

## 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  
MISSION  
STATEMENT**

WELCOMING ACADEMIC RESPECTFUL DYNAMIC ETHICAL

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

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

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

# *Fairfield Warde High School*

755 Melville Avenue • Fairfield, Connecticut 06825 • (203) 255-8449 • FAX (203) 255-8284

## **Dear FWHS Student & Parents:**

This Fairfield Warde High School Program of Studies reflects a comprehensive high school program with a wide array of course offerings. Using this guide to plan your individual academic program is essential to a meaningful and productive high school experience. Take note of the information provided regarding graduation requirements, prerequisites for courses, and course sequences so that your course requests are in line with your long-term goals. Be sure to work with your school counselor to develop a course of study that will help you reach your goals.

We also want you to know that we take your requests for courses very seriously. They are a very important factor in our building of the master schedule for the entire school. Our approach is very straightforward: if we have enough requests for a course, we will do our best to schedule it in such a way that students who requested the course can fit it in their schedule. This process takes many people many months to complete. Your course requests also help us determine, how many teachers we will need in a given school year and how many sections of a course we must offer. It is for these reasons that once the schedules are finalized we will make changes in individual schedules only for *exceptional* circumstances.

Our hope is that each student at Fairfield Warde High School will pursue a program that is rigorous, challenging, and interesting. We encourage you to take advantage of the rich and diverse offerings available to you so that after four years you will be well prepared for the next stage of your life with a myriad of educational and career opportunities available to you.

FWHS teachers, counselors, and administrators stand ready to help you throughout this process; all you need to do is ask. Best of luck in the coming school year.

Sincerely,



David M. Ebling  
Headmaster

## TABLE OF CONTENTS

Fairfield High School Academic Expectations.....	3
General Information .....	4
Policies and Procedures.....	4
Instructional Grouping Policy .....	4
Implementation of Instructional Grouping.....	4
Special Education Policy .....	4
Dissection Policy .....	4
Statement of Nondiscrimination.....	4
Right to Access and Privacy of Records.....	5
Reporting Student Progress .....	5
Attendance Policy .....	5
Sample Schedule.....	5
Course Selection .....	5
Required Course Load.....	6
Policy of Change of Program .....	6
Pass-Fail Option .....	6
Making Up Failures/Loss of Credit .....	6
Promotion Policy .....	7
Requirements for Graduation .....	7
Early Completion of Graduation Requirements .....	8
Physical Education Policy .....	8
Credit for Independent Study .....	9
Scholastic Honors.....	9
Numeric to Letter Grade Conversion .....	9
Grading.....	9
Weighting System for GPA.....	10
Transfer Students .....	10
College/Career Center .....	10
Student Activities Program .....	10
Student Advisory Program .....	11
UCONN Early College Experience.....	11

## COURSE DESCRIPTIONS

Art.....	12
Business Education.....	16
English .....	21
Family and Consumer Science .....	27
Health Education .....	30
Mathematics.....	31
Music .....	36
Physical Education .....	40
Reading .....	40
Science .....	41
Social Studies .....	47
Technology Education.....	53
Theater Arts.....	58
Video and News Production.....	59
World Languages.....	60
Regional Programs .....	68
Weighting System for GPA .....	69

# Fairfield Public Schools



## High School Academic Expectations

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

## 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 main levels of instructional grouping are called College Preparatory (level 2), Honors (Level 1) 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 for Pupil Services and Counseling 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](mailto:ccampbell2@fairfieldschools.org)

or

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](mailto: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.

**SAMPLE HIGH SCHOOL SCHEDULE**

**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
2	Concert Choir	2	Biology H	2	Concert Choir	2	Health 9
	Homeroom		Homeroom		Homeroom		Biology H
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 on the next page. 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 term 1 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.

## PASS-FAIL OPTION

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

- The pass-fail option is only available to juniors and seniors.
- A student may elect the pass-fail option for only one course per semester.
- Courses elected on a pass-fail basis carry the same graduation credit as they now carry, and are recorded on the permanent record card. Any course so elected would have no effect on the student's grade point average unless the student fails.
- No required course can be included in the pass-fail option. AP classes cannot be taken for pass-fail.
- Day-to-day grading of homework, special assignments, quizzes, tests, etc. is the same for students on the pass-fail option as for others. Report card marking, however, will be limited to pass or fail.
- Students may opt into the pass-fail basis of marking in the fall until the end of term 1, and for second semester courses by the end of term 3 by completing the Pass-Fail Form available from all school counselors. The form must be completed, signed, and submitted to your counselor by the deadline. Students who elect a subject on pass-fail will be unable to reverse their decision at a later date.
- Students taking a pass-fail course must be carrying the total credit load or periods of subjects required for their grade level. One of these subjects may be a pass-fail course.
- The National Collegiate Athletic Association (NCAA) will accept pass/fail grades if you earn a "P" in any of the core courses required for participation in college level athletics at a Division I or II college or university. When a P is earned, the Eligibility Center will assign the lowest passing grade for the class when calculating GPA eligibility.

*NOTE: Pass-Fail courses are not applied when computing the Honor Roll unless the student fails*

## MAKING UP FAILURES/LOSS OF CREDIT

Failed courses may be made up in the following ways:

- Students may repeat the course during the next school year.
- Students who fail required courses are allowed to make them up in summer school in accordance with the academic intervention and summer school eligibility policy. Summer school is an opportunity for a student who has been unsuccessful during the school year to gain the level of competency and mastery needed to successfully complete the course or to regain a loss of credit. To be eligible to make up for a failed course a student must have a minimum



grade of 50% as a final grade in the course. The student’s summer school course will be reported on his/her transcript as summer school course with a letter grade and credit earned. This information does not replace the existing grade nor is it included in the overall GPA calculation.

