# Program of Studies

## 2018-2019

**FAIRFIELD LUDLOWE HIGH SCHOOL**

785 Unquowa Road • Fairfield, Connecticut

# FAIRFIELD LUDLOWE HIGH SCHOOL

## CORE VALUES

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

Our environment fosters:

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

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

We are passionate about:

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

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

Our learning experiences generate:

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

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

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

# FAIRFIELD LUDLOWE HIGH SCHOOL

785 Unquowa Road
Fairfield, CT 06824-5064
Phone: 203-255-7201 Fax: 203-255-7213

Mr. Greg C. Hatzis, Headmaster


*Dear Students and Parents,*

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

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

*Thank you,*

*Greg C. Hatzis*
*Headmaster*

**F**ellowship • **A**cceptance • **L**earning • **C**ommitment • **O**pportunity • **N**iche • **S**uccess

# TABLE OF CONTENTS



# COURSE DESCRIPTIONS

# Fairfield Public Schools
# High School Academic Expectations

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

## GENERAL INFORMATION

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

## POLICIES AND PROCEDURES

**INSTRUCTIONAL GROUPING** *Board of Education Policy* **#6152**

Within the school setting, some differentiation of the curriculum shall occur for efficient and effective instruction. As a result, students may choose or be assigned to instructional groups that emphasize challenging learning activities appropriate to the current instructional levels of the students within the group. The differentiation in learning objectives for these instructional groups shall be made available upon request. The goal of these practices is to promote a developmental approach to skill improvement. Therefore, the staff shall regularly reassess the appropriateness of the instructional groups. The appropriate administrative staff in consultation with the parent or guardian and student involved shall review questions relative to placement.

**IMPLEMENTATION OF INSTRUCTIONAL GROUPING**

Specific course objectives are written for each course that highlight the content and skills that will be a part of the learning experience. Course handouts are available on the district website in which the objectives are listed. Our three main levels of instructional grouping are called College Preparatory (level 2), Honors (Level 1) and Advanced Placement. There are also a number of courses where students are grouped heterogeneously, which we refer to as "unleveled" (Level 0). For subjects that offer different levels of instructional grouping, the level of the course is indicated in the name of the course. For example, in the course name "English 32", the first digit, ("3,") means that it is a junior level (3rd year) course, and the second digit, ("2") means that it is a College Preparatory course. In the course English 11, the first digit ("1") indicates it is a freshmen level course, while the second digit ("1") indicates that the course is an Honors course, and all students taking that course are working toward the same instructional objectives.

**SPECIAL EDUCATION** *Board of Education Policy* **#6159**
Provisions in the instructional program shall be made for those students whose intellectual, social, physical, or emotional development needs are not being met in the regular program.

**DISSECTION** *Board of Education Policy* **#6163.31**
Dissection of animals is one of many valid instructional methods used to enable students to achieve specific learning outcomes in life science courses at the high school level. Laboratory and dissection activities will be conducted with sensitivity and appreciation for the organisms and the students.
A student may choose teacher-determined alternatives to dissection which enable the student to achieve the specific learning outcomes of the course. If a student chooses the teacher-determined alternative to dissection, teacher guidance and assistance will be available. The selection of an alternative will not in and of itself affect the student's grade.

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

| | | |
|---|---|---|
| Ms. Vanessa Montorsi | | Mrs. Jodi Kostbar |
| Director of Pupil Services and Counseling | | Housemaster – Webster House |
| Fairfield Ludlowe High School | | Fairfield Ludlowe High School |
| 785 Unquowa Road | or | 785 Unquowa Road |
| Fairfield, CT 06824 | | Fairfield, CT 06824 |
| Telephone: 203-255-7232 | | Telephone 203-255-7236 |
| FAX: 203-255-7244 | | FAX 203-255-7213 |
| Email: vmontorsi@fairfieldschools.org | | Email: jkostbar@fairfieldschools.org |

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

**RIGHT TO ACCESS AND PRIVACY OF RECORDS**
Please see the following for information: http://fairfieldschools.org/district-information/student-records/

**REPORTING STUDENT PROGRESS** *Board of Education Policy* **#5124**
The Fairfield Public Schools support a grading and reporting philosophy which stresses the importance of providing clear, concise, and fair information regarding each student's school performance to students, parents, and institutions outside the Fairfield Public Schools. This information should include, in addition to an evaluation of the extent to which the instructional objectives have been achieved by the student, an appraisal of the student's achievement in relation to peers locally and nationally. An appraisal of the student's personal attributes, including effort and attitudes, should also be provided to help support and guide the student toward individual responsibility and maturity.

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

**SAMPLE HIGH SCHOOL SCHEDULE**

**Sample Freshman Schedule (14.75 credits)**

<table>
<tr><th colspan="3"></th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th></tr>
<tr><td colspan="3">7:30-8:55<br>A:7:30-8:11<br>Period 1</td><td rowspan="2">English 12</td><td>Physical Education</td><td rowspan="2">English 12</td><td>Study Hall</td></tr>
<tr><td colspan="3">B:8:14-8:55<br>Period 1</td><td>Health Grade 9</td><td>Health Grade 9</td></tr>
<tr><td colspan="3">9:00-10:25<br>A:9:00-9:41</td><td rowspan="2">Biology 22</td><td rowspan="2">Concert Choir</td><td rowspan="2">Biology 22</td><td rowspan="2">Concert Choir</td></tr>
<tr><td colspan="3">B:9:44-10:25</td></tr>
<tr><td colspan="3">10:30 - 10:37</td><td>Homeroom</td><td>Homeroom</td><td>Homeroom</td><td>Homeroom</td></tr>
<tr><td>Lunch<br>10:42<br>11:12</td><td>Class<br>10:42<br>11:25</td><td rowspan="3">Class<br>10:42<br>12:08</td><td>Lunch</td><td rowspan="2">Foundations in Art 2D</td><td>Lunch</td><td rowspan="2">Foundations in Art 2D</td></tr>
<tr><td rowspan="2">Class<br>11:14<br>12:40</td><td>Lunch<br>11:27<br>11:57</td><td rowspan="2">Spanish 31</td><td rowspan="2">Spanish 31</td></tr>
<tr><td>Class<br>11:58<br>12:40</td><td>Lunch<br>12:10<br>12:40</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td colspan="3">12:45-2:10<br>A:12:45-1:26</td><td rowspan="2">Global Studies 11</td><td rowspan="2">Algebra 12</td><td rowspan="2">Global Studies 11</td><td rowspan="2">Algebra 12</td></tr>
<tr><td colspan="3">B:1:29-2:10</td></tr>
</table>

We utilize an alternating block schedule where students will have 4 periods meeting on each day for a total of 8 possible academic periods. Lunch is embedded as part of the schedule allowing all students access to a lunch period. Most classes will be 85 minutes long meeting every other day. Exceptions may include classes that will meet for 41 minutes, including PE, Health, and some support classes.

**COURSE SELECTION**

Choice of subjects is one of the most important decisions a student makes in high school. The elective subjects especially should 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 program with parents, teachers and counselors. The course selection worksheet must be reviewed by the school counselor. Students enter final selections into the online Infinite Campus system.

**POLICY ON CHANGE OF PROGRAM**

A great deal of time and effort on the part of the staff is devoted to developing an individual program for each student. It is also essential that students and parents put sufficient time and thought into the process of selecting appropriate courses to assure a satisfactory educational program. Attention to course prerequisites and requirements is important. There are few legitimate reasons for making program changes during the school year. As always, students with concerns regarding their academic program should speak to their teacher and school counselor.

*After the first marking period of a course, any **approved** changes will result in a grade of **"W"** (withdrawn) to appear on the student transcript: this includes a change in the level of a course. If the student is failing the course, a grade of "**WF**" will appear on the student transcript; a "**WF**" grade always carries a point value of 0.*

**There will be *no* course changes in the first two weeks of school. 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 the result of courses failed in June.
4. Changes needed as the result of successful completion of summer school.
5. Changes needed to meet a particular college or post-secondary program entry requirement.

**REQUIRED COURSE LOAD**

All students are required to carry a minimum of six (6) full credit subjects, three (3) each day or their equivalent, plus physical education and health. Students must take required courses at Fairfield Ludlowe High School unless they are transferring into Fairfield from another accredited high school program. *Only courses taken at Fairfield Ludlowe High School will be included in a student's official GPA.* Students who fail required courses are allowed to make them up in summer school in accordance with the academic intervention and summer school eligibility policy. Enrichment courses taken at colleges, art museums or leadership seminars may not be transferred for credit.

**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 elect the pass-fail option under the following conditions:

- The pass-fail option is only available to juniors and seniors.
- A student may elect the pass-fail option for only one course per semester.
- Courses elected on a pass-fail basis carry the same graduation credit as they now carry, and are recorded on the permanent record card. Any course so elected would have no effect on the student's grade point average unless the student fails.
- No required course 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.
- Students may opt into the pass-fail basis of marking in the fall until the end of the first marking period, and for second semester courses by the end of the third marking period by completing the Pass-Fail Form available from all school counselors. The form must be completed, signed, and submitted to your counselor by the deadline. Students who elect a subject on pass-fail will be unable to reverse their decision at a later date.
- Students taking a pass-fail course must be carrying the total credit load or periods of subjects required for their grade level. One of these subjects may be a pass-fail course.
- The National Collegiate Athletic Association (NCAA) will accept pass/fail grades if you earn a "P" in any of the core courses required for participation in college level athletics at a Division I or II college or university. When a P is earned, the Eligibility Center will assign the lowest passing grade for the class when calculating GPA eligibility.
  *NOTE: Pass-Fail courses are not applied when computing the Honor Roll unless the student fails*

**MAKING UP FAILURES/LOSS OF CREDIT**

Failed courses may be made up in the following ways:

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

**REQUIREMENTS FOR GRADUATION** *Board of Education Policy* **#6146**
The administration and Board of Education are reviewing this policy after the publication date of the Program of Studies and changes may impact students. Students and families will be updated should graduation requirements change. To graduate from the Fairfield Public Schools a student must (a) earn a minimum of 43 credits and meet the credit distribution requirement, (b) meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines, and science, and (c) demonstrate computer applications proficiency.

**a)** CREDIT REQUIREMENTS
To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

| | |
|---|---|
| English | 8 credits |
| Math | 6 credits |
| Science | 6 credits |
| Social Studies (includes US History and Civics) | 7 credits |
| Physical Education | 2 credits (8 units) |
| Health | 1 credit (4 units) |
| Arts/Vocational | 2 credits |

**b)** DEMONSTRATE ACADEMIC PROFICIENCY
Beginning with the Class of 2016, the State of Connecticut standardized testing program will no longer include CAPT in Reading, Writing or Math. Proficiency in CAPT Science remains a graduation requirement. This will likely cause changes in this aspect of the graduation requirement of the Fairfield Board of Education. Possible changes in the graduation requirements have not been addressed at the time of this publication. For a more detailed description of the CAPT requirements and procedures, please refer to the Policy Handbook of the Fairfield Board of Education. The policy handbook is available in all schools, Superintendent's office and the public libraries.

**c)** DEMONSTRATE COMPUTER APPLICATIONS PROFICIENCY
Students may meet this requirement in ***one*** of four ways:

1) Successful completion of one of the following courses:
   Computer Information Systems; Digital Illustration and Graphic Design; Intro, Intermediate, or Advanced Digital Photography; Web Design; Computer Games Design/Programming; AP Computer Science; Robotic Programming; Computing Science Principles; CAD (all); Computer Technology 30 and 40; Graphic Communications (all); Music Technology I or II.
2) Successful completion of one year of enrollment in the Aquaculture Program
3) Successful completion of Computer Information Systems summer school course (4 weeks)
4) Successful performance on the proficiency exam:
   - Students will have the option of demonstrating proficiency with an average grade of 70% with no grade lower than a 50% in any one area.
   - Students may retake the proficiency test one time before second semester of Grade 12.

**Note: Students currently taking any of the courses listed above are not eligible to take the proficiency exam. Study guides are available for students on the school website and in the Career Center.

**EARLY COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS**
It is possible for students who are willing and able to plan ahead to complete high school in less than 4 years. Those who want to finish in 3-1/2 years must complete their plans by June of their 11th grade year. All plans for early completion of high school must be carefully reviewed to be sure all situations have been thoroughly explored and understood by the student and his/her parents. A student and parent letter indicating the plan must be filed with the Director of Pupil Services and Counseling during the student's junior year. The Headmaster must approve all requests. Students approved for the early completion of high school are expected to complete the program as planned.

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

**CREDIT FOR INDEPENDENT STUDY**

It is possible for students to earn credit for Independent Study. All responsibility for seeking credit in this manner is the students since the granting of credit for activities outside the regular program is not automatic. It should be noted that an Independent Study cannot be substituted for a failed course or a course required for graduation. Further information regarding the Independent Study requirements can be obtained from the student's counselor.

**SCHOLASTIC HONORS**

It is the policy of the Fairfield School System to encourage and recognize students who achieve superior scholastic grades. Two honor lists are compiled for this purpose: **The Headmaster's List** and **The Honor Roll**.
To be included on the **Headmaster's List** or **Honor Roll** a student must meet the following criteria:

- All students must carry ten (10) credits plus physical education and health each year
- For Honor Roll, earn a Term GPA of 3.0 or better average in the included courses
- For Headmaster List, earn a Term GPA of 4.0 or better average in the included courses
- No student may qualify for the Honor Roll with a grade below a "**C**"
- No student may qualify for the Headmaster's List with a grade below a "**B**"
- No failures (F), withdrawals (W), or incompletes (I) allowed
- Grades in Physical Education, Health, Computer Proficiency, and Pass/Fail Courses are not applied to the grade point average for Scholastic Honors
- Term GPA is determined using the weighting scale found on the next page

**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- | |

**GRADING**

The following is a general description of the types of objectives toward which different levels of courses are geared:

- ADVANCED PLACEMENT: The objectives of these courses are similar to those of college level courses in the same subjects, with comparable expectations for achievement.
- LEVEL 1: 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.
- LEVEL 2: Courses at this level provide students with the opportunity for a degree of analysis, reading, discussion, critical thinking and independent study.
- LEVEL 0**:** *(Ungrouped)*: Courses at this level provide learning activities for the widest range of student achievement within a classroom setting. Courses focus on conceptual and experiential activities, independent study and readings.

As stated in the policy, the purpose of issuing grades is to communicate to students, parents, colleges and other institutions of higher learning, prospective employers, scholarship committees, etc., the achievement level of the student. The grades used at the high school level in Fairfield include:

| | |
|---|---|
| **A+** | **Consistently outstanding achievement of course objectives** |
| **A** | **Excellent achievement of course objectives** |
| **B** | **Good achievement of course objectives** |
| **C** | **Acceptable achievement of course objectives** |
| **D** | **Minimal achievement of course objectives** |
| **F** | **Failure to achieve minimal course objectives** |

**TRANSFER STUDENTS**

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

**CLASS STANDING**

Each final letter grade in full credit subjects is given a numerical value from which the official GPA is calculated. The numerical value assigned to grades based on course level is found below. Fairfield High Schools do not report class rank.

**WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA**

| GRADE | AP | LEVEL 1 | LEVEL 0 | LEVEL 2 |
|---|---|---|---|---|
| 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 |

**COLLEGE AND CAREER CENTER**

The College & Career Center is designed to assist students and parents in their work with their school counselors in post high school planning. The College and Career Center is located in Room 360. The center is open to all students during the school day. Computers are available every period and staff to help students research their post high school options. To inquire about the College & Career Resource Center services, students can stop by any period and parents can call 203-255-7230.

**College & Career Center Programs and Resources:**

- Alumni /College Panel
- College Guidebooks
- Common Application Workshop
- GAP Year Information
- Interview Workshop
- Military Information
- Norwalk Community College: NCC Live! Program,
- Standardized Test Information
- Scholarships & Grants Workshop
- Technical Schools & Career Training Information
- Career Exploration & Research
- College Representative Visits
- Community College Fair
- Financial Aid Information
- Housatonic Community College: Bridges Program
- Job Shadowing Program
- Naviance – College Search for Students
- Resume Workshop
- Student Job Postings
- Summer Programs Information

**STUDENT ACTIVITIES PROGRAM**

Experiences in the student activities program are designed to help meet the leisure, recreational, social and emotional interests and needs of all students. At Fairfield Ludlowe, leisure and recreational interests are met through a variety of offerings such as the Art Club and the Yoga Club. Social and community service interests and needs are met by groups including the American Field Service and the Key Club. Additionally, students who wish to follow up on interests which grow as a result of classroom experiences are able to join one of several co-curricular clubs. Experiences in those student activities provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual students.

The student activities program is planned to develop desirable social attitudes in situations providing opportunity for individual, small group and entire school participation. At Fairfield Ludlowe High School, our student government organizations meet this need. The House Councils provide opportunities for students on the House level, while the

Student Forum serves as the student representative body for the whole school. This area of our program provides ample social groups within the student body. These activities are conducted under conditions that increase the likelihood of carry over to out-of-school life.

