

Prerequisite None

This black-and-white photography course 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.

## INTERMEDIATE PHOTOGRAPHY (76100)



.5 credit Grades 10, 11, 12

Prerequisite *Introduction to Darkroom Photography OR Introduction to Digital Photography*

Intermediate Photography is a course that requires previous knowledge of the use of 35mm film & digital cameras. This advanced course merges darkroom and digital processes, offering a greater range of imagery and allowing a student's 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.

## ADVANCED PHOTOGRAPHY ECE (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 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. All advanced-level photography students are encouraged to take the AP College Board 2D Design exam, which is not required.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of CM 223 – Digital Photography I.***

## AP 2-D ART AND DESIGN (76300), formerly AP 2-D Design & Photography



1.0 credit Grades 11, 12

Prerequisite *Intermediate Photography OR Intermediate Digital Design.*

***Students in the course are expected to complete the portfolio for the Advanced Placement 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 style. The serious Design and Illustration students will explore industry standards, 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.

## AP DRAWING (76320)



*1.0 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 Advanced Placement 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 the 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 is required. Limited school cameras are available for loan.

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

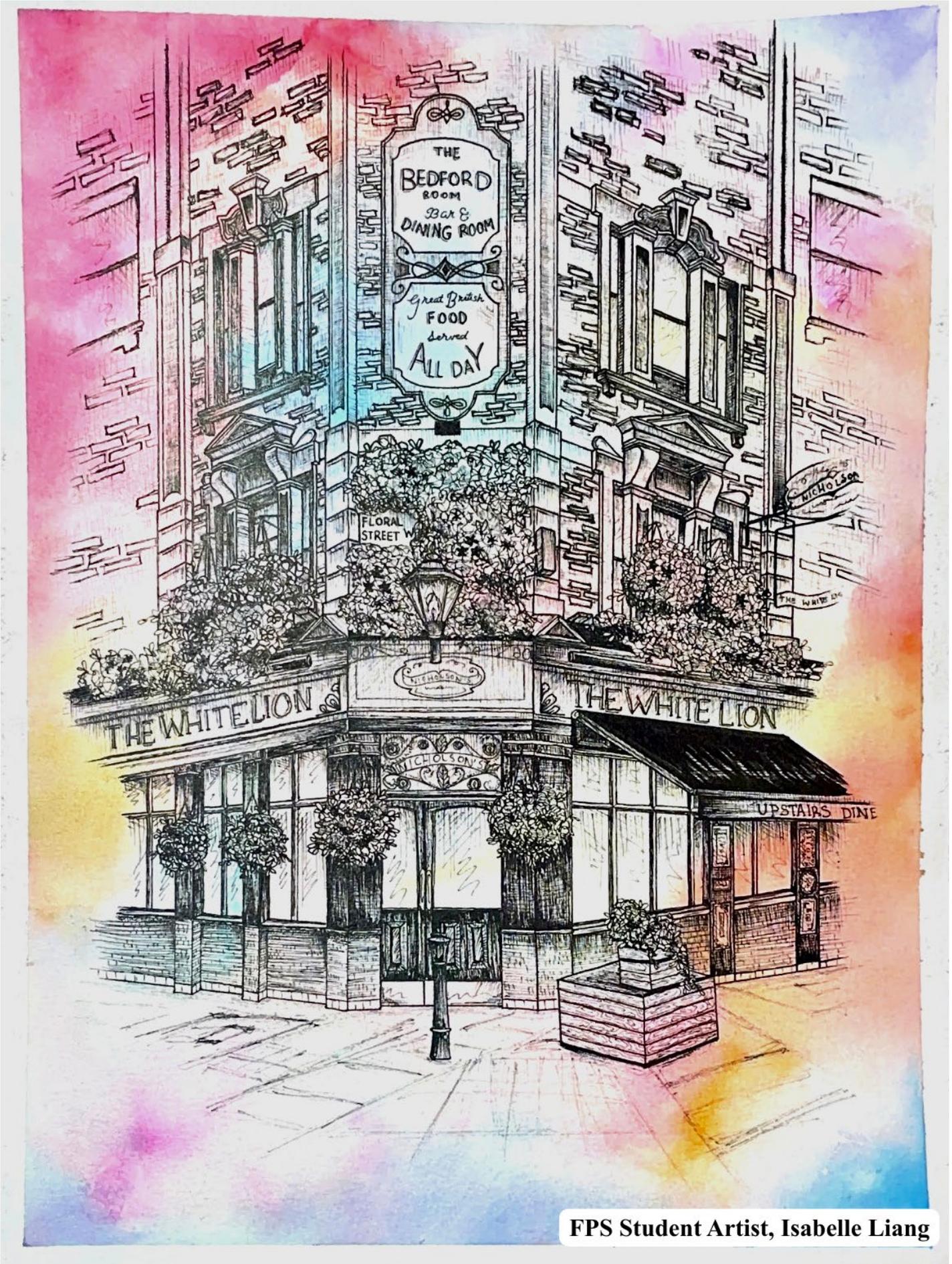


*1.0 credit*      *Grades* 11, 12

*Prerequisite*    *Advanced Pottery or Advanced Sculpture*

***Students in the course are expected to complete the portfolio for the Advanced Placement 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 is required. Limited school cameras are available for loan.



FPS Student Artist, Isabelle Liang

## Business Education

Courses available to Grades 9, 10	Courses available to Grades 9, 10, 11, 12	Courses available to Grades 10, 11, 12	Courses available to Grades 11, 12
Intro to Business  Business Communications & Technology	*Computer Games Programming and Design  Web Design  *Robotic Programming  *AP Computer Science Principles  Financial Literacy	Accounting I  Marketing  Foundations in Business Law  Business Fraud, Property & Employment Law  Business Management ECE  Business of Sports & Entertainment  The Business of Travel & Tourism  International Business  *Introduction to Investing  AP Macroeconomics  AP Microeconomics  *AP Computer Science A ECE	*Accounting II  *Advertising  *Entrepreneurship  *Unpaid Experiential Learning Program

\* Prerequisite required

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

### INTRODUCTION TO BUSINESS (50000)



*1.0 credit*      *Grades 9, 10*

*Prerequisite*    *N/A*

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

*This course meets the .5 credit financial literacy graduation requirement if not used for another category within the graduation requirements.*

## BUSINESS COMMUNICATIONS & TECHNOLOGY (50100)



.5 credit Grades 9, 10

Prerequisite N/A

Students will explore computer skills and applications needed on a personal, school/college, and career level. The focus of this course is to provide knowledge and skills associated with: Advanced Word Processing, Spreadsheets, Databases, Responsible Internet Use, Movie-Making software and Presentation Programs, Communications skills, and Business Etiquette. Students will create various documents: reports, business letters, tables, databases, spreadsheets, and brochures. They will also be exposed to presentations and basic business etiquette.

## ACCOUNTING I (51300)



1.0 credit Grades 10, 11, 12

Prerequisite N/A

Accounting knowledge benefits all students because it is the language of business and provides all students with the skills necessary to manage their finances successfully. This course presents basic accounting principles that can be applied to business and non-business applications. It provides a strong foundation for post-secondary study in accounting or other business areas and 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 want to learn more about maintaining their business records and becoming financially savvy citizens.

## ACCOUNTING II (51350)



.5 credit Grades 11, 12

Prerequisite Accounting I with a C+ or better

This course is a continuation of Accounting I. It provides students with the opportunity to study accounting procedures in depth. 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.

## ADVERTISING (53600)



Class of 2029  
& beyond

.5 credit Grades 11, 12

Prerequisite *Recommendation to complete Marketing prior to taking the course. Completion of one of the following courses: Marketing, Business of Sports & Entertainment, Travel & Tourism.*

Advertising will teach students how to take an innovative approach to advertising creativity. The course will cover the entire conceptual process, from developing smart strategies to executing them 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 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.



## 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.**

*This course meets the .5 credit financial literacy graduation requirement if not used for another category within the graduation requirements.*

Economics is a structured and disciplined approach to how society allocates scarce resources with unlimited wants. The AP economics sequence consists 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 college-bound students who want to gain a solid foundation in business practices or would like to study business in college.

**Microeconomics** focuses on a circular model revolving around the firm and the household and how goods, markets, 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, unemployment, and other forces affecting the entire economy. Other topics covered include inflation, unemployment, and international policy.

### **ENTREPRENEURSHIP (50600)**



*.5 credit*      *Grades* 11, 12

*Prerequisite* *A Full Year of Business (1.0 credit) from the following courses with a grade of C+ or higher: Marketing, Accounting I, Accounting II, Business of Sports and Entertainment, Management, Advertising, Introduction to Investing, International Business, Business of Tourism and Travel*

Entrepreneurship is a course that exposes 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 allow students 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.

### **FINANCIAL LITERACY (53400)**



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

*Prerequisite* *N/A*

This course provides students with the knowledge and skills to create a strong foundation for their immediate and long-term financial future. These skills include analyzing the personal financial conditions that affect well-being. Students learn to discern current financial choices, respond competently to life events that affect every day financial decisions, including events in the general economy, and plan for future financial independence. Topics include money management and budgeting, major expenditures, loans and credit, managing earnings and taxes, banking, saving, investing, and protecting wealth through insurance.

*This course meets the .5 credit financial literacy graduation requirement if not used for another category within the graduation requirements.*

### **FOUNDATIONS IN BUSINESS LAW (52800)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite* *N/A*

Foundations in Business Law focuses on studying the state and federal court structure, business laws, contracts, criminal law, sales, bailments, negotiable paper, agency insurance, and business organization. The course emphasizes business ethics as it pertains to laws, the 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 FRAUD, PROPERTY, & EMPLOYMENT LAW (52820)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite* *Recommend completing Foundations in Business Law prior to this course.*

Business Fraud, Property & Employment Law is a semester-long course that will broaden students' business law education, focusing on fraud, sales, and employment law as they pertain to business. This course will examine ethical dilemmas, fair business practices, and the ramifications to individuals and corporations who do not adhere to employment, sales, and property laws. Students will dive deeper into employee rights, unions, bargaining agreements, and other employment law topics. They will discover the global impact business laws have. Students will enhance their leadership skills as they examine laws pertaining to entrepreneurs, ownership and risk, and sales contracts.

## INTERNATIONAL BUSINESS (51700)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*   *N/A*

This course is designed to allow students to understand international business and its effect on businesses in the United States. Students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. They are provided with many 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.

## INTRODUCTION TO INVESTING (53700)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*   *Algebra II; Financial Literacy recommended*

This course is an introduction to the fundamentals of sound investing practice. Students will explore the time value of money and how investing over periods of time can lead to financial security and independence. The trade-off between risk and return will be analyzed while investigating the advantages and disadvantages of various saving and investing categories such as cash, bonds, stocks, and mutual funds. Students will learn to diversify a portfolio based on personal values, goals, time horizon, and risk tolerance.

## BUSINESS MANAGEMENT ECE (53310)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*   *N/A*

This course is intended to serve all students and should be of particular interest to college-bound students 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 awareness of the necessary skills 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.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of MGT-101 Organization Management.***

## MARKETING (53500)



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*   *N/A*

This course provides an understanding of the business world and develops the students' knowledge and ability in the marketing field. Marketing introduces the students to the processes and strategies of transferring business products or services to a consumer. Through interactive discussions and projects, the course analyzes the marketing mix, their interrelationships, and their use in the marketing process. Topics include customer behavior, distribution channels, 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 OF SPORTS & ENTERTAINMENT (50500)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*   *N/A*

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, 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

Prerequisite N/A

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, sales, and marketing. Students will study the skills and characteristics needed for success in the travel and tourism industry.

## UNPAID EXPERIENTIAL LEARNING PROGRAM (UELPP) - INTERNSHIP (FALL 53999, SPRING 54000)



.5 credit Grades 11, 12

Prerequisite *Must be at least 16 years of age. Teacher recommendation needed.*

The Unpaid Experiential Learning Program (UELPP) is a joint venture between the Connecticut State Department of Education (CSDE) and the Connecticut State Department of Labor (CT DOL). The program creates opportunities for Connecticut Local Education Agencies (LEA) and individual high schools to provide unpaid work experiences for their students that would not otherwise be available. The Unpaid Experiential Learning Program (UELPP) is designed to meet the test for unpaid interns set by the Fair Labor Standards Act. UELPP provides a waiver from the CT DOL minimum wage requirements for minors (ages 16 and 17). All other laws and regulations for the employment of minors remain in effect, including working hours, length of day, prohibited occupations, etc.

### Computer Science Courses

**AP COMPUTER SCIENCE A ECE (51100) Ludlowe only;**

**AP COMPUTER SCIENCE A (51000)**

1.0 credit Grades 10, 11, 12

Prerequisite *AP Computer Science Principles (B or better) or Computer Games: Programming and Game Design (B or better)*



***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 introduces 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).

***Ludlowe - This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of CS 111 Intro to Structured Programming.***

**AP COMPUTER SCIENCE PRINCIPLES (50801)**



1.0 credit Grades 9, 10, 11, 12

Prerequisite *Algebra I (B or better); It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, the composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts*

***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.

## COMPUTER GAMES PROGRAMMING AND DESIGN (50410)

Class of 2029  
& Beyond



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

*Prerequisite Algebra I (B or better)*

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

## ROBOTIC PROGRAMMING (50700)



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

*Prerequisite Algebra I (B or better)*

The purpose of this business course is to educate students in 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 program 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.

## WEB DESIGN (50300)

Class of 2029  
& Beyond



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

*Prerequisite N/A*

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.



FPS Student Artist, Wesley Bowen

## 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. Sophomores, 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 electives to satisfy their grade 12 English requirement. Students may take English electives in grade 10-12 beyond their required English courses. Additionally, students in grade 9 are also able to enroll in Introduction to Journalism.*

## Grade 9

### ENGLISH 9 HONORS (00110)



1.0 credit      Grade 9

Prerequisite    N/A

English 9 College Prep and English 9 Honors students will read myriad texts spanning multiple genres. In English 9 Honors, students will read at least six full-length works, at least four at the challenging level. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. Additionally, students in 9H will conduct analysis across texts and genres, synthesizing their ideas where appropriate. All students in grade 9 will read *The Tragedy of Romeo and Juliet* from the challenging list by William Shakespeare.

Students will engage in a number of research and writing experiences, all with interest and attention and many independently, throughout the year. These experiences include frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.

All language standards will be addressed through students’ authentic writing as they create pieces that could be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience structured mini lessons on identified grammatical concepts and an opportunity to consistently and repeatedly apply these concepts in their own authentic writing.

Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talks, and partnerships. They will also create and deliver formal presentations using digital media as support.

Students will set writing, reading, and discussion goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating the credibility of sources. Collaboration with peers will continue to be an expectation.

Honors-level courses are similar to College Preparatory courses by design yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade-level expectations. Students in honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication in order to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

## **ENGLISH 9 COLLEGE PREP (00120)**



*1.0 credit*      *Grade 9*

*Prerequisite*    *N/A*

Students in both 9 College Prep and 9 Honors will read myriad texts spanning multiple genres. In English 9 College Prep, students will read at least five full-length works, and at least one of these works will be from the challenging list. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with a mix of support and increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. All students in grade 9 will read *The Tragedy of Romeo and Juliet* from the challenging list by William Shakespeare.

Students will engage in a number of research and writing experiences throughout the year. These experiences include frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.

All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience structured mini lessons on identified grammatical concepts and an opportunity to consistently and repeatedly apply these concepts in their own authentic writing.

Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talks, and partnerships. They will also create and deliver formal presentations using digital media as support.

Students will set writing and reading goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating the credibility of sources. Collaboration with peers will continue to be an expectation.

## **Grade 10**

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



*1.0 credit*      *Grade 10*

*Prerequisite*    *English 9 Honors or English 9 College Prep*

English 10 Honors 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 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. They will also engage in various research and inquiry experiences. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

Honor-level courses are similar to College Preparatory courses by design yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through various sophisticated written formats to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

Students in English 10 Honors will read at least six of the books on the list of resources, and at least one of these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band, one of which will be *The Tragedy of Macbeth* by William Shakespeare.

### **ENGLISH 10 COLLEGE PREP (00220)**



*1.0 credit*      *Grade 10*

*Prerequisite*    *English 9 Honors or English 9 College Prep*

English 10 College Prep 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 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. They will also engage in various research and inquiry experiences. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

Students in English 10 College Prep will read at least five of the books on the list of resources, one of which will be *The Tragedy of Macbeth* from the challenging text list by William Shakespeare.

### **Grade 11**

### **ENGLISH 11 HONORS (00310)**



*1.0 credit*      *Grade 11*

*Prerequisite*    *English 10 Honors or English 10 College Prep*

English 11 Honors will provide students with 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. One such text that all students in this course will read is *The Great Gatsby* by F. Scott Fitzgerald. This course focuses on deepening students' academic 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 and research experiences. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

Honors-level courses are similar to College Preparatory courses by design yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

Students in English 11 Honors will read at least six of the books on the list of resources, and at least one of these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band for six assured major reading experiences.

## ENGLISH 11 COLLEGE PREP (00320)



1.0 credit Grade 11

Prerequisite English 10 Honors or English 10 College Prep

English 11 College Prep will provide students with 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. One such text that all students in this course will read is *The Great Gatsby* by F. Scott Fitzgerald from the challenging list. This course focuses on deepening students' academic 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 and research experiences. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

For each of the units in English 11 College Prep, students will read at least one of the books on the list for four assured major reading experiences, and at least one of those books will be from the challenging list.

## AP LANGUAGE AND COMPOSITION (00350)



1.0 credit Grade 11

Prerequisite English 10 Honors or English 10 College Prep.

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

The AP Language and Composition 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 literary and rhetorical style elements 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.

## AP LANGUAGE AND COMPOSITION AMERICAN STUDIES (00300 English) (12800 Social Studies)



2.0 credit Grade 11 Integrated Course of AP Language and Composition and AP US History

Prerequisite English 10 Honors or English 10 College Prep.

**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.** This team-taught, interdisciplinary course uses an integrated approach that examines the American identity through studying history, literature, non-fiction texts, and works of art. The course allows students 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 11th-grade English requirements. Completion of American Studies assigned summer reading and writing is required.

### Grade 12 Full Year English Courses

## ENGLISH 12 HONORS (00410)



1.0 credit Grade 12

Prerequisite English 11 Honors, English 11 College Prep, AP Language and Composition

English 12 Honors allows students to explore philosophical concepts evident in literature and the modern world. By examining 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. Students will foster their critical and interpretive skills through personal responses to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. 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 driven by the question, *what makes a meaningful life?*

In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. Students will also engage in various research and inquiry experiences.

