

## FWHS Core Values

**Welcoming Academic Respectful Dynamic Ethical**

### Fairfield Warde High School Belief Statements

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



# Fairfield Warde High School

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Dear Students and Parents,

Welcome to Fairfield Warde High School! This Program of Studies will be an important document to guide you in the selection of courses offered at our high school. The process of course selection is important and we encourage students to discuss their requests with parents, teachers and school counselor. Our goal is to provide a program that offers an opportunity for students to challenge themselves and find an appropriate balance for a well-rounded education. Through our program, we want all students to fulfill the “Vision of the Graduate” and become:



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

Before selecting your courses, please carefully review our Program of Studies. Your school counselor and high school staff are ready to assist you and answer any questions. We look forward to having you join us next year for a successful school year.

Regards,

A handwritten signature in blue ink that reads 'David M. Ebling'.

David M. Ebling  
Headmaster

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Welcoming \* Academic \* Respectful \* Dynamic \* Ethical

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# Fairfield Public Schools



## High School Academic Expectations

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

## Social and Civic Expectations

- Show RESPECT for people, ideas and property
- Demonstrate RESPONSIBILITY for the impacts of personal decisions, beliefs, and actions
- Exhibit positive CITIZENSHIP in the school community

## 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 levels of instructional grouping are called College Preparatory, Honors, and Advanced Placement.

### **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 Warde High School has appointed the Director of Student Services and the Athletic Director 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. Caryn Campbell  
Director of Student Services  
Fairfield Warde High School  
755 Melville Avenue  
Fairfield, CT 06825  
Telephone: 203-255-8388  
FAX: 203-255-8284  
Email: ccampbell2@fairfieldschools.org

Mr. Seth Fry  
Athletic Director  
Fairfield Warde High School  
755 Melville Avenue  
Fairfield, CT 06825  
Telephone 203-255-8387  
FAX 203-255-8275  
Email: sfry@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 Warde 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/Agenda.

## HIGH SCHOOL SCHEDULING

### SAMPLE SCHEDULE (7.5 credits)

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

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.

## 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 Warde High School unless they are transferring into

Fairfield from another accredited high school program. *Only courses taken at Fairfield Warde High School will be included in a student's official GPA.* Students who fail required courses, please see the Making Up Failures/Loss of Credit section. Enrichment courses taken at colleges, art museums or leadership seminars may not be transferred for credit.

### **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.

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

#### **CLASS OF 2023**

Beginning with the graduating class of 2023, students must earn a minimum of 25 credits and meet the credit distribution requirement.

Seventh- and eighth-grade students may earn up to three (3) high school credits if they successfully complete any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve.

Each course taken can be credited to only one of the areas below. The 25 credits must achieve the following credit distribution:

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

\*Mastery-Based Diploma Assessment

**Assured Skill Experiences** .5 credit

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

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



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

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

### Mathematics

- Meet the State of Connecticut expectations for 11th Grade proficiency on the math portion of the PSAT or SAT
- Meet the ACT score for proficiency on the math portion of that test
- Pass a competency-based assessment to demonstrate proficiency in math
- Meet the proficiency standard on a district-developed math portfolio
- Complete a capstone course
- Complete a course internship in a field of study, employment opportunity, or volunteer role that requires the use of Algebra II level math at a minimum
- Provide evidence of proficiency on a nationally recognized math assessment
- Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics

### Evidence Based Reading and Writing

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

### Content Area Mastery

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

## **PHYSICAL EDUCATION POLICY**

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

## **GRADING/GPA**

### **GRADING/LEVELS**

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

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

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. We use a cumulative grading system, which is a system for calculating a student's grade in a class that counts each new assessment at its assigned weight in cumulative fashion throughout the whole school year. Students know exactly where they stand for their grade at all times. Students and parents can access information on student progress at any time through our online Infinite Campus portal.

## NUMERIC AVERAGE TO LETTER GRADE CONVERSION

100	A+				
99	A+	89	B+	79	C+
				69	D+
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-

## WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA

The numerical value assigned to grades based on course level is found above. 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

\*At the time this document was being printed, the Board of Education was considering a new GPA scale. We will update families as the process progresses.

