

The Course Selection Process



Fairfield Ludlowe High School

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Vision of the Graduate



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

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? |
| <p><i>Exploring and Understanding</i> The student engages in an investigative process using a variety of research tools and methodologies.</p> | <p><i>Conveying Ideas</i> The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.</p> |
| <p><i>Synthesizing and Evaluating</i> The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.</p> | <p><i>Using Communication (Media) Tools</i> The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.</p> |
| <p><i>Creating and Constructing</i> The student transforms existing ideas and knowledge into new ideas, products, and processes.</p> | <p><i>Collaborating Strategically</i> 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.</p> |

Resources for Students/Parents

1. Program of Studies –Your #1 Resource! Check our homepage!

This is a hotlink to it!

2. Student assemblies
3. Conversations with teachers, counselors, curriculum leaders, administrators, and *between* parents and students
4. Course Selection Night - materials posted online
5. Informational website: <http://fairfieldschools.org/curriculum-instruction/subjects/> (Includes: Course descriptions, AP syllabi, AP sample tasks and exemplary student work samples, table of time commitment expectations for each class)

Expectations for each Level

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

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

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

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

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

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

Course Names and GPA Scale

Plan for 2019-20

- Course names will change.
- No more two digit numbers (like 22, 31, 10)
- Honors classes will have an “H” and Advanced Placement classes will have “AP” in the name.
- Credits will now be 1.0 for a full year course and .5 for a semester course (retroactive)
- GPA weights will remain the same for all classes
- We will be reporting Non-Weighted GPA as well as weighted GPAs

| GRADE | Advanced Placement | Honors (Lvl 1) | Elective (Lvl 0) | College Prep (Lvl 2) |
|-------|--------------------|----------------|------------------|----------------------|
| A+ | 5.00 | 4.67 | 4.67 | 4.33 |
| A | 4.67 | 4.33 | 4.33 | 4.00 |
| A- | 4.34 | 4.00 | 4.00 | 3.67 |
| B+ | 4.00 | 3.67 | 3.67 | 3.33 |
| B | 3.67 | 3.33 | 3.33 | 3.00 |
| B- | 3.34 | 3.00 | 3.00 | 2.67 |
| C+ | 3.00 | 2.67 | 2.67 | 2.33 |
| C | 2.67 | 2.33 | 2.33 | 2.00 |
| C- | 2.34 | 2.00 | 1.67 | 1.67 |
| D+ | 2.00 | 1.67 | 1.33 | 1.33 |
| D | 1.67 | 1.33 | 1.00 | 1.00 |
| D- | 1.34 | 1.00 | 0.67 | 0.67 |
| F | 0.00 | 0 | 0 | 0 |