- Seniors who need credit for graduation in a course we do not offer in summer school may use a district approved online credit recovery program (e.g. PLATO) and pass our course final exam.

**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.

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

**GRADUATING CLASSES 2020-2022**

To graduate from the Fairfield Public Schools, students in the class of 2020 to 2022 must earn a minimum of 21.5 credits and meet the credit distribution requirement.

English	4 credits
Math	3 credits
Science	3 credits
Social Studies (includes US History and Civics)	3.5 credits
Physical Education & Health	1.5 credits
Arts / Vocational	1 credit

**GRADUATING CLASSES BEGINNING 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	4.0 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	0.5 credit	
Assured Content Experience	0.5 credit	

\*Mastery-Based Diploma Assessment

**Assured Skill Experiences** 0.5 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 0.5 credit**

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

#### Mathematics

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

#### Evidence Based Reading and Writing

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

#### Content Area Mastery

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

### **EARLY COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS**

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

### **PHYSICAL EDUCATION POLICY**

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

## CREDIT FOR INDEPENDENT STUDY

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

## SCHOLASTIC HONORS

It is the policy of the Fairfield School System to encourage and recognize students who achieve superior scholastic grades.

Two honor lists are compiled for this purpose: **The Headmaster's List** and **The Honor Roll**.

To be included on the **Headmaster's List** or **Honor Roll** a student must meet the following criteria:

- All students must carry five (6) credits plus physical education and health each year
- For Honor Roll, earn a Term GPA of 3.0 or better average in the included courses
- For Headmaster List, earn a Term GPA of 4.0 or better average in the included courses
- No student may qualify for the Honor Roll with a grade below a "C"
- No student may qualify for the Headmaster's List with a grade below a "B"
- No failures (F), withdrawals (W), or incompletes (I) allowed
- Grades in Physical Education, Health, Computer Proficiency, and Pass/Fail Courses are not applied to the grade point average for Scholastic Honors
- Term GPA is determined using the weighting scale found on the next page

## NUMERIC AVERAGE TO LETTER GRADE CONVERSION

100	A+								
99	A+	89	B+	79	C+	69	D+	59 and below	F
98	A+	88	B+	78	C+	68	D+		
97	A+	87	B+	77	C+	67	D+		
96	A	86	B	76	C	66	D		
95	A	85	B	75	C	65	D		
94	A	84	B	74	C	64	D		
93	A	83	B	73	C	63	D		
92	A-	82	B-	72	C-	62	D-		
91	A-	81	B-	71	C-	61	D-		
90	A-	80	B-	70	C-	60	D-		

## GRADING

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

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

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

<b>A+</b>	<b>Consistently outstanding achievement of course objectives</b>
<b>A</b>	<b>Excellent achievement of course objectives</b>
<b>B</b>	<b>Good achievement of course objectives</b>
<b>C</b>	<b>Acceptable achievement of course objectives</b>
<b>D</b>	<b>Minimal achievement of course objectives</b>
<b>F</b>	<b>Failure to achieve minimal course objectives</b>

## WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA

The numerical value assigned to grades based on course level is found below. Fairfield High Schools do not report class rank.

GRADE	AP	Honors	Elective	College Prep
A+	5.00	4.67	4.67	4.33
A	4.67	4.33	4.33	4.00
A-	4.33	4.00	4.00	3.67
B+	4.00	3.67	3.67	3.33
B	3.67	3.33	3.33	3.00
B-	3.33	3.00	3.00	2.67
C+	3.00	2.67	2.67	2.33
C	2.67	2.33	2.33	2.00
C-	2.33	2.00	1.67	1.67
D+	2.00	1.67	1.33	1.33
D	1.67	1.33	1.00	1.00
D-	1.33	1.00	0.67	0.67
F	0.00	0.00	0.00	0.00

## TRANSFER STUDENTS

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

## 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 & Program
Common Application	Career Exploration & Research
GAP Year	College Representative Visits
Interview & Resume	Financial Aid Information
Military Information	Summer Programs
Scholarships & Grants	Job Shadowing Program
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 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.

### **UCONN EARLY COLLEGE EXPERIENCE**

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

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

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

Courses offered at Fairfield Warde for UCONN ECE credit are:

Advanced Placement Calculus BC	Advanced Placement US History
Advanced Placement Literature and Composition	Individual and Family Development
Advanced Placement Latin	Advanced Placement French
Advanced Placement Modern European History	Advanced Placement Spanish/Spanish VI Honors
Advanced Placement Environmental Science	

## 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. In 2019-2020, the elective GPA weighting scale is applied to all Art courses (except AP courses).**

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

### **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 & 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.

**INTERMEDIATE DRAWING & PAINTING (72300) formerly Drawing & Painting II**

.5 credit      Grades 10, 11, 12

*Prerequisite:*      Foundations in Art 2D, Introduction to Drawing and Painting

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

**ADVANCED DRAWING AND PAINTING (72400) –formerly Intro to Studio**

.5 credit      Grades 10, 11, 12

*Prerequisite:*      Foundations in Art 2D, Introduction to Drawing and Painting, Intermediate Drawing and Painting

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

**INTRODUCTION TO POTTERY (72450)**

.5 credit      Grades 9, 10, 11, 12

*Prerequisite:*      Foundations in Art 3D

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

**INTRODUCTION TO SCULPTURE (72200) 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.

**ADVANCED POTTERY AND SCULPTURE (72250) formerly Sculpture II**

.5 credit      Grades 10, 11, 12

*Prerequisite:*      Foundations in Art 3D & Introduction to Pottery OR Introduction to Sculpture

Students will work with advanced 3-Dimensional design concepts and processes. Students may apply for the AP 3-Dimensional Design Portfolio.