Each September, homeroom teachers receive a proposed list of activities complete with times and places for interested students to sign up. Students are also encouraged to form new clubs and organizations, which can be included in the schedule. A special time period has been set aside during the regular school schedule so that students can meet and still use the transportation provided at the close of the regular student day.
At Fairfield Ludlowe High School, students share responsibility for selecting, organizing, and evaluating the activities and outcomes. In all activities, the development of democratic leadership and cooperative attitudes is a major goal. The Administration and staff are working with students to find new opportunities to meet these goals.

**STUDENT ADVISORY PROGRAM**
All students at Fairfield Ludlowe participate in a monthly activity in their homerooms, known as Advisory Period. These thirty-minute sessions are facilitated by the homeroom teacher and another member of the staff and touch upon a number of important topics. Examples of topics include: goal setting, academic planning and course selection; fostering positive connections among students and involvement in school activities; increasing awareness of school resources; time management and study skills; other issues of relevance to our school climate and to student success. The overall goal of this program, an important component of the state-mandated Student Success Plan, is to foster student success and develop a strong sense of belonging and commitment to our core values for each student at Fairfield Ludlowe. Questions about the program may be directed to the student's school counselor or to the Director of Pupil Services and Counseling.

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

Courses are offered at the high schools based on enrollment and the availability of teachers certified by UCONN. The FLHS teachers who apply and are certified by the UCONN faculty as adjunct professors, foster independent learning, creativity and critical thinking - all important for success in college. To support rigorous learning, UCONN academic resources, including library and online classroom access, are available to all UCONN ECE students.

UCONN ECE students must successfully complete the course with a grade of C or above in order to receive UCONN credit. UCONN credits are transferable to many colleges and universities. There is a per credit charge for the UCONN ECE program. For additional program information visit: www.ece.uconn.edu.

Courses offered at Fairfield Ludlowe for UCONN ECE credit are:

Advanced Placement Calculus BC
Advanced Placement Literature and Composition
Advanced Placement Modern European History
Advanced Placement US History
Individual and Family Development

**FAIRFIELD LUDLOWE HIGH SCHOOL CEEB CODE for SAT or ACT Registration is 070187**

# ART

**Inno-vision!** Innovation plus vision are at the core of the Art and Design experience. Our focus in the Art Department is developing the creative and emotional intelligence needed to confront today's global and business challenges. The course sequence is designed to provide students with the opportunities to build a portfolio of individual expression.
*"The Arts bring every subject to life and turn abstractions into concrete reality. Learning through the Arts often results in greater academic achievement and higher test scores." Johns Hopkins University*

**Students, who would like to pursue Art with the idea of possibly creating a portfolio, or obtaining AP credit in their Senior year, must follow the prescribed courses of study as listed below, beginning with *Foundations in Art 2D or 3D* in their freshman year.**

<table>
<tr><td colspan="6">½ Year  Art Course Selections</td></tr>
<tr><td>Foundations in Art 2D</td><td>Drawing & Painting I</td><td>Drawing & Painting II</td><td>Intro to Studio</td><td>*Art Elective of Choice</td><td rowspan="6">1 of the 4 possible tracks for AP Studio Art in: Drawing/ Painting, 2D, or Photography<br><u>Full Year double period</u> All Prerequisites are listed in the individual tracks.<br><br>AP Studio Art 3D Focus<br><u>Full Year double period</u><br>All Prerequisites are listed in the individual tracks.</td></tr>
<tr><td>Foundations in Art 2D</td><td>Digital Photo</td><td>Intermediate Photo</td><td>Advanced Photo</td><td>*Art Elective of Choice</td></tr>
<tr><td>Foundations in Art 2D</td><td>Darkroom Photo</td><td>Intermediate Photo</td><td>Advanced Photo</td><td>*Art Elective of Choice</td></tr>
<tr><td>Foundations in Art 2D</td><td>Digital Illustration and Graphic Design for the Artist I</td><td>Digital Illustration and Graphic Design for the Artist II</td><td>*Art Elective of Choice</td><td>*Art Elective of Choice</td></tr>
<tr><td>Foundations in Art 3D</td><td>Sculpture I</td><td rowspan="2">Sculpture II</td><td rowspan="2">*Art Elective of Choice</td><td rowspan="2">*Art Elective of Choice</td></tr>
<tr><td>Foundations in Art 3D</td><td>Intro to Pottery</td></tr>
<tr><td colspan="6">* Students can Elect to take a Course or two in another Art content such as the Second Semester of Foundations in Art (2D or 3D), Photo, Graphic Design, Into to Pottery or Sculpture I</td></tr>
</table>

**FOUNDATIONS IN 2D ART, MEDIA & DESIGN (72050)**
*1 credit (1 Semester) Grades 9, 10, 11, 12*
*Prerequisite entry level course for all 2D art courses in the curriculum (excluding Photography for seniors)*
Enjoy the opportunity to develop & express your different ideas relating to the understanding of the Elements & Principles of Art. This comprehensive course will strengthen your confidence and creative abilities. It will refine your technical skills in the use of fine art media and introduce the integration of applicable Adobe Creative Suite Software programs such as Photoshop, InDesign and Illustrator.

**FOUNDATIONS IN 3D ART, MEDIA & DESIGN (72075)**
*1 credit (1 Semester) Grades 9, 10, 11, 12*
*Prerequisite entry level course for all 3D art courses in the curriculum (excluding Photography for seniors)*
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.

**DRAWING & PAINTING I (72100)**
*1 credit Grades 9, 10, 11, 12*
*Prerequisite: Foundations in Art 2D*
Take your art making to the next level! Find your personal expression through the development of your artistic skills and creativity. Learn how to work from observation & plan an effective composition. Explorations include drawing, painting, design, printmaking and the use of applicable Adobe Creative Suite Software programs. TOP

**DRAWING & PAINTING II (72300)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Foundations in Art 2D, Drawing and Painting I*
Challenge yourself by bringing your skills to a higher level of sophistication. An emphasis in a variety of wet and dry materials will be utilized with drawing, painting, printmaking, mixed media and the use of the Adobe Creative Suite Software programs. Students will begin to build a portfolio for college applications and, if they choose, for the AP Drawing and 2-Dimensional Design Portfolios.

**INTRODUCTION TO STUDIO ART (72400)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Foundations in Art 2D, Drawing and Painting I & Drawing and Painting II*
Students will continue to develop their portfolio and cultivate their individual style and abilities as they investigate traditional and contemporary approaches to art making. The emphasis will be on creative expression of personal ideas using a variety of art media including the use of the Adobe Creative Suite Software programs.

**INTRODUCTION TO POTTERY (72450)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Foundations in Art 3D*
This course offers the opportunity of working exclusively in clay. Emphasis will be on mastering the skills needed to effectively work in clay. Wheel-throwing and hand building will be explored. Creative glazing, surface texturing, cultural and historical perspectives will be explored.

**SCULPTURE I (72200)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Foundations in Art 3D*
Sculpture, mixed media and ceramics are included in a class that deals specifically with the issues of form, volume and space in 3-Dimensional design. Students will interpret and express ideas and emotions through the 3-Dimentional art form and apply an understanding of form in space

**SCULPTURE II (72250)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Foundations in Art 3D & Sculpture I or Intro to Pottery*
Students will work with advanced 3-Dimensional design concepts and processes. Students may apply for the AP 3-Dimensional Design Portfolio.

**DIGITAL ILLUSTRATION AND GRAPHIC DESIGN FOR THE ARTIST I (76900)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Foundations in Art 2D*
Graphic Designers and Illustrators are creative problem solvers who plan a design which communicates a message. These practical assignments engage students in creating their own personal imagery. Introduction to professional software includes Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a $30.00 Lab fee.*** **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**DIGITAL ILLUSTRATION AND GRAPHIC DESIGN FOR THE ARTIST II (76950)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Foundations in Art 2D & Digital Illustration and Graphic Design for the Artist I*
This course enables students to use computer-aided design and work flow as they create and combine images, text and information. Quality workmanship will be emphasized while students learn advanced software techniques, integrating digital and scanned imagery. The digital portfolio from this course can be applied to the AP 2D Design Portfolio. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a $30.00 Lab fee.*** **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**INTRODUCTION TO DIGITAL PHOTOGRAPHY (75000)**

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

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

Digital photography will explore electronic imaging through the use of digital cameras, scanners and printers. The course will cover basic technical information relating to the appropriate hardware and software used in electronic imaging and understanding basic digital photography as an art form. Students will incorporate the elements of art and principles of design as they experienced in Foundations in Art (Art I). Introduction to professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. A digital camera and an appropriate media card are required. Limited school cameras are available for loan for this course. ***This course requires a $30.00 Lab fee.*** **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**INTRODUCTION TO DARKROOM PHOTOGRAPHY (76000)**

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

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

This course in black and white photography is designed for beginning photographers who want to learn how to use a 35mm manual film camera, develop film, and print pictures in the darkroom. This course includes light control, depth of field, action, and composition. Instamatics, automatic cameras and digital cameras are not acceptable. Limited school cameras are available for loan for this course. ***This course requires a $30.00 Lab fee.***

**INTERMEDIATE PHOTOGRAPHY (76100)**

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

*Prerequisite:* *Foundations in Art 2D, & 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 course is an advanced course that merges darkroom and digital processes, offering a greater range of imagery, allowing a student's personal expression and aesthetics to shine through. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. ***This course requires a $30.00 Lab fee.*** **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**ADVANCED PHOTOGRAPHY (76200)**

*1 credit* *Grades 11, 12*

*Prerequisite:* *Foundations in Art 2D, Introduction to Darkroom Photography or Introduction to Digital Photography, and Intermediate Photography*

In Advanced Photography, students will make use of the skills learned in previous photography courses and combine them wider range of technological and digital choices. The serious photography student will explore advanced darkroom and digital imaging techniques to develop his or her own style. Advanced exposure and use of Professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. It is encouraged that all advanced level photography students take the AP College Board 2D Design exam. ***This course requires a $30.00 Lab fee.*** **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**AP STUDIO ART (76600, 2 periods)**

*4 credits* *Grade 12*

*Prerequisite:* *Foundations in Art 2D, Drawing and Painting I, Drawing and Painting II, Intro to Studio, and a portfolio for review by an instructor.* ***Students are expected to complete the portfolio for the AP College Board Exam.***

This is ***an extensive two period full year course*** designed to provide the student with the needed time and resources to create more advanced level work following the syllabus for the AP College Board Studio Art Exam. All students will work with a variety of media including applicable Adobe Creative Suite Software programs to develop more advanced concepts and processes. All students will submit a completed 2-D Design, Drawing or 3-D Design portfolio at the end of this course. Students will receive guidance in the preparation of a digital portfolio, which may be used for College Applications and/or the AP exam. The AP Portfolio components represent the equivalent of a college introductory 2-Dimensional Design course, introductory Drawing course or an introductory Form & Space course.

# BUSINESS EDUCATION

**Business Course Offerings by Grade**

| Students in grades **9, 10** can take the courses below | Students in grades **9, 10, 11, 12** can take the courses below | Students in grades **10, 11, 12** can take the courses below | Students in grades **11, 12** can take the courses below |
|---|---|---|---|
| Intro to Business<br><br>***** Prerequisite required | Computer Info Systems<br>Web Design<br>*****Robotic Programming<br>*****Computer Games Design/ Programming<br>Computer Science Principles | Business Law<br>Business Management<br>Marketing<br>Business of Sports & Entertainment<br>Accounting<br>Financial Literacy<br>AP Macroeconomics<br>AP Microeconomics<br>*****AP Computer Science | *****Accounting II<br>*****Intro to Investing<br>*****Entrepreneurship<br>*Advanced Advertising |

Business Education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. These courses are designed and sequenced to provide students, who desire advanced study at the college or university level, with the business skills essential for successful performance in their chosen area of study, as well as in their future careers. These courses are also designed to enable students to manage their own personal business matters as well as prepare students for successful entry into the business world.

**INTRODUCTION TO BUSINESS (50000)**
*2 credits* *Grades 9, 10*
*Prerequisite:* *None*
Introduction to Business is a broad-based introductory course designed to give the student exploratory experiences as they relate to the world of business. Students will explore all aspects of business through problem solving, role-playing, critical thinking, and the development of projects and activities. This course will provide students the opportunity to make intelligent career decisions. Students will learn strategies that will assist them as they develop into responsible citizens, wage earners and consumers.

**COMPUTER GAMES DESIGN/PROGRAMMING (50410)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *Algebra 12 (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 with designing 2D games, then develop complex algorithms using Visual Basic. Students analyze, design, develop, and implement 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.), database management; 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. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**COMPUTER INFORMATION SYSTEMS 10 (50100)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
This course provides students with valuable software skills that are necessary to build a strong foundation of technological knowledge. The computer skills acquired in this course can be applied to student's daily activities, post-secondary studies as well as entry level employment. This course is project-oriented and includes instruction in Advanced Word Processing, Spreadsheets, Databases and Presentation programs. Students will learn these software skills and then apply them as they complete a portfolio based research project that culminates in a final presentation. The self-paced nature of this course allows the student to work independently at various levels of proficiency. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**WEB DESIGN (50300)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
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. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**ROBOTIC PROGRAMMING (50700)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Algebra 12 (C or better)*
The purpose of this business course is to educate students in the Computer Science/Programming aspects of robotics. Computer Science plays an important role in robotics by producing algorithms for both simple and complex problems. By learning the basics of artificial intelligence and robotics, students will be equipped to programming functional robots to perform many tasks. Students taking this course will be learning Robotic C (C/C++) software to control a LEGO Mindstorm NXT Robotics Kit. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**ACCOUNTING (51300)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *None*
Knowledge of accounting is beneficial to all students because it is the language of business and provides all students with the skills necessary to successfully manage their own personal finances. This course presents basic accounting principles that can be applied to both business and non-business applications. It provides a strong foundation for post-secondary study in accounting or other business areas, as well as the skills needed for entry level employment. It is extremely beneficial to all students who plan on pursuing a degree or employment in any field of business. It is also a wonderful opportunity for all students who would like to learn more about maintaining their personal business records and becoming a financially savvy citizen.

**ACCOUNTING II (51350)**
*2 credits* *Grades 11 and 12*
*Prerequisite:* *Accounting with passing grade*
This course is a continuation of Accounting I. It provides students the opportunity for in-depth study of accounting procedures. A practice module is completed in this course, which allows students to work through an entire accounting cycle. Software may be used to prepare various working papers including financial statements.

**MARKETING (53500)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *None*
To succeed as a business professional, students need a range of specific skills and training. This course covers the latest marketing trends and ethical practices. Students will take part in multiple hands-on projects with a focus on innovative thinking, adaptability and a clear articulation of their ideas. The importance of public relations, branding, the psychology of consumer behavior, advertising, and retail merchandising are covered. This course is beneficial if students are planning to pursue a career in business.

**BUSINESS LAW (52800)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *None*
Business and Personal law is the study of civil and criminal law as it relates to business. Emphasis is not only placed upon principles and rules but also upon the purpose and logic of the law. Business and Personal law students are introduced to the study of the American legal system, as it relates to business and their personal rights and responsibilities.

**BUSINESS MANAGEMENT (53300)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *None*
This course is intended to serve all students and should be of particular interest to the college-bound student who plans on majoring in Business. Students will receive an introduction to management concepts, theory and practice. This course will be a leadership development course intended to bring an awareness of the necessary skills in order to become a successful worker and/or manager of people. The fundamentals of international business, management styles, problem solving and getting along with others will be emphasized through case studies, role-playing, critical thinking, persuasive writing and leadership activities.

**BUSINESS OF SPORTS & ENTERTAINMENT (50500)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *None*
Business of Sports and Entertainment is an exciting course that studies the key functions of business as they are applied to the sports and entertainment industries. This course studies professional sports leagues, Hollywood movie systems, popular athletes and celebrities and examines how these organizations and people make money, gain endorsement deals, face scandals and cope with the pressures of the public eye. This course introduces the student to foundational business concepts including product life cycles, marketing strategies as well as sponsorship and endorsement strategies. In addition, students will explore a wide variety of rewarding careers in these popular fields. Each unit will focus on one specific area such as brand marketing, licensing, sponsorships, promotion, management, sports and entertainment law and advertising.

**FINANCIAL LITERACY (53400)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *None*
Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy. Students will learn about topics such as budgeting, credit cards, interest, taxes and financial aid. This course will provide students with the knowledge and skills to create a strong foundation for their immediate and long-term financial future.

**AP ECONOMICS**
**AP MICROECONOMICS (51500)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Teacher recommendation advised*
**AP MACROECONOMICS (51600)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Teacher recommendation advised*
***Students in these courses are expected to take the Advanced Placement exam in May.***
Economics is a structured and disciplined approach to looking at how society allocates scarce resources with unlimited wants. The AP economics sequence is comprised of two semester-based courses in microeconomics and macroeconomics. By taking both courses, students will gain a basic level of sophistication in economic matters similar in scope to the experience a college student would receive in survey courses. Students should expect increased demands in reading, writing, and analytical thinking. These courses are recommended for the college-bound student that would like to gain a solid foundation of business practices or if they would like to study business in college.
**Microeconomics** focuses on a circular model revolving around the firm and the household and how goods, market and capital are allocated. Additional topics covered include the models of supply and demand, market failure and the role of government.
**Macroeconomics** focuses on the economic system as a whole. We will look at major economic indicators such as gross domestic product, inflation and unemployment as well as other forces that affect the entire economy. Other topics covered include inflation, unemployment and international policy.