Honors-level courses are similar to College Preparatory courses by design yet require students to explore topics and concepts more deeply and analyze texts and information beyond grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication in order to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

Students in English 12 Honors will read at least six of the books on the list of resources, and at least one of these texts will be used in each of the four thematic units. At least three of the six required texts will be from the challenging text band. In addition, all students will read *Man's Search for Meaning* by Viktor Frankl. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

### ENGLISH 12 COLLEGE PREP (00420)



1.0 credit Grade 12

*Prerequisite English 11 Honors, English 11 College Prep, AP Language and Composition*

English 12 College Prep offers students a chance to explore philosophical concepts evident in literature and the modern world. By examining 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. Students will foster their critical and interpretive skills through personal responses to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. 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 driven by the question, *what makes a meaningful life?*

In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. Students will also engage in various research and inquiry experiences.

Students in English 12 College Prep will read at least five of the books on the list of resources, including at least one text from the challenging list, and at least one of these texts will be used in each of the four thematic units. In addition, all students will read *Man's Search for Meaning* by Viktor Frankl. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

### AP LITERATURE AND COMPOSITION (xxxxx) Ludlowe only AP LITERATURE AND COMPOSITION UCONN ECE (00450)



1.0 credit Grade 12

*Prerequisite AP Language and Composition, AP American Studies, English 11 Honors; English 11 College Prep.*

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

The overarching theme of this course is The Search for Meaning: Text and Context. Each unit explores how the intersection of text (the words on the page, images on the screen, etc.) and context (the historical, socio-political, cultural, etc. situation in which the text was created and/or in which it is experienced) affects meaning. This course is for students with a keen interest in literature who want to be challenged with college-level coursework. It is designed for students who can read complex texts independently and who are ready for advanced inquiry, research, writing, and multimodal performance tasks.

As they prepare for the AP Literature and Composition exam, students will analyze and interpret complex works of literature, including novels, plays, short stories, and poetry from various time periods. They will also engage with relevant supplemental materials, including, but not limited to, essays, film, visual art, articles, and other media. The class is run as a seminar and studio in writing and multimodal composition. As such, seminar discussion, studio time, peer collaboration, research, and writing conferences are integral components of the class. Completion of the summer reading, writing, and viewing is a requirement of this course. **Students enrolled in the UCONN ECE course can apply for 4 college credits, ENGL 1007: The Seminar and Studio in Writing & Multimodal Composition.**

## English Semester Electives

A senior who does not take a full-year English course must take two electives from the list below. Semester courses are also open to sophomores and juniors in addition to their full-year junior course. **The Elective GPA weighting scale applies to all English Semester Elective courses.**

- ❖ Advanced Journalism
- ❖ Call of the Wild
- ❖ Contemporary Global Literature
- ❖ Creative Writing Workshop
- ❖ Dark Chronicles: The Literature of True Crimes and Mysteries
- ❖ Film Analysis and Criticism ECE
- ❖ The Evolution of Gender Perspectives Through Literature
- ❖ Intro to Journalism
- ❖ Know Thyself: Literature of Well-Being
- ❖ Poetry Workshop
- ❖ Satire
- ❖ The Supernatural in Literature
- ❖ The Wide World of Sports Literature ECE

### ADVANCED JOURNALISM (00535)



*.5 credit*      *Grades 10, 11, 12*

*Prerequisite*    *Introduction to Journalism*

Advanced Journalism is a semester English elective that follows Introduction to Journalism. This course enables the student to build upon important skills taught in Introduction to Journalism and immerses the student in various journalistic writing assignments. In addition, students will continue to consider and discuss ethics in journalism and the persistent problem of “fake news.” Students will read the news and learn to differentiate between hard and soft news stories. Students will revisit how to write leads for hard news and write hard news stories. Using prior knowledge from the introduction to soft news and feature stories, students will experiment with writing multiple feature stories, including profile stories, consumer reviews, sports stories, investigative articles, and editorials. Students will spend significant time preparing for and conducting interviews with various sources and building their interpersonal speaking and listening skills. The course ends with a multimedia unit where students explore multimodal formats for presenting feature stories. Students will gain an understanding of how to create a multimedia feature story from start to finish, including videos, short films, photojournalism stories, blogs, and/or podcasts. All language standards will be addressed through students’ authentic writing as they create pieces that could be considered for inclusion in the portfolio. Publishing articles in the digital newspaper is a required part of this course.

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



*.5 credit*      *Grades 10, 11, 12*

*Prerequisite*    *English 9 Honors or English 9 College Prep*

Students will read literary depictions of the natural world from varied cultural and literary traditions and across a wide range of genres. All reading and analysis for this course requires an introspective spirit and the ability to make productive connections among various texts to perceive and articulate common themes, ambiguities, and tensions. Call of the Wild challenges students to grow their sensory awareness and deepen their relationships with nature. To this end, participation in some field experiences will be expected independently and as a class. Students will document their field experiences with field journal writing and develop some of these notes into more formal narrative reflections. Analytical and nature-writing skills will be developed and consistently required. All language standards will be addressed through students’ authentic writing as they create pieces that could be considered for inclusion in the portfolio.

### CONTEMPORARY GLOBAL LITERATURE (00700)



*.5 credit*      *Grades 10, 11, 12*

*Prerequisite*    *English 9 Honors or English 9 College Prep*

Contemporary Global Literature is a semester-long English elective. This course aims to widen students’ knowledge and understanding of the ideas and perspectives of peoples and cultures that may have previously been kept out of the literary conversation. Students will respond to and analyze texts (fiction, non-fiction, documentaries, music, poetry, short stories) produced by and about people from subordinate nations and cultures. Students will write in a variety of genres with an emphasis on expository writing. All language standards will be addressed through students’ authentic writing as they create pieces that could be considered for inclusion in the portfolio.

## CREATIVE WRITING WORKSHOP (00510)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

In this course, students study the elements, crafts, and genres of creative writing. In each marking period, students explore multiple genres and choose one from poetry, drama, memoir, short story, or creative nonfiction as a focus for their reading, revision, and major summative. Students read varied mentor texts, analyze different authors' styles, 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. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

## DARK CHRONICLES: THE LITERATURE OF TRUE CRIMES AND MYSTERIES (00570)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

This course explores writing about crimes and the criminal mind, an area of morbid fascination in modern society. Students will look at some of the more gruesome crimes that have been captured in literary works, including such classics as Truman Capote's *In Cold Blood*. They will also use their analytical skills to evaluate and piece together evidence in their role as citizen detectives when listening to podcasts like *Serial* and *My Favorite Murder*. In addition, students will explore detective mysteries by the likes of Edgar Allan Poe, Agatha Christie, Sir Arthur Conan Doyle, Walter Mosley, Stephen King, and other detective writers. Students will also try their hand at writing about a real crime using the strategies and structures of true crime literature.

## THE EVOLUTION OF GENDER PERSPECTIVES THROUGH LITERATURE (00580)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

This semester course primarily focuses on the analysis of the changing portrayal of identity roles in literature, film, and popular culture. In addition to gender analysis, students will also analyze other identities that relate to gender. Students will explore cultural assumptions about various identities in literary texts and cultural artifacts. Students are encouraged to analyze texts from multiple perspectives and become familiar with literary theories related to markers of identity. Critical thinking, class discussions, analyzing cultural artifacts, and independent/field research are integral components of this course. Major assessments may include a memoir that focuses on gender, an exploratory essay, a research paper/project on a contemporary issue, an analysis of contemporary icons, and creative projects. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

## FILM ANALYSIS AND CRITICISM ECE (00620)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

Students will closely view films with a critical eye and an analytical mind. Students develop habits of perception, analysis, judgment, and selectivity that improve their capacity to process, analyze, and evaluate visual data. In order to strengthen this visual literacy, students learn how to read a film, understand the art of studying a film, and 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. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of CM 201 – Introduction to Film Studies.***

## INTRO TO JOURNALISM (00530)



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

*Prerequisite*    *N/A*

Introduction to Journalism is a semester English elective that is the prerequisite to Advanced Journalism. This course teaches the student the important skills necessary to be a news reporter and journalistic writer. Students will learn how and why the press began in America and about the role of the free press in a democracy. Through an introduction to the journalistic code of ethics, students will explore the problems, philosophical questions, and issues journalists face on the job. They will read and evaluate various examples of the news media and become familiar with bias and objectivity in the media. By the end of the course, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline, and analyzing and evaluating. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

## KNOW THYSELF: LITERATURE OF WELL-BEING: (00590)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

This semester course aims to help students bring awareness to their habits and how they move through the world. This course encourages students to think critically and participate in reflective practices to inform and develop personal meaning. This class will analyze a wide range of texts (including novels of different genres, TEDTalks, films, poetry, articles, and studies) to answer questions about human experience. Students will practice varied science-based strategies to enhance their well-being and social-emotional learning. Through literary study and experiential learning, students will learn skills to help them throughout their lives. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

## POETRY WORKSHOP (00550)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

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) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based on a writing workshop model, allowing students a weekly forum to discuss their poetry with their writing groups. Students will informally respond to poetry by writing journals and formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio. All language standards will be addressed through students' authentic writing as they create pieces that could be considered for inclusion in the portfolio.

## SATIRE (00560)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *English 9 Honors or English 9 College Prep*

Satire pokes fun at people and institutions (i.e., political parties, educational systems). The satire may be general (e.g., social classes or political practices) or more specific (e.g., the President of the United States). Sometimes, it 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 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. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity, and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satirical plays, poetry, and essays are developed with conferences with the instructor. Through the study of satiric techniques, the students see how satire enables us to laugh at ourselves while at the same time affecting reforms. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

## THE SUPERNATURAL IN LITERATURE (00600)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite* *English 9 Honors or English 9 College Prep*

Supernatural Literature is a semester-long English elective. 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, and the universe. Students will read and discuss aspects of the supernatural in works from the past to the present by such authors as Shelley, King, Poe, Gaiman, Atwood, Bowles, Oates, and others. Through both written and visual texts, students will explore such concepts as monsters, vampires, witches, werewolves, ghosts, and devils. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. In the fall, students will be able to hold a conference with the teacher regarding their needs for the college application process, including a personal essay. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

## WIDE WORLD OF SPORTS LITERATURE ECE (00545)

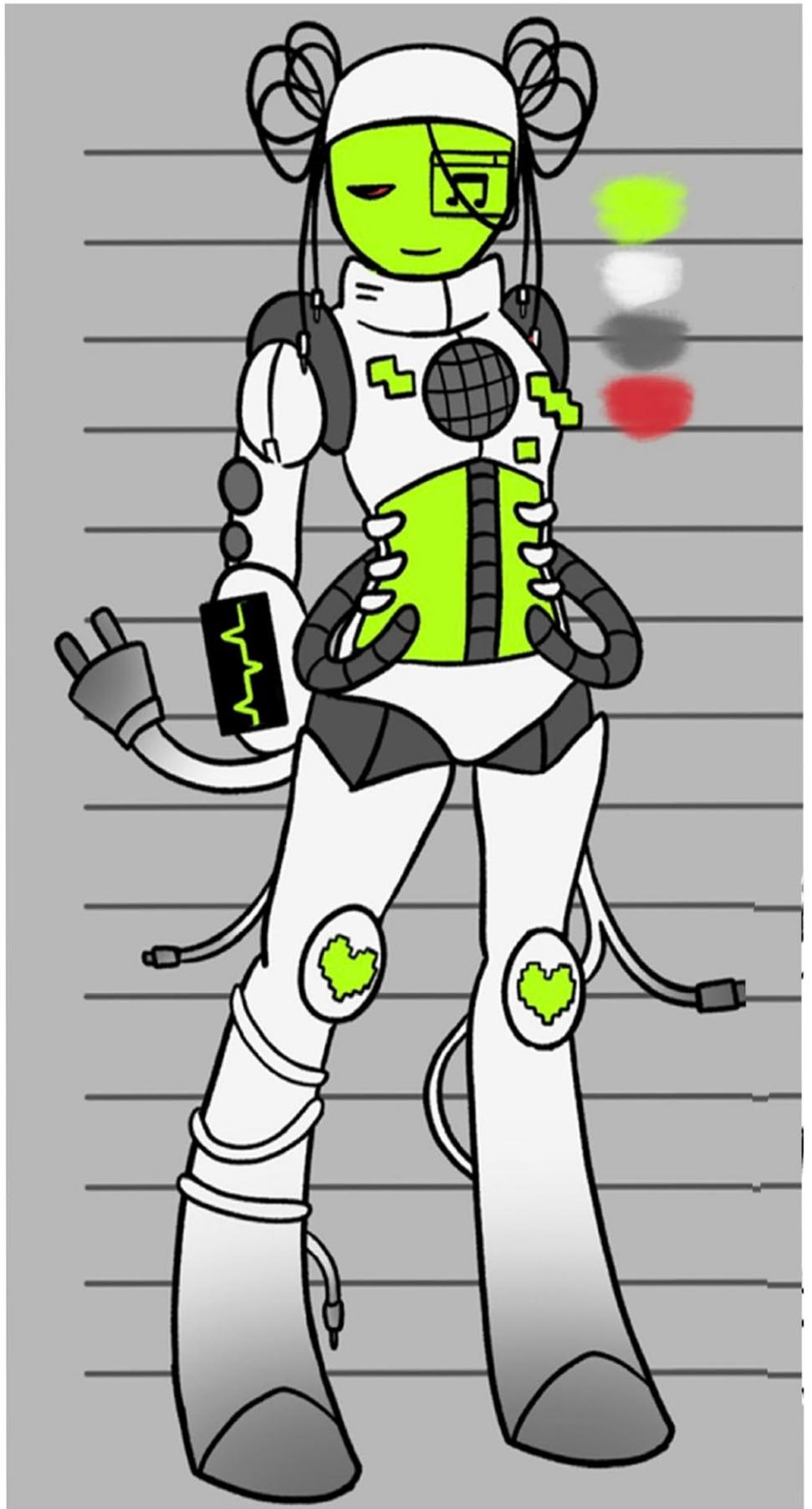
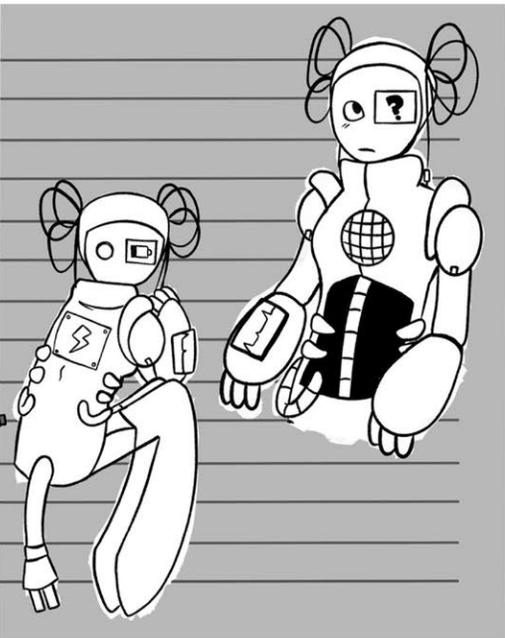
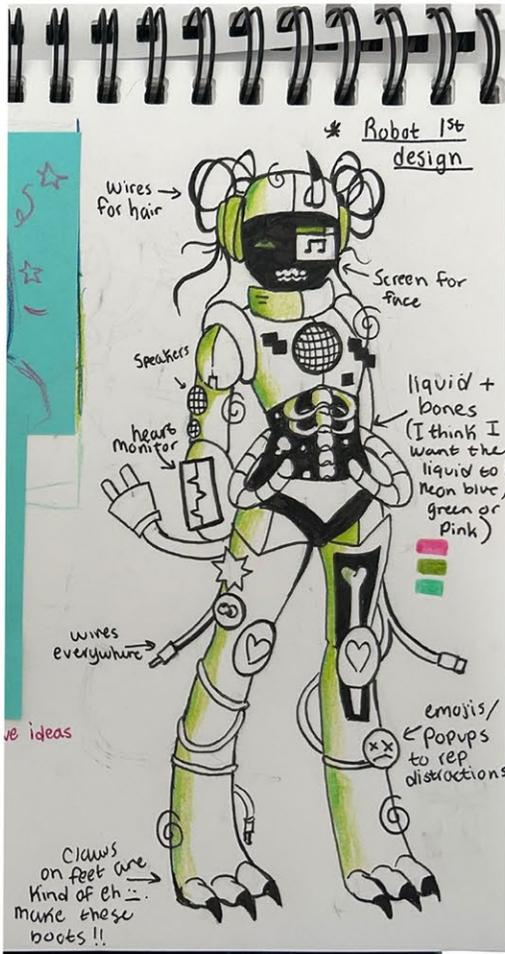


*.5 credit*      *Grades* 10, 11, 12

*Prerequisite* *English 9 Honors or English 9 College Prep.*

The Wide World of Sports Literature is a course focused on understanding different societies, cultures, and individuals and their motivations through the lens of sports. Students will collaborate on inquiry projects, discuss controversies in sports, explore the impact sports have on society, read widely from the vast body of both fiction and nonfiction that is focused on sports, and write thoughtful essays that capture their new understandings as a result of studying a sport in-depth. Because most sports fans begin their foray into sports literature through the sports page, students in this class will also start with an exploration of how the media – local and national newspapers, sports programs through major channels including ESPN, social media, and documentaries like 30 for 30 – portrays athletes, their lives and sporting challenges, and changes made to society overall that were inspired by sports. This critical exploration will include an exploration of connected identity markers, including race and gender. Students will also read and view either excerpts or full works of literature and/or films that will further clarify the role of sports both in America and the world at large. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of CM 128 – History of Sports Media.***



FPS Student Artist, Isabella Mayson

# 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 food industry. All students will begin with Introduction to Culinary Arts. Please note the prerequisites for additional courses. **The Elective GPA weighting scale applies to all FCS courses except for Individual and Family Development ECE and Food Services III ECE, which receives the AP / \* GPA weighting scale.**

### INTRODUCTION TO CULINARY ARTS (68100)



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

*Prerequisite*    *N/A*

Attention Future Foodies! Ready to level up your kitchen game? Join us for a hands-on cooking experience where you'll get to *do* the cooking. You'll learn life skills, try new techniques, work collaboratively, and build your culinary confidence. By the end of the course, you will be impressing your community, family, and friends with your newfound 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.

### GLOBAL FOODS (68165)



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

*Prerequisite*    *Introduction to Culinary Arts*

Embark on a culinary journey around the world as you explore the vibrant flavors, aromas, and rich traditions of global street foods and classic dishes. This class will introduce you to an array of savory and sweet delights from various cultures, highlighting the unique ingredients and cooking techniques that define them.

### REGIONAL AMERICAN FOODS (68167)



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

*Prerequisite*    *Introduction to Culinary Arts*

Take a culinary road trip across the United States! You'll explore how food tells a story of our country, from regional traditions to the latest food trends. Along the way you will try out new cooking techniques, work with friends to plan menus, and bring creations to life in the kitchen. By the end, you will have the skills and confidence to cook like a pro and taste your way through America's food culture.

### FOOD SERVICES I (68200)

Class of 2029  
& Beyond



*1.0 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 firsthand as you plan, prepare, and present your culinary creations in the student-run restaurant, Barlow's at FWHS and 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 food industry.