**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 (may be waived for seniors)

Graphic Designers and Illustrators are creative problem solvers who plan a design which communicates a message. These practical assignments engage students in creating their own personal imagery. Introduction to professional software includes Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a \$30.00 Lab fee.***

**INTERMEDIATE DIGITAL DESIGN (76950) formerly Digital Illustration & Graphic Design for the Artist II**

.5 credit      Grades 10, 11, 12

*Prerequisite:*      Foundations in Art 2D (may be waived for seniors) & Introduction to Digital Design

This course enables students to use computer-aided design and work flow as they create and combine images, text and information. Quality workmanship will be emphasized while students learn advanced software techniques, integrating digital and scanned imagery. The digital portfolio from this course can be applied to the AP 2D Design Portfolio. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. ***This course requires a \$30.00 Lab fee.***

**INTRODUCTION TO DIGITAL PHOTOGRAPHY (75000)**

.5 credit      Grades 9, 10, 11, 12

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

Digital photography will explore electronic imaging through the use of digital cameras, scanners and printers. The course will cover basic technical information relating to the appropriate hardware and software used in electronic imaging and

understanding basic digital photography as an art form. Students will incorporate the elements of art and principles of design as they experienced in Foundations in Art (Art I). Introduction to professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. A digital camera and an appropriate media card are required. Limited school cameras are available for loan for this course. ***This course requires a \$30.00 Lab fee.***

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

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

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

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

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

*.5 credit          Grades 10, 11, 12*

*Prerequisite:      Foundations in Art 2D (may be waived for seniors), & Introduction to Darkroom Photography OR Introduction to Digital Photography*

Intermediate Photography is a course that requires previous knowledge of the use of 35mm film & digital cameras. This course is an advanced course that merges darkroom and digital processes, offering a greater range of imagery, allowing a student's personal expression and aesthetics to shine through. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. ***This course requires a \$30.00 Lab fee.***

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

*.5 credit          Grades 11, 12 (1 Semester and will run during the same period as AP 2-D Design and Photo)*

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

In Advanced Photography, students will make use of the skills learned in previous photography courses and combine them with a wider range of technological and digital choices. The serious photography student will explore advanced darkroom and digital imaging techniques to develop his or her own style. Advanced exposure and use of Professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package. Limited school cameras are available for loan for this course. It is encouraged that all advanced level photography students take the AP College Board 2D Design exam but it is not required. ***This course requires a \$30.00 Lab fee.***

### **AP 2-D DESIGN AND PHOTOGRAPHY (76300)**

*1 credit          Grades 11, 12*

*Prerequisite:      Foundations in Art 2D, Introduction to Darkroom Photography OR Introduction to Digital Photography, and Intermediate Photography OR Foundations in Art 2-D, Introduction to Digital Design and Intermediate Digital Design.*

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

In AP 2-D Design, Illustration and Photography, students will make use of the skills learned in previous 2-D Illustration and Photography courses and combine them wider range of technological and digital choices. The serious photography student will explore advanced darkroom and digital imaging techniques to develop his or her own style. The serious Design and Illustration students will explore industry standard, design techniques and methods to create sophisticated imagery. Advanced exposure and use of Professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package will be available to all students. Limited school cameras are available for loan for this course. ***This course requires a \$30.00 Lab fee.***

### **AP STUDIO ART (76600)**

*1 credit          Grade 12*

*Prerequisite:      Foundations in Art 2D, Intro to Drawing and Painting, Intermediate Drawing and Painting, Advanced Drawing and Painting, and a portfolio for review by an instructor.*

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

This course is designed to provide the student with the needed time and resources to create more advanced level work



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

## **BUSINESS EDUCATION**

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. In 2019-2020, the elective GPA weighting scale is applied to all Business courses (except AP courses).

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			

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

#### **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 (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. Students analyze, design, develop, and implement solutions to a wide range of interesting and challenging problems. The topics covered include: learning the development environment of a professional programming language, the main concepts of object-oriented programming (data types, objects, functions, classes, control structures, strings, etc.), 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 (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.

**ACCOUNTING I (51300) formerly Accounting**

1 credit      Grades 10, 11, 12

*Prerequisite:* None

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

**ACCOUNTING II (51350)**

1 credit      Grades 11, 12

*Prerequisite:* Accounting I with passing grade

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

**MARKETING (53500)**

1 credit      Grades 10, 11, 12

*Prerequisite:* None

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

**BUSINESS LAW (52800)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    None*

Business Law focuses on the study of the state and federal court structure, the laws of business, contracts, criminal law, sales, bailments, negotiable paper, agency insurance, and business organization. Students learn about the importance of the law in our form of government and their legal rights and obligations with respect to the juvenile justice system.