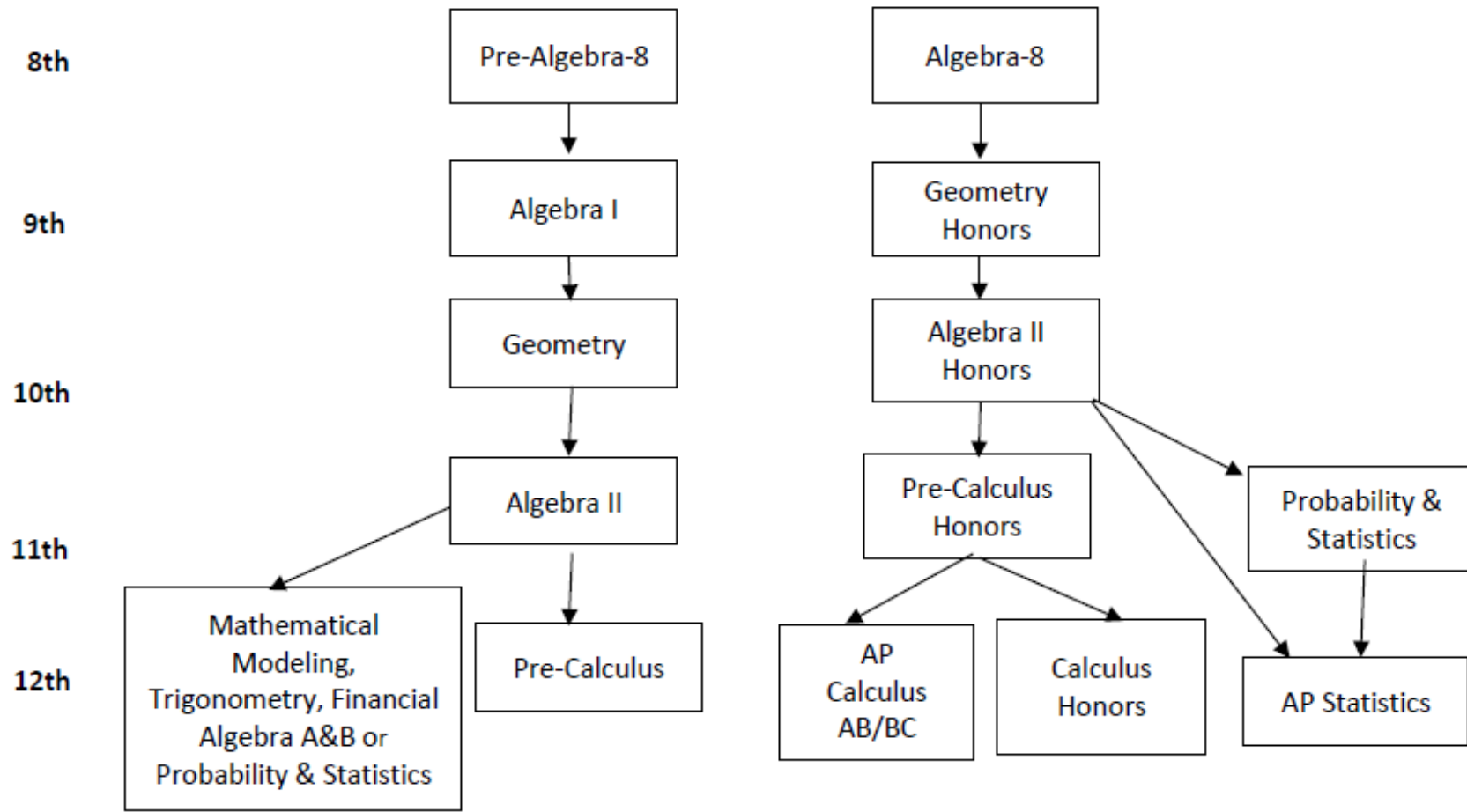
Course Names and GPA Scale

Plan for 2020-21

- Removal of Level 0/Elective weighting
- All Level 0/Elective courses will be placed on the H or CP weighting scale
- No changes to the GPA weights
- GPA weights on transcripts will reflect the weight assigned at the time the class was taken