## FOOD SERVICES II (68250)



Class of 2029  
& Beyond

*1.0 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 ECE\* (68270)



Class of 2029  
& Beyond

*1.0 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, and 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.

***This course is part of the CT State Colleges and Universities ECE (Early College Experience) Program. Students can apply for 3 college credits, HSP 101: Principles of Food Preparation***



## Fashion Business, Design, and Interior Design

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

## FASHION & DESIGN I (67100)



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

*Prerequisite*   *N/A*

Express your individual style. Fashion Design I will acquaint 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 will learn industry-sewing techniques and implement them in the construction of garments throughout the year. Students are responsible for the purchase of specialty fabrics. Students will be required to implement and participate in an annual project presentation.

## FASHION & DESIGN II (67200)



*1.0 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)



*1.0 credit*     *Grades* 11, 12

*Prerequisite*   *Fashion and Design II or Teacher Recommendation*

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

*Prerequisite*    *N/A*

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 users. Students study the operational segments of the fashion industry and describe the functions of each. New technologies are researched, and their impact on consumers' shopping experiences is 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.

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



*.5 credit*      *Grades* 11, 12

*Prerequisite*    *Fashion Industry Strategies I*

Students will continue to explore the current fashion movement and 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, implement the methods of advertising and marketing, and apply their learning with the continuation of their own concept boutique in the online model of retail.

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



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

*Prerequisite*    *N/A*

Students transform interior spaces using the elements, principles, and goals of interior design into lively, functional environments. Hands-on experiences, including selecting furniture, window treatments, flooring, and accessories within individual student projects, develop the student's design and presentation skills. A professional architectural computer program allows students 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.

### **DIGITAL DESIGN FOR APPAREL (67450)**



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

*Prerequisite*    *N/A*

This course is designed for students interested in various aspects of apparel design, whether for professional or personal use. Students will gain hands-on experience with Adobe Illustrator, learning to create flat fabric designs and collections for tech packs. Skills learned will inspire students to develop original designs across their focus areas, including Menswear, Womenswear, Childrenswear, and Athleticwear. Through a combination of practical assignments and creative projects, students will explore the intersection of technology and fashion, preparing them for potential careers in the dynamic world of fashion.

## **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)**



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

Child Development is a vital course for all future moms and dads, as well as anyone interested in a child-focused career. 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 a developmentally appropriate curriculum. In addition, students will spend time in the preschool lab creating a safe, healthy, and stimulating learning environment for the children in the program.

## INDIVIDUAL AND FAMILY DEVELOPMENT UCONN ECE\* (69000)



1.0 credit    Grades 11, 12

*Prerequisite*    *Teacher Recommendation*

The genes you inherit from your biological parents provide information that guides your biological, psychological, and social development throughout life. Students will discover how their early life experiences impact them from birth through old age. 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 the Science of Human Development.

***This course is part of the UCONN Early College Experience Program (ECE). Students can apply for 3 college credits, HDFS 1070: Individual and Family Sciences, 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 curriculum focuses on developing health knowledge, attitudes, practices, and skills. Please access further information on curriculum and policy on the FPS website in the Academic/subject/Health Education folder.

## HEALTH 1 (81380)



.5 credit    Grades 9 or 10

*Prerequisite*    *N/A*

Health 1 explores age-appropriate topics including mental health, decision making and substance use. Through discussion and self-reflection, students will examine the social, emotional, and physical aspects of adolescent development, while building skills to manage anxiety and stress. The curriculum also addresses the responsibilities and risks associated with drinking and driving, distracted driving, addiction, and drug use.

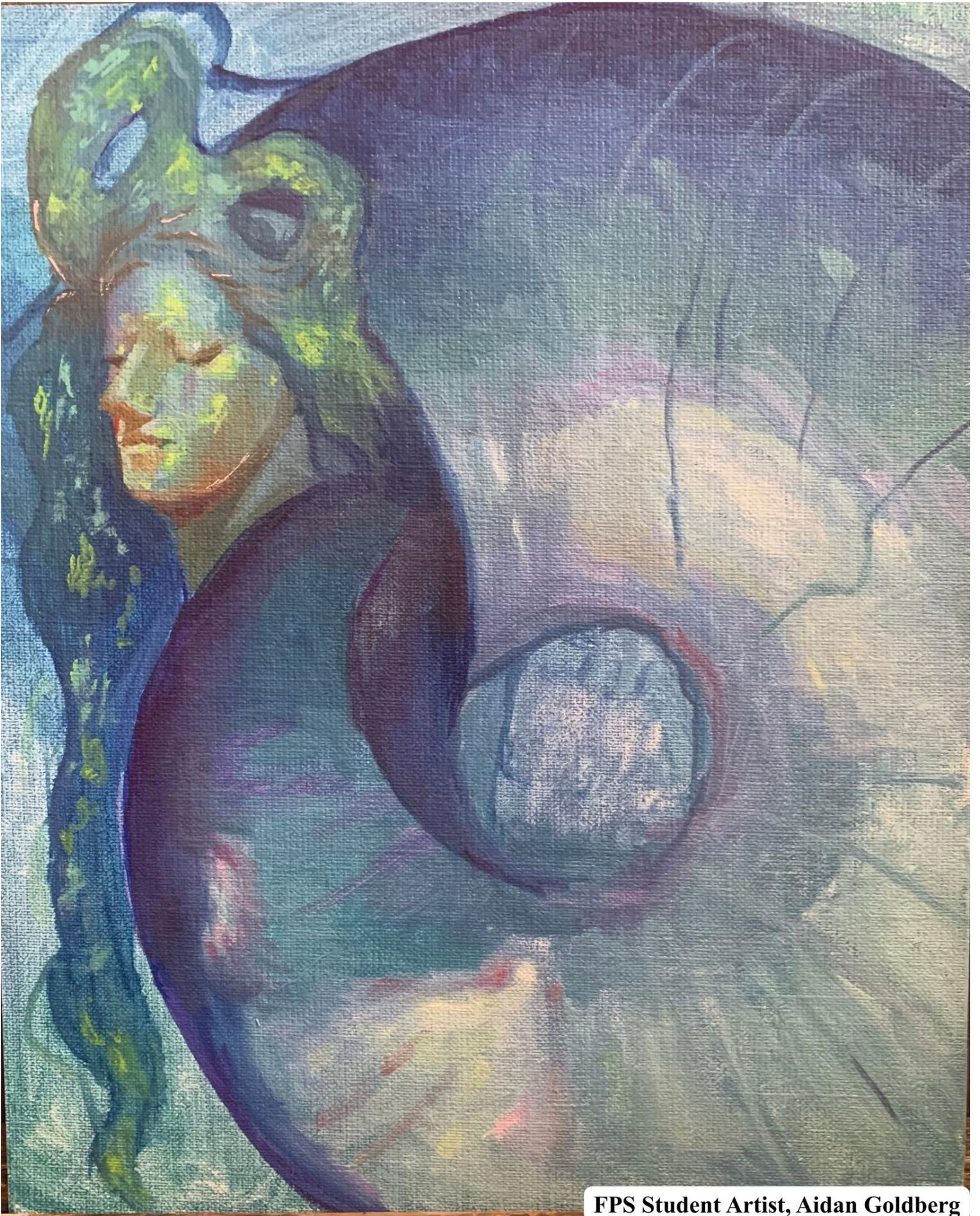
## HEALTH 2 (81390)



.5 credit    Grades 11 or 12

*Prerequisite*    *Health 1*

Health 2 focuses on developing the knowledge, attitudes, and skills necessary to make informed health decisions and reduce risky behaviors. Topics include stress management, human growth and development, and life after high school. Students will participate in the Red Cross CPR/AED/First Aid certification. Health 2 emphasizes setting personal health goals and building the ability to obtain, interpret, and apply essential health information. By exploring the connection between lifestyle choices and overall well-being, students are empowered to become informed and responsible individuals.



FPS Student Artist, Aidan Goldberg

## Mathematics

The goal of the Fairfield mathematics curriculum is to provide every student with high-quality mathematics instruction so that in every school, and in every course, students experience mathematics that is engaging, meaningful, and empowering. Through the learning of mathematics, students learn to reason, problem-solve, communicate, and persevere. It is our aim to have students excel as critical thinkers and creative innovators, positioned for future success.

Student success is built on a strong foundation of numeric and conceptual understanding, being able to make sense of mathematics, and the ability to communicate their reasoning. Mathematics develops progressively, wherein students build their knowledge and skills through each course in our core curriculum of Algebra, Geometry, and Algebra 2. Students have the opportunity to take elective courses that provide them with advanced mathematical topics needed for academic and civil society. Students need three credits of mathematics to graduate; it is strongly suggested that students take four credits of mathematics to be well prepared for college.

Grade level				Course	Type	Credit
<b>9</b>				Foundations of Algebra	CP	1.0
<b>9</b>	10	11	12	Algebra I	CP	1.0
<b>9</b>	10	11	12	Algebra I Honors	H	1.0
<b>9</b>	<b>10</b>	11	12	Geometry	CP	1.0
<b>9</b>	<b>10</b>	11	12	Goemetry Honors	H	1.0
9	<b>10</b>	<b>11</b>	12	Algebra II	CP	1.0
9	<b>10</b>	<b>11</b>	12	Algebra II Honors	H	1.0
9	10	11	12	Pre-Calculus	E	1.0
9	<b>10</b>	<b>11</b>	12	Pre-Calculus Honors	H	1.0
	10	11	<b>12</b>	Calculus Honors	H	1.0
	10	<b>11</b>	<b>12</b>	AP Calculus AB	AP	1.0
	10	<b>11</b>	<b>12</b>	AP Calculus BC	AP	1.0
		11	<b>12</b>	Multivariable Calculus	AP	1.0
9	10	<b>11</b>	<b>12</b>	Probability and Statistics ECE	E	1.0
9	<b>10</b>	<b>11</b>	<b>12</b>	AP Statistics	AP	1.0
9	10	11	<b>12</b>	Advanced Mathematical Decision Making	E	1.0
9	10	11	<b>12</b>	Modern Mathematicws A and/or B	E	.5
		11	<b>12</b>	Transition to College Math A and/or B	CP	.5
9	10	11	<b>12</b>	Financial Algebra A and/or B	CP	.5

**Bold Highlight** indicates the year typically taken in sequence. With permission, students may take Geometry and Algebra II concurrently.

### FOUNDATIONS OF ALGEBRA (20000)



*1.0 credit    Grade 9*

*Prerequisite    N/A*

This course is designed for students who did not successfully complete a pre-algebra course and would benefit from building their algebra foundational skills. Building on their work with expressions and equations from Pre-Algebra within middle school, students in Foundations of Algebra will extend their skills to inequalities, linear equations, functions, exponent properties, systems of linear equations, and variable expressions. In the end, students will apply their mathematical learning to real-world problems and situations.

### ALGEBRA I HONORS (20010)



*1.0 credit    Grades 9, 10, 11, 12*

*Prerequisite    Pre-Algebra 8 (A- or higher) and Teacher Recommendation*

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 relationships to quadratics by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also 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. The course has additional content standards beyond the Algebra I course as well as an increased focus on rigor and depth of study. Strong pre-algebra skills are required.

## ALGEBRA I (20120)



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

*Prerequisite*    *Successful completion of Pre-Algebra or Foundations of 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 relationships to quadratics by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also 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.

## GEOMETRY HONORS (2210)



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

*Prerequisite*    *Algebra I Honors (B or higher) or Algebra I (A or higher) and teacher recommendation*

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 geometric figures and theorems, transformations, similarity and congruence, analysis of right triangles and trigonometry, two and three-dimensional objects, coordinate geometry, and circles. The course also includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. This honors 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. Strong algebra skills are required.

## GEOMETRY (2220)



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

*Prerequisite*    *Successful completion of Algebra I Honors or Algebra I*

The purpose of the Geometry course is to formalize and extend students' geometric experiences in the middle grades. Students explore more complex geometric situations and deepen their explanation 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. The course also includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy

## ALGEBRA II HONORS (23310)



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

*Prerequisite*    *Successful completion of Algebra I Honors (B or higher) or Algebra I (A or higher) and teacher recommendation. With permission, students may 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 other parent functions with a focus on polynomial, exponential, logarithmic, and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations. 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. The course has additional content standards beyond the Algebra 2 course as well as an increased focus on rigor and depth of study. Strong algebra skills are required

## ALGEBRA II (23320)



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

*Prerequisite*    *Successful completion of Algebra I. With permission, students may 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 other parent functions with a focus on polynomial, exponential, and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations. The mathematical Practice Standards apply throughout each course and, altogether 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.

## PRE-CALCULUS HONORS (24410)



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

*Prerequisite*    *Algebra II Honors (B or higher) or Algebra II (A or higher) and Teacher Recommendation*

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)



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

*Prerequisite*    *Algebra II Honors (C or higher) or Algebra II (B or higher) and Teacher recommendation*

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.***

## CALCULUS HONORS (24500)



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Pre-calculus Honors (C or higher) or Pre-calculus (B or higher) and Teacher Recommendation*

Calculus course is designed for the student who has completed Pre-Calculus and wishes to be introduced to a college calculus experience. 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. The critical areas of focus for this course will be in three areas: (a) functions, graphs and limits, (b) differential calculus (the derivative and its applications), and (c) integral calculus (anti-derivatives and their applications).

## AP CALCULUS AB (24510)



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite* *Pre-Calculus Honors (B or higher) or Pre-Calculus (A or higher) and Teacher Recommendation*

***Students 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 UCONN ECE (25515) *Warde Only*



### AP CALCULUS BC (25510) *Ludlowe Only*

*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite* *Pre-Calculus Honors (A or higher) and Teacher Recommendation*

***Students 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

***Warde - This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for a total of 8 college credits, MATH 1131Q: Calculus I and MATH 1132Q: Calculus II, through the UCONN ECE Program.***

## MULTIVARIABLE CALCULUS ECE\* (26620)



*1.0 credit*      *Grades* 11, 12

*Prerequisite* *Successful completion of AP Calculus AB or BC and Teacher Recommendation*

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 integrations. ***The AP/ \* GPA weighting scale applies.***

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of MA 151 – Calculus I.***

## PROBABILITY AND STATISTICS ECE (25410)



1.0 credit Grades 9, 10, 11, 12

Prerequisite Successful completion of 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 requirements in college.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of MA 131 – Elementary Statistics.***

## AP STATISTICS (26510)



1.0 credit Grades 9, 10, 11, 12

Prerequisite Algebra II Honors (B or higher) or Probability and Statistics (A or higher) and Teacher Recommendation

***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.

## ADVANCED MATHEMATICAL DECISION MAKING (25550)



1.0 credit Grades 9, 10, 11, 12

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.

## TRANSITION TO COLLEGE MATHEMATICS A (25561) and TRANSITION TO COLLEGE MATHEMATICS B (25562)



.5 credit per class Grades 11, 12

Prerequisite Successful completion of two years of high school mathematics

The goal of the Transition to College Mathematics 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. ***The Elective GPA weighting scale applies.***

## MODERN MATHEMATICS A ECE (25568) and MODERN MATHEMATICS B ECE (25569)



*SHU Warde Only*

## MODERN MATHEMATICS A UCONN ECE (25558) and MODERN MATHEMATICS B UCONN ECE (25559) UConn Ludlowe Only

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

*Prerequisite Successful Completion of Algebra II*

Modern Mathematics is a rigorous fourth-year launch course that differs from the courses that preceded it in that mathematics is focused on discrete topics instead of continuous functions. This post-Algebra II course is heavily based on 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 the primary drivers of instruction. ***The Elective GPA weighting scale applies.***

***Warde - These courses are part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits when completing CS 113: Discrete Structures.***

***Ludlowe - These courses are part of the UCONN ECE (Early College Experience) Program. Students can apply for a total of 3 college credits when completing both courses, MATH 1030Q: Elementary Discrete Mathematics, through the UCONN ECE Program.***

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



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

*Prerequisite Successful completion of two 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 4th-year core Math class at some colleges.

*This course meets the .5 credit financial literacy graduation requirement if not used for another category within the graduation requirements.*



FPS Student Artist, Isabella Mayson

## Media 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 Media and News Production courses.***

### **BROADCAST JOURNALISM ECE (85705)**

Class of 2029  
& Beyond



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

*Prerequisite*    *N/A*

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 and audio basics, framing and composition, interviewing skills, broadcast writing, recording voiceovers and stand-ups, conducting research, and editing to produce news content. 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 airs within the school on a regular basis throughout the school year.

***Ludlowe/Warde - This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of CM 171 – Broadcast News Production I.***

***Ludlowe - This course is part of the Quinnipiac ECE (Early College Experience) Program. Students can apply for 3 college credits, JRN 106: Multimedia Production Techniques and JRN 291: Reporting for Television 1***

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

Class of 2029  
& Beyond



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Broadcast Journalism (Grade of B or higher)*

Advanced Broadcast Journalism is a year-long course designed to hone skills acquired in Broadcast Journalism, develop leadership abilities, and provide an opportunity to explore potential career paths within the field. Students will produce various advanced news products and develop original programming as they collaborate with introductory students to create original content for a student news program. Special emphasis will be placed on enterprise news reporting, beat reporting, and creating complementary content for converging media, including the Internet and social media, to reach local and target communities. The coursework should reflect the individualized interests and personal growth goals of the student.

### **VIDEO PRODUCTION (85710) - Warde**

#### **VIDEO PRODUCTION ECE (85715) – Ludlowe Only**

Class of 2029  
& Beyond



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

*Prerequisite*    *N/A*

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 video editing software.

***This course is part of the Quinnipiac ECE (Early College Experience) Program. Students can apply for 3 college credits, FTM 100: Special Topics in Film, Video, and Media Arts.***

**MOVIE PRODUCTION (85720) – Warde**  
**MOVIE PRODUCTION ECE (85725) – Ludlowe Only**

Class of 2029  
& Beyond



.5 credit      Grades 9, 10, 11, 12

Prerequisite    N/A

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.

***This course is part of the Quinnipiac ECE (Early College Experience) Program. Students can apply for 3 college credits, FTM 110: Single Camera Production.***

**DOCUMENTARY PRODUCTION (85800) – Warde**  
**DOCUMENTARY PRODUCTION ECE (85805)– Ludlowe Only**

Class of 2029  
& Beyond



.5 credit      Grades 9, 10, 11, 12

Prerequisite    N/A

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, or editing.

***This course is part of the Quinnipiac ECE (Early College Experience) Program. Students can apply for 3 college credits, FTM 100: Special Topics in Film, Video, and Media Arts.***



FPS Student Artist, Alexandre Da Luz Silva

## Music

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

The most authentic experience for student performers is live performances. Therefore, concerts and other performances are used as assessment opportunities, and attendance is required. Most performances occur in the evening, with some weekend commitments, including home football games and the Memorial Day Parade for the band ensembles. A typical concert schedule can be viewed on our website. **The elective GPA weighting scale applies to all music courses.**

### **Instrumental Music**

#### **PIANO STUDIO (71600)**



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

*Prerequisite*    *N/A*

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. The repertoire includes both classical and popular styles. Keyboards with headphones provide for individualized instruction in class. It is highly recommended that students have a keyboard at home, because practice is essential for success in this course. This course is one semester and may be taken more than once.