**BUSINESS MANAGEMENT (53300)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    None*

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

**BUSINESS OF SPORTS & ENTERTAINMENT (50500)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    None*

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

**FINANCIAL LITERACY (53400)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    None*

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

**INTERNATIONAL BUSINESS (51700)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    None*

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

**AP ECONOMICS****AP MICROECONOMICS (51500)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    Teacher recommendation advised*

**AP MACROECONOMICS (51600)**

*.5 credit          Grades 10, 11, 12*

*Prerequisite:    Teacher recommendation advised*

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

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

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

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

**ADVERTISING (53600)** *formerly Advanced Advertising and Design*

*.5 credit          Grades 11, 12*

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

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

**INVESTING AND FINANCE (53700)** *formerly Introduction to Investing and Finance*

*.5 credit          Grades 11, 12*

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

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

**ENTREPRENEURSHIP (50600)**

*.5 credit          Grades 11, 12*

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

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

**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.

**AP COMPUTER SCIENCE (51000)**

*1 credits*            *Grade 10, 11, 12*

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

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

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

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

*.5 credit*            *Grade 11, 12*

*Prerequisite: \*\*Must have own transportation*

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

## ENGLISH

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

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

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 *	

\*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 12 beyond their required English courses.

### GRADE 9

#### **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.

### GRADE 10

#### **ENGLISH 10 HONORS (00210)** formerly English 21

1 credit      Grade 10

This course asks students to move beyond themselves and their own interests as they intellectually engage with large philosophical questions. Students learn that literature responds to the questions which life presents to them as they venture out into the world. In this course, students develop as readers by focusing on literary craft as they analyze text and create

text. Reading and writing experiences prepare students for taking thoughtful critical stances about literature. In addition to frequent informal writing assignments, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

**ENGLISH 10 (00220) formerly English 22**

*1 credit            Grade 10*

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

**GRADE 11**

**ENGLISH 11 HONORS (00310) formerly English 31**

*1 credit            Grade 11*

Students in English 31 will study American literature and explore the American experience. This course focuses on deepening students' responses to texts and has students engage in research and inquiry connecting literature, history, and culture. Students will explore the assumptions inherent in the texts they read as well as the assumptions they may bring to the reading. Students will read notable works of American literature and analyze those texts in relation to one another and communicate their thinking about these ideas through varied writing assignments.

**ENGLISH 11 (00320) formerly English 32**

*1 credit            Grade 11*

In this course, students read American literature and consider how their lives have been shaped by the American experience. Students consider literary works that are mainstream and those from diverse cultures within the country. Students will use strategies of inquiry, collaboration, and analysis to interpret texts and evaluate ideas in increasingly sophisticated ways as readers and writers. This course focuses on deepening the students' personal responses to texts by adding reading strategies of considering the perspectives of history and culture to their repertoire as they consider the assumptions within texts and within themselves as readers. Students will read American literature and analyze those texts and communicate their thinking about these ideas through varied writing assignments.

**AP LANGUAGE AND COMPOSITION (00350)**

*1 credit            Grade 11*

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

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

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

*2 credits            Grade 11            Integrated Course of AP Language and Composition and AP US History*

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

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



**GRADE 12  
FULL YEAR COURSES**

**ENGLISH 12 HONORS (00410)** *formerly English 41*

*1 credit          Grade 12*

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

**ENGLISH 12 (00420)** *formerly English 42*

*1 credit          Grade 12*

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

**AP LITERATURE AND COMPOSITION (00450)**

*1 credit          Grade 12*

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

Advanced Placement English Literature is for students who want to be challenged with college-level course work. This course is designed to be a culminating experience for students who have been involved in honors course work and who value the study of literature. Students are expected to be academically mature and focused on enhancing skills in critical thinking. The class is primarily run as a seminar, and oral discourse is an integral part of the class.

Students in this course will analyze and interpret complex works of literature, including novels, plays, short stories, and poetry from various time periods. In addition, students will gain an introductory knowledge of critical theory and apply theoretical lenses to the literature. College-level literary analysis writing is a focus of the course; however, students will produce work in a variety of modes, including presentations, formal discussions, narratives, original fiction/poetry, timed essays, and/or multimodal projects. Completion of the summer reading, writing, and viewing is a requirement of this course. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 4 college credits, English 1011, through the UCONN ECE Program.**

**SEMESTER ENGLISH ELECTIVE COURSES**

The Elective Courses have been grouped in two general categories: Literature Courses and Writing Courses. A senior who does not take a full year English course, must take a minimum of one course from each column. Semester courses are also open to juniors in addition to their full-year junior course. **In 2019-2020, the elective GPA weighting scale is applied to all semester English elective courses.**

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

## LITERATURE ELECTIVES

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

.5 credit      Grades 11, 12

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

*Call of the Wild* challenges students to grow their natural awareness and deepen their relationship with nature. Major attention will be paid to assessing the role that nature does or should play in modern life. All reading and analysis for *Call of the Wild* require an introspective spirit of philosophical inquiry and the ability to make productive connections and articulate common themes. In addition to analyzing and responding to literature, students are expected to participate in field experiences, both independently and as a class. Nature writing, by definition, is a field-based activity, rooted in a strong sense of place. It requires the “discipline of looking always at what is to be seen” in the natural world around us. During this course students will be afforded the opportunity to step out of the busy routine and closely observe the beauty and significance of their own local landscapes in the field. First-hand field experiences provide students with an experiential context, which they bring back to the literature, and this empowers more sophisticated understanding of both written texts and their home landscape. Students document their experiences and observations in nature in their field notes, and develop these notes into more formal narrative reflections.