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

MATHEMATICS



Core Ideas of Mathematics

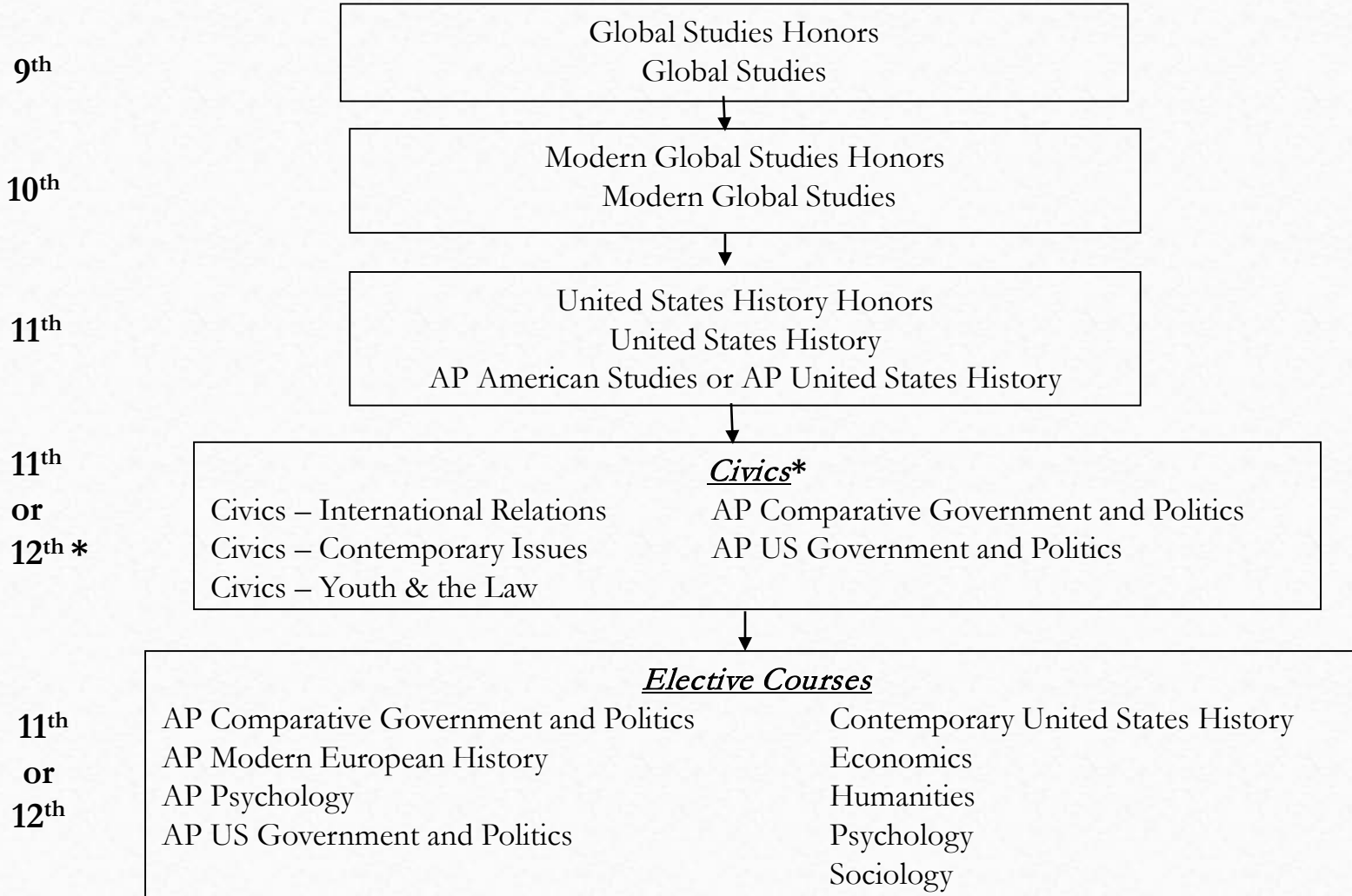
Standards of Mathematical Practice

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

SOCIAL STUDIES

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

(7 Credit Requirement)



*One Civics course is a requirement for graduation

Core Ideas of Social Studies

Disciplinary Concepts (Content Knowledge)