## 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, at the end of the academic school year, 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 six (6) credits plus physical education and health each year
- For Honor Roll, earn a cumulative GPA of 3.0 or better average in the included courses
- For Headmaster List, earn a cumulative 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
- Cumulative GPA is determined using the weighting scale found above

## 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

- 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.

### **GRADE LEVEL PROMOTION GUIDELINE**

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

- At the end of **freshman year**, a student should have completed at least six and a half (6.5) credits.
- At the end of **sophomore year**, a student should have completed at least thirteen (13) credits.
- At the end of **junior year**, a student should have completed at least nineteen and a half (19.5) credits.
- Individual cases regarding grade promotion will be reviewed by the administrators.

### **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.

### **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 P38. The center is open to all students during the school day. Computers and staff are available every period 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- 255-8357 or email Ms. Kate Lala at [klala@fairfieldschools.org](mailto:klala@fairfieldschools.org)

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

College Guidebooks	Community College Fair&Programs
Common Application	Career Exploration & Research
GAP Year	College Representative Visits
Interview & Resume	Financial Aid Information
Military Information	Job Shadowing
Scholarship & Grants	Summer Programs
Technical Schools & Career Training	Student Job Postings

### **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 Warde, leisure and recreational interests are met through a variety of offerings such as the Art 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 Warde 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 provide sample 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 on Wednesdays so that students can meet and still use the transportation provided at the close of the regular student day.

At Fairfield Warde 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 Warde 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 certified 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 Warde. Questions about the program may be directed to the student's school counselor or to the Director of Pupil Services and Counseling.

## COURSES DESCRIPTIONS

### 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.**

½ Year		Art Course Selections				
<b>Foundations in Art 2D</b>	<b>Introduction to Drawing and Painting</b>	<b>Intermediate Drawing and Painting</b>	<b>Advanced Drawing and Painting</b>	<i>*Art Elective of Choice</i>	<b>AP Studio Art</b> All Prerequisites are listed in the individual tracks.  <i>The AP Studio class focuses on creating a Drawing/ Painting OR any 2-D Art Portfolio which could include Design or Photography</i>  <i>Students are only allowed to submit one 2-D portfolio and one AP Drawing and Painting Portfolio for College Board Credits.</i>	
<b>Foundations in Art 2D</b>	<b>Introduction to Digital Photo</b>	<b>Intermediate Photo</b>	<i>*Art Elective of Choice</i>	<b>AP 2-D, Design and Photography</b>		
<b>Foundations in Art 2D</b>	<b>Introduction to Darkroom Photo</b>	<b>Intermediate Photo</b>	<i>*Art Elective of Choice</i>	<b>AP 2-D, Design and Photography</b>		
<b>Foundations in Art 2D</b>	<b>Introduction to Digital Design</b>	<b>Intermediate Digital Design</b>	<i>*Art Elective of Choice</i>	<b>AP 2-D, Design and Photography</b>		
<b>Foundations in Art 3D</b>	<b>Intro to Sculpture</b>	<b>Advanced Pottery and Sculpture</b>	<i>*Art Elective of Choice</i>	<i>*Art Elective of Choice</i>		
<b>Foundations in Art 3D</b>	<b>Intro to Pottery</b>					