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

.5 credit      Grades 11, 12

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

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

.5 credit      Grades 11, 12

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

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

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

.5 credit      Grades 11, 12

Gender Perspectives is a semester course, focusing on the analysis of the changing portrayal of gender roles in literature, film, and popular culture. Students will explore cultural assumptions about gender and read literary texts from multiple perspectives as they become familiar with literary theories.

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

.5 credit      Grades 11, 12

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

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

*\*Pending approval from Fairfield Public Schools Board of Education*

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

*.5 credit          Grades 11, 12*

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

## **WRITING ELECTIVES**

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

*.5 credit          Grades 11, 12*

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

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

*.5 credit          Grades 11, 12*

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

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

### **JOURNALISM (00530)**

*.5 credit          Grades 10, 11, 12*

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

Journalism is a semester English elective. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students learn how to write a story in the newsroom. They also will "go out" on the beat and develop and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students see how concepts and principles work in real situations and explore the problems, philosophical questions, and issues that journalists face on the job. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists. In class, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating.

### **POETRY (00550)**

*.5 credit          Grades 11, 12*

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

### **SATIRE (00560)**

*.5 credit          Grades 11, 12*

Satire pokes fun at people and institutions (i.e., political parties, educational systems). Sometimes satire is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. Writing techniques

taught include parody, exaggeration, absurdity, and irony. Through the study of satiric techniques, students see how satire enables us to laugh at ourselves while at the same time effecting reforms.

**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. **In 2019-2020, the elective GPA weighting scale is applied to all Family and Consumer Science 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 with Introduction to Culinary Arts 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*

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*

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.

#### **FOOD SERVICES I (68200)** formerly *Food Services 20*

*1 credit      Grades 10, 11, 12*

*Prerequisite: Introduction to Culinary Arts plus one additional culinary class and teacher recommendation.*

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

#### **FOOD SERVICES II (68250)** formerly *Food Services 30*

*1 credit      Grades 11, 12*

*Prerequisite: Food Services I and teacher recommendation.*

This class is a continuation of Food Services I. Students will learn quantitative food preparation techniques, create and execute menus, hone seasoning and tasting skills, prepare, garnish, plate and serve an array of restaurant meals. Students will also continue to develop marketing and advertising skills as they practice their front and back of house skills within the student-run restaurants, utilizing the internet and social media.

#### **FOOD SERVICES III (68270)** formerly *Food Services 40*

*1 credit      Grade 12*

*Prerequisite: Food Services II and teacher recommendation.*

Students will take their skills to a new level. Self-motivation and personal achievement are recognized as students develop leadership and management techniques, build on food skills, initiate and create menus for various community events.

Students are given the opportunity to explore areas of interest and to develop a personalized approach to menu development, flavor profiles, presentation, and marketing style.

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

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

### **FASHION MERCHANDISING I (67500) formerly Fashion Merchandising 10**

*.5 credit      Grades 10, 11, 12*

Delve into the arena that makes Fashion Merchandising a stimulating industry. Fashion Merchandising is a thrilling field that demands both fashion and business sense. For those with the interest and passion for fashion this course will give insight and experience to fashion history, product development, purchasing, distribution, visual merchandising, social media, and brand marketing through hands on activities, field trips and the implementation and operation of a student-run boutique. A final project includes an individual student boutique concept.

### **FASHION MERCHANDISING II (67520) formerly Fashion Merchandising 20**

*.5 credit      Grades 11, 12*

*Prerequisite: Fashion Merchandising I*

Students who have successfully completed Fashion Merchandising I will continue their studies in the vast area of the Fashion industry, specifically in visual merchandising. Students will explore the characteristics of global interrelationships in the fashion industry. The course further explores how fiber, textile, apparel producers and retailers merchandise and market their products within the industry and ultimately to the consumer. Components of this class will include the management of the student-run boutique and use of professional software to create their own boutique. A final project includes the next level of the individual student boutique concept through e-tailing.

### **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.

### **FASHION & DESIGN II (67200) formerly Fashion & Design 20**

*1 credit      Grades 10, 11, 12*

*Prerequisite: Fashion and Design I*

This course is designed for students who are interested in refining their sewing construction skills. (see below in yellow?) Students will be introduced to a variety of advanced clothing techniques using woven and knit fabrics as well as the redesign and construction of clothing made from ready-made garments. Students will apply proper fitting methods of garments through the use of commercial patterns and muslins. Students will have the opportunity to use technically advanced design and construction equipment. Students will purchase their own fabric on a school field trip to the New York Garment District twice a year and will implement and participate in the annual fashion show.

### **FASHION & DESIGN III/IV (67300/67400) formerly Fashion & Design 30/40**

*1 credit      Grades 11, 12*

*Prerequisite: Fashion and Design II or Teacher recommendation advised*

Fashion designing is the emphasis of this course. Students will make their fashion visions a reality. This course gives students an in-depth background in fashion designing and creating apparel by incorporating both the flat-pattern and draping methods of design. Students will produce two three-piece collections and display them in the annual fashion show. Students will purchase their own fabric on a school field trip to the New York Garment District twice a year

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

*.5 credit      Grades 10, 11, 12*

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

Professional architectural computer programs give students the opportunity to practice creativity and enhance technical proficiencies while designing new floor plans. Students will develop foundational knowledge and skills relating to career pathways in housing and interior design.