**ADVANCED ADVERTISING & DESIGN (53600)**
*1 credit* *Grades 11, 12*

*Prerequisite:* *Must have taken and passed at least one of the following courses: Marketing, The Business of Sports and Entertainment, and/or Entrepreneurship.*

Advanced Advertising & Design will teach students how to take an innovative approach to advertising creativity. The course will cover the entire conceptual process, from developing smart strategy to executing it with strong ads. The course will cover creative, literary, and graphic design strategies that combine to make effective ads. Students will explore how their ideas can be applied to modern-day technology, social media and mobile platforms to create an integrated campaign that surrounds the consumer. Ultimately, the course will show students how to find strong selling ideas, and then express them in fresh, memorable ways through a variety of media. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client.

**INTRODUCTION TO INVESTING AND FINANCE (53700)**

*1 credit* *Grades 11, 12*

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

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

**ENTREPRENEURSHIP (50600)**

*1 credit* *Grades 11, 12*

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

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

**COMPUTER SCIENCE PRINCIPLES (50800)**

*2 credits* *Grades 9, 10, 11, 12*

*Prerequisite:* *None*

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. Students will have the opportunity to take the AP Computer Science Principles Exam in the Spring, as this course's curriculum aligns with the AP Exam. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**AP COMPUTER SCIENCE (51000)**

*2 credits* *Grade 10, 11, 12*

*Prerequisite:* *Computer Games Design and Programming, application and/or teacher recommendation advised*

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

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

# ENGLISH

| | AP Level | | Level 1 | Level 2 |
|---|---|---|---|---|
| **Grade 9** | | | English 11 | English 12 |
| **Grade 10** | | | English 21 | English 22 |
| **Grade 11** | AP American Studies | AP Language and Composition | English 31 | English 32 |
| **Grade 12** | AP Literature & Composition | | English 41 | English 42 |
| | | | Senior English Elective Semester Courses * | |

*Available to all seniors as the required English courses or in addition to other English courses. All Senior English electives are Level 0. Also available to juniors in addition to their required full-year course.

The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students. To achieve this goal, the English program produces reflective, critical, and creative thinkers through the language experiences of reading, writing, and discussing. Students participate in an interpretive community in the classroom, which engages them as active learners who transform information into knowledge and experience into understanding. Through this active learning, students develop into strong, proficient writers who use writing to both discover what they think and to communicate their thinking to others; and into thoughtful readers of literature who gain insights about the human condition, appreciate the power of language, and apply a broad range of interpretive strategies.

All English courses in Grades 9-12 have the same components:

- Inquiry in which students are encouraged to question and explore the world of ideas
- Collaboration through which students broaden and deepen their individual thinking through dialogue with others
- Interpretation of texts that results from consideration of a broad range of ideas
- Evaluation of ideas that texts offer
- Active engagement with literary texts through an increasing repertoire of reading strategies
- Reading for the purpose of gaining insights into the human experience, appreciating the power of language, and developing as thinkers and learners
- Writing as a means of learning and as a means of discovering and developing thinking
- Writing as a means of expression and communication with others
- Involvement in all parts of the writing process in order to gain an increasing repertoire of writing strategies
- Study of the effective and artful use of the language
- Common midterm and final exams which assess the same kind of thinking and learning for all students in all grades and all levels of English

These components comprise the learning experiences of all students. The components are spiraled through the English program so that students learn reading and writing strategies in a developmental sequence designed to meet their needs as learners.

English courses are ability grouped. Students in all levels will be challenged to think critically, inventively, and reflectively. Students in all levels will explore the world of ideas through common themes. Levels differ with regard to difficulty of literary texts, autonomy expected of students, student proficiency in writing, the kind of classroom structure students need to be successful, and the strategies that students need to be taught in order to develop as readers and writers. Students are assigned to courses according to teacher recommendation.

Since the English program is a developmental program, students are expected to take the courses in chronological order, taking a Grade 9 course as first year students, a Grade 10 course as sophomores, a Grade 11 course as juniors, and a senior course or courses as seniors. Juniors and seniors may also take additional English courses. Students will take at least two credits of English in each of their four years of high school.

## GRADE 9

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's comprehensive 9th grade English curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research. Students enter our high schools

with a solid foundation of close reading; expressive and expository writing; and critical and creative thinking established in our middle schools. The 9th grade English program introduces ninth graders to the analytic reading skills, discussion practices, and writing strategies and processes they will use, and on which they will build, in future English classes. The 9th grade reader closely reads complex texts. Our students are active and imaginative readers, who deepen their knowledge of not only what a text means but also how it produces meaning. The program focuses on: analyzing literary devices such as irony, foreshadowing, symbol, and figurative language; examining text structures, and applying literary lenses. Students read, discuss, and write about poems, short stories, novels, and plays written by classic and contemporary authors. Some authors that 9th graders study include: William Shakespeare, Harper Lee, Homer, Paulo Coelho, Percy Bysshe Shelley, Sophocles, and Jamaica Kincaid. The 9th grade writer develops their competency in many types of writing including: imaginative, informational, and argumentative forms. That said, students write primarily in response to what they read. Students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision. Emphasis is also placed on student participation in class discussions. Our 9th grade students reflect on and refine their individual discussion skills to deepen their comprehension of complex texts and ideas.

**ENGLISH 11 (00110)**

*2 credits*

This course emphasizes the developing of individual interpretations of sophisticated literary texts by deepening thinking through collaboration. Students begin the year by forming their own evaluative questions about the ideas that the literature offers and exploring those questions with others. Since the students are proficient with thesis-based essay writing, the focus on expository writing in the first part of the year is on the exploratory essay, the narrative of thought essay, and their metacognitive analysis of their choices as creative writers. In the second half of the year, students write literary analyses, based on their evaluative and interpretive questions, write a persuasive essay, based on inquiry and research, and write a memoir with a metacognitive analysis about their decisions as writers. Since these students are proficient readers and writers, the course moves at an accelerated pace. The literature selections are both classical and contemporary texts.

**ENGLISH 12 (00120)**

*2 credits*

Attention will be given in this class to developing skills in analysis and collaboration. This course emphasizes responding to literature by moving from comprehension to interpretation, by closely examining the language of the text in order to explore underlying ideas, and by connecting the texts to the students' own lives. Students will write initial responses, collaborate with others in the class, and then write finalized responses that demonstrate individual depth and breadth of thought. Writing instruction will focus on organization and elaboration. Students will continue to develop their skills in thesis-based writing as they become engaged with challenging literary texts and write literary analyses. They also will be introduced to writing an exploratory essay and have opportunities for creative writing. The literature selections are both classical and contemporary texts.

## GRADE 10

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. Building on their development as readers and writers in 9th grade English, this course introduces students to serious academic inquiry and asks students to deepen and broaden their analytical thinking skills in their reading, writing and speaking as they explore major themes in increasingly complex texts.

Our comprehensive 10th grade English curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research. The 10th grade reader closely reads complex texts. Our students are active and imaginative readers, who deepen their knowledge of not only what a text means but also how it produces meaning. The program focuses on: analyzing literary devices such as irony, foreshadowing, symbol, and figurative language; examining text structures, and applying literary lenses. Students read, discuss, and write about poems, short stories, novels, and plays written by classic and contemporary authors. Some authors that 10th graders study include: William Shakespeare, William Golding, Julia Alverez, Tennessee Williams, Aldous Huxley, John Knowles, and Jane Austen. The 10th grade writer deepens their competency in many types of writing including: imaginative, informational, and argumentative forms. That said, students write primarily in response to what they read. Further, students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision. Emphasis is also placed on student participation in class discussions and formal seminars. Our 10th grade students reflect on and refine their individual discussion skills to deepen their comprehension of complex texts and ideas.

**ENGLISH 21 (00210)**

*2 credits*

This course, designed around six thematic units, asks students to move beyond themselves and their own interests as they intellectually engage with large philosophical questions. Students learn that literature responds to the questions which life presents to them as they venture out into the world and serves as an impetus for their own growth. In this course, students develop as readers by focusing on literary craft as they analyze texts and create texts of their own. Students will become knowledgeable about the craft of allegory, fiction, drama, and poetry by writing literary analyses as well as write formal pieces in each of these genres. Both their reading and writing experiences prepare students for taking thoughtful critical stances about literature. Students entering English 21 already demonstrate competence in expository, inventive, and narrative forms of writing as a means of responding to literature and supporting positions. In this course, through a developmental writing program, students will demonstrate an increasing appreciation of the ways in which authors' style inform meaning and express their appreciation in independent, inferential thinking. In addition to frequent informal writing assignments, designed to help students to process and develop their ideas and responses to literature, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

**ENGLISH 22 (00220)**

*2 credits*

The literary selections for this course focus on themes in literature which are important to the students: defining family, reconciling personal desire with responsibilities, acquiring knowledge through the loss of innocence, making decisions and recognizing their consequences, expressing personal beliefs, and celebrating life. Building on the interpretive strategies that they learned in the ninth grade, students will extend their analyses of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their repertoire of knowledge about literature and form their own thoughtful critical stances about literature. They will expand upon their ability to use textual evidence to support their claims and illustrate their points. As writers, students will use their knowledge of craft to improve their own writing, especially as they write memoirs and short stories. With expository writing, students will write exploratory essays, thesis-based essays, and persuasive essays.

## GRADE 11

The purpose of these courses for juniors is to develop students as learners and thinkers through the language acts of reading and writing. The content of the course is American literature. It is vital that Fairfield high school students spend a year in the study of American literature because that literature enables students to explore the American experience, the experience of their own culture. Literature is not created it a vacuum; it is a product of the culture from which it comes. Therefore, a rich experience of American literature requires some understanding of that culture. By extension, recognizing American literature as a body, bound by more than geographic location of its authors, calls for an awareness of America's cultural evolution. Students study American literature in order to frame their understanding of the beliefs, values, fears, and images that shape their culture, which, in turn, shapes them. Students discover how they are the product of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept. Literature not only reflects an "American identity"; its creators also actively shape and construct that identity. In order to see the complexity of their own American Identity, somewhere in the confluence of an "individual" and an "American," students deconstruct this body of work, as well as its role in constructing national and individual identities. By examining literature from various perspectives, students evaluate their own experiences in relation to the experiences of a wider world. Studying American literature provokes questions that bind us all, despite our individual differences. In the search for answers to those questions, students often find a sense of compassion for and responsibility to a larger society than they might otherwise identify.

**ENGLISH 31 (00310)**

*2 credits*

This course focuses on deepening students' responses to texts by adding reading strategies of research about biography, history, and culture to their repertoire. Students will explore the assumptions inherent in the texts they read as well as the assumptions they, as part of the American culture, bring to the reading. Students will read notable works of American literature and analyze those texts in relation to one another. Students will write a broad range of formal writing assessments, which include a personal narrative about culture, a narrative of thought about a pervasive idea in the American experience, an argument or proposal about an issue in contemporary American society, a persuasive speech about that issue, an extended definition essay about a philosophical concept in the American experience, a memoir about

some aspect of the American Dream, a text for a debate about a controversial topic regarding American principles, an exploratory essay about the question of equity in American society, creative writing which includes a creative piece from the perspective of a fictional character, research about a particular period in American literary history, and a literary analysis essay about a text from that time period.

**ENGLISH 32 (00320)**

*2 credits*

In this course, students read notable American literature and consider how both the texts and they, as readers, have been shaped by the American experience. Students explore the American experience as it is represented in major works of literature. They consider literary works that are mainstream and those from diverse cultures within the country. Students will use strategies of inquiry, collaboration, and analysis to interpret texts and evaluate ideas in increasingly sophisticated ways as readers and writers. This course focuses on deepening the students' personal responses to texts by adding reading strategies of considering the perspectives of history and culture to their repertoire as they consider the assumptions within texts and within themselves as readers. Students will write an extended definition essay about an aspect of American culture, a literary analysis, a proposal, an exploratory essay, a personal narrative, an original piece of fiction or poetry, and a speech in which they advocate for a position.

**AP AMERICAN STUDIES (00300 English) (12800 Social Studies)**

*4 credits* *Integration of AP Language and Composition and AP US History*

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

This team-taught, interdisciplinary course offers a rich intellectual discourse. This course uses an integrated approach that examines the development of the American character and culture through the study of history, literature, and varied artistic expressions. Numerous interpretative possibilities are brought forth as students are encouraged to reflect upon the interesting interplay between literature and history. The goal is that this immersion will not only acquaint students with the ideas that formed our country but also encourage students to create their individual positions which will empower them as citizens. This course satisfies the requirements for both U.S. History and American Cultural Studies. Completion of American Studies assigned summer reading and writing is a course requirement.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (00350)**

*2 credits*

***Students are expected to take the AP Language and Composition exam in May***

The course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students will 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 learn to understand and appreciate the diverse ways that American authors make meaning in oral, written, and visual texts. Students also identify elements of literary and rhetorical style and use them in their own writing. Through the process of reading, writing, and discussing texts, students become skilled in composing for different audiences and purposes. The course is designed to enable students to analyze complex American texts and to write highly effective and stylistically sophisticated expository writing. AP Language and Composition emphasizes the teaching of writing strategies and requires student to write essays that proceed through several stages or drafts, with revision aided by teacher and peers Students write in forms such as narrative, exploratory, expository, and argumentative and on a variety of subjects such as personal experiences, public policies, imaginative literature, and pop culture. As the course progresses, students become aware of their own writing process through self-assessment against AP standards for writing, and assessments by their peers and their teacher. Completion of assigned summer reading and writing is a course requirement.

## GRADE 12

***Seniors must take a full-year course or two one-semester elective courses in order to meet their graduation requirement in English.***

The students taking these classes are college bound and every one of them is on the verge of a major life change: graduation. Therefore, the course is intended to accomplish two primary tasks. First, the course is designed to cultivate the critical thinking, reading, writing, and oral skills required to succeed in college. Second, the class challenges students to recognize their power in shaping the course of their own lives. By examining abstract concepts such as art, truth, ethics, and evil through an academic lens, students will develop a heightened awareness of their own ideology regarding these notions. With this heightened awareness, students become more reflective of collaborative and independent study, written

and oral discourse, and the exploration of challenging texts and philosophical ideas. Students then emerge as bold, reflective, passionate academics. Further, students in these courses offered a chance to explore philosophical concepts evident in literature and in the world today. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as they are relevant to the human condition. Students are expected to be self-motivated and to actively participate in and lead seminar discussions. Additionally, the study and application of critical literary theory will expand students' capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry driven by the underlying question of what makes a meaningful life.

## FULL YEAR COURSES

**ENGLISH 41 (00410)**

*2 credits*

Searching for Meaning Through Literature offers students a chance to explore philosophical concepts evident in literature and in the world today. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as they are relevant to the human condition. Students are expected to be self-motivated and to actively participate in and lead seminar discussions. 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 underlying question of what makes a meaningful life. Major assessments include literary analyses that utilize critical lenses from major literary theories, a text for a speech, exploratory essays about the philosophical concepts of the course, reflective essays as well as entries in their portfolios for their independent study projects. In the spring, students will complete a final course project.

**ENGLISH 42 (00420)**

*2 credits*

This course emphasizes interpretation of literature and the development of effective expository writing in both personal and analytical essays. Throughout the course, students will explore the nature and development of philosophical questions regarding truth, existentialism, and the human condition. Increased independence will be fostered as students interact with texts, deepen their inquiry, take positions, and communicate their thinking to others. Academic intellectual pursuit, particularly through classroom collaboration, is an integral part of the course and a dynamic that serves to prepare students for college. Students will read varied and challenging texts that will provide opportunities for them to recognize their insights and develop their ideas. Major assessments include several personal narratives that can be used for a college essay, several creative writing pieces, several analytical essays, and ongoing student-led seminar discussions. Students will complete a final course project.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION (00450)**

*2 credits*

***Students are expected to take the AP Literature and Composition exam in May***

Advanced Placement English Literature is for students who want to be challenged with college-level course work. This course is designed to be a culminating experience for students who have been involved in honors course work and who value the study of literature. Students are expected to be academically mature and focused on enhancing skills in critical thinking.

College-level development of literary analytical/interpretive skills and of writing skills is the focus of this course. While in-depth analysis and interpretation of novels, drama, poetry, and short stories from various countries and periods are included, the major emphasis is on twentieth-century writings and the application of the reading experience to critical writing. Students are introduced to and then apply various forms of literary theory and then apply those theories to their readings of literary texts. Through this study, the students sharpen awareness of language and understanding of writers' craft. They develop critical standards for the independent appreciation of any literary work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written. This course places emphasis on oral discourse, incorporating a seminar model; hence, oral participation is vital to the strength and integrity of the course. Completion of summer reading and writing is a requirement of this course. *Since AP Literature and Composition is, in essence, a college level course, the Connecticut Core Standards are not a primary focus. Students are expected to have mastered the Connecticut Core Standards before starting this course.* **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 4 college credits of English 1011 through the UCONN ECE Program.**

## SEMESTER ENGLISH ELECTIVE COURSES

The Elective Courses have been grouped in two general categories: Literature Courses and Writing Courses.

| Literature | Writing |
|---|---|
| Contemporary Global Literature | Creative Writing Workshop |
| Call of the Wild | Poetry |
| Gender Perspectives in Literature | Satire |
| The Supernatural in Literature | Film Analysis and Criticism |
| Dramatic Literature & Performance | Journalism |

A senior who does not take a full year English course, must take a minimum of **one** course from **each** column. Semester courses are also open to juniors in addition to their full-year junior course.