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

*.5 credit      Grades 9, 10, 11, 12*

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

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

*.5 credit      Grades 9, 10, 11, 12*

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

#### **INTRODUCTION TO DRAWING AND PAINTING (72100) formerly Drawing & Painting I**

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: Foundations in Art 2D*

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

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

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

*Prerequisite:      Foundations in Art 3D*

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

### **INTRODUCTION TO SCULPTURE (72200) formerly Sculpture I**

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

*Prerequisite:      Foundations in Art 3D*

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

### **INTRODUCTION TO DIGITAL DESIGN (76900) formerly Digital Illustration & Graphic Design for the Artist I**

*.5 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.***

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

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

*Prerequisite:      Foundations in Art 2D*

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.***

### **INTRODUCTION TO DARKROOM PHOTOGRAPHY (76000)**

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

*Prerequisite:      Foundations in Art 2D*

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.***

## **BUSINESS EDUCATION**

The FPS Business Education curriculum lets students develop a broad knowledge of everyday business operations as well gain skills in areas such as marketing, management, finance, leadership, entrepreneurship, business strategies, communications and IT. Students will acquire the knowledge, applications, and attitudes that will reinforce advanced studies at the college or university level as well as strengthen workplace competencies. Business education plays a prominent role in preparing students to become responsible citizens, capable of making the smart economic decisions that will benefit their personal and professional lives after graduation.

### **Business Course Offerings by Grade**

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

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

*1 credit            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 PROGRAMMING AND DESIGN (50410)**

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

*Prerequisite:    Algebra I formerly 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 by developing, and implementing complex solutions to a wide range of interesting and challenging problems. The topics covered include: learning the development environment of a professional programming language, the main concepts of object-oriented programming (data types, objects, functions, classes, control structures, strings, etc.), basic animation, and basic data structures (such as arrays). A student need not be familiar with software applications, but should be comfortable using a computer.

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

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

*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.

**WEB DESIGN (50300)**

.5 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.

**ROBOTIC PROGRAMMING (50700)**

.5 credit      Grades 9, 10, 11, 12

*Prerequisite: Algebra I formerly 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 Robotics Kit.

**AP COMPUTER SCIENCE PRINCIPLES (50800) formerly Computer Science Principles**

1 credit      Grades 9, 10, 11, 12

*Prerequisite: None*

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

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



## ENGLISH

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

### Required Courses

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

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

English courses. Students will take at least one credit of English in each of their four years of high school.

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

### **ENGLISH 9 HONORS (00110)** *formerly English 11*

*1 credit          Grade 9*

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

### **ENGLISH 9 (00120)** *formerly English 12*

*1 credit          Grade 9*

Attention will be given in this class to developing skills in reading analysis and collaboration through discussion. This course emphasizes responding to literature by moving from comprehension to deeper interpretation. Students work to examine the language of the text in order to explore underlying ideas and to make meaningful connections. Students will write initial responses, collaborate with others in the class, and write responses. Students will continue to develop their writing skills through the stages of the writing process. The literature selections are both classical and contemporary texts.

### **EL COURSE IN ENGLISH LANGUAGE ARTS (09950, 09960)**

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

*Prerequisite: Recommendation from Teachers of EL*

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 concentrate on components of the English curriculum, but will also build the self-confidence and self-esteem of the EL 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. Please note prerequisites for additional courses.

#### **INTRODUCTION TO CULINARY ARTS (68100) formerly Introduction to Culinary Arts 10**

*.5 credit      Grades 9, 10, 11, 12*

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

#### **GLOBAL FOODS (68165) formerly Global Foods 20**

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: Introduction to Culinary Arts formerly Introduction to Culinary Arts 10*

Global Foods will take you on an international culinary journey. Experience the aromas, flavors, and culinary artistry of many diverse cultures as you prepare foods using exotic spices and techniques. You will prepare a variety of foods including street foods and traditional dishes and desserts.

#### **BAKING & PASTRY (68155) formerly Baking & Pastry 20**

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: Introduction to Culinary Arts, plus one other culinary course*

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

### **FASHION DESIGN, MERCHANDISING & INTERIOR DESIGN**

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

#### **FASHION & DESIGN I (67100) formerly Fashion & Design 10**

*1 credit      Grades 9,10,11,12*

Express your individual style. Fashion Design I acquaints the student with the selection and use of sewing equipment, fabric and patterns, use of commercial patterns, minor pattern adjustments, and professional construction techniques. Students learn industry sewing techniques and implement them in the construction of garments throughout the year. Students will purchase their own fabric on a school field trip twice a year and will participate in the annual fashion show.