### **HUMAN DEVELOPMENT AND FAMILY STUDIES**

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

#### **CHILD DEVELOPMENT I (68300) formerly Child Development 30**

1 credit                      Grades 10, 11, 12

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

#### **CHILD DEVELOPMENT II, EARLY CHILDHOOD (68400) formerly Early Childhood Education 40**

1.5 credit                      Grades 11, 12

*Prerequisite: Child Development I and teacher recommendation required*

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

#### **CHILD DEVELOPMENT III, INDIVIDUAL AND FAMILY DEVELOPMENT ECE(69000) formerly Individual & Family Development**

1 credit                      Grade 12

This course is designed as an introduction to the field of Human Development and Family Studies and is essential for students planning a career in education, medicine, psychology, psychiatry, and other similar pathways. Students will gain an understanding of human development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. An internship in the field is required. **This course is part of the UCONN ECE (Early College Experience) Program. Students can apply for 3 college credits of HDFS1070 Individual & Family Development through UCONN.**

## **HEALTH EDUCATION**

The emphasis in health education is based on the needs and interests of students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices and skills. By increasing the awareness of the relationship between physical, emotional, mental, social and spiritual health, students can develop opportunities to achieve a high level of health and well-being. 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.

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

*0.25 credit      Grade 10 required*

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

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

*0.25 credit      Grade 11 required*

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

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

*0.25 credit      Grade 12 required*

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

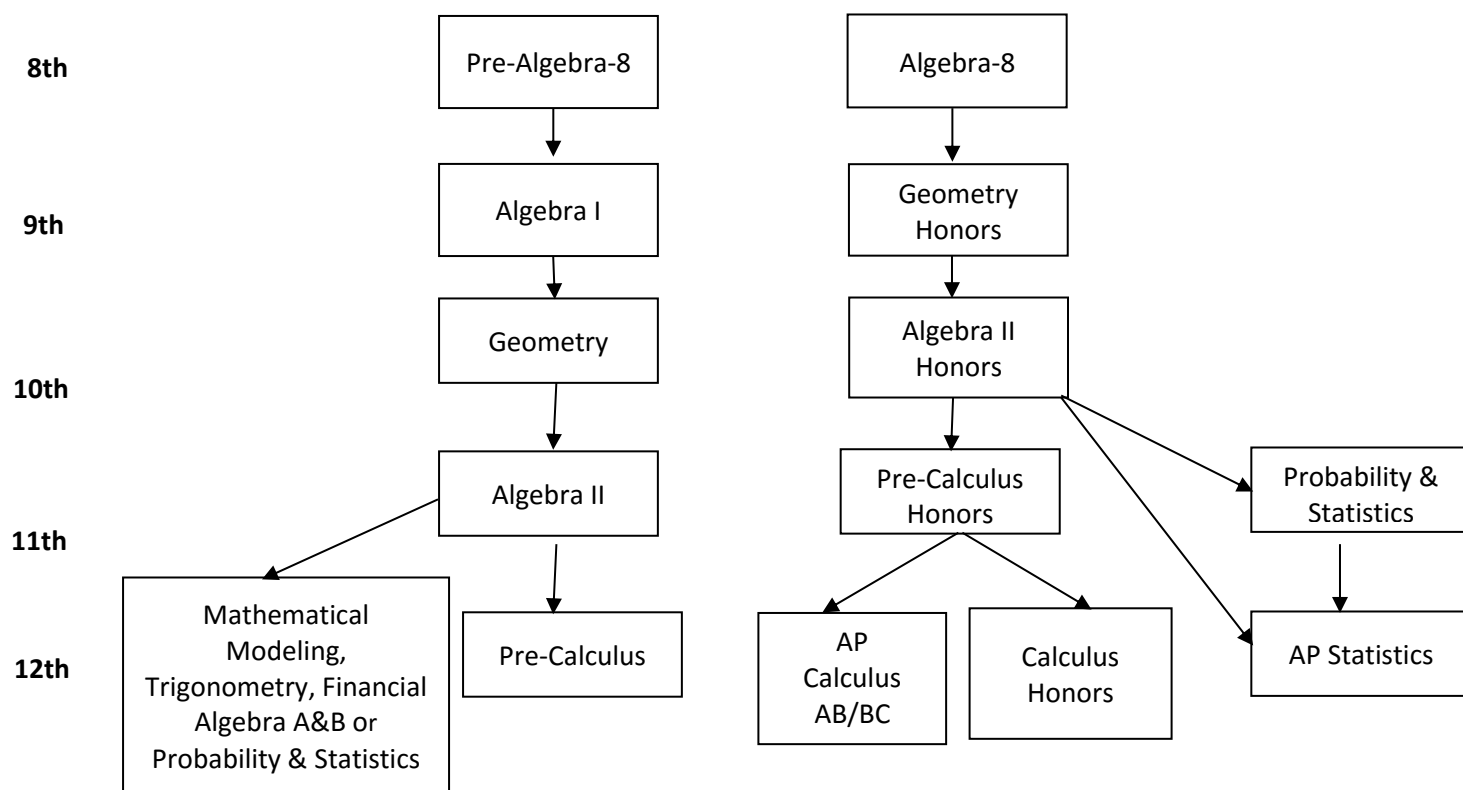


# MATHEMATICS

The goal of the mathematics curriculum is to develop the appropriate problem solving skills through logical, mathematical reasoning, acquire both conceptual and procedural understandings, and prepare our students to become life-long learners in a complex 21<sup>st</sup> Century. To accomplish this 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.