## LITERATURE ELECTIVES

### CONTEMPORARY GLOBAL LITERATURE (00700)

*1 credit* *Grades 11, 12*

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

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

*1 credit* *Grades 11, 12*

Call of the Wild challenges students to deepen their relationships with and awareness of nature. Major attention will be paid to assessing the role that nature does or should play in modern life. Texts include novels, films, essays, chapters from non-fiction books, stories, poems, and artwork. Students will work to develop their skills as critical readers and thinkers, exploring a wide variety of challenging texts to draw conclusions about the various dynamic relationships between people and their environment. Writing assignments include analytical thesis-driven essays, narrative reflection, and field journaling. All reading and analysis for Call of the Wild require an introspective spirit of philosophical inquiry and the ability to make productive connections and articulate common themes. Students will engage in regular class discussions, problem solve in small groups, and will be required to give a formal presentation. Developing and strengthening independent learning and study skills for successful transition to post-secondary education is also required. *What is a course of history or philosophy, or poetry, no matter how well selected, or the best society or the most admirable routine of life, compared with the discipline of looking always at what is to be seen? Will you be a reader, a student merely, or a seer?* -Henry David Thoreau

In addition to analyzing and responding to literature, students are expected to participate in field experiences, both independently and as a class. Nature writing, by definition, is a field-based activity, rooted in a strong sense of place. It requires the "discipline of looking always at what is to be seen" in the natural world around us. Henry David Thoreau was a great scholar, and his works are filled with allusions to the classical studies he completed at Harvard, but his true genius, the spirit that made his work immortal, came not from his Harvard learning, but from his meticulously developed powers of observation in the field. By studying and documenting the natural world around him, and building a nuanced understanding of its complex interdependencies, he gathered the essential life force within his writing, and launched the modern genre of "nature writing." Without the field experience, there is no nature writing. This is why students are repeatedly afforded the opportunity to step out of a busy routine and closely observe the beauty and significance of their own local landscapes, in the field. First-hand field experiences provide students with an experiential context, which they bring back to the literature, and this empowers more sophisticated understanding of both written texts and their home landscape. A class day-hike in nearby rural Connecticut, and repeated independent visits to student-selected local open spaces deepen the students' sense of place, essential to comprehend nature writing. A challenging wilderness backpacking trip on the Taconic Ridge at the CT/MA/NY border engages students in common problem-solving, stimulates self-awareness, and fosters understanding of the value of wild places. Students document their experiences and

observations in nature in their field notes, and develop these notes into more formal narrative reflections. By directly experiencing wild places, a student may form a deep and lasting personalized impression of the natural landscape, that enhances his/her ability to more richly understand and appreciate the literature of the environment, not, ideally, "as a student merely," but as "a seer."

**GENDER PERSPECTIVES IN LITERATURE (00580)**
*1 credit* *Grades 11, 12*
Gender Perspectives is a semester course, focusing on the analysis of the changing portrayal of gender roles in literature, film, and popular culture. Students will explore cultural assumptions about gender and read literary texts from multiple perspectives as they become familiar with literary theories concerning gender. Critical thinking, class discussions, and independent/field research are integral components of this course. Major assessments will include a memoir that focuses on gender, an exploratory essay, a research paper on a contemporary issue, an analysis of contemporary icons, and a creative project. At the end of the course, students will complete a final course project.

**THE SUPERNATURAL IN LITERATURE (00600)**
*1 credit* *Grades 11, 12*
Supernatural Literature is a semester 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 Dante, Hawthorne, Bradbury, Shelley, and Stokers. Through both written and visual texts, students will explore such concepts as ghosts, vampires, devils, witches, and the afterlife. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. Students will also complete a cumulative project examining how and why humanity's interest in the supernatural is both timeless and universal.

**DRAMATIC LITERATURE & PERFORMANCE: BRINGING LITERATURE TO LIFE (00640)**
*1 credit* *Grades 11, 12*
Students in Dramatic Literature in Performance read and perform dramatic selections by representative playwrights from Shakespeare to Stoppard. Particular emphasis will be given to Shakespeare as a dramatist and to the concepts of comedy and tragedy. Students will explore the significance and impact of drama as a literary genre through reading, discussion, and written analysis. Student performance and active viewing of noteworthy performances on film are essential components of this course. The end goal is that students develop a capacity to see the unspoken moments in a script and to appreciate more fully the process behind a moving theatrical performance.
**Not approved for NCAA core course English requirement*

## WRITING ELECTIVES

**CREATIVE WRITING WORKSHOP (00510)**
*1 credit* *Grades 11, 12*
In this workshop-based course, students study the elements, crafts, and genres of creative writing. In each marking period, students write and revise in one genre choosing from poetry, drama, memoir, short story, creative non-fiction, etc. Hence, they will have two major finished pieces for each marking period. For each project, students learn and practice techniques that they then use in a major piece of writing. The course depends on a workshop format: students work independently and in small groups to explore and improve their own talent. In addition to the writing associated with the above projects, the course requires students to keep a Writer's Journal and to follow a sequence of corollary readings. At the end of the course, students will complete a final portfolio of their work.

**POETRY (00550)**
*1 credit* *Grades 11, 12*
The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) 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 own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also 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.

**SATIRE (00560)**
*1 credit* *Grades 11, 12*
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 the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. 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. Satiric 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 effecting reforms.

**FILM ANALYSIS AND CRITICISM (00610)**
*1 credit* *Grades 11, 12*
This English elective prepares students for a lifetime of viewing films with a critical eye and an intelligent mind. Students will develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to gain this visual literacy, students will learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students will be introduced to elements of film analysis (e.g. cinematography, acting and dialogue, sound), an overview of film history, and the essentials of film theory. Together we will spend the semester constructing responses to the following questions: How is a film put together so that it will manipulate and move its audience? What are the roles of editing, camera movement, soundtrack, and image? What does a film tell us about its culture and our cultures? At the end of the course, students complete a Senior Independent Inquiry Project, whereby students apply the knowledge and skills from the course and design their own, independent inquiry project that focuses on a specific director. Note: the development of analytical writing skills is central to this course.
**Not approved for NCAA core course English requirement*

**JOURNALISM (00530)**
*1 credit* *Grades 11, 12*
*Students will be able to take the course repeatedly for elective credit and seniors who take the course can use it to satisfy their English requirement.*
Journalism is a semester English elective. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students learn how to write a story in the newsroom. They also will "go out" on the beat and develop and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students see how concepts and principles work in real situations and explore the problems, philosophical questions, and issues that journalists face on the job. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists. In class, 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 as well as analyzing and evaluating.

**ELL COURSE IN ENGLISH LANGUAGE ARTS (09950, 09960)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *Recommendation of ELL Teacher*
This full year course, open to 9th, 10th, 11th and 12th grade students, is designed for students with limited English proficiency whose first language is not English. A major goal of this course is to improve the students' communication skills in order to ensure greater success in the regular program. Listening, speaking, and reading comprehension, as well as writing, spelling, vocabulary, and grammar will be the areas of study and activity.
Not only will this course stress the strands of the English curriculum but will also build the self-confidence and self-esteem of the ELL learners, which is so essential for their becoming productive individuals in school and society.
**Not approved for NCAA core course English requirement*

# FAMILY AND CONSUMER SCIENCES

## CULINARY ARTS

The goals within the culinary arena are twofold. Introductory classes will teach students to cook healthy foods enabling them to feed themselves over a lifetime through hands on practical experiences that build and strengthen skills. Those students with a desire to pursue a culinary career path can build on their skills, ending up in a professional kitchen learning the business of food. Students will develop foundational knowledge and skills relating to career pathways in The Hospitality and Foods Industry. All students will begin with Introduction to Culinary Arts level 10. Please note prerequisites for additional courses.

**INTRODUCTION TO CULINARY ARTS 10 (68100)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
Attention food enthusiasts! Sign up for the real thing: an active hands-on culinary experience where you will learn to prepare the foods you love to eat. Your journey will begin with Culinary Arts 10 where you will develop your knife skills; create chicken cutlets, mac and cheese, and apple tarts to name a few all from scratch! Before you know it, you will be at home in the kitchen, impressing your family and friends with your skills!

**REGIONAL AMERICAN FOODS 20 (68167)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Introduction to Culinary Arts 10*
Join us for an exciting culinary road trip across the United States. In Regional American Foods, students will discover how food in America today reflects the country's history and origins by exploring food patterns, customs and preparation techniques of regional foods. Additionally, American food trends, philosophies and technologies are examined and incorporated into the recipes and menus the students will select and prepare.

**UNIFIED CULINARY ARTS 20 (68180)** *Pending BOE approval*
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Introduction to Culinary Arts 10*
Join us on a culinary adventure as you learn to navigate within a kitchen while performing necessary life skills such as cooking, cleaning, organizing, and shopping. Students will develop the academic and practical skills required for successful engagement in a culinary experience. Students will extend their culinary education within a collaborative hands-on environment as they mentor peers promoting social and communication skills in a hands-on environment.

**BAKING & PASTRY 20 (68155)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Induction to Culinary Arts 10*
Join us for an exciting adventure into the art of baking and pastry. You will learn the traditional techniques and skills that are the building blocks for a variety 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.

**FOOD SERVICES 20 (68200)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Introduction to Culinary Arts 10 plus one additional culinary class and teacher recommendation.*
Delve further into your passion. Expand your knowledge and skills in a restaurant atmosphere. Create appetizers, entrées, and desserts, research potential recipes, and demonstrate regional and seasonal food preparation. You will learn restaurant operation first hand, as you plan, prepare, and present your culinary creations in the student run restaurants; Barlow's at FWHS, and the Falcon's Nest at FLHS. Additionally, students cater parties, luncheons, and other events in the school and community. Students will develop foundational knowledge and skills relating to career pathways in The Hospitality and Foods Industry.

**FOOD SERVICES 30 (68250)**
*2 credits* *Grades 11, 12*
*Prerequisite:* *Food Services 20 and teacher recommendation*

This class is a continuation of Food Services 20. 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.

**FOOD SERVICES 40 (68270)**
*2 credits* *Grades 12*
*Prerequisite: Food Services 30 and teacher recommendation*
Students will take their skills to a new level. Self-motivation and personal achievement are recognized as students develop leadership and management techniques, build on food skills, initiate and create menus for various community events. Students have the opportunity to explore areas of interest and to develop a personalized approach to menu development, flavor profiles, presentation, and marketing style.

## FASHION DESIGN, MERCHANDISING & INTERIOR DESIGN

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

**FASHION MERCHANDISING 10 (67500)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite: None*
Welcome to the exciting world of fashion! Fashion Merchandising is a thrilling field that demands both fashion and business sense. For those with the interest and passion for fashion this course will give insight and experience to fashion history, product development, purchasing, distribution, visual merchandising, and brand marketing through hands on activities, field trips and the implementation and operation of a student-run boutique. Delve into the arena that makes Fashion Merchandising a stimulating industry and career path.

**FASHION MERCHANDISING 20 (67520)**
*1 credit* *Grades 11, 12*
*Prerequisite: Fashion Merchandising 10*
Students who have successfully completed Fashion Merchandising 10 will continue their studies in the vast area of the Fashion industry, specifically in visual merchandising. Students will explore the characteristics of global interrelationships in the fashion industry. The course further explores how fiber, textile, apparel producers and retailers merchandise and market their products within the industry and ultimately to the consumer. Components of this class will include the management of the student-run boutique and use of professional software to create their own boutique.

**FASHION & DESIGN 10 (67100)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite: None*
Express your individual style. Fashion Design 10 acquaints the student with the selection and use of sewing equipment, fabric and patterns, use of commercial patterns, minor pattern adjustments, and professional construction techniques. Students learn and implement industry sewing techniques ~~and implement them~~ in the construction of garments throughout the year. Students will participate in the annual fashion show.

**FASHION & DESIGN 20 (67200)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite: Fashion and Design 10*
This course is designed for students who are interested in refining their sewing construction skills. Students are introduced to a variety of advanced clothing construction 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 and will have the opportunity to use technically advanced design and construction equipment. Students will participate in the annual fashion show.

**FASHION & DESIGN 30/40 (67300, 67400)**
*2 credits* *Grades 11, 12*
*Prerequisite:* *Fashion and Design 20 or Teacher recommendation advised*
Fashion designing is the emphasis of this course, providing students with an in-depth background in fashion designing and creating apparel through both the flat-pattern and draping methods of design. Students will create a collection making their fashion visions a reality and will show their collections on the runway in the annual fashion show.

**INTERIOR DESIGN (67600)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *None*
Students transform interior spaces using the elements, principles and goals of interior design into lively, functional environments. Hands-on experiences including the selection of furniture, window treatments, flooring, and accessories within individual student projects develop the student's design and presentation skills. Professional architectural computer programs give students the opportunity to practice creativity and enhance technical proficiencies while designing new floor plans. Students will develop foundational knowledge and skills relating to career pathways in housing and interior design.

## HUMAN DEVELOPMENT AND FAMILY STUDIES

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

**CHILD DEVELOPMENT 30 (68300)**
2 *credits* *Grades 10, 11, 12*
*Prerequisite:* *None*
Child Development is a must-have course for all future moms, dads, and others who want to learn more about children. 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.

**EARLY CHILDHOOD EDUCATION 40 (68400)**
3 *credits* *Grades 11, 12*
*Prerequisite:* *Child Development 30 and teacher recommendation required*
Do you enjoy working with children? Students in Early Childhood Education become the teachers in our student-run preschool planning and operating a preschool program for three- and four-year-old children from the community. During class time students meet to evaluate the individual needs of the children in the program based on developmental milestones, and to plan and create developmentally appropriate lessons. In addition, students will spend time in the preschool lab creating a safe, healthy and stimulating learning environment as they implement the plans they have created.

**INDIVIDUAL AND FAMILY DEVELOPMENT (69000)**
*2 credits* *Grade 12*
*Prerequisite:* *Child Development 30 and Early Childhood 40 and teacher recommendation required*
This course is an introduction to the field of Human Development and Family Studies. Students will gain an understanding of human development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. An internship in the field is required. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits of HDFS1070 Individual & Family Development through UCONN.**

# HEALTH EDUCATION

The emphasis in health education is based on the needs and interests of students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices and skills. By increasing the awareness of the relationship between physical, emotional, mental, social and spiritual health, students can develop opportunities to achieve a high level of wellness. Health 10-40 are required courses that meet 2-3 days/week.

**HEALTH GRADE 9 (81310)**
*0.25 credit Grade 9 required*
The Grade 9 curriculum supports age appropriate topics that include wellness, mental health, social media, CPR, alcohol and drugs, reproductive system and disease prevention. Through discussion, identification and description we recognize the social, emotional and physical development of all students.

**HEALTH GRADE 10 (81320)**
*0.25 credit Grade 10 required*
The Grade 10 curriculum focuses on topics including responsibilities associated with drinking and driving, distracted driving, addiction, drug education and human reproduction. This course offers sophomores an in-depth study of the physiological effects of use/abuse of alcohol and drugs with special emphasis on drinking and driving. Students will also have the opportunity to study current alcohol legislation as they prepare for their driver's license.

**HEALTH GRADE 11 (81330)**
*0.25 credit Grade 11 required*
This course emphasizes attitudes, attributes and skills along with knowledge-based components to assist juniors to minimize health risks and avoid behaviors, which interfere with well-being. Grade 11 focuses on developing the decision-making skills necessary for overall wellness. Topics include stress management and human growth and development.