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

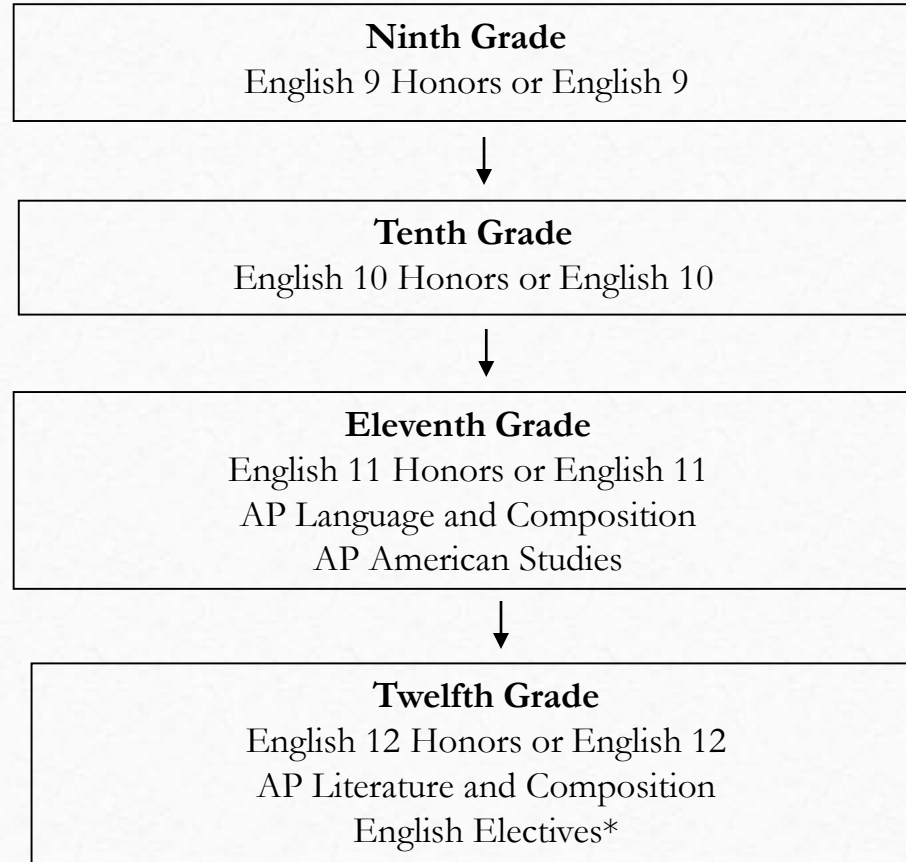
Social Studies Literacy Skills

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

Academic Expectations

- Critical and Creative Thinking
- Communicating and Collaborating

ENGLISH



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

Senior English Elective Courses

Two categories: Literature Courses & Writing Courses

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

Core Ideas of English

Critical Reading of Literary Texts

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

Creative and Analytical Writing

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

Academic Discussions - Respond to Opinions and Theories

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

Conventions of Standard English Grammar and Usage

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

SCIENCE

COURSE SEQUENCE OPTIONS

*=Semester Course

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

Core Ideas of Science

Disciplinary Core Ideas

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

Science & Engineering Practices

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

Cross Cutting Concepts

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

Academic Expectations

- Critical and Creative Thinking
- Communicating and Collaborating

World Language

Course Sequence

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

Core Ideas of World Languages

Interpersonal Communication

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

Interpretive Communication

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

Presentational Communication

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

Cultures

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

The Process

Get Informed

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

Important Dates

February 4: Class meetings

February 1-8: Teachers will spend class time discussing department courses and their recommendations, and signing the Course Selection Worksheet

The Process

Important Dates

February 4: Class meetings

February 1-8: Teachers will spend class time discussing department courses and their recommendations, and signing the Course Selection Worksheet

| Course Title | 5 Digit Course # | Credits | Teacher Agree or Disagree (Circle One) | Teacher Recommendation if Disagree | Teacher Initials |
|--------------------|------------------|---------|----------------------------------------|------------------------------------|------------------|
| Sample: English H | 00210 | 1.0 | Agree Disagree | Leave blank if agree | SMP |
| Sample: Mod Glob H | 10210 | 1.0 | Agree Disagree | Leave blank if agree | JQC |
| Sample: Geometry H | 22210 | 1.0 | Agree Disagree | Rec.Geometry | SLP |

February 8: Completed, signed Course Selection Worksheet due to your school counselor.

February 11-27: Schedule an appointment with counselor to enter final course selections into Infinite Campus.

The Process

Final Step

March 5: Discuss and enter your final course selections into Infinite Campus. Your school counselor will provide a printed copy of your requested courses. Final Course Selection Worksheet due to counselor.

Make sure:

- Sign and obtain your parent's signature on the Final Course Selection Worksheet
- Return the form to your school counselor on or before **March 5**

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

Changing/Dropping Courses

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

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

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

Importance of Keeping Schedules Intact

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

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

Sample Schedule

| | | | Day 1 | Day 2 | Day 3 | Day 4 |
|-------|-------|-------|-----------------------------|----------------|-----------------------------|----------------|
| 1A | | | AP Physics I | Pre Calculus | AP Physics I | Pre Calculus |
| 1B | | | | | | |
| 2A | | | Spanish V Honors | AP Phys I mini | Spanish V Honors | AP Phys I mini |
| 2B | | | | Study Hall | | Study Hall |
| Lunch | Class | Class | Lunch | Marketing | Lunch | Marketing |
| Class | Lunch | | US History Honors | | Lunch | |
| | Class | | | Lunch | | Lunch |
| 4A | | | AP Language and Composition | Physical Ed 11 | AP Language and Composition | Physical Ed 11 |
| 4B | | | | Health 11 | | Health 11 |