#### **CONCERT BAND (70100)**



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

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

This course is open to band students in grades 9-12 who have successfully completed Fairfield Skill Level IV and who wish to receive further training in instrumental techniques, ensemble playing, and music reading. This course focuses on fundamental aspects of reading and performing all styles of band literature. Music fundamentals and developing the student's musicianship are emphasized, as is working collaboratively in an ensemble. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, curricular concerts, and the Memorial Day Parade.

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



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

*Prerequisite*    *8th-grade band or 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 techniques and band literature. Selected players from the band may also perform with the 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 a 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 home football games, curricular concerts, and the Memorial Day Parade.

## JAZZ ENSEMBLE (70000)



.6 credit      Grades 9, 10, 11, 12

*Prerequisite*      *Concurrent enrollment in concert band or wind ensemble with the exception of guitar, bass, and piano players who must be enrolled in any year long music class **and audition**. This class meets for two hours, one evening per week 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 a pass/fail.*

This course is open to instrumentalists who have adequately developed techniques on their instruments 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 students in grades 10, 11, and 12 who desire training in instrumental techniques, ensemble playing, and music reading. Selected players from the 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)



1 credit      Grades 10, 11, 12

*Prerequisite*      *Successful completion of Fairfield string skill level V. This class may not be taken as a 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 techniques on their instrument and are members of the 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.

## GUITAR STUDIO (71650)



.5 credit      Grades 9, 10, 11, 12

*Prerequisite*      *N/A*

Guitar Studio provides the knowledge and skills necessary to begin playing the guitar.

Study includes chords and their structure, musical notation, strumming patterns, basic fingerpicking, instrument maintenance, and performance. Students will perform a variety of repertoire representing varying genres and degrees of difficulty based on their individual goals and overall skill development. No guitar or experience required.

## Vocal Music

### VOCAL STUDIO (71200)



.5 credit Grades 9, 10, 11, 12

Prerequisite N/A

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. A variety 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 a 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 Singers, Successful completion of Fairfield Skill Level VII **and** audition. This class may not be taken as pass/fail. This course is for advanced treble or chamber singers.

This course is designed for advanced singers who wish to continue their choral experience and study of advanced repertoire. This course focuses on fundamental aspects of reading and performing choral literature for SSAA or SATB voices and will focus on advanced vocal technique and ensemble skills for a small 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

*Prerequisite*    *N/A*

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 students 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.

### MUSICAL THEATER EXPLORATIONS (71710)



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

*Prerequisite*    *N/A*

Musical Theater Explorations introduces the development of musicals. The course will explore how musicals combine the arts of storytelling, dance, music, and visual design and will analyze the art form and its evolution into what we see on Broadway today. This is not a performance-based course, and students are not required to have a musical background.



FPS Student Artist, Daniel Flynn

## 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 (3<sup>rd</sup> 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 Physical Education 1, the physical education staff will prepare and administer the assessment to all of their Physical Education 1 classes. This assessment is part of the ongoing process of helping our students understand, improve, and/or maintain their overall fitness.

Physical Education 1	Physical Education 2
Students must take this course during Grades 9 OR 10	Students must take this course during Grades 11 OR 12

### **PHYSICAL EDUCATION 1 (91380)**



*.5 credit*      *Grades 9 or 10*

*Prerequisite N/A*

Students will be required to complete Physical Education 1 during either grade 9 or grade 10. Students in Physical Education 1 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. Students in Physical Education 1 will complete the Connecticut Physical Fitness Assessment.

### **PHYSICAL EDUCATION 2 (91390)**



*.5 credit*      *Grades 11 or 12*

*Prerequisite Physical Education 1*

Students will be required to complete Physical Education 2 during either grade 11 or grade 12. Physical Education 2 students will be scheduled for a semester of physical education. The curriculum will provide students with the opportunity to participate in a variety of PE units including but not limited to Traditional PE, Team Sports, Strength and Conditioning, Yoga, Backyard Games, Racquet Sports, and Self Defense. Students in PE 2 have the opportunity to participate in our longstanding tradition of a culminating school-wide tournament in Badminton and/or Volleyball.



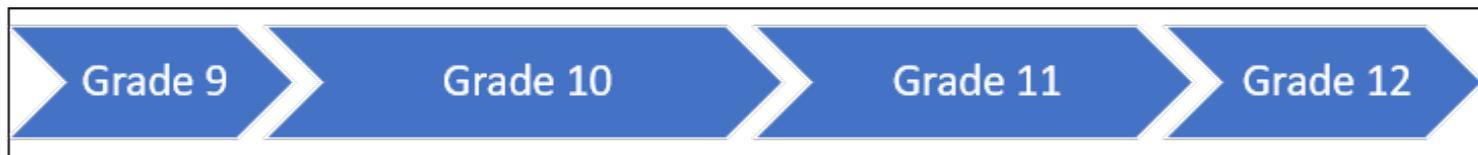
FPS Student Artist, Steven Jacqmin

## 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 are required to take at least 3.0 credits in science.

Students take Biology in Grade 9, and either Chemistry, Environmental Chemistry, or AP Chemistry in Grade 10. It is recommended that students take Physics in Grade 11. This recommended sequence will provide students with a well-rounded science curriculum scope and sequence as well as prepare students for the CT SDE Science Assessment aligned to the Next Generation Science Standards (NGSS).

### **Recommended High School Science Course Sequence**



Biology Biology Honors	Chemistry Chemistry Honors Environmental Chemistry Environmental Chemistry Honors AP Chemistry	Physics Physics Honors AP Physics I	Full Year AP Science Courses and/or Science Electives
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### ADDITIONAL COURSES

*If desired, students take courses in addition to Chemistry/Environmental Chemistry for elective credit in Grade 10	Grades 11 & 12 additional course options
Semester courses: <ul style="list-style-type: none"> <li>• Science of the Cosmos ECE</li> <li>• Earth – The Dangerous Planet</li> <li>• The Planet’s Oceans</li> </ul> Full year courses: <ul style="list-style-type: none"> <li>• Physics / Physics Honors</li> <li>• AP Physics I</li> </ul>	Semester Courses: <ul style="list-style-type: none"> <li>• Earth-Dangerous Planet</li> <li>• Science of the Cosmos ECE</li> <li>• Marine Science</li> <li>• The Planet’s Oceans</li> <li>• Human A&amp;P – Blood, Guts, Senses &amp; Defenses</li> <li>• Human A&amp;P – Brains, Bones &amp; Brawn</li> <li>• Nutritional Chemistry</li> <li>• Chemistry of Medicines</li> <li>• Forensics I: Without a Trace</li> <li>• Forensics II: Fake the Prints</li> <li>• Physics of Music ECE*</li> </ul> AP Courses: <ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Environmental Science UConn ECE</li> <li>• AP Physics I</li> <li>• AP Physics II</li> <li>• AP Physics C UConn ECE</li> </ul>

## Full-Year Courses

### BIOLOGY HONORS (30210)



*1.0 credit*      *Grade 9*

*Prerequisite*    *Grade 8 Teacher Recommendation*

Biology Honors is an advanced, laboratory-based, college-preparatory life science course. Students will explore natural phenomena to develop conceptual understandings of core ideas in 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 Honors requires a demonstrated ability in mathematical thinking and abstract reasoning.

### BIOLOGY (30220)



*1.0 credit*      *Grade 9*

*Prerequisite*    *N/A*

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)



*1.0 credit*      *Grades 10, 11*

*Prerequisite*    *“B” or better in Algebra I; Teacher recommendation advised*

Chemistry Honors is an advanced 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 an understanding of several engineering practices, including design and evaluation. Chemistry Honors requires a demonstrated ability in mathematical thinking, abstract reasoning, and algebraic problem-solving.

### CHEMISTRY (30320)



*1.0 credit*      *Grades 10, 11*

*Prerequisite*    *Successful completion of Algebra I or Foundations in Algebra*

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 an understanding of the core ideas. Students are also expected to demonstrate an understanding of several engineering practices, including design and evaluation. Chemistry requires a demonstrated ability in mathematical thinking and algebraic problem-solving.

## ENVIRONMENTAL CHEMISTRY HONORS (30410)



1.0 credit      Grade 10

*Prerequisite*    “B” or better in Algebra I; Teacher recommendation advised

Environmental Chemistry is an advanced 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.

## ENVIRONMENTAL CHEMISTRY (30420)



1.0 credit      Grade 10

*Prerequisite*    Successful completion of Algebra I or Foundations of Algebra

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.

## AP CHEMISTRY (33510)



1.5 credits      Grades 10, 11, 12

*Prerequisite*    Successful completion of or concurrent enrollment in Algebra II; Teacher recommendation advised

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

Advanced Placement Chemistry provides students with a college-level foundation to support future advanced coursework 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 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 HONORS (31415)



1.0 credit      Grades 11, 12 (can be taken as an additional science class in grade 10)

*Prerequisite*    Successful completion of Algebra I and Geometry

**Physics** is an advanced year-long, laboratory-based, college preparatory course that integrates Physics, Engineering, Earth, and Space Science concepts and meets the expectations of the Next Generation Science Standards (NGSS). Students will be asked to use evidence, evaluate claims, and develop models to interpret the seen and unseen and design solutions to real-world problems. Each unit begins with a phenomenon or design challenge to develop an understanding of core science ideas. Topics include Forces and Motion, Momentum and Energy Conservation in Rocket Design, Gravity, Orbits & Planetary Formation in the Solar System, Plate Tectonics and Astrogeology, Waves and Information Transfer Technologies, and Stars and the Origin of the Universe.

## PHYSICS (31400)



*1.0 credit*      *Grades* 11, 12 (can be taken as an additional science class in grade 10)

*Prerequisite*    *Successful completion of Algebra I*

Physics is a year-long, laboratory-based, college preparatory course that integrates Physics, Engineering, Earth, and Space Science concepts and meets the expectations of the Next Generation Science Standards (NGSS). Students will be asked to use evidence, evaluate claims, and develop models to interpret the seen and unseen and design solutions to real-world problems. Each unit begins with a phenomenon or design challenge to develop an understanding of core science ideas. Topics include Forces and Motion, Momentum and Energy Conservation in Rocket Design; Gravity, Orbits, & Planetary Formation in the Solar System; The Study of Plate Tectonics and Astrogeology, Waves and Information Transfer Technologies, and Stars and the Origin of the Universe.

## AP PHYSICS I (34520)



*1.5 credits*      *Grades* 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; Teacher recommendation advised*

***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 coursework 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 science practices. Students in AP Physics I are learners with demonstrated mathematical and problem-solving abilities. Students wishing to prepare for the AP Physics II or AP Physics C examination should take AP Physics I.

## AP ENVIRONMENTAL SCIENCE UCONN ECE (35515)



*1.5 credits*      *Grades* 11, 12

*Prerequisite*    *Successful completion of 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 AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, integrating topics from geology, biology, environmental studies, environmental science, chemistry, physics, and geography.

***This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for college credit, NRE 1000: Environmental Science.***

## AP BIOLOGY (32510)



*1.5 credits*      *Grades* 11, 12

*Prerequisite*    *Successful completion of 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 lab experience reinforces the curriculum's focus on quantitative skills.

## AP PHYSICS II (34530)



1.5 credits Grades 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.**

AP Physics II course is a university-level course that is the equivalent of the second semester of an introductory, algebra-based university-level course that focuses on the big ideas typically included in the 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: 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 engage students in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. Students in AP Physics II are learners with exceptional mathematical and problem-solving abilities.

## AP PHYSICS C: MECHANICS AND ELECTRICITY AND MAGNETISM UCONN ECE (34545)



1.5 credits Grades 11, 12

Prerequisite Successful completion of AP Physics 1 and successful completion or concurrently enrolled in AP Calculus AB or AP Calculus BC. Teacher recommendation advised.

**Students are expected to take both AP Physics C: Mechanics and the AP Physics C: Electricity and Magnetism Advanced Placement exams in May.**

AP Physics C is a full-year, calculus-based, college-level physics course equivalent to two semesters of college-level physics. This course is 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, dielectrics, electrical circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus will be used throughout the course.

**This course is part of the UConn ECE (Early College Experience) Program. Students can apply for a total of 8 college credits – PHYS 1401Q – General Physics with Calculus I (4 credits) and PHYS 1402Q – General Physics with Calculus II (4 credits).**

### Semester Courses

*The Elective GPA weighting scale applies to all science semester courses except Physics of Music ECE\*, which is weighted at the AP / \* level*

## EARTH – THE DANGEROUS PLANET (30182)



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

Prerequisite N/A

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 ECE (35305)



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

Prerequisite N/A

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.

**This course is part of the ECE (Early College Experience) Program. Students can apply for 3 college credits at Sacred Heart University, PY 190: Astronomy: A Guided Tour.**

## THE PLANET'S OCEANS (36000)



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

*Prerequisite*    *N/A*

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 of 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 on how we use, manage, and harvest the ecosystem and habitats. Students will develop an understanding of the makeup and management of the intertidal ecosystem. Major concepts include the study of 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. There are several field trips throughout the course.

## NUTRITIONAL CHEMISTRY (30904)



.5 credit      Grades 11, 12

*Prerequisite*    *Successful completion of Biology*

Nutritional Chemistry is a semester-length laboratory-based inquiry into the basics of human nutrition. The course focuses on critical thinking skills by diving into evidence-based research to study the many misconceptions about nutrition and the role that food and diet play in growth, development, and disease. The class will emphasize the specific biochemical structures and physiological reactions that help generate nutrition and lifestyle interventions in an effort to promote the optimal health of each individual, whether preparing a student-athlete for a sporting event or taking tests in school. Students will learn about macronutrients, vitamins, and minerals and the complex biochemical reactions occurring during and after digestion in order to understand the complex interrelationships between nutrition and health. There is a specific focus on the prevention and management of diseases through diet, which will help prepare students for a meaningful career in healthcare science. This course will not only teach students the benefits of proper nutrition but will also teach students to use food to help them reach their goals and perform at their highest potential.

## CHEMISTRY OF MEDICINES (30902)



.5 credit      Grades 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?

## PHYSICS OF MUSIC ECE\* (31440)



.5 credit      Grades 11, 12

*Prerequisite*    *Successful completion of Algebra I or Foundations of Algebra*

Students study the principles of wave mechanics and emphasize applications associated with sound, music, and instruments. Topics cover the anatomy of waves and sound, the structure and physics of instruments, human voice, singing and speech, musical harmony and scales, architecture acoustics, and electronic communication and sound digitization. As a final project, students will be tasked with creating their own instruments and composing music, then interpreting the sounds heard by an audience due to the acoustics of an area.

**This course is part of the Quinnipiac University (QU) ECE/Dual Enrollment Program. Students can apply for 4 college credits for PHY\*105: Physics of Music (3 credits) and PHY\*105L: Physics of Music Lab (1 credit).**



**FPS Student Artist, Mio Nomoto**

## Social Studies

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

Grade	AP Level	Honors	College Prep
<b>9</b>		Modern World History Honors	Modern World History
<b>10</b>	AP European History	Regional Studies Honors	Regional Studies
<b>11</b>	AP U.S. History AP U.S. History UConn ECE AP American Studies	United States History Honors	United States. History
<b>11 or 12</b>	Civics and Elective Courses		

Civics*	Elective Courses
AP Comparative Government and Politics AP U.S. Government and Politics Civics and Government  * One Civics course is a requirement for graduation	AP Art History AP Comparative Government and Politics AP Human Geography AP Modern European History UCONN ECE (Warde) AP Modern European History ECE (Warde/Ludlowe) AP Psychology ECE AP U.S. Government and Politics African Amer./Black & Latino/Puerto Rican Studies ECE* African American/Black Studies Economics Humanities Human Rights & the Modern World Latino/Puerto Rican Studies Native American Studies Psychology Sociology ECE Sports History Women in the World

### Grade 9

#### MODERN WORLD HISTORY HONORS (10181)



*1.0 credit      Grade    9*

*Prerequisite    Teacher recommendation advised*

Modern World History offers students an in-depth exploration of global history from the 18th century to the present day. A critical study of history is emphasized through a conceptual examination of such themes as cultural exchange, industry and progress, politics and government, imperialism, 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.

Honors-level courses are similar to College Preparatory courses by design, yet they require students to explore topics and concepts more deeply and analyze texts and information that exceed grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understanding through a variety of written formats with sophistication, and to meet the needs of both the task and the audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

## MODERN WORLD (10182)



*1.0 credit*      *Grade 9*

*Prerequisite*    *N/A*

Modern World History offers students an in-depth exploration of global history from the 18th century to the present day. A critical study of history is emphasized through a conceptual examination of such themes as cultural exchange, industry and progress, politics and government, imperialism, 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 10

## REGIONAL STUDIES HONORS (10210)



*1.0 credit*      *Grade 10*

*Prerequisite*    *Teacher recommendation advised*

This tenth-grade social studies course invites students to explore the rich diversity and complexity of four major world regions: Asia, Sub-Saharan Africa, the Middle East, and Latin America. Students will delve into the interconnected themes of geography, history, government, culture, and belief systems, as well as economics, to develop a comprehensive understanding of each region's unique characteristics and global significance. Students will examine how geography shapes human interaction with the environment, analyze historical developments and governance structures, explore cultural traditions and belief systems, and assess economic patterns and challenges. By utilizing current events alongside primary and secondary sources, maps, case studies, and other relevant resources, students will develop the critical thinking skills necessary for understanding the complex global landscape of the modern world.

Honors-level courses are designed to be similar to College Preparatory courses, yet they require students to explore topics and concepts more deeply and analyze texts and information that exceed grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication, and to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

## REGIONAL STUDIES (10220)



*1.0 credit*      *Grade 10*

*Prerequisite*    *N/A*

This tenth-grade social studies course invites students to explore the rich diversity and complexity of four major world regions: Asia, Sub-Saharan Africa, the Middle East and North Africa, and Latin America. Students will delve into the interconnected themes of Geography, History and Government, Culture and Belief Systems, and Economics to develop a comprehensive understanding of each region's unique characteristics and global significance. Students will examine how geography shapes human interaction with the environment, analyze historical developments and governance structures, explore cultural traditions and belief systems, and assess economic patterns and challenges. Utilizing current events alongside primary and secondary sources, maps, case studies, and other resources, students will cultivate critical thinking skills necessary for understanding the complex global landscape of the modern world.

## Grade 11

### UNITED STATES HISTORY HONORS (13310)



*1.0 credit*      *Grade 11*

*Prerequisite*    *Teacher recommendation advised*

United States History provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the colonial era to the modern era. The curriculum is based on compelling questions that require students to think critically, analyze, and synthesize information. They will make connections across time periods while investigating issues from multiple perspectives. Recurring themes serve as the foundation of the study. These include the development and refinement of democratic governance, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. Students will examine pivotal topics such as the American Revolution, the Civil War and Reconstruction, industrialization and the Progressive Era, the Great Depression, World Wars I and II, the Civil Rights Movement, and contemporary issues shaping the United States today. Through the study of these key events, students will gain deeper insight into the people, policies, and movements that have influenced the nation's development. As students explore the larger concepts and themes of United States history, they will continue to develop the intellectual skills of social studies, including critical reading, document analysis, research, and writing skills.