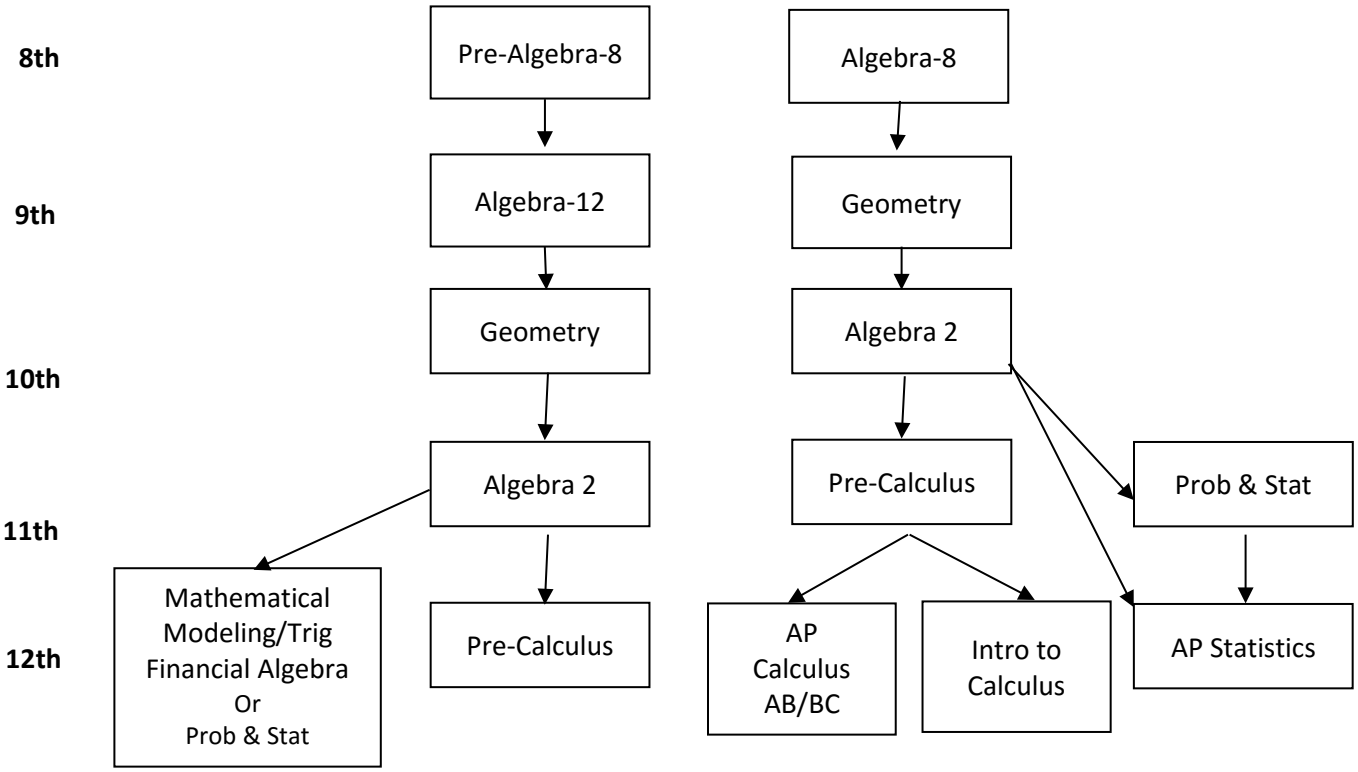
**HEALTH GRADE 12 (81340)**
*0.25 credit Grade 12 required*
This last health course offers seniors the opportunity to develop a set of personal health goals and a process to obtain, interpret and understand basic health information. By updating essential information and clarifying the relationship between the dynamic complexity of lifestyle and quality of life, it assists them in being good health consumers. The 12th grade curriculum offers the students an individual based program called Life after High School. Through research, group interaction and organization the students will organize a life plan to help assist in the transition into adulthood.

# MATHEMATICS

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

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

Since the math program is a developmental program, students are expected to take the courses in chronological order, taking Algebra-8 or Algebra-12 before Geometry, then progress onto Algebra-2. After Algebra-2, students can take an elective course based on their interests beyond high school. Students who are interested in the hard sciences should matriculate to the Pre-Calculus and Calculus courses, while students interested in the social sciences can take statistics based courses. Students will need six credits of mathematics to graduate, but are strongly encouraged to complete at least four years of math in preparation for college.




**MOST STUDENTS FOLLOW THE VERTICAL ARROW SEQUENCE**

**Electives for Juniors and Seniors:** AP Statistics, Probability and Statistic-40, Mathematical Modeling, Trigonometry, and Financial Algebra.

- Students who have taken Geometry in 8th grade can progress to Multivariable Calculus as a Senior
- Students can take Algebra-2 (31 or 32) concurrently with Geometry (21 or 22)
- All courses are College Preparatory and include the math content found on the SAT/ACT
- Appropriate computer software and calculators are used throughout the mathematics curriculum
- Graphing calculators are used extensively in all courses to graph functions, learn new concepts, and solve complex mathematical problems. The TI 83+ is recommended since that will be modeled in class demonstrations, as well as practice for SAT, ACT and AP exams.

**ALGEBRA 12 (20120)**
*2 credits Grade 9, 10, 11*
*Prerequisite: Successful completion of Pre-Algebra*
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and quadratic relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**ALGEBRA I WORKSHOP (A-20250/B-20262)**
*1 credit/semester*
*Prerequisite: Teacher recommendation and standardized test scores determine eligibility for entry into this course.*
This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Algebra class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Algebra class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Mathematics requirements, which are a minimum of three full years of mathematics.
**Not approved for NCAA core course Mathematics requirement*

**GEOMETRY 21 (22210)**
*2 credits Grades 9, 10*
*Prerequisite: Grade 8 Algebra ("B+" or better) or Algebra 12 with grade of A or better*
The purpose of the Geometry 21 course in 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. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. 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 transformations, similarity and triangle congruence, trigonometry, two and three-dimensional objects, coordinate Geometry, circles and conic sections, and probability. This course has additional content standards added into each unit above the Geometry 22 course.

**GEOMETRY 22 (22220)**
*2 credits Grades 9, 10, 11*
*Prerequisite: Algebra 12 or Algebra-8*
The purpose of the Geometry 22 course in 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. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. 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 transformations, similarity and triangle congruence, trigonometry, two and three-dimensional objects, coordinate Geometry, circles and conic sections, and probability.

**GEOMETRY WORKSHOP (A-22225/B-22226)**
*0.5 credit/semester*
*Prerequisite: Teacher recommendation and standardized test scores determine eligibility for entry into this course.*
This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Geometry class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Geometry class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Mathematics requirements, which are a minimum of three full years of mathematics.
**Not approved for NCAA core course Mathematics requirement*

**ALGEBRA 31 (23310)**
*2 credits* *Grades 9, 10, 11*
*Prerequisite:* *Algebra-12 (A or better) or Algebra-8 (B+ or better). With permission, students can take concurrently with Geometry*
Building on their work with linear, quadratic, and exponential functions from Algebra-1, students in Algebra 31 will extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and trigonometric functions. Algebra-31 will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course includes additional standards above the Algebra 32 course.

**ALGEBRA 32 (23320)**
*2 credits* *Grade 10, 11, 12*
*Prerequisite:* *Successful completion of Algebra 12 – With permission, students can take concurrently with Geometry*
Building on their work with linear and quadratic functions from Algebra-1, students in Algebra 32 will extend their repertoire of functions to include exponential, polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers solving exponential equations, and trigonometric functions. Algebra-31 will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**ALGEBRA II WORKSHOP (A-23325/B-23326)**
*0.5 credit/semester*
*Prerequisite:* *Teacher recommendation and standardized test scores determine eligibility for entry into this course.*
This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Algebra 2 class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Algebra 2 class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Mathematics requirements, which are a minimum of three full years of mathematics.
**Not approved for NCAA core course Mathematics requirement*

**PRE-CALCULUS 40 (24400)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Algebra 31 ("C or better) or Algebra 32 ("B" or better).*
Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Because the standards for this course are (+) standards, students selecting this Pre-Calculus course should have met the college and career ready standards. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. For this Pre-Calculus 40 course, instructional time should focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithmic, exponential, and trigonometric functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors and matrices.

**PRE-CALCULUS 41 (24410)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Algebra 31 AND Geometry 21 ("B" or better).*
Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Because the standards for this course are (+) standards as identified in the Common Core State Standards, students selecting this Pre-Calculus course should have met the college and career ready standards. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. For this Pre-Calculus 41 course, instructional time should focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithmic, exponential, and trigonometric functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors and matrices. This course has an additional unit (*Introduction to Limits*) as compared to the Pre-Calculus 40 class, which prepares students for AP Calculus.

**FINANCIAL ALGEBRA 42A (24450) and 42B (24460)**
*2 credits* *Elective Senior Course (credit granted by semester)*
*Prerequisite:* *Successful completion of 2 years of high school mathematics.*
Financial Algebra focuses on real-world financial literacy, personal finance, and Algebraic approaches to solving problems. Students will apply what they learned in Algebra 1 and Geometry topics including personal income, taxes, checking and savings accounts, credit, loans and payments, care 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.
**Not approved for NCAA core course Math requirement*

**PROBABILITY AND STATISTICS 40 (25400)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Successful completion of Algebra 31 or 32*
Probability and statistics is recommended for those who want an elective that will be beneficial to many academic, medical, social science, and business careers. Statistics topics studied include: describing data with graphs, distributions, histograms and other graphical techniques, and measures of center and spread. Probability topics include: probability rules, probability distributions – discrete and normal. Additional topics include: sampling design, experimental design, sampling distributions, linear regression, and an introduction to inference testing and confidence intervals. Probability & Statistics is an excellent option for students anticipating statistics requirement in college.

**MATHEMATICAL MODELING 42 (25430)**
*1 credit* *Grade 11, 12*
*Prerequisite:* *Successful completion of Algebra 31 or 32*
This course will involve the use of algebraic and trigonometric functions with technology to analyze quantitative relationships and illustrate the role of mathematics in modern life; graphical numerical and symbolic methods. Most sections require a graphing calculator; some require work with a computer spreadsheet. This is an introductory level college math course.

**TRIGONOMETRY 42 (25450)**
*1 credit* *Grade 11, 12*
*Prerequisite:* *Successful completion of Algebra 31 or 32*
This course will focus on developing an understanding of basic trigonometry. The main topics for this course are: triangle and angle relationships using radians and/or degrees; trigonometric ratios (sines, cosines, tangents): the laws of sines and cosines: solving triangles: and the unit circle. The application of these topics to solve real world problems will be emphasized throughout the semester. This course will assist students in preparation for college placement tests as well as introductory college math courses.

**AP STATISTICS (26510)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Algebra 31 ("B+" or better) Probability and Statistics-40 ("A" or better)*
***Students in the course are expected to take the Advanced Placement exam in May.***
AP Statistics is a rigorous course that offers advanced students an opportunity to do college level work in high school. Students will explore four broad conceptual themes: exploring data, planning a study, probability, and statistical inference. The content of the course requires students to use high level problem solving skills to analyze, describe and make conclusions about sets of data. AP Statistics is an excellent option for all students meeting the prerequisites, regardless of their intended college major. It is expected that students in this course will take the AP exam.

**INTRODUCTION TO CALCULUS 50 (24500)**
*2 credits* *Grade 12*
*Prerequisite:* *Pre-Calculus 41 or 40 ("C" or better)*
Introduction to Calculus is designed for the student who has completed Pre-Calculus and wishes to be introduced to a college calculus experience. Topics include a study of relations, functions and their graphs, limits, continuity, differentiation, integration and applications of these concepts. A major portion of the course will also be devoted to how and why these concepts can be applied in the solving of problems.

**AP CALCULUS AB (24510)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Pre-Calculus 41 ("B" or better) or Pre-Calculus 40 ("A" or better)*
***Students in the course are expected to take the Advanced Placement exam in May.***
This Advanced Placement Calculus AB consists of a full year of introductory college calculus. This course is intended for students who have demonstrated exceptional ability and achievement in mathematics, and have successfully completed an accelerated program. To be successful, students must be motivated learners who have mathematical intuition, a solid background in the topics studied in previous courses and the persistence to grapple with complex problems. Included in the course of study will be:

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

**AP CALCULUS BC (25510)**
*2 credits* *Grade 11, 12*
*Prerequisite:* *Pre-Calculus 41 ("A" or better)*
***Students in the course are expected to take the Advanced Placement exam in May.***
This Advanced Placement Calculus BC consists of a full year of college calculus. This course is intended for students who have demonstrated exceptional ability and achievement in mathematics, and have successfully completed an accelerated program. To be successful, students must be motivated learners who have mathematical intuition, a solid background in the topics studied in previous courses and the persistence to grapple with complex problems. Included in the course of study will be:

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

**This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 8 college credits of Math Calculus I & Calculus II through the UCONN ECE Program.**

**MULTIVARIABLE CALCULUS (26610)**
*2 credits* *Grade 12*
*Prerequisite:* *AP Calculus AB/BC*
Multivariable Calculus is a rigorous second year course in college level calculus. This course provides an in-depth study of vectors and the calculus of several variables for the student who has successfully completed Calculus AB/BC. The successful student will bring to the course a solid understanding of the concepts of first-year calculus as well as the ability to approach complex problems and applications with insight, imagination, and persistence. Major topics will include vector operations and analysis, functions of two or more variables and their partial derivatives, and multiple integration.

# MUSIC

The Music Department offers a wide range of courses that develop the three artistic processes of creating, performing and responding at all levels. Students are encouraged to continue their study of a musical instrument or voice throughout their high school years and are invited to enroll in other classes that do not have a performance emphasis such as music theory, music technology and basic piano.
The most authentic experience for a student performer is live performance in front of an audience. Therefore, concerts and other performances are used as assessment opportunities and attendance is required. Most concerts and performances take place in the evenings and some on weekends which include home football games and the Memorial Day Parade for the bands. A typical concert schedule can be viewed on our website.

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

## INSTRUMENTAL MUSIC

**BEGINNING PIANO/KEYBOARD CLASS (71600)**
*1 credit - semester course* *Grades 9, 10, 11, 12*
This course is designed for the student who wishes to acquire basic keyboard skills. It is appropriate for the entire student population, in addition to students participating in the school music performance ensembles and potential college music majors. Aided by a computer-based interactive piano learning tool (offering instant feedback), students will study keyboard technique, music reading, basic music theory, and piano performance. Repertoire includes both classical and popular styles. Keyboards with headphones provide for individualized instruction in class. It is highly recommended that students have a keyboard at home, because practice is essential for success in this course. This course is one semester and may be taken more than once.

**CONCERT BAND (70100)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *8th grade band or Concert Band or audition*
This course includes all ninth grade band students, as well as upperclassmen. Students will 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. This course is a prerequisite to audition for Wind Ensemble. Music fundamentals and developing the student's musicianship are emphasized. An instrumental lesson is required for each student enrolled in this course. Depending upon enrollment and skill level an additional section may be included. Selected players from band may also perform with orchestra. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, 3 curricular concerts and the Memorial Day Parade.

**WIND ENSEMBLE (70050)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Concert Band, audition and recommendation of band director. This class may not be taken as pass/fail.*
This band is chosen 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. This ensemble, the most advanced of the high school bands, will study and perform standard wind ensemble literature from a variety of styles and periods. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter and spring scheduled rehearsals and performances if required. Performances typically include homes football games, 4 curricular concerts and the Memorial Day Parade.

**JAZZ ENSEMBLE (70000)**
*1.2 credits* *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 may not be taken as pass/fail.*
This course is open to instrumentalists who have adequately developed technique on their instrument and are interested in performing jazz and popular music. All Jazz Ensemble members must be actively enrolled in Concert Band or Wind

Ensemble with the exception of guitar, bass, and piano players who must be enrolled in any year long music class. Literature for this ensemble will be selected from the standard "big band" and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied. Limited enrollment is by audition with the recommendation of the director. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. *This class meets from 7:00pm to 9:00pm every Wednesday evening and requires a weekly sectional rehearsal. A full commitment to those scheduled rehearsals is necessary to be enrolled in this class.*

**CONCERT ORCHESTRA (71000)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *8th grade Orchestra and successful completion of Fairfield string skill level IV.*
This course includes all ninth grade string students as well as student in grades 10, 11 and 12 who desire training in instrumental techniques, ensemble playing, and music reading. Select members of the Concert Band will be added to complete the instrumentation of the Concert Orchestra. A weekly instrumental lesson is required for this course. Participation in all scheduled rehearsals and performances is required.

**SYMPHONIC ORCHESTRA (70900)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion of Fairfield string skill level V required. This class may not be taken as pass/fail.*
The focus of this course will be on developing advanced instrumental techniques, ensemble playing and music reading. A limited number of students will be selected on each instrument to provide balanced instrumentation. Select woodwind, brass and percussion players from Band 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)**
*1.2 credits* *Grades 9,10,11,12*
*Prerequisite:* *Concurrent enrollment in concert or symphonic orchestra* ***and audition****. This class meets for two hours one evening per week. A full commitment to those scheduled rehearsals is necessary to be enrolled in this class. Additional sectional rehearsals may be necessary. This class may not be taken as pass/fail.*
This course is open to string students who have developed advanced technique on their instrument and are members of Concert or Symphonic Orchestra. Literature for this class will be selected from advanced string music beginning with Baroque to the Contemporary. Limited enrollment is by audition with the recommendation of the director, and seating is limited to provide balanced instrumentation. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.

## VOCAL MUSIC

**VOICE CLASS (71200)**
*1 credit – semester course* *Grades 9, 10, 11, 12*
This course is open to all students interested in singing and vocal development. The course is designed to give individualized instruction in the art of singing with emphasis on individual vocal development, solo singing and sight singing. Varieties of musical selections including Broadway show tunes, current popular songs as well as classical vocal repertoire are used to teach singing skills and proper vocal techniques. This course is designed to meet the individual singer where he/she may be with regard to technique and skill, and may be taken more than once.

**CONCERT CHOIR (70400)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *8th grade Choir including successful completion of Fairfield's Skill Level II or audition.*
This course is designed for students who wish to participate in an ensemble choral experience. Students will read three and four part choral scores, with a focus on fundamental aspects of reading and performing 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 voice class is also recommended.