## **HEALTH EDUCATION *automatically enrolled***

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

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

*0.25 credit      Grade 9 required*

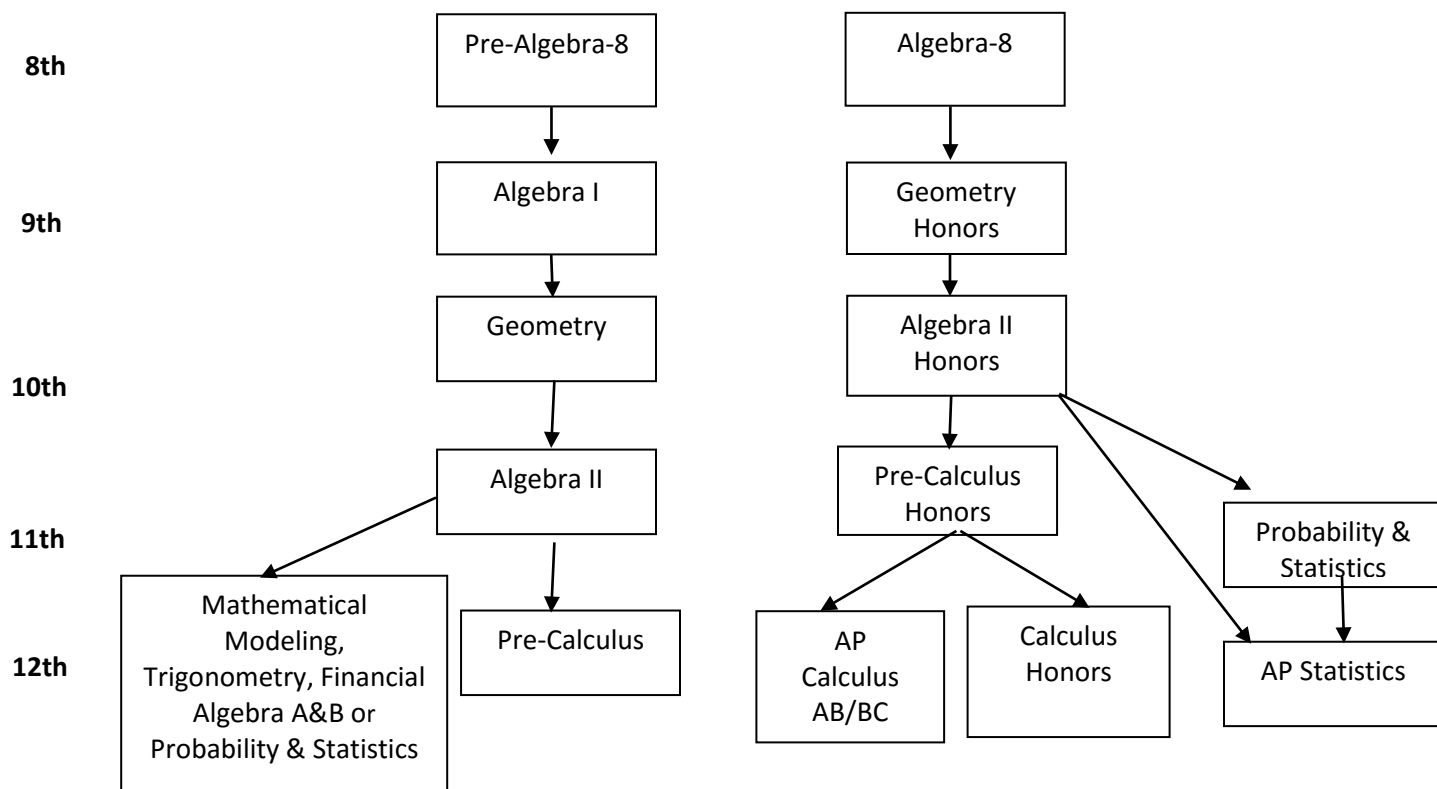
The Grade 9 curriculum supports age appropriate topics that include mental health, social media, CPR/AED/First Aid, alcohol and drugs, reproductive system and disease prevention. Through discussion, identification and description we recognize the social, emotional and physical development of all students.