Honors-level courses are similar to College Preparatory courses by design, yet they require students to explore topics and concepts more deeply and analyze texts and information that exceed grade-level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication, and to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

### UNITED STATES HISTORY (13320)



*1.0 credit*      *Grade 11*

*Prerequisite*    *N/A*

United States History provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the colonial era to the modern era. The curriculum is based on compelling questions that require students to think critically, analyze, and synthesize information. They will make connections across time periods while investigating issues from multiple perspectives. Recurring themes serve as the foundation of the study. These include the development and refinement of democratic governance, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. Students will examine pivotal topics such as the American Revolution, the Civil War and Reconstruction, industrialization and the Progressive Era, the Great Depression, World Wars I and II, the Civil Rights Movement, and contemporary issues shaping the United States today. Through the study of these key events, students will gain deeper insight into the people, policies, and movements that have influenced the nation's development. As students explore the larger concepts and themes of United States history, they will continue to develop the intellectual skills of social studies, including critical reading, document analysis, research, and writing skills.

### AP UNITED STATES HISTORY UCONN ECE (12700)



*1.0 credit*      *Grade 11*

*Prerequisite*    *Teacher recommendation advised*

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

The AP U.S. History course focuses on developing students' understanding of American history from Pre-Columbian times to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. **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 U.S. HISTORY AMERICAN STUDIES (12800 SOCIAL STUDIES) (00300 ENGLISH)**



*2.0 credit*      *Grades* 11 (Integration of AP U.S. History and AP Language and Composition)

*Prerequisite*    *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.***

The AP U.S. History course focuses on developing students' understanding of American history from Pre-Columbian times to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course to make connections among historical developments in different times and places.

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 with 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 credits (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 the Civics and Government course***

**CIVICS AND GOVERNMENT (15410)**



*.5 credit*      *Grades* 11, 12

*Prerequisite*    *N/A*

In Civics and Government, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure, and function of government, political participation, and civic engagement using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of civic knowledge through deliberation and informed action about political events and issues.

**AP UNITED STATES GOVERNMENT AND POLITICS (14700)**



*1.0 credit*      *Grades* 11, 12

*Prerequisite*    *Teacher recommendation advised*

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

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the Course.

**AP COMPARATIVE GOVERNMENT AND POLITICS (14600)**



*1.0 credit*      *Grades* 11, 12

*Prerequisite*    *Teacher recommendation advised*

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

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will

also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

## Electives

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

### AP ART HISTORY (12730)



1.0 credit Grades 10, 11, 12

Prerequisite Teacher recommendation advised

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

The AP Art History course welcomes students into the global art world as active participants, engaging with its forms and contents as they research, discuss, read, and write about arts, artists, art making, and responses to interpretations about art. The study of art history invites students to discover diversity in and connections among forms of artistic expression throughout history and from around the globe.

### AP EUROPEAN HISTORY UCONN ECE (13505) UConn (Warde only)



### AP EUROPEAN HISTORY ECE (13500) SHU Warde and Ludlowe

1.0 credit Grade 10, 11, 12

Prerequisite Teacher recommendation advised

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

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

**Warde - This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits of HIST 1400: Modern Western Traditions (Warde Only) or**

**Warde & Ludlowe – This course is part of the Sacred Heart University ECE Program. Students can apply for 3 credits of HI 102 Western Civilization II, Since 1500: Economies, Sciences, and Politics.**

### AP HUMAN GEOGRAPHY (12720)



1.0 credit Grades 9, 10, 11, 12

Prerequisite Teacher recommendation advised

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

AP Human Geography is an in-depth exploration of the dynamic interactions between humans and the spaces they inhabit. Beginning with foundational concepts, students learn how geographers analyze places through a spatial perspective, using tools like maps and data to inform decisions and understand human-environment interactions. Students then delve into the forces driving population changes and migration, examining how these trends influence economies, cultures, and environments. Building on this, students investigate cultural diffusion, the spread of languages and religions, and ways geography shapes cultural landscapes. Political geography focuses on territorial boundaries, sovereignty, and the forces shaping global political structures. Students then move into rural and urban land use, the evolution of agriculture and industries, and their impact on the environment, global food systems, infrastructure, and urban development. The course concludes by integrating previous concepts to analyze industrialization and globalization, equipping students with the tools to understand global inequalities and strategies for building a sustainable future.

### AP PSYCHOLOGY ECE (13450)



1.0 credit Grades 10, 11, 12

Prerequisite Teacher recommendation advised

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

AP Psychology introduces students to the systematic scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively

communicate ideas. *This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of PS 110 Introduction to Psychology.*

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



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

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 the 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/Dual Enrollment Program. Students can apply for 3 college credits of HI 225 African American History.*

### **AFRICAN AMERICAN AND BLACK STUDIES (10174)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

African American and Black Studies is a 21st-century course that provides students with the skills and knowledge that they need to thrive in the modern world. It provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of this group. Students will analyze how they worked to build the 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.

### **ECONOMICS (15500)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

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 that 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.

### **HUMAN RIGHTS IN THE MODERN WORLD (10170)**



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

This semester-long course provides a broad exploration of human rights, examining the origins, principles, and challenges of protecting human dignity in a global context. Students will investigate major historical and contemporary human rights events, analyze patterns of human behavior that lead to abuses or resistance, and assess the roles and responsibilities of individuals, nations, and the international community in upholding human rights. While the United Nations will be studied as a key international actor, the course will also focus on a variety of organizations, legal frameworks, and grassroots movements that shape the fight for rights worldwide. Through case studies, debates, and projects, students will develop the knowledge and skills needed to understand global challenges and consider their own responsibilities as advocates for human rights.

## HUMANITIES: PHILOSOPHY AND ETHICS (16400)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

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.

## LATINO AND PUERTO RICAN STUDIES (10175)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

Latino and Puerto Rican Studies is a 21st-century course that provides students with the skills and knowledge that they need to thrive in the modern world. It provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of Puerto Rican/Latino 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 the 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.

## NATIVE AMERICAN STUDIES (10171)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

This course offers a comprehensive and critical exploration of Native American history and culture, challenging traditional narratives of American history by placing Native peoples at the center of the story. Students will investigate the rich and diverse cultures of North America before European contact, with a specific focus on the tribes of Connecticut. The course will then analyze the pivotal period of contact and colonialism, examining Native responses to European arrival, including diplomatic alliances and armed resistance. The course will also trace the evolving relationship between Native nations and the United States government, from the era of westward expansion and forced removal to the establishment of the reservation system and policies of assimilation. A central theme is the concept of Native American sovereignty, exploring how Native nations have actively and consistently fought for self-determination and cultural preservation. The course culminates with an examination of contemporary issues, highlighting how Native communities balance cultural traditions with modern economic development, while continuing to address the legacies of historical injustices. Throughout the semester, students will engage with primary sources, tribal histories, and oral traditions to develop a nuanced understanding of the resilience, heritage, and ongoing contributions of Native peoples.

## PSYCHOLOGY (13410)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

This semester course deals with 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 ECE (14500)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

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 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.

***This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 3 college credits of SO 110 – Sociology.***

## SPORTS HISTORY (10173)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

This course examines the history of sports as both a reflection of and a catalyst for change in society. Students will trace the origins of modern sports, analyzing how media and popular culture have shaped the public's perception of athletes and athletic events. The course explores the role of sports in major social movements, highlighting how athletes and organizations have challenged inequality and advocated for justice. Students will investigate the commercialization of sports, exploring its impact on leagues, athletes, and fans, as well as emerging trends such as eSports and gambling. Finally, the global dimension of sports will be explored, including the intersection of athletics, politics, and international relations. Through case studies, discussion, and research, students will gain a deeper understanding of the powerful relationship between sports and society in both domestic and global contexts.

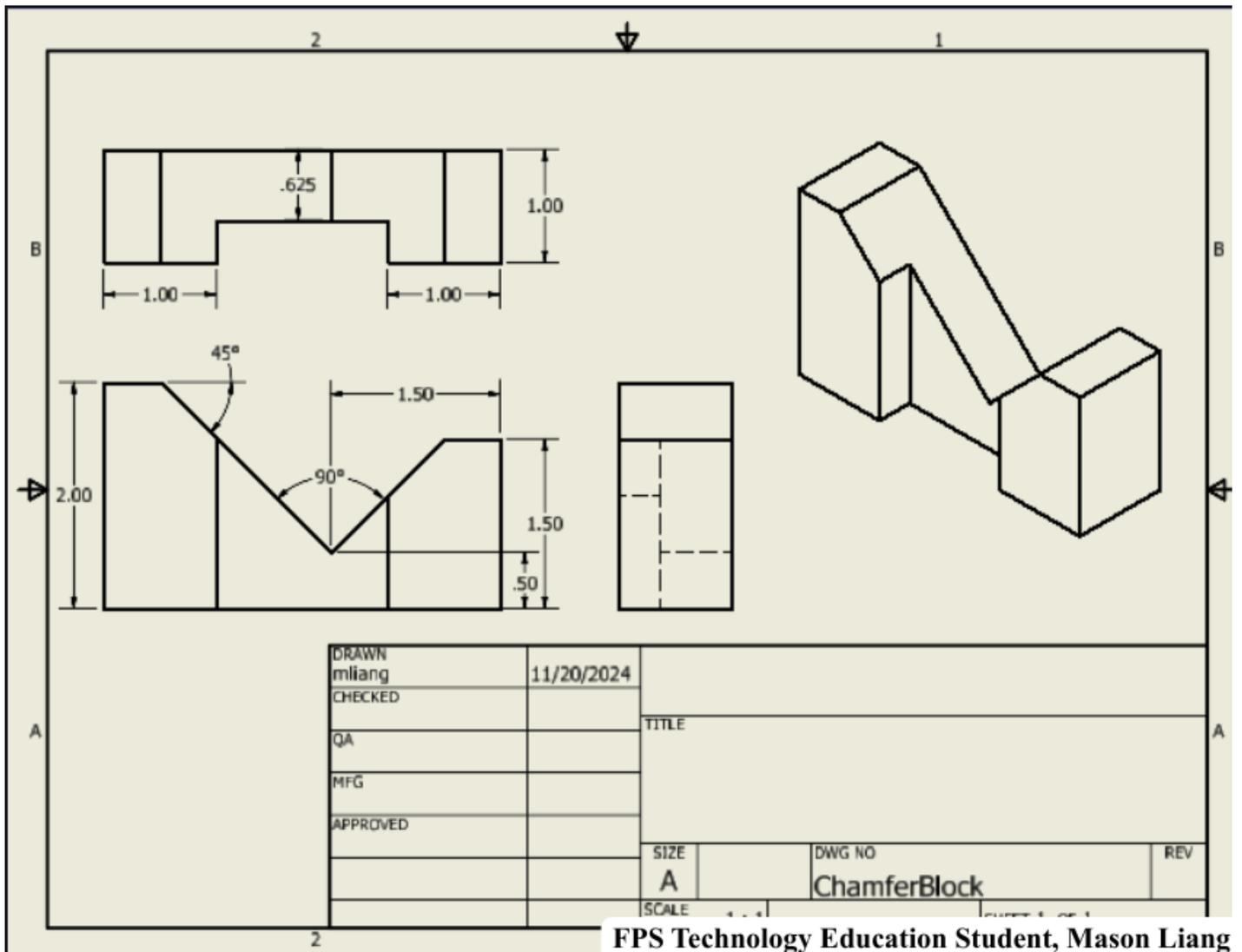
## WOMEN IN THE WORLD (10172)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *N/A*

This course examines how social, political, economic, and cultural factors shape the lives and experiences of women in different parts of the world today. Students will explore themes such as equality, education, health, and leadership by engaging with current events, case studies, and real-world examples. Through these investigations, students will develop a deeper understanding of women's diverse contributions and the importance of fairness and opportunity in society.



FPS Technology Education Student, Mason Liang

### Technology and Engineering Education

Technology, in all its forms, is an exciting and essential part of our lives, the backbone of our economy. The Technology & Engineering Education Department prepares you for your future with project-based *hands-on* experiences across many focus areas. Courses invite you to explore how technology impacts society and how to find practical solutions to real-life challenges. The program helps you develop critical thinking, problem-solving skills and technological proficiency, which are essential for a wide range of career opportunities. These skills provide technological literacy in the following areas:

Computer-Aided Design (CAD) via 3D Animation, Architecture, & Engineering	Graphic Communications
Computer Engineering	Wood Technology
Engineering Design & Robotics	Transportation Systems & Auto Servicing
Home and Auto	Wood Manufacturing - Woodworking

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

## Computer-Aided Design Technology (CAD)

The 3 areas of focus in CAD are 3D Animation, Architecture, and Pre-Engineering/Mechanical Design.

### COMPUTER-AIDED DESIGN I – INTRODUCTION TO CAD FOR 3D ANIMATION, ARCHITECTURE, AND ENGINEERING (60100)



1.0 credit Grades 9, 10, 11, 12

Prerequisite N/A

An introduction to the design process in Animation, Architecture, and Engineering. Students will learn traditional drawing techniques to effectively develop and communicate design concepts as well as learn the fundamentals of CAD, utilizing professional-level software to construct 3D computer models of houses, simple machine parts and mechanisms, and textured 3D models that could be used as assets in games or animations. Activities will include hand sketching, creating 3D computer models, rendering still images and videos, using a 3D printer to create actual parts made of plastic, and creating basic ‘keyframe animations’.

### COMPUTER-AIDED DESIGN II – BEGINNING CAD FOR ARCHITECTURE, ENGINEERING, AND 3D ANIMATION (60200)



1.0 credit Grades 10, 11, 12

Prerequisite Computer-Aided Design I

This semester course is a continuation of Introduction to CAD and includes advanced CAD concepts and techniques specific to the three areas of concentration. Students will learn about 3D CAD and BIM software and about creating computer simulations. They will also learn about CAD workflows, such as hand drawing, design and development, construction documentation, and rendering. Students will work on a series of hands-on projects throughout the course giving students the opportunity to apply CAD skills to real-world scenarios, such as designing a building, creating a construction drawing, or rendering a 3D model.

### COMPUTER-AIDED DESIGN II – BEGINNING CAD FOR ARCHITECTURE, ENGINEERING, AND 3D ANIMATION –SEMESTER I (60231)



.5 credit Grades 10, 11, 12

Prerequisite Computer-Aided Design I or with the teacher’s permission

This first semester course is a continuation of Introduction to CAD and the three areas of concentration. Students will engage with increasingly more advanced CAD concepts and techniques as they apply their CAD skills to real-world projects such as residential building design, creating construction drawings, or rendering images and video of 3D models. Students will learn about 3D CAD and BIM software and about creating computer simulations. They will also learn about CAD workflows, such as hand drawing, design and development, construction documentation, and rendering.

### COMPUTER-AIDED DESIGN II – BEGINNING CAD FOR ARCHITECTURE, ENGINEERING, AND 3D ANIMATION – SEMESTER II (60232)



.5credit Grades 10, 11, 12

Prerequisite Computer-Aided Design I, or Computer-Aided Design II Semester I, or with teacher’s permission

This second-semester course is a continuation of Introduction to CAD and the three areas of concentration. Students will engage with increasingly more advanced CAD concepts and techniques as they apply their CAD skills to real-world projects such as residential building design, creating construction drawings, or rendering images and video of 3D models. Students will learn about 3D CAD and BIM software and about creating computer simulations. They will also learn about CAD workflows, such as hand drawing, design and development, construction documentation, and rendering.

### COMPUTER-AIDED DESIGN III – INTERMEDIATE CAD FOR 3D ANIMATION (SPECIAL EFFECTS), ARCHITECTURE, OR ENGINEERING (60300)



1.0 credit Grades 11, 12

Prerequisite Computer-Aided Design II (Full Year), or Computer-Aided Design II (Semester) with teacher’s permission

This course expands on the focused skills learned in previous courses. Students will learn advanced-level applications and may concentrate in any of the areas: 3D Animation, Architecture, or Engineering. Examples include fine animation of the characters’ eyes and mouths, the computer special effects (such as fire, tornados, and lightsabers), building design portfolios for college, creating architectural detail plans, “Green Building,” and engineering products or inventions to solve real-world problems.

### **COMPUTER-AIDED DESIGN III – INTERMEDIATE CAD FOR 3D ANIMATION (SPECIAL EFFECTS), ARCHITECTURE, OR ENGINEERING, SEMESTER I (60331)**



*.5 credit      Grades    11, 12*

*Prerequisite    Computer-Aided Design II (Full Year), or Computer-Aided Design II (Semester) with teacher's permission, or with teacher's permission*

This first-semester course expands on the focused skills learned in previous courses. Students will learn advanced-level applications and may concentrate in any of the areas: 3D animation, architecture, or engineering. Examples include fine animation of a character's eyes and mouth, computer special effects (such as fire, tornadoes, and lightsabers), build design portfolios for college, creating architectural detail plans, "green building," and engineering products or inventions to solve real world problems. (Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motionbuilder, iPi Motion Capture)

### **COMPUTER-AIDED DESIGN III – INTERMEDIATE CAD FOR 3D ANIMATION (SPECIAL EFFECTS), ARCHITECTURE, OR ENGINEERING, SEMESTER II (60332)**



*.5 credit      Grades    11, 12*

*Prerequisite    Computer-Aided Design II (Full Year), or Computer-Aided Design III Semester I with teacher's permission, or with teacher's permission*

This second-semester course expands on the focused skills learned in previous courses. Students will learn advanced-level applications and may concentrate in any of the areas: 3D animation, architecture, or engineering. Examples include fine animation of a character's eyes and mouth, computer special effects (such as fire, tornadoes, and lightsabers), build design portfolios for college, creating architectural detail plans, "green building," and engineering products or inventions to solve real-world problems. (Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motionbuilder, iPi Motion Capture)

### **COMPUTER AIDED DESIGN IV – ADVANCED COMPUTER-AIDED DESIGN FOR ARCHITECTURE, ENGINEERING, AND 3D ANIMATION (60400)**



*1.0 credit      Grades    12*

*Prerequisite    Computer-Aided Design III (Full Year), or Computer-Aided Design III (Semester) with teacher's permission*

Students learn advanced design skills using various Computer Aided Design (CAD) programs specializing in the areas of Architecture, Animation, and Engineering. Students will utilize CAD professional-level software to construct 3D computer models of houses, simple parts and mechanisms, and textured 3D models, which could be used as assets in games or animations. Activities will include hand sketching, creating 3D computer models, rendering still images and video, using a 3D printer to create actual parts made of plastic, and creating a basic keyframe animation.