**TREBLE CHOIR (71300)** *formerly Women's Choir*
*2 credits* *Grades 10, 11, 12*

*Prerequisite: By director recommendation only. This class may not be taken as pass/fail.*
This course is designed for intermediate to advanced treble singers who wish to participate in a 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.

**CHAMBER SINGERS (71400)**
*2 credits Grades 10, 11, 12*
*Prerequisite: By audition only. This class may not be taken as pass/fail.*
This mixed choral group is designed for the study of more advanced literature from a variety of styles and periods, including pieces written in 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. Participation in all scheduled rehearsals and performances is required. Occasional after school sectional rehearsals may be required.

## CORE MUSIC CLASSES

**MUSIC TECHNOLOGY I (71800)**
*1 credit - semester course Grades 9, 10, 11, 12*
This course is designed for students seeking knowledge and experience in music technology. Topics covered include: live sound recording and sound reinforcement; digital recording and midi sequencing; audio engineering and editing; effects processing and microphone technique; music business and commercial production. Students will be using digital audio workstations and a variety of recording studio equipment. Previous musical experience is not necessary, musicians, performers and songwriters will benefit greatly from this course. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**MUSIC TECHNOLOGY II (71900)**
*1 credit - semester course 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. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**MUSIC THEORY I (70700)**
*1 credit - semester course Grades 10, 11, 12*
*Prerequisite: Music teacher recommendation required*
This class is open to students in grades 10-12 who wish to further develop skills in music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student interested in music composition. Students will study elements of music theory including notation, scales, rhythm, solfege, ear training, vocabulary, melody, harmony, form, analysis and composition. Technological integration will include computer-based composition and ear training. Students taking this course are expected to have a working knowledge of music reading, and the approval of the instructor, or other music teacher.

**MUSIC THEORY II (70800)**
*1 credit - semester course Grades 10, 11, 12*
*Prerequisite: Music Theory I, music teacher recommendation required*
This class is open to students in grades 10-12 who wish to continue their study of music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student. Students will study elements of music theory including voice leading in four voices, modulation, form analysis, composition and harmonic and rhythmic progressions. Technological integration will include computer-based composition and ear training.

# PHYSICAL EDUCATION

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 not only in physical education class but 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 within the department's policies.

**PHYSICAL EDUCATION GRADE 9 (91209)**

*.5 credit (1 semester)*

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

Within the fitness class, students will be required to design a personalized fitness goal. Each plan will include at least one of the fitness components of muscular strength, muscular endurance, flexibility and/or cardio respiratory endurance.

**PHYSICAL EDUCATION GRADE 10 (91210)**

*.5 credit (1 semester)*

All 10th grade students will be scheduled for a semester of physical education. The curriculum will provide students with opportunities in a variety of movement experiences including team games, lifetime and leisure activities, and fitness related activities.

The **CONNECTICUT PHYSICAL FITNESS ASSESSMENT (3RD GENERATION CPFA)** is required by the state to be administered to all 10th grade students. The assessment consists of four tests addressing the following components of fitness; flexibility, abdominal strength and endurance, upper body strength and endurance, and cardio-respiratory endurance. During the months of September and October, the physical education staff will prepare and administer the assessment to all of their 10th grade classes. This assessment is part of the ongoing process of helping our students understand, improve and/or maintain their overall wellness.

**PHYSICAL EDUCATION GRADE 11 (91211)**

*.5 credit (1 semester)*

All 11th grade students will be scheduled for a semester of physical education. The curriculum will provide students with opportunities to elect activities from a variety of team, lifetime/leisure, and/or fitness related activities.

**PHYSICAL EDUCATION GRADE 12 (91212)**

*.5 credit (1 semester)*

All 12th grade students will be scheduled for a semester of physical education. The curriculum will provide students with opportunities to elect activities from a variety of team, lifetime/leisure, and/or fitness related activities.

# READING

The goal of the Reading Program is to develop strategies and thinking skills necessary for effective reading, studying, and problem solving. Since reading is a major lifelong learning and leisure tool, the skill of reading efficiently can be one's key to success. Students learn strategies for handling increasingly complex and lengthy assignments. In addition, they discover ways to increase and expand their reading, speaking, writing and listening vocabularies. They also learn thinking techniques that will help them select, organize, understand, evaluate and remember information ***from print and non-print sources.*** Students will apply new ways to improve their ability and confidence in taking tests. They will learn how to respond to a variety of performance assessments.

**READING STRATEGIES 9 (A-81550, B-81551) 10-12 (A-81560, B-81561)**

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

Criteria for placement in this course may include STAR reading scores and Language! Live Benchmark scores, as well as a collaborative recommendation process based on prior year's assessments. This course is designed for students who would benefit from direct instruction that addresses the following reading skills: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Course materials include high interest texts; Language! Live text training and word training; SAT Word Power; daily vocabulary; and written response journals. Classes may be limited to no more than 12 students.

# REGIONAL PROGRAMS

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

*2 credits* *Grades 9, 10, 11, 12*

Regional Center for the Arts 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.

**Who May Participate:**

Placements for the Regional Center for the Arts are open to interested high school students from the school districts involved in the Center. Students must possess a strong desire to learn and must demonstrate above average skill and potential in the arts. Click here or go to https://www.ces.k12.ct.us/cf_forms/view.cfm?formID=201 to apply.

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

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

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

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

Students who enroll in this course will work independently to obtain their PE and Health credit. Civics, which is a graduation requirement, will be earned through this program. Students who complete a full year of the Aquaculture program are considered to have met the Computer Applications Proficiency requirement for their graduation due to the technology and computer applications that are used. Students are encouraged to work closely with their school counselor to ensure they fulfill all FLHS graduation requirements.

Click here or go to https://sites.google.com/a/bridgeportps.net/aqua/applying-to-aqua to apply.

**OTHER REGIONAL PROGRAMS**

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

# SCIENCE

Three years (6 Credits) of Science are required. *It is recommended that students take coursework in both Physical Science and Earth Science, in addition to grade 9 Biology to be scientifically literate citizens and to be prepared for the 11th grade Connecticut State Science Assessment.*

| Grade 9 | Grades 10, 11 or 12 | Grades 11 or 12 |
|---|---|---|
| • Biology 21 (L) OR Biology 22 (L)<br><br>*Courses in addition to Biology may be taken with permission of the Director of Science (pre-requisites must be met)* | • Dangerous Planet (E)*<br>• Cosmos (E)*<br>• Dynamic Environment (E)*<br>• Earth's Waters (E/L)*<br>• Marine Science (E/L)*<br>• Chemistry 31 (P)<br>• Chemistry 32 (P)<br>• Physics 40 (P)<br>• Forensics I: Without a Trace (L/P)*<br>• Forensics II: Fake the Prints (L/P)*<br>• AP Physics 1 (P)<br>• AP Chemistry (P)<br>• AP Environmental Science (E) | • HAP – Blood, Guts, Senses & Defenses (L)*<br>• HAP – Brains, Bones & Brawn (L)*<br>• Chemistry of Nutrition (P)*<br>• Chemistry of Medicine (P)*<br>• AP Biology (L)<br>• AP Physics 2 (P) |

KEY: (L) – Life Science (E) – Earth Science (P) – Physical Science *semester course

The science curriculum is aligned to the new Connecticut State Standards and offers a wide variety of "core" and "elective" course options for all students. To fulfill the graduation requirement of three years of lab science, and to be prepared for the Connecticut State Science Assessment in grade 11, the science department requires one full year 2-credit course in Biology and one full year in the physical/earth sciences (i.e., Earth Science, Chemistry, Physics). An additional 2-credits will be chosen by the student. Students should be guided by the prerequisites for each course.

**BIOLOGY 21 (30210)**
*2 credits Grade 9*
*Prerequisite: Concurrent enrollment in Geometry 21 and Grade 8 Teacher recommendation*
Biology 21 is an advanced sequence course. This course will provide students with a comprehensive knowledge of biology and will prepare students for entry into the Advanced Placement program. Students in high school develop understanding of key concepts that will help them make sense of life science. There are four life science core ideas in high school: from Molecules to organisms: structures and processes, ecosystems: interactions, energy, and dynamics, heredity: inheritance and variation of traits, and biological evolution: unity and diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing transferrable knowledge that can be applied across the science disciplines. This course requires excellent study skills including note taking, time management and organization.

**BIOLOGY 22 (30220)**
*2 credits Grade 9*
Biology 22 will provide students with a comprehensive knowledge of biology. Students in high school develop understanding of key concepts that will help them make sense of life science. There are four life science core ideas in high school: from Molecules to organisms: structures and processes, ecosystems: interactions, energy, and dynamics, heredity: inheritance and variation of traits, and biological evolution: unity and diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing transferrable knowledge that can be applied across the science disciplines. The course is designed for all students.

**CHEMISTRY 31 (30310)**

*2 credits* *Grade 10, 11, 12*

*Prerequisite:* *Honors sequence for math/science, "B" or better in Biology 21, Algebra and Geometry 21 or approval of the Director of Science*

Chemistry 31 is an advanced sequence course. This course will provide students with a detailed and intricate knowledge of chemistry and will prepare students for entry into the advanced placement program. The high school performance expectations in Chemistry build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are three disciplinary core ideas in high school chemistry: structure and property of matter, energy and chemical reactions. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Chemistry 31 requires a demonstrated ability in mathematical thinking, abstract reasoning and algebraic problem solving.

**CHEMISTRY 32 (30320)**

*2 credits* *Grade 10, 11, 12*

*Prerequisite:* *"C" or better in Algebra*

Chemistry 32 will provide students with a comprehensive knowledge of chemistry. The high school performance expectations in Chemistry build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are three disciplinary core ideas in high school chemistry: structure and property of matter, energy and chemical reactions. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Chemistry 32 requires a demonstrated ability in mathematical thinking and algebraic problem solving.

**PHYSICS 40 (31400)**

*2 credits* *Grade 10, 11, 12*

*Prerequisite:* *"C" or better in Algebra, Geometry*

Physics 40 will provide students with a comprehensive knowledge of physics. Physics is the study of natural phenomena and interactions between matter and energy using mathematical models and laws to explain and understand them and how they impact our everyday lives. The high school performance expectations in physics build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are four disciplinary core ideas in high school physics: forces and interactions, energy, electricity and magnetism and waves and applications. . Physics 40 emphasizes the use of models, performance of laboratory exercises, analyzing and interpreting of data, using mathematical and computational thinking, and constructing explanations. Physics 40 requires a demonstrated ability in mathematical thinking and algebraic and geometric problem solving

**AP PHYSICS 1 (34520)**

*2 credits* *Grade 10, 11, 12*

*Prerequisites:* *"B" or better in Algebra 1, Geometry 21, and Algebra 31, concurrently enrolled in or successful completion of Pre-Calculus 41*

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

The AP Physics 1 course is a university level course that focuses on the big ideas typically included in the first semester (and parts of a second semester) of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics: forces and interactions, momentum and energy, circular motion and rotation, harmonic motion and waves (I) and electricity (I). This course

requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students in AP Physics 1 are learners with demonstrated mathematical and problem-solving ability. Students are expected to take the AP Physics 1 examination in May. Students wishing to prepare for the AP Physics 2 examination should take AP Physics 1 and AP Physics 2.

**AP PHYSICS 2 (34530)**

*2 credits* *Grade 11, 12*

*Prerequisite:* *"B" or better in AP Physics 1 and Pre-calculus 41, recommendation of AP Physics 1 teacher or approval of the Director of Science*

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

The AP Physics 2 course is a university level course that is the equivalent of the second semester of introductory, algebra-based university level course that focuses on the big ideas typically included in the second semesters of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices.

Students will cultivate their understanding of physics and science practices as they explore the following topics: fluid mechanics, thermodynamics, electricity( II), magnetism, waves (II), electromagnetic radiation and optics and modern and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students in AP Physics 2 are learners with exceptional mathematical and problem-solving ability. Students are expected to take the AP Physics 2 examination in May.

**AP ENVIRONMENTAL SCIENCE (APES) (35510)**

*2 credits* *Grades 10, 11, 12*

*Prerequisite:* *"B" or better in Biology 21 OR approval of the Director of Science*

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

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

**AP BIOLOGY (32510)**

*2 credits* *Grades 11, 12*

*Prerequisite:* *“B” or better in Biology 21 and Chemistry 31 or approval of the Director of Science*

***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 gain enduring understandings of biological concepts and the scientific evidence that supports them through a “student directed” approach. The key concepts and related content that define the AP Biology course and exam are organized around four underlying principles called the *big ideas*, which are as follows: evolution, cellular processes: energy and communication, genetics and information transfer, and interactions. A student-directed, inquiry-based lab experience supports the AP Biology curricular requirements by providing opportunities for students to design plans for experiments, data collection, application of mathematical routines, and refinement of testable explanations and predictions. Such a lab experience reinforces the curriculum’s focus on quantitative skills. Some laboratory exercises involve dissection. Students are expected to take the AP Biology examination in May.

**AP CHEMISTRY (33510)**
*2 credits* *Grade 10, 11, 12*
*Prerequisite:* *"B+" or better in Chemistry 31 and Algebra 31 OR approval of the Director of Science*
***Students in the course are expected to take the Advanced Placement exam in May.***
The Advanced Placement Chemistry is a university level course. This course will emphasize the theoretical aspects of chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. Instruction will be directed toward developing the student's ability to reason with the fundamental facts of science. Students should expect to spend approximately 150 minutes in the classroom and 180 minutes in the laboratory each week. It is assumed that the student might spend an additional six hours a week in unsupervised individual study. The difference between college chemistry and high school courses lies mainly in the laboratory. Observing chemical substances and reactions, recording data, and calculating and interpreting results based on the quantitative data are required. The students will gain experience in working with glass, filtrating, titrating, collecting and handling gases, colorimetry, potentiometry, synthesis of compounds, and analysis and identification of unknowns. Students are expected to take the AP Chemistry examination in May.

**SCIENCE OF THE COSMOS (35300)** *formerly Astronomy*
*1 credit* *Grade 10, 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
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. **Pending NCAA approval*

**FORENSICS I: NEVER GONE WITHOUT A TRACE (35520)** *formerly Crime Scene Forensics*
*1 credit* *Grades 10, 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. **Pending NCAA approval*

**FORENSICS II: YOU CAN'T FAKE THE PRINTS (36110)** *formerly Crime Lab Forensics*
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion Biology, Forensics I strongly suggested*
Forensics II, which is a laboratory-based course, is a continuation of Forensics I. This course focuses on problem solving, with an emphasis on writing, using experimentation and evidence based conclusions. Students will participate in hands-on laboratory exercises that require lengthy laboratory procedures with many recently developed techniques for DNA extraction, DNA fingerprinting by gel electrophoresis, molecular DNA probes, protein analysis, PCR, sequencing, bioinformatics, drug and toxicology testing, impressions, handwriting and 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. **Pending NCAA approval*

**HUMAN ANATOMY & PHYSIOLOGY – BRAINS, BONES and BRAWN** *formerly Structure* **(33300)**
*1 credit* *Grades 11, 12* *Fall semester*
*Prerequisite:* *Successful completion of 4 credits of science including 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; 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.
**Pending NCAA approval*

**HUMAN ANATOMY & PHYSIOLOGY – BLOOD, GUTS, SENSES and DEFENSES** *formerly Maintenance* **(33350)**
*1 credit* *Grades 11, 12* *Spring semester*
*Prerequisite:* *Successful completion of 4 credits of science including 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. **Pending NCAA approval*

**MARINE SCIENCE OF LONG ISLAND SOUND (36050)** *formerly Marine Biology*
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
Our Fairfield students live directly on the coast of Long Island Sound. We work, play and have our economy based on life on the Sound. Humans have a direct impact in how we use, manage and harvest the ecosystem and habitats. An understanding of the make up of the intertidal ecosystem allows us to properly manage this important resource. Major concepts include the study of: the intertidal ecology, the continental shelf and marine science and climate change. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge. Dissections are a component of the marine biology course. There are several field trips throughout the course. **Pending NCAA approval*

**SCIENCE OF THE EARTH'S WATERS (36000)** *formerly Oceanography*
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
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. **Pending NCAA approval*

**EARTH'S DYNAMIC ENVIRONMENT (30184)** *Pending BOE approval*
*1 credit* *Grade 10, 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
Have you heard the news? The Earth is changing! This foundational course gives you the tools to begin to interpret and understand the changing world around you. You will investigate Earth's geological history, its natural processes, and the human activities that continue to influence the Earth's current state. Is it getting hot in here? Can you come up with solutions to help us out of our current predicament? **Pending NCAA approval*

**EARTH - THE DANGEROUS PLANET (30182)** *Pending BOE approval*
*1 credit* *Grade 10, 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
The Earth is a dynamic planet! Hurricanes, earthquakes, floods, tsunamis. What causes these natural disasters? Are they getting worse? In this course you will discover Earth's raw power and its ability to create and destroy. From there we will investigate engineering solutions and the resilience of humankind. **Pending NCAA approval*