## **MATH WORKSHOP (A-26675/B-26676)**

*.50 credit/semester*

*Prerequisite: Teacher recommendation and standardized test scores determine eligibility for entry into this course.*

This class provides additional support to students in their effort to meet the standards of more rigorous mathematics courses. This course is taught concurrently with a student's Algebra or Geometry class, giving extra time and utilizing a variety of strategies to help students build a stronger mathematical foundation to support them in their current Algebra or Geometry class as well as their future mathematics courses. The course will award credit that is applicable to high school graduation but not to the Fairfield Mathematics requirements, which are a minimum of three full years of mathematics. *\*Not approved for NCAA core course Mathematics requirement*

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

*1 credit Grades 9, 10*

*Prerequisite: Grade 8 Algebra ("B+" or better) or Algebra I 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.

## **GEOMETRY (22220) formerly Geometry 22**

*1 credit Grades 9, 10, 11*

*Prerequisite: Algebra I or Algebra-8*

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

## **ALGEBRA II HONORS (23310) formerly Algebra 31**

*1 credit Grades 9, 10, 11*

*Prerequisite: Algebra I (A or better) or Algebra-8 (B+ or better). With permission, students can take concurrently with Geometry*

Building on their work with linear, quadratic, and exponential functions from Algebra I, students in Algebra II will extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and trigonometric functions. Algebra II Honors will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course includes additional standards above the Algebra II course.

## **ALGEBRA II (23320) formerly Algebra 32**

*1 credit Grade 10, 11, 12*

*Prerequisite: Successful completion of Algebra I – With permission, students can take concurrently with Geometry*

Building on their work with linear and quadratic functions from Algebra I, students in Algebra II will extend their repertoire of functions to include exponential, polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations,

including solving quadratic equations over the set of complex numbers solving exponential equations, and trigonometric functions. Algebra II will also introduce the concepts of statistical thinking by developing understanding of the random processes that underlie statistical experiments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**PRE-CALCULUS HONORS (24410)** formerly *Pre-Calculus 41*

*1 credit*            *Grade 11, 12*

*Prerequisite:* *Algebra II H and Geometry H (“B” or better).*

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

**PRE-CALCULUS (24400)** formerly *Pre-Calculus 40*

*1 credit*            *Grade 11, 12* **In 2019-2020, the elective GPA weighting scale is applied.**

*Prerequisite:* *Algebra II Honors (“C or better”) or Algebra II (“B” or better).*

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

**FINANCIAL ALGEBRA A (24450) and B (24460)** formerly *Financial Algebra 42A and 42B*

*1 credit*            *Elective Senior Course (credit granted by semester)*

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

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

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

**PROBABILITY AND STATISTICS (25400)** formerly *Probability and Statistics 40*

*1 credit*            *Grade 11, 12* **In 2019-2020, the elective GPA weighting scale is applied.**

*Prerequisite:* *Successful completion of Algebra II*

Probability and statistics is recommended for those who want an elective that will be beneficial to many academic, medical, social science, and business careers. Statistics topics studied include: describing data with graphs, distributions, histograms and other graphical techniques, and measures of center and spread. Probability topics include: probability rules, probability distributions – discrete and normal. Additional topics include: sampling design, experimental design, sampling distributions,

linear regression, and an introduction to inference testing and confidence intervals. Probability & Statistics is an excellent option for students anticipating statistics requirement in college.

**MATHEMATICAL MODELING (25430)** formerly *Mathematical Modeling 42*

.5 credit      Grade 11, 12

*Prerequisite:* Successful completion of Algebra II

This course will involve the use of algebraic and trigonometric functions with technology to analyze quantitative relationships and illustrate the role of mathematics in modern life; graphical numerical and symbolic methods. Most sections require a graphing calculator; some require work with a computer spreadsheet. This is an introductory level college math course.

**TRIGONOMETRY (25450)** formerly *Trigonometry 42*

.5 credit      Grade 11, 12

*Prerequisite:* Successful completion of Algebra II

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

**AP STATISTICS (26510)**

1 credit      Grade 11, 12

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

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

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

**CALCULUS (24500)** formerly *Introduction to Calculus 50*

1 credit      Grade 12 **In 2019-2020, the elective GPA weighting scale is applied.**

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

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

**AP CALCULUS AB (24510)**

1 credit      Grade 11, 12

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

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

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

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

**AP CALCULUS BC (25510)**

*1 credit            Grade 11, 12*

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

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

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

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

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

**MULTIVARIABLE CALCULUS (26610)**

*1 credit            Grade 12*

*Prerequisite:    AP Calculus AB/BC*

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

## MUSIC

The Music Department offers a wide range of courses that develop the four artistic processes of creating, performing, responding and connecting at all levels. Students are encouraged to continue their study of a musical instrument or voice throughout their high school years and are invited to enroll in other classes that do not have a performance emphasis such as music theory, music technology and piano studio. **In 2019-2020, the elective GPA weighting scale is applied to all Music courses.**

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

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

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

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

*Prerequisite: 8th 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.

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

*1 credit          Grades 10, 11, 12*

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

This band is available to students in grades 10-12 by audition and by the recommendation of the band director. A limited number of students will be selected on each instrument to provide balanced instrumentation. In this ensemble, the most

advanced of the high school bands, students will study and perform standard wind ensemble literature from a variety of styles and periods. A weekly instrumental lesson is required for each student enrolled in this course. Participation in all fall, winter and spring scheduled rehearsals and performances if required. Performances typically include homes football games, 4 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.