## MATHEMATICS

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

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

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



### **ALGEBRA I (20120)** formerly Algebra 12

1 credit      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.

**GEOMETRY HONORS (22210)** formerly *Geometry 21*

*1 credit          Grades 9, 10*

*Prerequisite:    Grade 8 Algebra (“B+” or better) or Algebra 1 CP with grade of A or better*

The purpose of the Geometry Honors course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. 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 course.

## 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**

#### **PIANO STUDIO (71600)** *formerly Beginning Piano/Keyboard Class 10*

*.5 credit      Grades 9, 10, 11, 12*

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

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

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: 8<sup>th</sup> grade band or successful completion of Fairfield Skill Level IV*

This course is open to band students in grades 9-12 who have successfully completed Fairfield Skill Level IV and who wish to receive further training in instrumental techniques, ensemble playing, and music reading. This course focuses on fundamental aspects of reading and performing all styles of band literature. Music fundamentals and developing the student's musicianship are emphasized, as is working collaboratively in an ensemble. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, 3 curricular concerts and the Memorial Day Parade.

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

*1 credit      Grades 9, 10, 11, 12*

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

This intermediate instrumental group is available to band students in grades 9-12 who have successfully completed Fairfield Skill Level V. This course emphasizes more advanced instrumental technique and band literature. Selected players from band may also perform with orchestra. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Performances typically include home football games, 3 curricular concerts and the Memorial Day Parade.

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

*.6 credit      Grades 9, 10, 11, 12*

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

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

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

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

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

This course includes all ninth grade string students as well as student in grades 10, 11 and 12 who desire training in instrumental techniques, ensemble playing, and music reading. Select members of the Symphonic 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.

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

*.6 credit            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. Enrollment is by audition, and seating is limited to provide balanced instrumentation. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.

## **VOCAL MUSIC**

### **VOCAL STUDIO (71200) formerly Voice Class**

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

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

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

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

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

This course is designed for students who wish to participate in an ensemble choral experience, and is open to students in grades 9-12. Students will read three and four part choral scores, with a focus on fundamental aspects of music literacy and performance as a blended choral ensemble. Music from all periods and styles will be studied and performed including compositions using texts in different world languages. Proper vocal technique and choral ensemble skills are emphasized. Participation in all scheduled rehearsals and performances is required. Enrollment in Vocal Studio is also recommended.

## **CORE MUSIC CLASSES**

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

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

This course is designed for students seeking knowledge and experience in music technology. Topics covered include: live sound recording and sound reinforcement; digital recording and midi sequencing; audio engineering and editing; effects processing and microphone technique; music business and commercial production. Students will be using digital audio

workstations and a variety of recording studio equipment. Previous musical experience is not necessary, musicians, performers and songwriters will benefit greatly from this course.

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

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: Music Technology I*

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

## **PHYSICAL EDUCATION *automatically enrolled***

The focus of the high school physical education program is to motivate students toward a physically active lifestyle by helping them to understand the physiological benefits of exercise 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)**

*.25 credit (1 semester)*

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

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.

Starting with the Class of 2023, students will take Physical Education 9 and Physical Education 10 in their first two years. In years 11 and 12 students will have the opportunity to choose between a traditional Physical Education course, a Physical Education elective or a Wellness course. **(Pending Board of Education Approval)** The Physical Education elective offered will be titled The Sport Education Model which will include aspects of Coaching and Officiating. Examples of Wellness courses include Backyard Games, Dance, Fit for Life, Lifetime Games and Activities, Strength and Conditioning, Yoga and Pilates.