**NUTRITIONAL CHEMISTRY (30904)** *Pending BOE approval*
*1 credit* *Grade 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
This chemistry course is a study of the basic concepts of chemistry applied to metabolism: carbohydrates, lipids, amino acids: enzymes and metabolic control; vitamins and cofactors. Emphasis is placed on metabolic pathways, the interrelationships of major nutrients and the relation of metabolic processes to the overall nutritional health of an individual. Students will develop and use models, plan and conduct investigations, analyze and interpret data, and construct explanations. **Pending NCAA approval*

**CHEMISTRY OF MEDICINES (30902)** *Pending BOE approval*
*1 credit* *Grade 11, 12*
*Prerequisite:* *Successful completion of Biology or permission of the Director of Science*
This chemistry course is a study of the basic concepts of chemistry applied to basics of disease pathways, historically how diseases were targeted, modern medicinal designs, how treatments are developed, and how energy is used in diagnostic imaging to diagnose disease. Students will develop and use models, plan and conduct investigations, analyze and interpret data, and construct explanations. **Pending NCAA approval*

# SOCIAL STUDIES

Three and one-half years (7 Credits) of Social Studies is required.

| | AP Level | Level 1 | Level 2 |
|---|---|---|---|
| **Grade 9** | | Global Studies 11 | Global Studies 12 |
| **Grade 10** | | Modern Global Studies 21 | Modern Global Studies 22 |
| **Grade 11** | AP U.S. History<br>AP American Studies | United States History 31 | United States History 32 |
| **Grade 11 or 12** | Civics and Elective Courses | | |

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

| **Elective Courses** |
|---|
| AP Comparative Government and Politics |
| AP Modern European History |
| AP Psychology |
| AP U.S. Government and Politics |
| Contemporary United States History |
| Economics |
| Humanities |
| Psychology |
| Sociology |

*One Civics course is a requirement for graduation

## GRADE 9

**GLOBAL STUDIES 11 (10181)**

*2 credits Grade 9*

*Prerequisite: Teacher recommendation advised*

Global Studies 11 is an advanced-sequenced course that provides students with an exploration of global history from the Classical Civilizations through the Enlightenment Era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of early global history, a distinct focus of the course is the development and application of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

**GLOBAL STUDIES 12 (10182)**

*2 credits Grade 9*

Global Studies 12 provides students with an exploration of global history from the Classical Civilizations through the Enlightenment Era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of early global history, a distinct focus of the course is the development of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

## GRADE 10

**MODERN GLOBAL STUDIES 21 (10210)**

*2 credits Grade 10*

*Prerequisite: Successful completion of Global Studies with teacher recommendation advised*

Modern Global Studies 21 is an advanced-sequenced continuation of the ninth grade offering that provides students with an exploration of global history from the late 18th century to the modern era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The culmination of the course is an examination of the consequences of globalization, and an emphasis on human rights. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of modern global history, they will continue to develop and apply the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

**MODERN GLOBAL STUDIES 22 (10220)**
*2 credits* *Grade 10*
*Prerequisite:* *Successful completion of Global Studies*
Modern Global Studies 22 is a continuation of the ninth grade offering that provides students with an exploration of global history from the early 18th century to the modern era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The culmination of the course is an examination of the consequences of globalization, and an emphasis on human rights. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of modern global history, a distinct focus of this course is the continued development of the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

## GRADE 11

**UNITED STATES HISTORY 31 (13310)**
*2 credits* *Grade 11*
*Prerequisite:* *Successful completion of Modern Global Studies with teacher recommendation advised*
United States History 31 is an advanced-sequenced course that provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across time periods while investigating issues from multiple perspectives. Recurring themes that serve as the foundation of study include the continuous development and refinement of democratic governance and cultural values, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. As students explore the larger concepts and themes of United States history, they will continue to develop and apply the intellectual skills of social studies including critical reading and document analysis, with an increased emphasis on research and writing.

**UNITED STATES HISTORY 32 (13320)**
*2 credits* *Grade 11*
*Prerequisite:* *Successful completion of Modern Global Studies*
United States History 32 provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. The curriculum is based on key compelling questions, which require students to think critically, analyze and synthesize information, and make connections across time periods while investigating issues from multiple perspectives. Recurring themes that serve as the foundation of study include the continuous development and refinement of democratic governance and cultural values, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. As students explore the larger concepts and themes of United States history, a distinct focus of this course is the continued development of the intellectual skills of social studies including critical reading and document analysis, with an emphasis on developing research and writing skills.

**AP UNITED STATES HISTORY (12700)**
*2 credits* *Grade 11*
*Prerequisite:* *Successful completion of Modern Global Studies with teacher recommendation advised*
***Students are expected to take the AP United States History exam in May.***
The Advanced Placement (AP) United States History course is intended for qualified students who wish to complete studies in high school equivalent to an introductory college course in U.S. History. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history. In gaining an in-depth understanding of content, students will develop key historical thinking skills such as argumentation, using relevant evidence, historical causation, continuity and change, interpretation and analysis of documents, and synthesis of information. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Completion of summer reading and writing assignments is a course requirement. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for a total of 6 college credits in HIST 1501: United States History to 1877 (3 credits) and HIST 1502: United States History Since 1877 (3 credits) through The University of Connecticut.**

**AP AMERICAN STUDIES (12800 Social Studies) (00300 English)**

*4 credits* *Grade 11* *Integration of AP Language and Composition and AP US History*

*Prerequisite:* *Successful completion of Modern Global Studies with teacher recommendation advised*

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

This team taught interdisciplinary course offers a rich intellectual discourse which results in a unified grade for each student. This course uses an integrated approach to examine the development of the American character and culture through the study of history, literature, and varied artistic expressions. Numerous interpretative possibilities are explored as students are encouraged to reflect upon the interesting interplay between literature and history. The goal is that this immersion will not only acquaint students with the ideas that formed our country but also encourage students to create their individual positions which will empower them as citizens. This course satisfies the requirements for both U.S. History and American Cultural Studies. Completion of American Studies summer reading and writing assignments is a course requirement.

## CIVICS COURSES

A minimum of one credit (one semester) of Civics is required. Students can fulfill this requirement through the semester courses below or through the year-long AP Government and Politics courses (United States or Comparative) during their junior or senior year.

**CIVICS - CONTEMPORARY ISSUES (15400)**

*1 credit* *Grade 11 or 12*

*Prerequisite:* *Successful completion of two years of Social Studies*

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

**CIVICS - INTERNATIONAL RELATIONS (15300)**

*1 credit* *Grade 11 or 12*

*Prerequisite:* *Successful completion of two years of Social Studies*

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

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

*1 credit* *Grade 11 or 12*

*Prerequisite:* *Successful completion of two years of Social Studies*

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

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

*2 credits* *Grade 11 or 12*

*Prerequisite:* *Successful completion of two years of Social Studies with teacher recommendation advised*

***Students are expected to take the Advanced Placement Examination in May***

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

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

*2 credits* *Grade 11 or 12*

*Prerequisite:* *Successful completion of two years of Social Studies with teacher recommendation advised*

***Students are expected to take the Advanced Placement Examination in May***

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

## SOCIAL STUDIES ELECTIVES

**AP MODERN EUROPEAN HISTORY (13500)**

*2 credits* *Grade 12*

*Prerequisite:* *Successful completion of a US History course with teacher recommendation advised*

***Students are expected to take the Advanced Placement Examination in May***

The AP Modern European History course deals with the facts, ideas, events and personalities which have shaped Europe's history from approximately 1450 to the present. The journey through Europe's rich and diverse history takes the student from the tragedy of the Bubonic plague at the end of the Medieval Period to the establishment of contemporary Europe. Units of study will include the Renaissance and Reformation, the age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the rise of political ideologies, the Revolutions of 1848 leading to the emergence of nation states, the Age of Industrial and International expansion, the World Wars, the Cold War, and current issues. Within the framework of a chronological analysis, attention will also be given to unifying themes in intellectual and cultural history, political and diplomatic history, as well as social and economic history. This course may be open to qualified tenth grade students with teacher recommendation or Social Studies Curriculum Director approval. Completion of summer reading and writing assignments is a course requirement. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits of HIST1400: Modern Western Traditions through the University of Connecticut.**

**AP PSYCHOLOGY (13450)**

*2 credits* *Grade 12*

*Prerequisite:* *Successful completion of a US History course with teacher recommendation advised*

***Students are expected to take the Advanced Placement Examination in May***

The Advanced Placement (AP) Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory college course in Psychology. Completion of summer reading and writing assignments is a course requirement.

**ECONOMICS (15500)**
*1 credit* *Grade 11 or 12*
This introductory course in economics deals with fundamental economic theories, methods, and modes of expression. It introduces students to laws of demand, supply, production possibilities, diminishing returns, and the measurements which express these concepts. It teaches the specialized vocabulary of financial planners and investors such as stocks, bonds, mutual funds, and deferred income funds within the context of the Federal Reserve System and stock and bond trading. Students will explore the theories of Adam Smith and Karl Marx as well as the methods and successes of American entrepreneurs.

**HUMANITIES (16400)**
*1 credit* *Grade 11 or 12*
Humanities is a course for those interested in a better understanding of themselves as a thoughtful individual and the community in which they live. Students regularly work to broaden and define their individual perspectives on a wide range of topics. This course will address the individual self, ethics, and comparative philosophical positions. Students will evaluate varying viewpoints while producing creative projects. Throughout the semester students will also produce and maintain reflective journals about essential topics, themes, and universal questions. Since Humanities is an interdisciplinary social science course, it will constantly blend history, literature, philosophy, ethics, morality, art, psychology, and sociology.

**SOCIOLOGY (14200)**
*1 credit* *Grade 11 or 12*
Sociology is the study of social life, social change, and the social causes and consequences of human behavior. In this semester elective, students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology could range from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. Sociology is a science that uses research methods to investigate the social world. Sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It uses the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions

**CONTEMPORARY UNITED STATES HISTORY (13350)**
*1 credit* *Grade 12*
American society, politics, and culture have undergone remarkable changes since the end of World War II. From a purely thematic perspective, this course analyzes some of the major trends in contemporary American history from 1945 to the present, as well as addresses conflicting interpretations about the meaning of that experience. The themes addressed in this course include: Cultural Change and American Identity; The Role of the United States in World Affairs; The Struggle for Freedom, Equality, and Social Justice; and The Impact of Science and Technology on American Society. The curriculum is based on key compelling questions that allow students to trace strands of continuity and change within each of the four themes, analyze and synthesize information across recent eras of American history, and make connections with events and issues in our recent past to our lives today.

**PSYCHOLOGY (13410)**
*1 credit* *Grade 12*
This semester course deals with the ideas, research and personalities shaping modern thinking. Units of study include a historical overview of the discipline of Psychology, human development throughout the life span, the correlation of mind and body, learning and cognitive processes, personality theory, therapy and change, and disturbance and breakdown.

# TECHNOLOGY EDUCATION

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

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

- Computer Aided Design (CAD)
- Computer Technology
- Graphic Communications
- Robotics
- Wood Manufacturing
- Transportation Systems & Auto Servicing

## COMPUTER AIDED DESIGN TECHNOLOGY (CAD)

***The 3 areas of focus in CAD are**:*

- ARCHITECTURE
- PRE-ENGINEERING / MECHANICAL DESIGN
- ANIMATION

**COMPUTER AIDED DESIGN (CAD) 10 (60100)** *formerly Introduction to Computer Aided Design 10*
*2 credits Grades 9, 10, 11, 12*
*Prerequisite: None*
Explore Design in **Architecture, Animation, Engineering and 3D Printing**. No experience necessary. Students will learn the CAD fundamentals needed to design houses, create computer-animated videos, and engineer simple mechanisms (such as catapults), and product design utilizing professional software. Activities will include: hand sketching, creating floor plans, multi-view drawings, 3D modeling, animation, rendering still images and video, using a 3D printer to create actual parts made of plastic, and hands-on model construction. *(Software: Google Sketch Up, Inventor, Revit, 3ds Max, Maya)* **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**COMPUTER AIDED DESIGN (CAD) 20** *formerly Intermediate Computer Aided Design 20*
*2 credits* (Full Year – **60200**) *1 credit* (Half Year – **60240**) *Grades 10, 11, 12*
*Prerequisite: Computer Aided Design 10 formerly Introduction to Computer Aided Design 10*
This course expands on the fundamental skills learned in CAD 10. Students will explore the **intermediate level application of Architecture, Animation, or Engineering concepts**. Students may concentrate study in any one of the 3 areas. Examples of activities include: residential and commercial building design, photorealistic rendering, digital sculpting, applying sound to computer animations, using motion capture software and human actors to animate characters, and running computer simulations to test the functionality of their designs, printing plastic components and models using the 3D printer. *(Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture)* **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**COMPUTER AIDED DESIGN (CAD) 30** *formerly Advanced Computer Aided Design 30*
*2 credits* (Full Year – **60300**) *1 credit* (Half Year – **60340**) *Grades 11, 12*
*Prerequisite: Computer Aided Design 20 formerly Intermediate Computer Aided Design 20*
This course expands on the focused skills learned in CAD 20. Students will learn **advanced level application of Architecture, Animation, or Engineering concepts**. Students may concentrate study in any of the 3 areas. Examples of activities include: building design portfolios for college, creating architectural detail plans, "Green Building", fine animation of character's eyes and mouth, Computer special effects (such as fire, tornados, and light saber effect) and engineering products or inventions to solve real world problems. *(Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture)* **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**COMPUTER AIDED DESIGN (CAD) 40**
*2 credits* (Full Year – **60400**) *1 credit* (Half Year – **60440**) *Grade 12*
*Prerequisite: Computer Aided Design 30 formerly Advanced Computer Aided Design 30*
This course expands on the advanced skills learned in previous courses. This level allows for **independent exploration** of advanced software features such as interoperability. Independent and team project ideas are proposed by students to the instructor for approval. The course culminates in a portfolio project which demonstrates the student's mastery of the

subject and software. Possibility of internships through the College & Career Center **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

## COMPUTER TECHNOLOGY

**COMPUTER TECHNOLOGY 10 (66000)** *Formerly Intro to Computer Technology & Electrical Systems*
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
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 meets for one semester.

**COMPUTER TECHNOLOGY 20 (66100)** *Formerly Computer Technology & Electrical Systems 20*
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Computer Technology 10 formerly Intro to Computer Technology & Electrical Systems or teacher recommendation*
This course will continue to develop both theoretical and practical application of electronics and computers skills to second semester students. Students will advance their knowledge and understanding of applied circuit design and construction. Major areas of study include: advanced circuit construction and development, communication wiring protocols and microcomputer interfaces, computer networking, and computer software and hardware, electrical transmission of electricity across both high and low voltage applications. Student work and activities will support theoretical concepts through applied experiences with tools, equipment, components, and software. The course meets for one semester.

**COMPTER TECHNOLOGY 30 (66300)** *Formerly Intermediate Computer Technology*
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Computer Technology 20 formerly Computer Technology & Electrical Systems 20* ***OR*** *B or higher in Algebra 1 and sophomore standing or teacher recommendation advised*
This course will cover the purchasing, installing, maintaining, upgrading and repairing of **computer hardware and software**. MS DOS, Windows 2000, Windows XP, Windows 7 and Mac OS computers will be discussed. Topics will include: Microchips, Data Storage, Input/Output Devices, Networks, Printers, Software and the internet. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**COMPTER TECHNOLOGY 40 (66400)** *Formerly Advance Computer Technology*
*2 credits* *Grades 11, 12*
*Prerequisite:* *Computer Technology 30 formerly Intermediate Computer Technology or teacher recommendation advised*
This course will build upon the topics covered in Computer Technology 30. Topics will include: **in-depth troubleshooting of computer hardware and software**, installation of system software and utilities, memory management and optimization for DOS and Windows. Network wiring and the building of a network server will be covered. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

## ENGINEERING/ROBOTICS TECHNOLOGY

**ENGINEERING DESIGN/ROBOTICS 10 (65000)**
*1 credit* *Grades 9, 10, 11, 12*
**No experience necessary.** A course in Engineering Design/Robotics which engages student teams in the process of problem solving, engineering challenges and building machines. In this half year course students will begin with a unit involving the engineering process, simple machines, tool usage and build a working trebuchet. In the following units, student teams will build a fully functional robot while learning about robotic subsystems including pneumatics, electronics, gear boxes, and radio controllers. Robots will compete in a class competition at the end of the semester. This is a great course for any student considering a career in engineering or robotics.