Sample Aqua Schedule

| | | | Day 1 | Day 2 | Day 3 | Day 4 |
|-------|-------|-------|---------------------------------|-------------|---------------------------------|-------------|
| 1A | | | Aquaculture | Aquaculture | Aquaculture | Aquaculture |
| 1B | | | | | | |
| 2A | | | Aquaculture | Aquaculture | Aquaculture | Aquaculture |
| 2B | | | | | | |
| Lunch | Class | Class | Lunch | Spanish II | Lunch | Spanish II |
| Class | Lunch | | English 10 | | Lunch | |
| | Class | Lunch | | Lunch | | Lunch |
| 4A | | | Modern Global Studies Honors | Geometry | Modern Global Studies Honors | Geometry |
| 4B | | | | | | |

Sample Schedule with Learning Center

| | | | Day 1 | Day 2 | Day 3 | Day 4 |
|-------|-------|-------|-----------------------|------------------------|------------------|------------------------|
| 1A | | | Geometry | English 10 | Geometry | English 10 |
| 1B | | | | | | |
| 2A | | | Fashion & Design | <u>Learning Center</u> | Fashion & Design | <u>Learning Center</u> |
| 2B | | | | | | |
| Lunch | Class | Class | Lunch | Biology | Lunch | Biology |
| Class | Lunch | | Modern Global Studies | | Lunch | |
| | Class | | | Lunch | | Lunch |
| 4A | | | Spanish IV | Physical Ed 10 | Spanish IV | Physical Ed 10 |
| 4B | | | | Health Grade 10 | | Health Grade 10 |