## **READING**

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

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

*.5 credit      Grades 9, 10, 11, 12*

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



## SCIENCE

The 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 1-credit course in Biology and one full year in the physical/earth sciences (i.e., Earth Science, Chemistry, Physics). An additional 1-credit will be chosen by the student. Students should be guided by the prerequisites for each course. 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 11<sup>th</sup> grade Connecticut State Science Assessment.*

Grade 9	Grades 10, 11 or 12	Grades 11 or 12
<ul style="list-style-type: none"> <li>• Biology Honors (L) OR Biology (L)</li> </ul> <p><i>Courses in addition to Biology may be taken with permission of the Director of Science (prerequisites must be met)</i></p>	<ul style="list-style-type: none"> <li>• Dangerous Planet (E)*</li> <li>• Cosmos (E)*</li> <li>• Dynamic Environment (E)*</li> <li>• Earth's Waters (E/L)*</li> <li>• Marine Science (E/L)*</li> <li>• Chemistry Honors (P)</li> <li>• Chemistry (P)</li> <li>• Physics (P)</li> <li>• Forensics I: Without a Trace (L/P)*</li> <li>• Forensics II: Fake the Prints (L/P)*</li> <li>• AP Physics 1 (P)</li> <li>• AP Chemistry (P)</li> <li>• AP Environmental Science (E)</li> </ul>	<ul style="list-style-type: none"> <li>• HAP – Blood, Guts, Senses &amp; Defenses (L)*</li> <li>• HAP – Brains, Bones &amp; Brawn (L)*</li> <li>• Nutritional Chemistry (P)*</li> <li>• Chemistry of Medicines (P)*</li> <li>• AP Biology (L)</li> <li>• AP Physics 2 (P)</li> </ul>

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

### **BIOLOGY HONORS (30210)** formerly *Biology 21*

*1 credit                  Grade 9*

*Prerequisite:    Concurrent enrollment in Geometry Honors and Grade 8 Teacher recommendation*

Biology Honors 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 (30220)** formerly *Biology 22*

*1 credit                  Grade 9*

Biology 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.

## SOCIAL STUDIES

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

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

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

\*One Civics course is a requirement for graduation

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

### **GLOBAL STUDIES HONORS (10181)** *formerly Global Studies 11*

*1 credit      Grade 9      Teacher recommendation advised*

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

### **GLOBAL STUDIES (10182)** *formerly Global Studies 12*

*1 credit      Grade 9*

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

### **EL COURSE IN US History**

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: Recommendation of EL Teacher*

This full year course is designed for students with limited English language proficiency. Students will explore the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. A major goal of this course is to improve the students' communication skills in order to ensure wider academic success. Listening, speaking, academic writing, and reading comprehension are primary areas of focus, in addition to research, notetaking and study skills.

\*Not approved for NCAA core course requirement

**EL COURSE IN Civics Global Issues Semester 1**

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

*Prerequisite: Recommendation of EL Teacher*

This semester course is designed for students with limited English language proficiency. Students will explore the organization and operation of governmental institutions, with an emphasis on the political and legal systems of the United States at the national, state, and local levels. A major goal of this course is to improve the students' communication skills in order to ensure wider academic success. Listening, speaking, academic writing, and reading comprehension are primary areas of focus, in addition to research, notetaking and study skills.

\*Not approved for NCAA core course English requirement

**EL COURSE IN Civics Global Issues Semester 2**

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

*Prerequisite: Recommendation of EL Teacher*

This semester course is designed for students with limited English language proficiency. Students will explore the important social, political, economic, and environmental issues of the modern world and the interconnectedness of our global community. A major goal of this course is to improve the students' communication skills in order to ensure wider academic success. Listening, speaking, academic writing, and reading comprehension are primary areas of focus, in addition to research, notetaking and study skills.

\*Not approved for NCAA core course English requirement

## TECHNOLOGY & ENGINEERING EDUCATION

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

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

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

### **COMPUTER AIDED DESIGN TECHNOLOGY (CAD)**

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

#### **CAD & 3D ANIMATION I (60100)** formerly *Computer Aided Design (CAD) 10*

*1 credit      Grades 9, 10, 11, 12*

*Prerequisite: None*

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

### **COMPUTER ENGINEERING**

#### **COMPUTER ENGINEERING I (66000)** formerly *Computer Technology 10*

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: None*

Students will study the practical application of **electronics and computers** used in the modern world. Major areas of study include: electrical theory, assembling electrical circuits, and basic computer repair. Students will learn the tools of the trade carried by professionals from electricians to computer engineers. Students will get their hands on the tools, equipment and software through a series of projects including circuit building, soldering, and disassembling and reassembling a computer. The course meets for one semester, so sign up for 20 as well!