**HOME & AUTO - CARE AND MAINTENANCE (63000)**
*1 credit* *Grades 9, 10, 11, 12*
Would you like to know how to perform basic repairs or modifications on your future home or automobile? Would you like to acquire a basic understanding of the major systems that exist in the homes and automobiles of today and possibly

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

## GRAPHIC COMMUNICATIONS TECHNOLOGY

### GRAPHIC COMMUNICATIONS TECHNOLOGY 10 (62100)

*1 credit* *Grade 9, 10, 11, 12*
*Prerequisite:* *None*
This course introduces students to many careers associated with graphic communications. Professional software used includes ***Adobe InDesign and Illustrator***. Areas which will be explored are desktop publishing, page layout, computer operations, design fundamentals, computer to digital duplicating in an array of single and two color work with emphasis on color design. Also, various bindery operations (folding, paper cutting, collating, stitching, tape and spiral binding) will be explored. There are a fun and practical projects created in this course; magazine covers, posters, notebooks, note pads, note cubes, stationery, decals. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

### GRAPHIC COMMUNICATIONS TECHNOLOGY 20 (62200)

*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Graphic Communications Technology 10 or teacher recommendation advised*
Graphic Communications 20 is designed to make students aware of the careers available in the area of screen printing technology, and transfer designs. Professional software used includes ***Adobe InDesign and Illustrator*** *through more advanced projects*. Students will accomplish the following operations: computer design, scanning, assorted computer software applications, stencil preparation including photo direct and photo indirect stencils from processing the image for the screen to the final production of printing the stencils in single and/or multiple colors. Students will also experiment using heat transfer materials, plotter cutting materials, and dye-sublimation processes to print on many different types of substrates such as fabrics, metals, plastics, ceramic tiles, glass and wood. Projects done in this course are *decals, puzzles, T-shirts, mouse pads, mugs, clocks, mirrors, key chains, vinyl applications, jewelry, and assorted clothing applications*.
**Passing this course meets the Computer Applications Proficiency requirement for graduation.**

### GRAPHIC COMMUNICATIONS TECHNOLOGY 30

*2 credits* (Full Year – **62300**) *1 credit* (Half Year – **62340**) *Grades 10, 11, 12*
*Prerequisite:* *Graphic Communications 20 or Graphic Communications 10 with teacher recommendation advised*
This course is designed to enhance the student's background and knowledge of electronic publishing by selecting appropriate page layout and processes used with electronic publishing. Electronic publishing hardware and software applications will be stressed. Electronic pagination systems and their current roles will be covered. Major software used are ***Adobe Illustrator, Photoshop and InDesign***.
During the first semester, the major emphasis is on digital printing operations. Digital photography and state of the art computer-to-print systems will be used in creating students' projects. Using computer graphics software, students will collaborate to design a company logo for their own business. A computer graphics logo will be used to design a letterhead, envelope, business card, brochure, flyer and a screened shirt for their business creation. Some of the other projects include business cards, calendars, greeting cards, and personalized stationery.

During the second semester the major emphasis will be in graphic design. Students will work as graphic designers, enhancing the way a package was designed for such items as a soda can, bar of soap, gum, candy. They will produce a deck of cards, print, laminate, cut, round corner the edges and create the box for the cards to fit. They will create a simulated billboard, game board, and the packaging for the game, product labels, box design, and cellophane wrappers design. Other areas to be explored will be vinyl applications for vehicles and banners, screen- printing and dye-sublimation design projects. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

### GRAPHIC COMMUNICATIONS TECHNOLOGY 40

*2 credits* (Full Year – **62400**) *1 credit* (Half Year – **62440**) *Grades 11, 12*

*Prerequisite: Graphic Communications 30 or teacher recommendation advised*
This program is designed for students interested in a career in Graphic Arts Technology. This course is set up as an in-plant printing facility with the students participating in its entire operation. Students will rotate to various jobs in the lab as they perform each step towards the finished product. Students will learn to master all graphic communication operations and procedures from the preceding courses. They will also learn marketing skills, printing, estimating, advertising and production control. Jobs produced in this course will be production work for the school, and student's personal work in all areas of graphics, sign making, screening, printing and dye-sublimation. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

**GRAPHICS COMMUNICATION TECHNOLOGY 50**
*2 credits* (Full Year – **62500**) *1 credit* (Half Year – **62550**) *Grades 11, 12*
*Prerequisite: Graphic Communications 40 or teacher recommendation advised*
This advanced and applied course is designed for students preparing to enter a career in Graphic Communications Technology either in the workplace immediately or as a pathway to post-secondary programs. This course is set up as a design and production experience, with enrolled students collaboratively engaging through every facet of the entire operation. These collaborative efforts will include, students, faculty and community members directly associated with graphic production and design projects. Students will take the lead through every process in the graphic laboratory as they direct and/or perform each step through pre-production to post production. Production will be sourced from within the department, the school and the school community utilizing all of the equipment and processes available in the graphic design and production classroom. Students will increase fluency and mastery of all graphic communication operations and procedures from their preceding courses. They will also develop transferable skills associated with the industry. Skill mastery will be evident through activities such as, resource and process management, inventory control, production runs, estimating, and production control and reflection. Students will increase and enhance their portfolios from previous Graphics Communication Technology courses to include these advanced design and production experiences. **Passing this course meets the Computer Applications Proficiency requirement for graduation.**

## TRANSPORTATION TECHNOLOGY and AUTO SERVICING

**TRANSPORTATION TECHNOLOGY 10 (63100)**
*1 credit Grades 9, 10, 11, 12*
In Transportation Technology 10, students will gain knowledge of safety, use of tools, and the **repair and maintenance of small gas engines**. Other elements of the course will include the study of alternate energy resources and vehicles, as well as typical and unique transportation systems. Hands-on practical experiences will be emphasized.

**TRANSPORTATION TECHNOLOGY 20 (63200)**
*1 credit Grades 9, 10, 11, 12*
*Prerequisite: Transportation Technology 10*
In Transportation Technology 20, students will continue their **study of transportation systems**, with continued emphasis on safety and use of tools. Student knowledge of small gas engines will expand with the addition of **experiences on a variety of engine types**. Additional elements of the course will include the study of flight. Hands-on projects facilitating the study of aero science will be explored.

**TRANSPORTATION TECHNOLOGY 30 (63300)**
*2 credits Grades 10, 11, 12*
*Prerequisite: Transportation Technology 20* ***or*** *Grade 10 and above with teacher recommendation advised*
This course is designed to give the student a broad understanding of the theory, servicing, operation and repair of today's **automotive systems and components**. Alternative energy resources and vehicles along with associated vehicle design and construction will be addressed. Emphasis is placed on ignition systems, drive train components, brake systems, computer systems, electronics, structural design, and overall vehicle maintenance. Related hands-on lab work on automotive vehicles and components, along with scale models are integrated into the course.

**APPLIED MECHANICS 40 (65400, 2 periods)**
*4 credits Grades 11, 12*
*Prerequisite: Transportation Technology 30*
Applied Mechanics 40 is intended to introduce students to the automobile servicing and maintenance field. Work is

performed on operational vehicles. Complete overhaul, repair, servicing and troubleshooting of major systems as applied to transportation are undertaken. Emphasis is placed on practical hands-on learning.

**APPLIED MECHANICS 50 (65500, 2 periods)**
*4 credits* *Grade 12*
*Prerequisite: Transportation Technology 40*
Applied Mechanics 50 is a continuation of Applied Mechanics 40 for the student who desires to further their experience in working on operational vehicles. This project-oriented course also emphasizes practical hands-on learning on major systems in auto transportation.

## WOOD MANUFACTURING TECHNOLOGY

**WOOD MANUFACTURING 10 (64100)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite: None*
This beginning level course offers a general introduction to the world of woodworking. Students will learn about the materials and processes used to change rough lumber into useful finished products. Development of hand and machine tool skills, safe work habits and proper construction techniques will be stressed. Students will develop insights into industry through hands-on project work.

**WOOD MANUFACTURING 20 (64200)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite: Wood Manufacturing 10*
This course is designed to further provide students with skills and experience necessary for the proper production of wood products. Students learn to build and finish various types of "case" style furniture utilizing several types of wood joints and construction methods. Safe and proper operation of machines will be taught and practiced.

**WOOD MANUFACTURING 30**
*2 credits* (Full Year - **64300**) *1 credit* (Half Year - **64310**) *Grades 10, 11, 12*
*Prerequisite: Wood Manufacturing 20 or Woodworking 10 with teacher recommendation advised*
This course is designed to introduce to the student the processes and techniques of leg and rail construction. Student skills will be developed through tool and machine use in individual project construction. Techniques in lathe work, joinery and inlaying will also be offered. Upon completion of required projects, the student will continue on advanced project work. This course will require a student's full interest, time and effort, dedication, and safe individual working ability.

**WOOD CONSTRUCTION TECHNOLOGY 40 (64400)**
*2 credits* *Grades 11, 12*
*Prerequisite: Wood Manufacturing 30*
This course provides the student with an overview of wood use and advanced construction techniques. Each student, through his own ability, will plan, design and construct an individualized project. The project involved will be a summation of techniques learned in the prior manufacturing courses offering a challenge to the students' abilities. Areas of construction include joinery, carcass construction, wood turning, veneering, and jig and fixture design and use.

**WOOD CONSTRUCTION TECHNOLOGY 50 (64500)**
*2 credits* *Grade 12*
*Prerequisite: Wood Construction Technology 40*
This course is an advanced level course in wood manufacturing and construction. Students will continue to learn and develop intricate techniques and methods of wood product production. Self-motivation, experience and demonstrated skills must be utilized and are required for success at this level.

# THEATER ARTS

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

**ACTING 10 (85150)**
*1 credit* *Grades 9, 10, 11, 12*
Acting 10 introduces basic techniques in elementary acting with emphasis on stage work in improvisation and pantomime. Short scenes follow introductory work to familiarize students with developing characterization. This course should help to acquaint students with the responsibilities of actors on stage; it should also help to eliminate stage fright and aid students in the development of working toward characterization. As they begin to recognize the importance of posture, voice, diction, movement, etc., the students should become more self-aware. In addition, students should develop abilities to work well with others.

**ACTING 20 (85200)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *Acting 10 or with permission of instructor*
Acting 20 continues the work begun in Acting 10, focusing on the actor's need to begin to know his own intellectual, physical, and emotional capabilities. The emphasis is on improvisation, theatre games, and some scene work. Work will include a study of the basic principles of stage voice and diction, blocking and business, script analysis and interpretation. Intensive work in character-building through advanced scene work and monologue preparation will be geared to exploring the student's potential.

**PERFORMANCE STUDIO 30 (85300)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Acting 10 and 20*
Students in this course will read, study, and perform selections by important representative American playwrights from a list that includes, among others: Eugene O'Neill, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, and August Wilson. In this study of the classics of American Dramatic Literature, students will have required readings, research, analyses, and reports, accompanied by in-depth monolog and scene study. The final major project for the course will be a showcase of the best works as selected by the students and teacher.

**PERFORMANCE STUDIO 40 (85400)**
*1 credit* *Grades 10, 11, 12*
*Prerequisite:* *Acting 10 and 20, Performance Studio 30*
Students in this course will read, study, and perform selections by important representative foreign playwrights from a list that includes, among others: William Shakespeare, Henrik Ibsen, August Strindberg, Anton Chekhov, Luigi Pirandello, George Bernard Shaw, Sean O'Casey, and Bertoldt Brecht. In this study of the classics of foreign Dramatic Literature, students will have required readings, research, analyses, and reports, accompanied by in-depth monolog and scene study. The final major project for the course will be a showcase of the best works as selected by the students and teachers.

# VIDEO AND NEWS PRODUCTION

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

**BROADCAST JOURNALISM (85700)**
*2 credits* *Grades 9,10,11,12*
*Prerequisite:* *None*
Broadcast journalism is a year-long course designed to introduce students to the production of television news and the principles of broadcast journalism. Areas of focus will include: videography basics, interviewing skills, broadcast writing, research, speech, lighting design, audio engineering, editing, production and directing skills, and information literacy skills. Students rotate studio roles as part of a news production team. Issues of fairness and ethics in broadcast journalism are explored. Students will use these skills to produce a news program, which will air within the school on a regular basis throughout the school year.

**VIDEO PRODUCTION (85710)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
This course is project-based and students will work collaboratively as part of a production crew. Students will learn the fundamental aspects of video & audio such as camera techniques, audio re-mastering and Foley sound production, lighting, voice-over recording, storyboarding, and video editing using *Final Cut Pro*.

**MOVIE PRODUCTION (85720)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
Students will learn about visual storytelling by analyzing and discussing techniques used in contemporary films. They will use what they learn to produce several short films over the course of the semester. Video composition, storyboarding, scriptwriting and editing skills will be developed throughout the course. Students will follow the phases of production; pre-production (planning), production (filming) and post-production (editing) stages in order to develop their own ideas and work in groups to produce their own films. Experience in video production is helpful, but not necessary.

**DOCUMENTARY PRODUCTION (85800)**
*1 credit* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
Documentary Production is a one-semester course designed to introduce students to the process of documentary filmmaking. Students will analyze techniques used to produce documentaries and discuss the role of documentary film in contemporary society. They will learn how to develop ideas for possible exploration, conduct interviews with subjects pertinent to their films, capture professional quality footage and edit short documentary films over the course of the semester. Students should take this course if they are interested in the media arts, storytelling, broadcast journalism, film making or editing.

# WORLD LANGUAGES

## Course Sequence

| Language | Level |
|---|---|
| French | 10 – 20 – 30 – 40 – 50 – 60 – AP |
| Spanish | 10 – 20 – 30 – 40 – 50 – 60 – AP |
| Latin | 10 – 20 – 30 – 40 – AP |
| Italian | 10 – 20 – 30 – 40 |
| Mandarin | 10 – 20 – 30 – 40 |

The primary goal of the Fairfield Public Schools World Language Curriculum is to prepare students to be lifelong learners in an ever changing global society by developing the ability "to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world" (National Standards in Foreign Language Education Project, p.11).

Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes "knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)"* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, 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.

***Because of the sequential and developmental nature of language study, a grade of "B" or better is strongly recommended for the continuation in the level 1 classes. In order to move from a level 2 to level 1 a student must have a teacher recommendation.***

**MANDARIN (CHINESE) 10 (45100), FRENCH 10 (42100), ITALIAN 10 (40100), SPANISH 10 (41100)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.
The learner in **level 10** 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) 20 (45200), FRENCH 20 (42200), ITALIAN 20 (40200), SPANISH 20 (41200)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *Successful completion of the 10 level and/or teacher recommendation*
In the 20 level, learners will continue to develop basic language skills and to increase their awareness of the target culture.
The learner in **level 20** will:

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

**MANDARIN (CHINESE) 31 (45310), FRENCH 31 (42310), ITALIAN 31 (40310), SPANISH 31 (41310)**
*2 credits* *Grade 9, 10, 11, 12*
*Prerequisite:* *Successful completion of the 20 level and/or teacher recommendation*
The 30 level is intended to strengthen the learner's proficiency and awareness of the target culture.
The learner in **level 30** will:

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

**MANDARIN (CHINESE) 41 (45410), FRENCH 41 (42410), ITALIAN 41 (40410), SPANISH 41 (41410) FRENCH 42 (42420), SPANISH 42 (41420)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion of the 30 level and/or teacher recommendation*
In the 40 level, 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 40** 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 51 (42510), SPANISH 51 (41510) FRENCH 52 (42520), SPANISH 52 (41520)**
*2 credits* *Grades 11, 12*
*Prerequisite:* *Successful completion of the 40 level and/or teacher recommendation*
The learner in **level 50** 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 LANGUAGE (42700), AP SPANISH LANGUAGE (41700) FRENCH 60 (42600), SPANISH 60 (41600)**
*2 credits* *Grade 12*
*Prerequisite:* *Successful completion of the 50 level and/or teacher recommendation*
***Students in the AP course are expected to take the Advanced Placement exam in May.***
The learner in **level 60/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.

**LATIN 10 (43100)**
*2 credits* *Grades 9, 10, 11, 12*
*Prerequisite:* *None*
The learner in **level 10** will:

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

**LATIN 20 (43200)**
*2 credits* *Grades 10, 11, 12*
*Prerequisite:* *Successful completion of the 10 level*
The learner in **level 20** will:

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

**LATIN 31 (43310)**
*2 credits* *Grades 11, 12*
*Prerequisite:* *Successful completion of the 20 level*
The learner in **level 30** will:

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

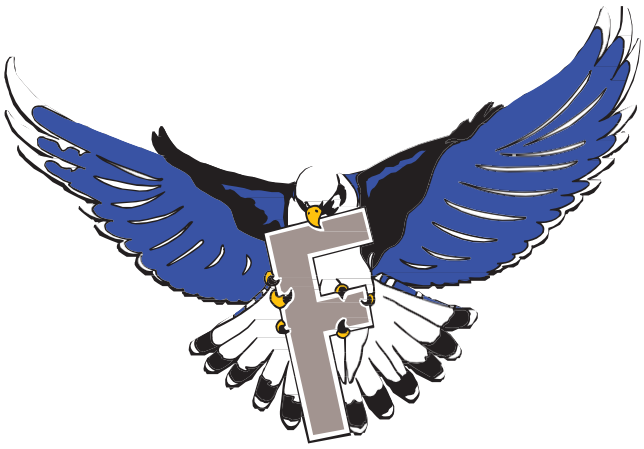
**AP LATIN (43450) LATIN 41 (43410)**
*2 credits* *Grade 12*
*Prerequisite:* *Successful completion of the 30 level*
***Students in the AP course are expected to take the Advanced Placement exam in May*.**
The learner in **level 40/AP** will:

- 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.

## WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA

| GRADE | AP | LEVEL 1 | LEVEL 0 | LEVEL 2 |
|---|---|---|---|---|
| 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 |

# Home of the



# Falcons