## **Computer Engineering**

### **COMPUTER ENGINEERING I: INTRODUCTION TO DIGITAL ELECTRONICS (66000)**



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

*Prerequisite    N/A*

The topics deal with the practical application of electronics and computers to the everyday lives of the consumer. Major areas of study include residential household wiring, communication wiring and computer networking, and computer software and hardware. Suitable projects and activities will be used to support concepts and allow "hands-on" experiences with tools, equipment, and software. The course lasts for one semester.

### **COMPUTER ENGINEERING II: APPLIED CIRCUIT DESIGN AND MICROCOMPUTERS ECE (66110) - Ludlowe only**



### **COMPUTER ENGINEERING II: APPLIED CIRCUIT DESIGN AND MICROCOMPUTERS (66100) - Warde only**

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

*Prerequisite    Computer Engineering I*

Students will advance their knowledge and understanding of applied circuit design and construction of complex computer-controlled projects using Arduino microcontrollers and Raspberry Pi microcomputers. Student work and activities will support theoretical concepts through applied experiences with tools, equipment, components, and software. This course lasts for one semester.

*Ludlowe - This course is part of the Sacred Heart University ECE/Dual Enrollment Program. Students can apply for 4 college credits of ENGR 212 – Digital Design with Lab.*

### **COMPUTER ENGINEERING III: COMPUTER REPAIRS, COMPUTER-CONTROLLED CIRCUITS (66300)**



*1.0 credit Grades 10, 11, 12*

*Prerequisite Computer Engineering II or Computer Engineering I with teacher's permission*

Building on the foundations of Computer Engineering I and II, students will delve into the world of IT. This course focuses on the standards aligned to CompTIA A+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around the use of a computer workstation setup and maintained by individual students. Topics include computer hardware & software, peripherals, microcomputers, mobile devices, basic networking, and IT Professionalism. The content of this course is aligned with CompTIA A+ standards.

### **COMPUTER ENGINEERING III: COMPUTER REPAIRS, COMPUTER-CONTROLLED CIRCUITS, SEMESTER I (66311)**



*.5 credit Grades 10, 11, 12*

*Prerequisite Computer Engineering II or Computer Engineering I with teacher's permission*

Building on the foundations of Computer Engineering I and II, students will delve into the world of IT. This course focuses on the standards aligned to CompTIA A+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around the use of a computer workstation setup and maintained by individual students. Topics include computer hardware & software, peripherals, microcomputers, mobile devices, basic networking, and IT Professionalism. The content of this course is aligned with CompTIA A+ standards.

### **COMPUTER ENGINEERING III: COMPUTER REPAIRS, COMPUTER-CONTROLLED CIRCUITS, SEMESTER II (66312)**



*.5 credit Grades 10, 11, 12*

*Prerequisite Computer Engineering II or Computer Engineering I with teacher's permission, or Computer Engineering II Semester I*

Building on the foundations of Computer Engineering I and II, students will delve into the world of IT. This course focuses on the standards aligned to CompTIA A+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around the use of a computer workstation setup and maintained by individual students. Topics include computer hardware & software, peripherals, microcomputers, mobile devices, basic networking, and IT Professionalism. The content of this course is aligned with CompTIA A+ standards.

### **COMPUTER ENGINEERING IV: NETWORKING AND TROUBLESHOOTING (66400)**



*1.0 credit Grades 11, 12*

*Prerequisite Computer Engineering III (Full Year) or Computer Engineering III (Semester) with teacher's permission.*

The dive into Information Technology (IT) continues as we explore the fundamentals of Networking. This course focuses on the standards aligned to CompTIA Network+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around building and maintaining a local area network with several computers and servers. Topics will include networking & network connectivity, data transmissions & communication, servers & operating systems, cloud computing, network Security, network troubleshooting, and designing and installing a network. The content of this course is aligned with CompTIA Network+ standards.

### **COMPUTER ENGINEERING IV: NETWORKING AND TROUBLESHOOTING, SEMESTER I (66411)**



*.5 credit Grades 11, 12*

*Prerequisite Computer Engineering III (Full Year) or Computer Engineering III (Semester) with teacher's permission*

The dive into Information Technology (IT) continues as we explore the fundamentals of Networking. This course focuses on the standards aligned to CompTIA Network+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around building and maintaining a local area network with several computers and servers. Topics will include networking & network connectivity, data transmissions & communication, servers & operating systems, cloud computing, network Security, network troubleshooting, and designing and installing a network. The content of this course is aligned with CompTIA Network+ standards.

## COMPUTER ENGINEERING IV: NETWORKING AND TROUBLESHOOTING, SEMESTER II (66412)



*.5 credit*      *Grades* 11, 12

*Prerequisite*    *Computer Engineering III (Full Year) or Computer Engineering III (Semester) with teacher's permission or Computer Engineering IV, Semester I*

The dive into Information Technology (IT) continues as we explore the fundamentals of Networking. This course focuses on the standards aligned to CompTIA Network+ (a standard IT certification), expanding on 'how a computer works.' Projects revolve around building and maintaining a local area network with several computers and servers. Topics will include networking & network connectivity, data transmissions & communication, servers & operating systems, cloud computing, network Security, network troubleshooting, and designing and installing a network. The content of this course is aligned with CompTIA Network+ standards.

## COMPUTER ENGINEERING V: CYBERSECURITY AND HACKER DEFENSE (66450)



*1.0 credit*      *Grade* 12

*Prerequisite*    *Computer Engineering IV (Full Year) or Computer Engineering IV (Semester) with teacher's permission*

Students will learn how 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. The focus of this course will be on advanced networking, network security, and hardware, as well as encryption, security, and managing a Windows server. Students will learn to protect a system from viruses and thwart hackers. The content of this course is aligned with CompTIA Security+ standards.

## COMPUTER ENGINEERING V: CYBERSECURITY AND HACKER DEFENSE, SEMESTER I (66511)



*.5 credit*      *Grade* 12

*Prerequisite*    *Computer Engineering IV (Full year) or Computer Engineering IV (Semester) with teacher's permission*

Students will learn how 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. The focus of this course will be on advanced networking, network security, and hardware, as well as encryption, security, and managing a Windows server. Students will learn to protect a system from viruses and thwart hackers. The content of this course is aligned with CompTIA Security+ standards.

## COMPUTER ENGINEERING V: CYBERSECURITY AND HACKER DEFENSE, SEMESTER II (66512)



*.5 credit*      *Grade* 12

*Prerequisite*    *Computer Engineering IV (Full year), or Computer Engineering IV (Semester) with teacher's permission, or Computer Engineering V Semester I with teacher's permission.*

Students will learn how 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. The focus of this course will be on advanced networking, network security, and hardware, as well as encryption, security, and managing a Windows server. Students will learn to protect a system from viruses and thwart hackers. The content of this course is aligned with CompTIA Security+ standards.

## Engineering

### ENGINEERING I: ENGINEERED PROBLEM-SOLVING THROUGH DESIGN (65000)



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

*Prerequisite*    *N/A*

**No experience is necessary.** This course will engage student teams in the process of problem-solving, engineering challenges, and building machines. In this course, students learn and apply the engineering design process, proper tool usage, and basic building principles. While learning about mechanical and structural design, projects may include trebuchets, mechanical arms, Rube Goldberg Machines, and basic robotics. This is a great course for any student considering a career in engineering or robotics.

## ENGINEERING II: ROBOTICS – DESIGN, BUILDING, AND OPERATING (65050)



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

*Prerequisite*   *Engineering I*

This is a project-based course introducing students to the fundamental concepts of robotics through the engineering design process. Students will learn about the different components of robots, including actuators, sensors, and controllers. They will also learn about the principles of kinematics, dynamics, and control. Students will apply what they learn to design, build, and program their own robots. Students will participate in a variety of challenges to build, create, and operate robots that perform specific tasks and solve problems.

### Graphic Design Technology

## GRAPHIC DESIGN TECHNOLOGY I: INTRODUCTION TO GRAPHIC DESIGN (62100)



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

*Prerequisite*   *N/A*

This course provides students with an understanding of the processes and systems common to careers in publishing, printing, and other forms of media distribution. Representative topics include but are not limited to graphic design concepts, art and copy preparation, image generation and editing, desktop publishing, on-demand publishing, book and magazine layout, advertising and promotion, printing technology, binding and finishing, and screen printing. Students will learn illustration design software, photo editing software, and page layout software to create projects that will be printed in traditional and digital formats.

## GRAPHIC DESIGN TECHNOLOGY II: INTRODUCTION TO GRAPHIC DESIGN (62200)



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

*Prerequisite*   *Graphic Design Technology I or with teacher's permission*

This course is a continuation of Graphic Design Technology I and provides students with a deeper understanding of the processes and systems common to careers in publishing, printing, and other forms of media communication and distribution. Students will take their skills to the next level using illustration design software, photo editing software, and page layout software to create projects that will be printed in traditional and digital formats. They will also deepen their understanding of the use of color in graphic design communication. This course will introduce students to careers in screen printing and design transfer. Professional software used includes *Adobe InDesign and Illustrator* through more advanced projects.

## GRAPHIC DESIGN TECHNOLOGY III: INTERMEDIATE DESIGN AND PRODUCTION (62300)



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*   *Graphic Design Technology II or with teacher's permission*

This course expands on the beginning skills developed in Graphic Design Technology II using vector, raster and publishing software and equipment. At this stage, students will be using advanced path editing tools to create complex shapes, creating and using symbols, using scripts to automate tasks, creating and using filters, creating and using vector animations, and creating vector graphics for different output devices (e.g., print, web, and screen). Students will have the opportunity to dive deeper or “specialize” in specific design, software, or production processes based on their personal interests and needs and take their learning further. Students also are introduced to video editing software and projects.

## GRAPHIC DESIGN TECHNOLOGY III: INTERMEDIATE DESIGN AND PRODUCTION, SEMESTER I (62301)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*   *Graphic Design Technology II or with teacher's permission*

This course expands on the beginning skills developed in Graphic Design Technology II using vector, raster and publishing software and equipment. At this stage, students will be using advanced path editing tools to create complex shapes, creating and using symbols, using scripts to automate tasks, creating and using filters, creating and using vector animations, and creating vector graphics for different output devices (e.g., print, web, and screen). Students will have the opportunity to dive deeper or “specialize” in specific design, software, or and production processes based on their personal interests and needs and take their learning further. Students also are introduced to video editing software and projects.

## **GRAPHIC DESIGN TECHNOLOGY III: INTERMEDIATE DESIGN AND PRODUCTION, SEMESTER II (62302)**



*.5 credit      Grades 10, 11, 12*

*Prerequisite    Graphic Design Technology II or Graphic Design Technology III (Semester I) or with teacher's permission*

This course expands on the beginning skills developed in Graphic Design Technology II using vector, raster and publishing software and equipment. At this stage, students will be using advanced path editing tools to create complex shapes, creating and using symbols, using scripts to automate tasks, creating and using filters, creating and using vector animations, and creating vector graphics for different output devices (e.g., print, web, and screen). Students will have the opportunity to dive deeper or “specialize” in specific design, software, or and production processes based on their personal interests and needs and take their learning further. Students also are introduced to video editing software and projects.

## **GRAPHIC DESIGN TECHNOLOGY IV: ADVANCED APPLIED GRAPHICS (62400)**



*1.0 credit      Grades 11, 12*

*Prerequisite    Graphic Design Technology III (Full Year) or Graphic Design Technology III (Semester) with teacher's permission or with teacher's permission*

This course provides students with an advanced understanding of the processes and systems common to careers in graphic design technology. The course is set up as an on-site production facility with students participating in its entire operation. Students will be a part of a team assuming varied responsibilities to gain insight and experience in the graphic design and production setting, with a focus on collaboration. Representative topics include but are not limited to graphic design concepts, art and copy preparation, image generation and editing, desktop and/or internet publishing, on-demand publishing, book and magazine layout, advertising and promotion, printing technology, binding and finishing, and screen printing. Students will predominantly use the Adobe Creative Cloud suite.

## **GRAPHIC DESIGN TECHNOLOGY IV: ADVANCED APPLIED GRAPHICS, SEMESTER I (62401)**



*.5 credit      Grades 11, 12*

*Prerequisite    Graphic Design Technology III (Full year) or Graphic Design Technology III (Semester) with teacher's permission or with teacher's permission*

This first-semester course provides students with an advanced understanding of the processes and systems common to careers in graphic design technology. The course is set up as an on-site production facility with students participating in its entire operation. Students will be a part of a team assuming varied responsibilities to gain insight and experience in the graphic design and production setting, with a focus on collaboration. Representative topics include but are not limited to graphic design concepts, art and copy preparation, image generation and editing, desktop and/or internet publishing, on-demand publishing, book and magazine layout, advertising and promotion, printing technology, binding and finishing, and screen printing. Students will predominantly use the Adobe Creative Cloud suite.

## **GRAPHIC DESIGN TECHNOLOGY IV: ADVANCED APPLIED GRAPHICS, SEMESTER II (62402)**



*.5 credit      Grades 11, 12*

*Prerequisite    Graphic Design Technology III (Full year) or Graphic Design Technology IV (Semester) with teacher's permission or with teacher's permission*

This second-semester course provides students with an advanced understanding of the processes and systems common to careers in graphic design technology. The course is set up as an on-site production facility with students participating in its entire operation. Students will be a part of a team assuming varied responsibilities to gain insight and experience in the graphic design and production setting, with a focus on collaboration. Representative topics include but are not limited to graphic design concepts, art and copy preparation, image generation and editing, desktop and/or internet publishing, on-demand publishing, book and magazine layout, advertising and promotion, printing technology, binding and finishing, and screen printing. Students will predominantly use the Adobe Creative Cloud suite.

## **GRAPHIC DESIGN TECHNOLOGY V: PRODUCTION LAB – LEAD DESIGN AND PRODUCTION TEAMS FOR COMMUNITY, COLLEGE, AND INDUSTRY (62500)**



*1.0 credit      Grade 12*

*Prerequisite    Graphic Design Technology IV (Full year) or Graphic Design Technology IV (Semester) with teacher's permission or with teacher's permission*

This full course continues the progression for students interested in a career in Graphic Arts Technology. This class will prepare seniors for careers or post-secondary programs in Graphic Design and Production. In conjunction with Graphic Design Tech IV, the course is set up as an on-site production facility with students participating in its entire operation. These advanced students become Team Leaders in a collaborative learning experience with classmates and “clients” working on individual and team projects with a focus on design and production methods. Projects produced in this course will be production work for the school and students’ personal work and may include publishing, laser, dye sublimation, full spectrum transfer, embroidery, stop motion, and video production technology. Students will predominantly use the Adobe Creative Cloud suite.

## **GRAPHIC DESIGN TECHNOLOGY V: PRODUCTION LAB – LEAD DESIGN AND PRODUCTION TEAMS FOR COMMUNITY, COLLEGE, AND INDUSTRY, SEMESTER I (62501)**



*.5 credit      Grade 12*

*Prerequisite    Graphic Design Technology IV (Full year) or Graphic Design Technology IV (Semester) with teacher's permission or with teacher's permission*

This half year, first-semester course continues the progression for students interested in a career in Graphic Arts Technology. This class will prepare seniors for careers or post-secondary programs in Graphic Design and Production. In conjunction with Graphic Design Tech IV, the course is set up as an on-site production facility with students participating in its entire operation. These advanced students become Team Leaders in a collaborative learning experience with classmates and “clients” working on individual and team projects with a focus on design and production methods. Projects produced in this course will be production work for the school and student’s personal work and may include publishing, laser, dye sublimation, full spectrum transfer, embroidery, stop motion, and video production technology. Students will predominantly use the Adobe Creative Cloud suite.

## **GRAPHIC DESIGN TECHNOLOGY V: PRODUCTION LAB – LEAD DESIGN AND PRODUCTION TEAMS FOR COMMUNITY, COLLEGE, AND INDUSTRY, SEMESTER II (62502)**



*.5 credit      Grade 12*

*Prerequisite    Graphic Design Technology IV (Full year) or Graphic Design Technology IV (Semester) with teacher's permission or with teacher's permission*

This half year course continues the progression for students interested in a career in Graphic Arts Technology. This class will prepare seniors for careers or post-secondary programs in Graphic Design and Production. In conjunction with Graphic Design Tech IV, the course is set up as an on-site production facility with students participating in its entire operation. These advanced students become Team Leaders in a collaborative learning experience with classmates and “clients” working on individual and team projects with a focus on design and production methods. Projects produced in this course will be production work for the school and students’ personal work and may include publishing, laser, dye sublimation, full spectrum transfer, embroidery, stop motion, and video production technology. Students will predominantly use the Adobe Creative Cloud suite.

### **Transportation Technology**

## **TRANSPORTATION TECHNOLOGY I: INTRODUCTION TO TRANSPORTATION (63100)**



*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite    N/A*

This beginning-level course offers a general introduction to the processes and repair of the internal combustion engine. Students will be engaged in activities both collaboratively and individually, exploring the repair and maintenance of small gas engines. Students will be immersed in lab activities applying engine operational theory, diagnosis and repair while applying standards of shop safety and utilizing tools of the mechanic. Other elements of the course will introduce students to alternate energy resources and vehicles, as well as typical and unique transportation systems. Hands-on practical experiences will be emphasized.

## **TRANSPORTATION TECHNOLOGY II: BASIC AUTOMOTIVE MAINTENANCE AND REPAIR (63200)**



*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite    Transportation Technology I or with teacher's permission*

In Transportation Technology 2, students will continue the study of transportation systems, with an introduction to Basic Auto Maintenance and Repair. Students will build their knowledge of basic automobile maintenance through hands-on experiences in the Automotive Lab. Additional elements of the course will include the investigation of other forms of transportation and transportation systems.

## **TRANSPORTATION TECHNOLOGY III: INTERMEDIATE AUTO MAINTENANCE AND SERVICING (63300)**



*1.0 credit      Grades 10, 11, 12*

*Prerequisite    Transportation Technology II or with teacher's permission*

Students will continue the study of auto maintenance and servicing, with a deeper exploration of basic auto maintenance and servicing practices. Students will build on their previous knowledge of basic automobile maintenance and servicing through exploration of more complex systems of the Automobile. Hands-on experience in the Automotive Lab, as well as theory of operation, will be employed. Additional elements of the course will include the investigation of other forms of transportation and transportation systems.

## **TRANSPORTATION TECHNOLOGY III: INTERMEDIATE AUTO MAINTENANCE AND SERVICING, SEMESTER I (63311)**



*.5 credit      Grades 10, 11, 12*

*Prerequisite    Transportation Technology II or with teacher's permission*

Students will continue the study of auto maintenance and servicing, with a deeper exploration of basic auto maintenance and servicing practices. Students will build on their previous knowledge of basic automobile maintenance and servicing through exploration of more complex systems of the Automobile. Hands-on experience in the Automotive Lab, as well as theory of operation, will be employed. Additional elements of the course will include the investigation of other forms of transportation and transportation systems.