#### **COMPUTER ENGINEERING II (66100)** formerly *Computer Technology 20*

*.5 credit      Grades 9, 10, 11, 12*

*Prerequisite: Computer Engineering I formerly Computer Technology 10 or teacher recommendation*

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

### **ENGINEERING**

#### **ENGINEERING DESIGN AND ROBOTICS (65000)**

*.5 credit      Grades 9, 10, 11, 12*

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

## GRAPHIC DESIGN TECHNOLOGY

### GRAPHIC DESIGN TECHNOLOGY I (62100) formerly *Graphic Communications Technology 10*

.5 credit      *Grade 9, 10, 11, 12*

*Prerequisite: None*

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

### GRAPHIC DESIGN TECHNOLOGY II (62200) formerly *Graphic Communications Technology 20*

.5 credit      *Grades 9, 10, 11, 12*

*Prerequisite: Graphic Design Technology I (formerly Graphic Communications Technology 10) or teacher recommendation advised*

Be awesome with **Adobe Photoshop, InDesign and Illustrator** through more advanced projects. Projects in this course may include, but are not limited do the following: *decals, puzzles, T-shirts, mouse pads, mugs, clocks, mirrors, key chains, vinyl applications, jewelry, and assorted clothing applications.* Students learn about careers available in the area of screen printing technology, and transfer designs. Design and produce your own creations and gain skills for life.

## TRANSPORTATION TECHNOLOGY and AUTO SERVICING

### TRANSPORTATION TECHNOLOGY I (63100) formerly *Transportation Technology 10*

.5 credit      *Grades 9, 10, 11, 12*

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

### TRANSPORTATION TECHNOLOGY II (63200) formerly *Transportation Technology 20*

.5 credit      *Grades 9, 10, 11, 12*

*Prerequisite: Transportation Technology I (formerly Transportation 10)*

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

### HOME & AUTO (63000) formerly *Home & Auto – Care & Maintenance*

.5 credit      *Grades 9, 10, 11, 12*

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

## WOOD MANUFACTURING TECHNOLOGY

### WOOD TECHNOLOGY I (64100) formerly *Wood Manufacturing 10*

.5 credit      *Grades 9, 10, 11, 12*

*Prerequisite: None*

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

### WOOD TECHNOLOGY II (64200) formerly *Wood Manufacturing 20*

.5 credit      *Grades 9, 10, 11, 12*

*Prerequisite: Wood Technology I (formerly Wood Manufacturing 10)*

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

## **THEATER ARTS**

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

The arts and communication enhance the quality of our lives by contributing to the understanding of and appreciation for the dignity of the human experience.

**ACTING I (85150)** *formerly Acting 10*  
.5 credit      *Grades 9, 10, 11, 12*

Acting I 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 II (85200)** *formerly Acting 20*  
.5 credit      *Grades 9, 10, 11, 12*

*Prerequisite: Acting I (formerly Acting 10) or with permission of instructor*

Acting II 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.

## **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)**

*1 credit          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)**

*.5 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)**

*.5 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)**

*.5 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

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

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

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

Language	Course Sequence
French	I – II – III – IV – V – VI / AP
Italian	I – II – III – IV
Latin	I – II – III – IV / AP
Mandarin	I – II – III – IV
Spanish	I – II – III – IV – V – VI / AP

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

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

*Prerequisite:    None*

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

The learner in this **course** will:

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

### **FRENCH I HONORS (42100) formerly French 10**

*1 credit          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 I** will:

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



- write lists and short messages and notes using highly practiced sentences and formulaic questions.