Art Course Selections

Foundations in Art

2-D

Intro, Intermediate and Advanced
Drawing & Painting

Digital or Darkroom Photo

Intermediate and Advanced Photo

Intro and Intermediate Digital
Design

AP 2-D Design & Photo

AP Studio Art –full year

Foundations in Art

3-D

Intro to Pottery

Intro to Sculpture

Advanced Pottery & Sculpture

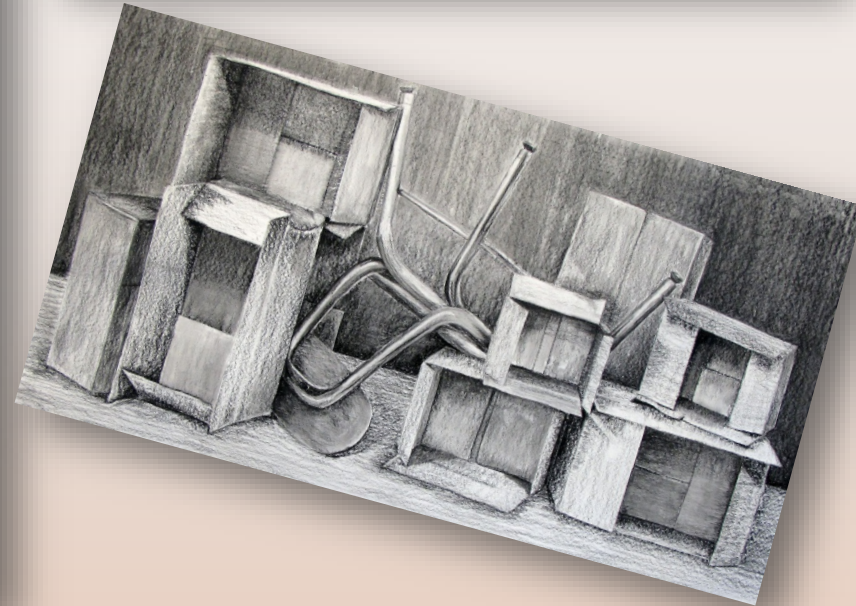
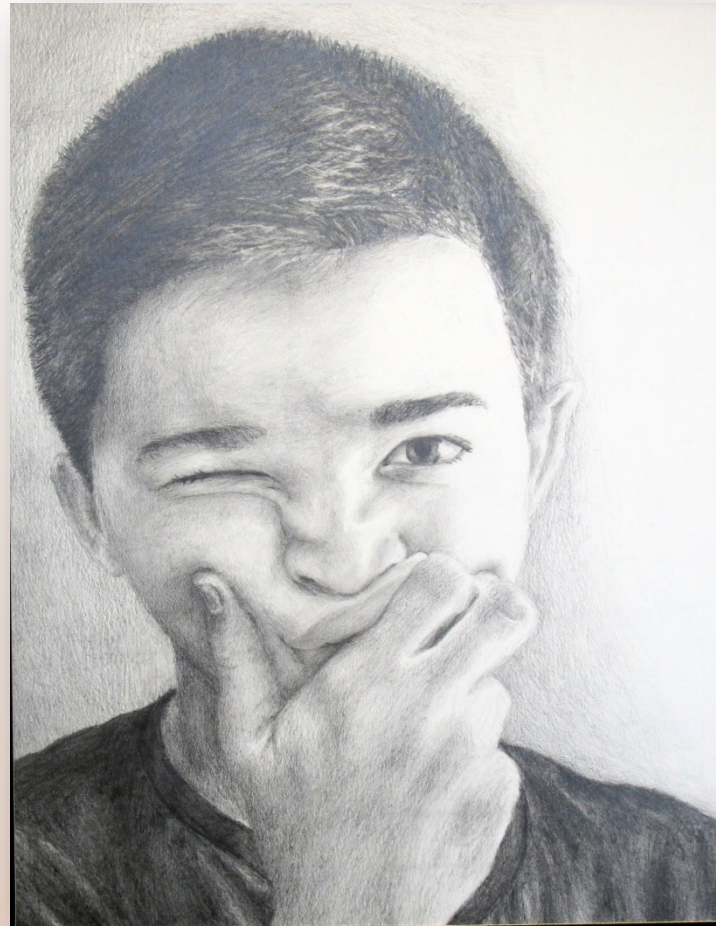
AP Studio Art (3D) –full year

Art Course Sequence Options

All Electives are

1 Semester Courses except AP courses





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





ART MATTERS



Business Education

Do something today that your future self will thank you for.



20 Business Courses Offered!

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

Top 5 College Majors

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

Computer Science

Communications

Government/Political Science

Business

Economics

Take the risk or lose the chance. Invest in your future.

Take Business.

Family & Consumer Sciences

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

Child Development

Child Development I



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



Child Development II: Early Childhood



Possible Career Pathways:

- Pediatrician
- Psychologist
- Teacher
- Speech Pathologist

Fashion and Design



Fashion and Design I, II, III, IV



Fashion Merchandising



Interior Design



Possible Career Pathways:

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

Culinary Arts & Food Service



Possible Career Pathways:

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

HEALTH - Units of Study Grades 9-12

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

Music



INSTRUMENTAL, VOCAL AND CLASSROOM

Concert Band

Symphonic Band

Wind Ensemble

Jazz Ensemble

Concert Orchestra

Symphonic Orchestra

Chamber Orchestra

Piano Studio

Concert Choir

Treble Choir

Chamber Choir

Bel Canto

Music Technology I

Music Technology II: Elements of
Composing and Arranging

Music Theory I

Music Theory II

Vocal Studio

Band Festival



Orchestra



Choir



Media Production:

Telling Real and Imagined Visual Stories

Broadcast Journalism

Advanced Broadcast
Journalism

Documentary Production

Movie Production

Video Production

Library Media Department

BROADCAST JOURNALISM

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

ADVANCED BROADCAST JOURNALISM

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



DOCUMENTARY PRODUCTION

Researching and producing stories about real people and events .

MOVIE PRODUCTION

Creating and producing imagined visual stories.