## **TRANSPORTATION TECHNOLOGY III: INTERMEDIATE AUTO MAINTENANCE AND SERVICING, SEMESTER II (63312)**



*.5 credit      Grades 10, 11, 12*

*Prerequisite    Transportation Technology II or Transportation Technology III (semester I) with teacher's permission or with teacher's permission*

Students will continue the study of auto maintenance and servicing, with a deeper exploration of basic auto maintenance and servicing practices. Students will build on their previous knowledge of basic automobile maintenance and servicing through exploration of more complex systems of the Automobile. Hands-on experience in the Automotive Lab, as well as theory of operation, will be employed. Additional elements of the course will include the investigation of other forms of transportation and transportation systems.

## **TRANSPORTATION TECHNOLOGY IV: ADVANCED AUTOMOTIVE MECHANICS (65400)**



*1.0 credit      Grades 11, 12*

*Prerequisite    Transportation Technology III (Full year) or Transportation Technology III (Semester) or with teacher's permission or with teacher's permission*

Advanced Automotive Mechanics continues and deepens students' understanding of automobile servicing and maintenance/repair. Work is performed on operational vehicles. Complete overhaul, repair, servicing, and troubleshooting of all automotive systems are undertaken. Emphasis is placed on practical, hands-on learning.

## **TRANSPORTATION TECHNOLOGY IV: ADVANCED AUTOMOTIVE MECHANICS, SEMESTER I (65411)**



*.5 credit      Grades 11, 12*

*Prerequisite    Transportation Technology III (Full year) or Transportation Technology III (Semester) or with teacher's permission or with teacher's permission*

Advanced Automotive Mechanics continues and deepens students' understanding of automobile servicing and maintenance/repair. Work is performed on operational vehicles. Complete overhaul, repair, servicing, and troubleshooting of all automotive systems are undertaken. Emphasis is placed on practical, hands-on learning.

## **TRANSPORTATION TECHNOLOGY IV: ADVANCED AUTOMOTIVE MECHANICS, SEMESTER II (65412)**



*.5 credit      Grades 11, 12*

*Prerequisite    Transportation Technology III (Full year) or Transportation Technology IV (Semester I) or with teacher's permission or with teacher's permission*

Advanced Automotive Mechanics continues and deepens students' understanding of automobile servicing and maintenance/repair. Work is performed on operational vehicles. Complete overhaul, repair, servicing and troubleshooting of all automotive systems are undertaken. Emphasis is placed on practical hands-on learning.

## **TRANSPORTATION TECHNOLOGY V: APPLIED MECHANICS – AUTO TECHNICIAN PREPARATION (65500)**



*1.0 credit     Grade 12*

*Prerequisite    Transportation Technology IV (Full year) or Transportation Technology IV (Semester) with teacher's permission or with teacher recommendation*

This advanced level course offers seniors an opportunity for leadership experience. Students build their automobile technician skills while working on actual vehicles in preparation for post-secondary educational/ training environments. Students will focus on completely overhauling, repairing, servicing and troubleshooting major automotive systems in a small-team environment. Emphasis is placed on researching system functions and issues and problem-solving through a methodical, practical, hands-on process.

## **TRANSPORTATION TECHNOLOGY V: APPLIED MECHANICS – AUTO TECHNICIAN PREPARATION, SEMESTER I (65511)**



*.5 credit      Grade 12*

*Prerequisite    Transportation Technology IV (Full year) or Transportation Technology IV (Semester) with teacher's permission or with teacher recommendation*

This advanced level course offers seniors an opportunity for leadership experience. Students build their automobile technician skills while working on actual vehicles in preparation for post-secondary educational/ training environments. Students will focus on completely overhauling, repairing, servicing and troubleshooting major automotive systems in a small-team environment. Emphasis is placed on researching system functions and issues, and problem-solving through a methodical practical hands-on process.

## **TRANSPORTATION TECHNOLOGY V: APPLIED MECHANICS – AUTO TECHNICIAN PREPARATION, SEMESTER II (65512)**



*.5 credit      Grade 12*

*Prerequisite    Transportation Technology IV (Full year) or Transportation Technology IV (Semester) with teacher's permission or with teacher recommendation*

This advanced level course offers seniors an opportunity for leadership experience. Students build their automobile technician skills while working on actual vehicles in preparation for post-secondary educational/ training environments. Students will focus on completely overhauling, repairing, servicing and troubleshooting major automotive systems in a small-team environment. Emphasis is placed on researching system functions and issues, and problem-solving through a methodical practical hands-on process.

## HOME & AUTO: HAPPY HOME, HAPPY CAR (63000)



*.5 credit*      *Grades* 11, 12

*Prerequisite*    *Students cannot have taken “Transportation Technology III: Intermediate Auto Maintenance and Servicing” nor “Wood Manufacturing II: Cabinet Construction Techniques” or any higher level courses in these subjects.*

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 problems encountered as an owner of a home and automobile. It is a course geared towards students who have not taken upper-level auto and woodshop programs.

### Wood Manufacturing Technology

## WOOD MANUFACTURING I: SKILLS FOR THE BEGINNING WOODWORKER (64100)



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

*Prerequisite*    *N/A*

This beginning level course offers a general introduction to wood manufacturing. Students will learn about the materials and processes used to change rough lumber into useful finished products. Students are immersed in a design and manufacturing environment that strengthens three-dimensional thought. Students work collaboratively and independently while utilizing tools safely and efficiently.

## WOOD MANUFACTURING II: CABINET CONSTRUCTION TECHNIQUES (64200)



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

*Prerequisite*    *Wood Manufacturing I*

This course is designed to provide students with the skills and experience necessary for the manufacturing of wood products. Students design, build, and finish a “case” style piece of furniture utilizing several types of wood joints and construction methods. Students work collaboratively and independently while utilizing tools safely and efficiently.

## WOOD MANUFACTURING III: TURNING THE TABLES (64300)



*1.0 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Wood Manufacturing I (A or better) or Wood Manufacturing II*

This intermediate-level course is designed to introduce students to the processes and techniques of leg and rail construction in furniture. Student skills and knowledge will be developed through tool and machine use. Techniques in lathe work, joinery, and inlaying will also be offered. Upon completion of required projects, the student will continue on advanced project work.

## WOOD MANUFACTURING III: TURNING THE TABLES, SEMESTER I (64311)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Wood Manufacturing II or Wood Manufacturing I with teacher’s permission*

This intermediate-level course is designed to introduce students to the processes and techniques of leg and rail construction in furniture. Student skills and knowledge will be developed through tool and machine use. Techniques in lathe work, joinery, and inlaying will also be offered. Upon completion of required projects, the student will continue on advanced project work.

## WOOD MANUFACTURING III: TURNING THE TABLES, SEMESTER II (64312)



*.5 credit*      *Grades* 10, 11, 12

*Prerequisite*    *Wood Manufacturing II or Wood Manufacturing III (Semester I), or Wood Manufacturing I with teacher’s permission*

This intermediate-level course is designed to introduce students to the processes and techniques of leg and rail construction in furniture. Student skills and knowledge will be developed through tool and machine use. Techniques in lathe work, joinery and inlaying will also be offered. Upon completion of required projects, the student will continue on advanced project work.

## **WOOD MANUFACTURING IV: SKILLS FOR THE MODERN WOODWORKER (64400)**



*1.0 credit      Grades 11, 12*

*Prerequisite    Wood Manufacturing III (Full Year) or Wood Manufacturing III (Semester) with teacher's permission*

This course provides the student with an overview of wood use and advanced construction techniques. Each student will plan, design, and construct an individualized project. The project builds on prior manufacturing courses and challenges the students' abilities.

## **WOOD MANUFACTURING IV: SKILLS FOR THE MODERN WOODWORKER, SEMESTER I (64411)**



*.5 credit        Grades 11, 12*

*Prerequisite    Wood Manufacturing III (Full Year) or Wood Manufacturing III (Semester) with teacher's permission*

This course provides the student with an overview of wood use and advanced construction techniques. Each student will plan, design, and construct an individualized project. The project builds on prior manufacturing courses and challenges the students' abilities.

## **WOOD MANUFACTURING IV: SKILLS FOR THE MODERN WOODWORKER, SEMESTER II (64412)**



*.5 credit        Grades 11, 12*

*Prerequisite    Wood Manufacturing III (Full Year) or Wood Manufacturing IV (Semester I) with teacher's permission*

This course provides the student with an overview of wood use and advanced construction techniques. Each student will plan, design, and construct an individualized project. The project builds on prior manufacturing courses and challenges the students' abilities.

## **WOOD MANUFACTURING V: LIFE AS A MODERN WOODWORKER (64500)**



*1.0 credit      Grade 12*

*Prerequisite    Wood Manufacturing IV (Full Year) or Wood Manufacturing IV (Semester) with teacher's permission*

This course is an advanced-level course in manufacturing and construction. Students will construct a "modern" cabinet using the 32mm system and CAD in tandem with the CNC router to create most of their parts. Self-direction, motivation, experience, and demonstrated skills must be utilized and are required for success at this level. After completion of their modern cabinet, a student-selected individualized project continues to build on prior manufacturing courses challenging the students' abilities.

## **WOOD MANUFACTURING V: LIFE AS A MODERN WOODWORKER, SEMESTER I (64511)**



*1.0 credit      Grade 12*

*Prerequisite    Wood Manufacturing IV (Full Year) or Wood Manufacturing IV (Semester) with teacher's permission*

This course is an advanced-level course in manufacturing and construction. Students will construct a "modern" cabinet using the 32mm system and CAD in tandem with the CNC router to create most of their parts. Self-direction, motivation, experience, and demonstrated skills must be utilized and are required for success at this level. After completion of their modern cabinet, a student-selected individualized project continues to build on prior manufacturing courses challenging the students' abilities.

## **WOOD MANUFACTURING V: LIFE AS A MODERN WOODWORKER, SEMESTER II (64512)**



*1.0 credit      Grade 12*

*Prerequisite    Wood Manufacturing IV (Full Year) or Wood Manufacturing IV (Semester) with teacher's permission or Wood Manufacturing V, Semester I*

This course is an advanced-level course in manufacturing and construction. Students will construct a "modern" cabinet using the 32mm system and CAD in tandem with the CNC router to create most of their parts. Self-direction, motivation, experience, and demonstrated skills must be utilized and are required for success at this level. After completion of their modern cabinet, a student-selected individualized project continues to build on prior manufacturing courses challenging the students' abilities.



FPS Student Artist, Crystal Kim

## 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.

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

*Prerequisite*    *N/A*

This introductory acting course provides students with a foundational understanding of acting techniques, character development, and stage presence. Students will develop their acting skills through practical exercises, improvisation, and scene work and gain confidence in their performance abilities. Students first learn basic techniques in elementary acting with an 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. The students should become more self-aware as they begin to recognize the importance of posture, voice, diction, movement, etc... In addition, students will learn to interact with others and grow in their ability to work as members of an interdependent, collaborative group.

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



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

*Prerequisite*    *Acting I or permission of the instructor*

Acting II continues the work begun in Acting I, focusing on the actor's need to know his 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 toward 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 course 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.



FPS Student Artist, Danna Ponce

## 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 that 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
American Sign Language	I-II-III-IV
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

### AMERICAN SIGN LANGUAGE I (46100)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA scale applies)

*Prerequisite*    *N/A*

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 language, as well as the deaf community.

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.

### AMERICAN SIGN LANGUAGE II (46200)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA scale applies)

*Prerequisite*    *American Sign Language I or teacher recommendation*

In ASL II, students 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 interactions by asking and answering simple questions.
- understand words, phrases and formulaic language that have been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable texts.
- understand the main idea and some specific information when watching short, routine conversations and simple announcements and reports.
- make basic inferences based on background and prior knowledge.
- sign lists and short messages producing a series of sentences.

### AMERICAN SIGN LANGUAGE III (46300)



*1.0 credit*      *Grades* 11, 12 (The elective GPA scale applies)

*Prerequisite*    *American Sign Language II*

**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 viewing 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 a variety of timeframes.

### AMERICAN SIGN LANGUAGE IV (46400)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA scale applies)

*Prerequisite*    *American Sign Language III or Teacher Recommendation*

In **ASL IV**, students will continue to develop language skills and increase their awareness of the target culture. The learner in **level IV** will:

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

### FRENCH I (42100)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite*    *N/A*

The **French I** course introduces students to the fundamentals of the French language and culture through meaningful communication and real-world contexts. Students will develop their ability to describe themselves and their surroundings, express preferences, and engage in basic conversations. Throughout the course, they will explore cultural aspects of daily life in Francophone communities while building their listening, speaking, reading, and writing skills.

### FRENCH II (42200)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA scale applies)

*Prerequisite*    *French I or French IB or teacher recommendation*

In this engaging course, students will learn to communicate using familiar words and phrases around themes such as school success, city living, healthy lifestyles, and travel. Students will understand simple texts, stories and signs, with the help of visuals and background knowledge. Students will also practice making inferences and writing short messages, lists, and notes using easy, memorized sentences in addition to creating more original sentences as their skills progress. By the end, students will feel more confident expressing themselves and understanding others in everyday situations.

## FRENCH III HONORS (42310)



*1.0 credit*      *Grades* 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 various 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)



*1.0 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 time frames.
- 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)



*1.0 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 time frames.
- 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 ECE (42710)

**AP FRENCH LANGUAGE UCONN ECE (42705) – *Warde only*;**

**FRENCH VI ECE (42610)**

**FRENCH VI UCONN ECE (42605) – *Warde only*;**

*1.0 credit*      *Grade* 12

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

***Students in the 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 complications 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 various audiences.

**Ludlowe & Warde – The AP French ECE and French VI ECE courses are part of the Sacred Heart University ECE Program. Students can apply for 6 college credits, FR 201: Topics in French Language and Culture I and FR 202: Topics in French Language and Culture II**

**Warde - The AP French Language and French VI courses are part of the UCONN ECE (Early College Experience) Program (Warde Only). Students may apply for 6 college credits, French 3250 and French 3268, through UCONN.**

## ITALIAN I (40100)



*1.0 credit* Grades 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite* N/A

Italian I introduces students to the essentials of the Italian language and culture through meaningful communication in real-world contexts. Students will learn to describe themselves and their surroundings, express likes and dislikes, and participate in basic conversations. As they develop their listening, speaking, reading, and writing skills, they will also explore everyday life and cultural practices in Italian-speaking communities.

## ITALIAN II (40200)



*1.0 credit* Grades 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite* Italian I or teacher recommendation

In Italian II, students build on their language skills through real-world themes such as city life, planning activities, health, lifestyle, and cultural identity. They explore what makes products “Made in Italy,” how personal choices affect wellness, and how heroes and influential figures shape culture. Through speaking, listening, reading, and writing, students deepen their understanding of the Italian language and culture while making connections to their own lives.

## ITALIAN III HONORS (40310)



*1.0 credit* Grades 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)



*1.0 credit* Grade 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 various time frames.

- 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)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite*    *N/A*

Are you ready to step back in time and explore the language of ancient Rome? You'll embark on a journey through the streets of ancient Rome using the engaging *Suburani* textbook. This course is designed for students just like you who are curious about history, language, and culture. Through stories set in ancient Rome, you'll follow characters as they navigate the challenges of Roman life. You'll learn how to read stories in Latin while discovering how the Romans shaped the world we live in today. Along the way, you'll pick up new vocabulary, practice grammar, and uncover fascinating Roman traditions, from gladiators to emperors. By the end of the year, you'll be able to read simple Latin stories, understand the roots of many English and Romance language words, and get a glimpse of what it would be like to live in one of history's greatest civilizations. So, if you love adventure, language, and history, join us for Latin 1 and unlock the mysteries of the ancient world.

### LATIN II (43200)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite*    *Latin I or teacher recommendation*

If you enjoyed Latin I and are ready for more, Latin II will take your skills to the next level. Using *Suburani* Book 2, you'll continue your journey through the ancient Roman world, following new characters, uncovering historical events, and deepening your understanding of Latin grammar and vocabulary. This course builds on what you've already learned, introducing more complex sentences, verb forms, and cultural themes. You'll explore real stories from the Roman Empire, including tales of gladiators, emperors, and everyday people navigating life in ancient cities. Along the way, you'll sharpen your translation skills, strengthen your grasp of Latin's connections to English, and see how Latin is still very much alive in modern words, science, and literature. By the end of Latin II, you'll be reading longer, more detailed Latin passages with confidence and gaining a richer appreciation for Roman history and mythology. Whether you love history, language, or just want to challenge yourself with something unique, Latin II is the perfect way to keep exploring the ancient world.

### LATIN III HONORS (43310)



*1.0 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 on 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 ECE (43460)

AP LATIN UCONN ECE (43455) – *Warde only*

## LATIN IV HONORS (43410)

1.0 credit Grades 12

Prerequisite Successful completion of level III

*Students in the 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.

*Ludlowe & Warde – The AP Latin ECE course is part of the Sacred Heart University ECE Program. Students can apply for 6 college credits, LT 201: Advanced College Latin I and LT 202: Advanced College Latin II*

*Warde - The AP Latin course is part of the UCONN ECE (Early College Experience) Program. Students may apply for 3 college credits, CAMS 3102, through UCONN.*



## MANDARIN (CHINESE) I (45100)

1.0 credit Grades 9, 10, 11, 12 (The elective GPA weighting scale applies)

Prerequisite N/A

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)

1.0 credit Grades 9, 10, 11, 12 (The elective GPA weighting scale applies)

Prerequisite Mandarin I or teacher recommendation

The Level II learner will:

- handle short social interactions by asking and answering simple questions.
- understand words, phrases, and formulaic language that has been memorized in order to get the 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, short messages and notes producing a series of sentences.



## MANDARIN (CHINESE) III HONORS (45310)



*1.0 credit*      *Grades* 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 on a variety of topics.

## MANDARIN (CHINESE) IV HONORS (45410)



*1.0 credit*      *Grade* 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 time frames.
- 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 organized paragraphs that include nuances of the language and culture.

## SPANISH I (41100)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite*    *N/A*

This course focuses on self-expression and personal connections, guiding students to describe themselves and others while exploring the role of identity in communication. Students will learn to talk about their interests, talents, and daily routines while examining how family, friends, and cultural traditions influence who they are. By studying greetings, farewells, and social customs, they will understand how interactions shape relationships in Spanish-speaking cultures.

## SPANISH II (41200)



*1.0 credit*      *Grades* 9, 10, 11, 12 (The elective GPA weighting scale applies)

*Prerequisite*    *Spanish I or Spanish IB or teacher recommendation*

This course explores the intricate connections between individuals and their communities, emphasizing the importance of social interaction within public spaces. Students will examine how cultural influences shape shopping habits and the role of food in linking us to our heritage and community, fostering a sense of belonging. Additionally, participants will share and reflect on their past travel experiences, highlighting how these journeys inform their understanding of diverse cultures and social dynamics. Through discussions and collaborative activities, learners will gain insights into how our surroundings and shared experiences shape our identities and relationships within society.