**FRENCH II HONORS (42200)** formerly *French 20*

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

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

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

The learner in **level II** will:

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

**FRENCH III HONORS (42310)** formerly *French 31*

*1 credit*      *Grade 9, 10, 11, 12*

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

Level III is intended to strengthen the learner's proficiency and awareness of the target culture.

The learner in **level III** will:

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

**ITALIAN I HONORS (40100)** formerly *Italian 10*

*1 credit*      *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 I** will:

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

**LATIN I HONORS (43100)** formerly *Latin 10*

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

*Prerequisite:*    *None*

The learner in **level I** will:

- comprehend simple written Latin about a variety of topics
- comprehend authentic texts from the ancient world such as graffiti and maxims.
- ask and answer simple questions.
- comprehend simple spoken statements, commands and questions.
- compose simple Latin phrases and sentences.
- identify and discuss practices in Roman life by examining products, practices and perspectives of the Ancient Romans.

- compare cultural and historical elements of the Ancient Romans to their own world.
- connect basic Latin structures and vocabulary to these same linguistic elements of English and other World Languages.

**MANDARIN (CHINESE) I HONORS (45100)** formerly *Mandarin (Chinese) 10*

*1 credit          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 I** will:

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

**SPANISH I HONORS (41100)** formerly *Spanish 10*

*1 credit          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 I** will:

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

**SPANISH II HONORS (41200)** formerly *Spanish 20*

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

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

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

The learner in **level II** will:

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

**SPANISH III HONORS (41310)** formerly *Spanish 31*

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

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

Level III is intended to strengthen the learner's proficiency and awareness of the target culture.

The learner in **level III** will:

- communicate and exchange information on familiar topics using a series of sentences.
- participate in short social interactions by asking and answering a variety of questions.
- understand the main idea and some specific information when reading or listening to authentic media sources.

- infer the meaning of unfamiliar words in familiar contexts.
- present information and personal preferences on familiar topics by creating with language primarily in the present tense.
- produce sentences, series of sentences and some connected sentences in the present and past.

## **REGIONAL PROGRAMS**

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

*1 credit*

*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=237](https://www.ces.k12.ct.us/cf_forms/view.cfm?formID=237) to apply.

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

*2 science credits per year*

*Grades 9, 10, 11, 12*

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

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

Click [here](#) or go to <https://www.bridgeportedu.net/Page/7725> 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 Warde High School.

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

<b>GRADE</b>	<b>AP</b>	<b>LEVEL 1</b>	<b>LEVEL 0</b>	<b>LEVEL 2</b>
<b>A+</b>	<b>5.00</b>	<b>4.67</b>	<b>4.67</b>	<b>4.33</b>
<b>A</b>	<b>4.67</b>	<b>4.33</b>	<b>4.33</b>	<b>4.00</b>
<b>A-</b>	<b>4.33</b>	<b>4.00</b>	<b>4.00</b>	<b>3.67</b>
<b>B+</b>	<b>4.00</b>	<b>3.67</b>	<b>3.67</b>	<b>3.33</b>
<b>B</b>	<b>3.67</b>	<b>3.33</b>	<b>3.33</b>	<b>3.00</b>
<b>B-</b>	<b>3.33</b>	<b>3.00</b>	<b>3.00</b>	<b>2.67</b>
<b>C+</b>	<b>3.00</b>	<b>2.67</b>	<b>2.67</b>	<b>2.33</b>
<b>C</b>	<b>2.67</b>	<b>2.33</b>	<b>2.33</b>	<b>2.00</b>
<b>C-</b>	<b>2.33</b>	<b>2.00</b>	<b>1.67</b>	<b>1.67</b>
<b>D+</b>	<b>2.00</b>	<b>1.67</b>	<b>1.33</b>	<b>1.33</b>
<b>D</b>	<b>1.67</b>	<b>1.33</b>	<b>1.00</b>	<b>1.00</b>
<b>D-</b>	<b>1.33</b>	<b>1.00</b>	<b>0.67</b>	<b>0.67</b>
<b>F</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

\*At the time this document was being printed, the Board of Education was considering a new GPA scale. We will update families as the process progresses.