VIDEO PRODUCTION

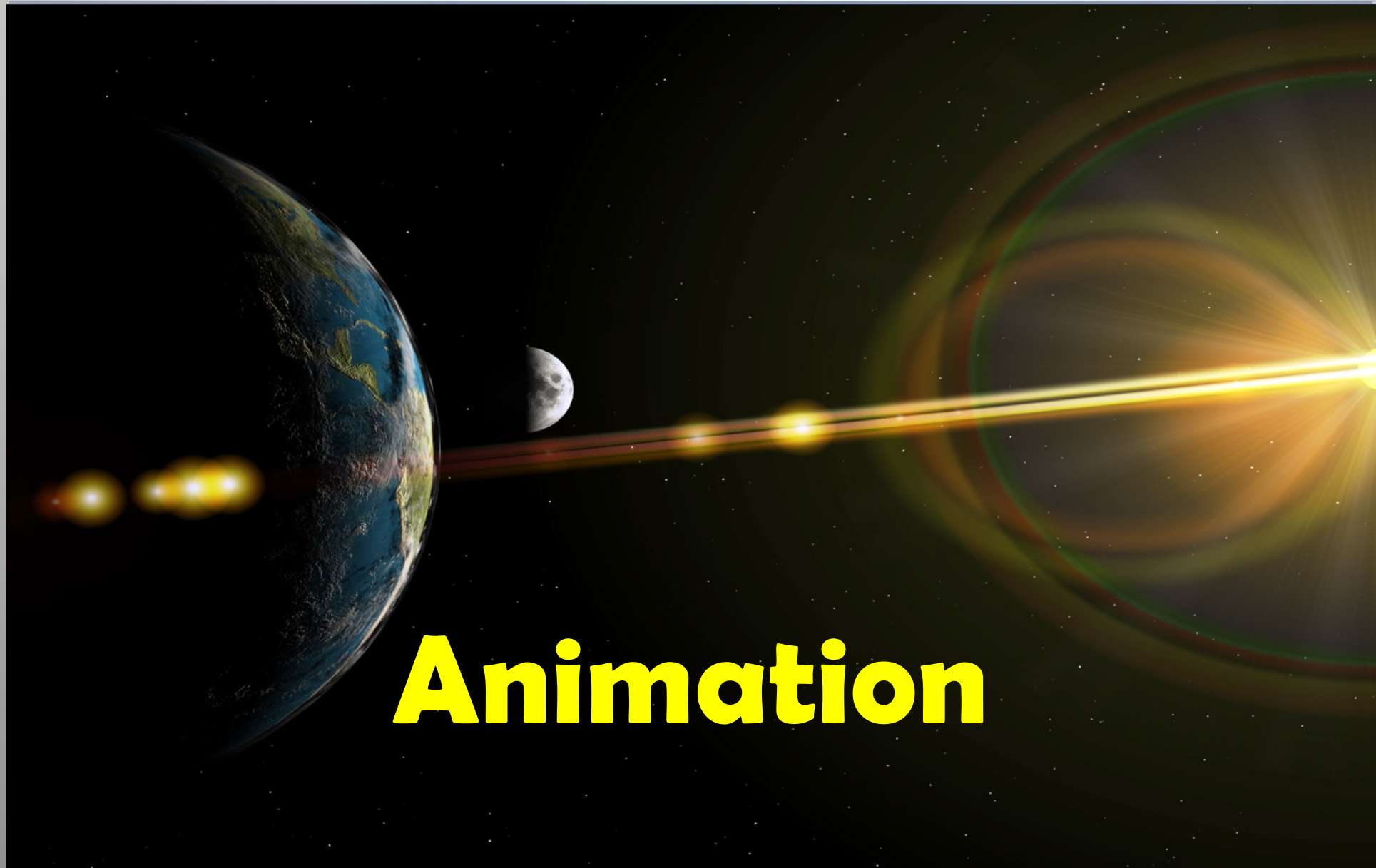
Exploring the technical side of media production with a focus on camera work, sound and editing.



TECHNOLOGY EDUCATION

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

CAD-COMPUTER AIDED DESIGN



Animation

Graphic Design



Wood Manufacturing



Q & A