## SPANISH III HONORS (41310)



*1.0 credit*      *Grades* 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)



*1.0 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 time frames.
- 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)



*1.0 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 time frames.
- 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 ECE (41710)

AP SPANISH LANGUAGE UCONN ECE (41705) – *Warde only*

## SPANISH VI ECE (41610)

SPANISH VI UCONN ECE (41605) – *Warde only*

1.0 credit Grade 12

Prerequisite Successful completion of level V and/or teacher recommendation

**Students in the 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.

**Ludlowe & Warde – The AP Spanish ECE and French VI ECE courses are part of the Sacred Heart University ECE Program. Students can apply for 6 college credits, SP 201: Advanced Spanish Composition Grammar I and SP 202: Advanced Spanish Composition and Grammar II**

**Warde - The AP Spanish Language and Spanish VI courses are part of the UCONN ECE (Early College Experience) Program (Warde Only). Students may apply for 6 college credits, Span 3178 and Span 3179, through UCONN.**



## Regional Programs

### REGIONAL CENTER FOR THE ARTS (86410)



2.0 credit Grades 9, 10, 11, 12

1.5 elective credits and .5 PE credit per year

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 who enroll in RCA will earn a full year elective credit and PE credit. Students enrolled in RCA are encouraged to work closely with their school counselor to ensure they fulfill all graduation requirements.**

Click [here](https://www.ces.k12.ct.us/rca) or go to <https://www.ces.k12.ct.us/rca> for more information.

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



*3 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 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 enrolled in Aquaculture are provided with transportation to and from the program. Students who enroll in Aqua will take PE and Health as part of Aqua's curriculum. 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/Page/7725> to apply.**

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



*6 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 with transportation to the BACA/Aqua facility. Students must provide their own transportation from BACA to school, if needed. 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 Public Schools.



**Graduation Requirement Primary - Secondary Designation table Class of 2027 and 2028**

		HUMANITIES				STEM				PE & WELLNESS				ART			
		English				Math				HEALTH & SAFETY							
		SS				Science				WORLD LANGUAGE				ELECTIVE			
		SS/Civics				STEM Elective											
		SS/USH															
		Humanities Elective												PERSONAL FINANCE MANAGEMENT			
Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name		
<b>SCIENCE</b>				<b>SOCIAL STUDIES cont.</b>				<b>TECHNOLOGY cont</b>				<b>WORLD LANGUAGE</b>					
		32510	AP Biology			15410	Civics			62100	Graphic Design Technology I			46100	American Sign Language I		
		33510	AP Chemistry			15500	Economics			62200	Graphic Design Technology II			46200	American Sign Language II		
		35515	AP Environmental Science UCONN ECE			10170	Human Rights & The Mod World			62300	Graphic Design Technology III			46300	American Sign Language III		
		34545	AP Physics C Mech& EM UCONN ECE			16400	Humanities: Philosophy & Ethics			62301	Graphic Design Technology III sem 1			46400	American Sign Language IV		
		34520	AP Physics I			10175	Latino/Puerto Rican Studies			62302	Graphic Design Technology III sem 2			42710	AP French ECE		
		34530	AP Physics II			10182	Modern World History			62400	Graphic Design Technology IV			42705	AP French UCONN ECE <b>W</b>		
		30220	Biology			10181	Modern World History Honors			62401	Graphic Design Technology IV sem 1			43460	AP Latin ECE		
		30210	Biology Honors			10171	Native American Studies			62402	Graphic Design Technology IV sem 2			43455	AP Latin UCONN ECE <b>W</b>		
		30320	Chemistry			10220	Regional Studies			62550	Graphic Design Technology V			41710	AP Spanish ECE		
		30310	Chemistry Honors			10210	Regional Studies Studies Honors			62501	Graphic Design Technology V sem 1			41705	AP Spanish UCONN ECE <b>W</b>		
		30902	Chemistry of Medicines			13410	Psychology			62502	Graphic Design Technology V sem 2			42100	French I		
		30182	Earth-The Dangerous Planet			14500	Sociology ECE			63000	Home & Auto			42200	French II		
		30420	Environmental Chemistry			10173	Sports History			63100	Transportation Technology I			42310	French III Honors		
		30410	Environmental Chemistry Honors			13320	US History			63200	Transportation Technology II			42420	French IV		
		35520	Forensics I: Never Gone			13310	US History Honors			63300	Transportation Technology III			42410	French IV Honors		
		36110	Forensics II: Fake the Prints			10172	Women and the World			63311	Transportation Technology III sem 1			42520	French V		
		33350	Human Ant. & Phys Blood Guts							63312	Transportation Technology III sem 2			42510	French V Honors		
		33300	Human Ant. & Phys Brains Bones							65400	Transportation Technology IV			42610	French VI ECE		
		36050	Marine Science of LI Sound			60100	Computer Aided Design I			65411	Transportation Technology IV sem 1			42605	French VI UCONN ECE <b>W</b>		
		30904	Nutritional Chemistry			60200	Computer Aided Design II			65412	Transportation Technology IV sem 2			40100	Italian I		
		31400	Physics			60231	Computer Aided Design II sem 1			65500	Transportation Technology V			40200	Italian II		
		31415	Physics Honors			60232	Computer Aided Design II sem 2			65511	Transportation Technology V sem 1			40310	Italian III Honors		
		31440	Physics of Music ECE*			60300	Computer Aided Design III			65512	Transportation Technology V sem 2			40410	Italian IV Honors		
		35305	Science of the Cosmos ECE			60331	Computer Aided Design III sem 1			64100	Wood Manufacturing I			43100	Latin I		
		36000	The Planet's Oceans			60332	Computer Aided Design III sem 2			64200	Wood Manufacturing II			43200	Latin II		
						60400	Computer Aided Design IV			64300	Wood Manufacturing III			43310	Latin III Honors		
						66000	Computer Engineering I			64311	Wood Manufacturing III sem 1			43410	Latin IV Honors		
		13360	AA/Black & PR/Latino Study ECE*			66100	Computer Engineering II <b>W</b>			64312	Wood Manufacturing III sem 2			45100	Mandarin I		
		10174	African American/Black Studies			66110	Computer Engineering II ECE <b>L</b>			64400	Wood Manufacturing IV			45200	Mandarin II		
		12730	AP Art History			66300	Computer Engineering III			64411	Wood Manufacturing IV sem 1			45310	Mandarin III Honors		
		14600	AP Comparative Government			66311	Computer Engineering III sem 1			64412	Wood Manufacturing IV sem 2			45410	Mandarin IV Honors		
		13500	AP European History ECE			66312	Computer Engineering III sem 2			64500	Wood Manufacturing V			41100	Spanish I		
		13505	AP European History UCONN ECE <b>W</b>			66400	Computer Engineering IV			64511	Wood Manufacturing V sem 1			41200	Spanish II		
		12720	AP Human Geography			66411	Computer Engineering IV sem 1			64512	Wood Manufacturing V sem 2			41310	Spanish III Honors		
		13450	AP Psychology ECE			66412	Computer Engineering IV sem 2							41420	Spanish IV		
		14700	AP US Government & Politics			66450	Computer Engineering V							41410	Spanish IV Honors		
		12710	AP US History			66511	Computer Engineering V sem 1			85150	Acting I			41520	Spanish V		
		12800	AP US History AS			66512	Computer Engineering V sem 2			85200	Acting II			41510	Spanish V Honors		
		12810	AP US History AMST UCONN ECE			65000	Engineering I			85300	Performance Studio III			41600	Spanish VI		
		12700	AP US History UCONN ECE			65050	Engineering II			85400	Performance Studio IV			41610	Spanish VI ECE		
														41605	Spanish VI UCONN ECE <b>W</b>		

**Graduation Requirement Primary - Secondary Designation table Class of 2029 and Beyond**

		HUMANITIES			STEM			PE & WELLNESS			ART				
		English			Math			HEALTH & SAFETY							
		SS			Science						ELECTIVE				
		SS/Civics			STEM Elective			WORLD LANGUAGE							
		SS/USH													
		Humanities Elective									\$ PERSONAL FINANCE MANAGEMENT				
Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name
			<b>ART</b>				<b>BUSINESS cont.</b>				<b>FAMILY &amp; CONSUMER SCIENCE cont.</b>				<b>MEDIA PRODUCTION</b>
		76955	Advanced Digital Design			50700	Robotic Programming			68200	Food Services I			85750	Advanced Broadcast Journalism
		72400	Advanced Drawing&Painting			50510	The Business of Travel & Tourism			68250	Food Services II			85705	Broadcast Journalism ECE
		76200	Advanced Photography ECE			50300	Web Design			68270	Food Services III ECE*			85800	Documentary Production <b>W</b>
		72510	Advanced Pottery				<b>ENGLISH</b>			68165	Global Foods			85805	Documentary Production ECE <b>L</b>
		72240	Advanced Sculpture			00535	Advanced Journalism			69000	Individual & Family Dev UCONN ECE*			85720	Movie Production <b>W</b>
		76300	AP 2-D Art & Design			00350	AP Language & Composition			67600	Interior Design			85725	Movie Production ECE <b>L</b>
		76305	AP 3-D Art & Design			00300	AP Language & Composition AS			68100	Intro to Culinary Arts			85710	Video Production <b>W</b>
		76320	AP Drawing			00455	AP Literature & Comp			68167	Regional American Foods			85715	Video Production ECE <b>L</b>
		72050	Art 2D: Media and Design			00450	AP Literature & Comp UCONN ECE								
		72075	Art 3D: Media and Design			00500	Call of the Wild				<b>HEALTH &amp; SAFETY</b>				<b>MUSIC</b>
		76950	Intermediate Digital Design			00700	Contemporary Global			81380	Health 1			71500	Bel Canto
		72300	Intermediate Drawing&Painting			00510	Creative Writing Workshop			81390	Health 2			71400	Chamber Choir
		76100	Intermediate Photography			00570	Dark Chronicles:Lit of True Crime							71100	Chamber Orchestra
		76000	Intro to Darkroom Photography			00220	English 10				<b>MATH</b>			70100	Concert Band
		76900	Intro to Digital Design			00210	English 10 Honors			25550	Advanced Math Decision Making			70400	Concert Choir
		75000	Intro to Digital Photography			00320	English 11			20120	Algebra I			71000	Concert Orchestra
		72100	Intro to Drawing & Painting			00310	English 11 Honors			20010	Algebra I Honors			71650	Guitar Studio
		72450	Intro to Pottery			00420	English 12			23320	Algebra II			70000	Jazz Ensemble
		72200	Intro to Sculpture			00410	English 12 Honors			23310	Algebra II Honors			71800	Music Technology I
			<b>BUSINESS</b>			00120	English 9			24510	AP Calculus AB			71900	Music Technology II
		51300	Accounting I			00110	English 9 Honors			25510	AP Calculus BC <b>L</b>			70700	Music Theory I
		51350	Accounting II			00620	Film Analysis & Criticism ECE			25515	AP Calculus BC UCONN ECE <b>W</b>			70800	Music Theory II
		53600	Advertising			00530	Introduction to Journalism			26510	AP Statistics			71710	Musical Theater Explorations
		51000	AP Computer Science A <b>W</b>			00590	Know Thyself: Lit of the Well Being			24500	Calculus Honors			70900	Philharmonic Orchestra
		51100	AP Computer Science A ECE <b>L</b>			00550	Poetry Workshop			24450	Financial Algebra A			71600	Piano Studio
		50801	AP Computer Science Principles			00560	Satire			24460	Financial Algebra B			70200	Symphonic Band
		\$ 51600	AP Macroeconomics			00600	Supernatural in Literature			20000	Foundations of Algebra			71300	Treble Choir
		51500	AP Macroeconomics			00580	The Evolution of Gender Perspectives			22220	Geometry			71200	Vocal Studio
		52820	Bus Fraud Prop & Employ Law			00545	The Wide World of Sports Lit ECE			22210	Geometry Honors			70050	Wind Ensemble
		50500	Bus. Sports/Entertainment				<b>FAMILY &amp; CONSUMER SCIENCE</b>			25568	Modern Mathematics A ECE <b>W</b>				
		50100	Business Comm & Tech			68155	Baking & Pastry			25569	Modern Mathematics B ECE <b>W</b>				<b>PHYSICAL EDUCATION</b>
		53310	Business Management ECE			68300	Child Development I			25558	Modern Mathematics A UCONN ECE <b>L</b>			91380	Physical Education 1
		50410	Comp. Games Prog./Design			68400	Child Development II: Early			25559	Modern Mathematics B UCONN ECE <b>L</b>			91390	Physical Education 2
		50600	Entrepreneurship			67450	Digital Design for Apparel			26620	Multivariable Calculus ECE*				
		\$ 53400	Financial Literacy			67100	Fashion & Design I			24400	Pre Calculus				<b>REGIONAL PROGRAMS</b>
		52800	Foundations in Business Law			67200	Fashion & Design II			24410	Pre Calculus Honors			35910	Aquaculture Semester 1
		51700	International Business			67300	Fashion & Design III			25410	Probability & Statistics ECE			35920	Aquaculture Semester 2
		\$ 50000	Intro To Business			67400	Fashion & Design IV			25561	Transition to College Math A			35930	BACA Semester 1
		53700	Introduction to Investing			67500	Fashion Industry Strategies I			25562	Transition to College Math B			35940	BACA Semester 2
		53500	Marketing			67520	Fashion Industry Strategies II							86410	Regional Center for the Arts

**Graduation Requirement Primary - Secondary Designation table Class of 2029 and Beyond**

		HUMANITIES				STEM				PE & WELLNESS				ART			
		English				Math				HEALTH & SAFETY							
		SS				Science											
		SS/Civics				STEM Elective								ELECTIVE			
		SS/USH								WORLD LANGUAGE							
		Humanities Elective												\$ PERSONAL FINANCE MANAGEMENT			
Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name	Prim	Sec	CRS #	Course Name		
<b>SCIENCE</b>				<b>SOCIAL STUDIES cont.</b>				<b>TECHNOLOGY cont.</b>				<b>WORLD LANGUAGE</b>					
		32510	AP Biology			15410	Civics			62100	Graphic Design Technology I			46100	American Sign Language I		
		33510	AP Chemistry			15500	Economics			62200	Graphic Design Technology II			46200	American Sign Language II		
		35515	AP Environmental Science UCONN ECE			10170	Human Rights & The Mod World			62300	Graphic Design Technology III			46300	American Sign Language III		
		34545	AP Physics C Mech& EM UCONN ECE			16400	Humanities: Philosophy & Ethics			62301	Graphic Design Technology III sem 1			46400	American Sign Language IV		
		34520	AP Physics I			10175	Latino/Puerto Rican Studies			62302	Graphic Design Technology III sem 2			42710	AP French ECE		
		34530	AP Physics II			10182	Modern World History			62400	Graphic Design Technology IV			42705	AP French UCONN ECE W		
		30220	Biology			10181	Modern World History Honors			62401	Graphic Design Technology IV sem 1			43460	AP Latin ECE		
		30210	Biology Honors			10171	Native American Studies			62402	Graphic Design Technology IV sem 2			43455	AP Latin UCONN ECE W		
		30320	Chemistry			10220	Regional Studies			62550	Graphic Design Technology V			41710	AP Spanish ECE		
		30310	Chemistry Honors			10210	Regional Studies Studies Honors			62501	Graphic Design Technology V sem 1			41705	AP Spanish UCONN ECE W		
		30902	Chemistry of Medicines			13410	Psychology			62502	Graphic Design Technology V sem 2			42100	French I		
		30182	Earth-The Dangerous Planet			14500	Sociology ECE			63000	Home & Auto			42200	French II		
		30420	Environmental Chemistry			10173	Sports History			63100	Transportation Technology I			42310	French III Honors		
		30410	Environmental Chemistry Honors			13320	US History			63200	Transportation Technology II			42420	French IV		
		35520	Forensics I: Never Gone			13310	US History Honors			63300	Transportation Technology III			42410	French IV Honors		
		36110	Forensics II: Fake the Prints			10172	Women and the World			63311	Transportation Technology III sem 1			42520	French V		
		33350	Human Ant. & Phys Blood Guts							63312	Transportation Technology III sem 2			42510	French V Honors		
		33300	Human Ant. & Phys Brains Bones							65400	Transportation Technology IV			42610	French VI ECE		
		36050	Marine Science of LI Sound			60100	Computer Aided Design I			65411	Transportation Technology IV sem 1			42605	French VI UCONN ECE W		
		30904	Nutritional Chemistry			60200	Computer Aided Design II			65412	Transportation Technology IV sem 2			40100	Italian I		
		31400	Physics			60231	Computer Aided Design II sem 1			65500	Transportation Technology V			40200	Italian II		
		31415	Physics Honors			60232	Computer Aided Design II sem 2			65511	Transportation Technology V sem 1			40310	Italian III Honors		
		31440	Physics of Music ECE*			60300	Computer Aided Design III			65512	Transportation Technology V sem 2			40410	Italian IV Honors		
		35305	Science of the Cosmos ECE			60331	Computer Aided Design III sem 1			64100	Wood Manufacturing I			43100	Latin I		
		36000	The Planet's Oceans			60332	Computer Aided Design III sem 2			64200	Wood Manufacturing II			43200	Latin II		
						60400	Computer Aided Design IV			64300	Wood Manufacturing III			43310	Latin III Honors		
						66000	Computer Engineering I			64311	Wood Manufacturing III sem 1			43410	Latin IV Honors		
		13360	AA/Black & PR/Latino Study ECE*			66100	Computer Engineering II W			64312	Wood Manufacturing III sem 2			45100	Mandarin I		
		10174	African American/Black Studies			66110	Computer Engineering II ECE L			64400	Wood Manufacturing IV			45200	Mandarin II		
		12730	AP Art History			66300	Computer Engineering III			64411	Wood Manufacturing IV sem 1			45310	Mandarin III Honors		
		14600	AP Comparative Government			66311	Computer Engineering III sem 1			64412	Wood Manufacturing IV sem 2			45410	Mandarin IV Honors		
		13500	AP European History ECE			66312	Computer Engineering III sem 2			64500	Wood Manufacturing V			41100	Spanish I		
		13505	AP European History UCONN ECE W			66400	Computer Engineering IV			64511	Wood Manufacturing V sem 1			41200	Spanish II		
		12720	AP Human Geography			66411	Computer Engineering IV sem 1			64512	Wood Manufacturing V sem 2			41310	Spanish III Honors		
		13450	AP Psychology ECE			66412	Computer Engineering IV sem 2							41420	Spanish IV		
		14700	AP US Government & Politics			66450	Computer Engineering V							41410	Spanish IV Honors		
		12710	AP US History			66511	Computer Engineering V sem 1							41520	Spanish V		
		12800	AP US History AS			66512	Computer Engineering V sem 2			85150	Acting I			41510	Spanish V Honors		
		12810	AP US History AMST UCONN ECE			65000	Engineering I			85300	Performance Studio III			41610	Spanish VI ECE		
		12700	AP US History UCONN ECE			65050	Engineering II			85400	Performance Studio IV			41605	Spanish VI UCONN ECE W		
												<b>THEATER/PRODUCTION</b>					