### **SYMPHONIC ORCHESTRA (70900)**

*1 credit          Grades 10, 11, 12*

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

The focus of this course will be on developing advanced instrumental techniques, ensemble playing and music reading. A limited number of students will be selected on each instrument to provide balanced instrumentation. Select woodwind, brass and percussion players from the Wind Ensemble will be added to complete the instrumentation of the Symphonic Orchestra. Orchestral literature of various periods and styles will be studied and performed. A weekly instrumental lesson is required for this course. Participation in all scheduled rehearsals and performances is required.

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

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

*Prerequisite:    Concurrent enrollment in concert or 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.

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

*1 credit            Grades 10, 11, 12*

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

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

### **CHAMBER CHOIR (71400) formerly Chamber Singers**

*1 credit            Grades 10, 11, 12*

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

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

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

*.5 credit            Grades 11, 12*

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

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

## **NON-PERFORMING MUSIC CLASSES**

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

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

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

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

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

*Prerequisite: Music Technology I*

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



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

**MUSIC THEORY I (70700)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Music teacher recommendation required*

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

**MUSIC THEORY II: ELEMENTS OF COMPOSING AND ARRANGING (70800) formerly Music Theory II**

*.5 credit      Grades 10, 11, 12*

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

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

## **PHYSICAL EDUCATION**

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.

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

*.25 credit (1 semester)*

All 10<sup>th</sup> grade students will be scheduled for a semester of physical education. The curriculum will provide students with opportunities in a variety of movement experiences including team games, lifetime and leisure activities, and fitness related activities. The **CONNECTICUT PHYSICAL FITNESS ASSESSMENT (3<sup>RD</sup> GENERATION CPFA)** is required by the state to be administered to all 10<sup>th</sup> grade students. The assessment consists of four tests addressing the following components of fitness; flexibility, abdominal strength and endurance, upper body strength and endurance, and cardio-respiratory endurance. During the semester 10<sup>th</sup> graders are taking physical education, the physical education staff will prepare and administer the assessment to all of their 10<sup>th</sup> grade classes. This assessment is part of the ongoing process of helping our students understand, improve and/or maintain their overall wellness.

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

*.25 credit (1 semester)*

All 11<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 activities including team games, net games, lifetime and leisure activities, and fitness related activities.

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

*.25 credit (1 semester)*

All 12<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 activities including team games, net games, lifetime and leisure activities, and fitness related activities.

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 21 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.

**CHEMISTRY HONORS (30310)** *formerly Chemistry 31*

1 credit            Grade 10, 11, 12

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

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

**CHEMISTRY (30320)** *formerly Chemistry 32*

1 credit            Grade 10, 11, 12

*Prerequisite:* "C" or better in Algebra

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

**PHYSICS (31400)** *formerly Physics 40*

1 credit            Grade 10, 11, 12 **In 2019-2020, the elective GPA weighting scale is applied.**

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

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

**AP PHYSICS I (34520)**

1.5 credit        Grade 10, 11, 12

*Prerequisites:* "B" or better in Algebra I, Geometry Honors, and Algebra Honors, concurrently enrolled in or successful completion of Pre-Calculus Honors

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

The AP Physics I course is a university level course that focuses on the big ideas typically included in the first semester (and parts of a second semester) of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics: forces and interactions, momentum and energy, circular motion and rotation, harmonic motion and waves (I) and electricity (I). This course requires that 25 percent

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

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

*1.5 credit      Grade 11, 12*

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

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

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

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

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

*1.5 credit      Grades 10, 11, 12*

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

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

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

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

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

*1.5 credit      Grades 11, 12*

*Prerequisite: "B" or better in Biology Honors and Chemistry Honors or approval of the Director of Science*

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

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

### **AP CHEMISTRY (33510)**

*1.5 credit      Grade 10, 11, 12*

*Prerequisite: "B+" or better in Chemistry Honors and Algebra Honors OR approval of the Director of Science*

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

The Advanced Placement Chemistry is a university level course. This course will emphasize the theoretical aspects of chemistry. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. Instruction will be directed toward developing the

student's ability to reason with the fundamental facts of science. Students should expect to spend approximately 150 minutes in the classroom and 180 minutes in the laboratory each week. It is assumed that the student might spend an additional six hours a week in unsupervised individual study. The difference between college chemistry and high school courses lies mainly in the laboratory. Observing chemical substances and reactions, recording data, and calculating and interpreting results based on the quantitative data are required. The students will gain experience in working with glass, filtrating, titrating, collecting and handling gases, colorimetry, potentiometry, synthesis of compounds, and analysis and identification of unknowns.

### **SEMESTER SCIENCE ELECTIVES**

**In 2019-2020, the elective GPA weighting scale is applied to all semester science electives.**

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

*.5 credit      Grade 10, 11, 12*

*Prerequisite: Successful completion of Biology or permission of the Director of Science*

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

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

*.5 credit      Grades 10, 11, 12*

*Prerequisite: Successful completion of Biology*

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

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

*.5 credit      Grades 10, 11, 12*

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

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

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

*.5 credit      Grades 11, 12      Fall semester*

*Prerequisite: Successful completion of 2 credits of science including Biology*

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

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

*.5 credit      Grades 11, 12    Spring semester*

*Prerequisite:    Successful completion of 2 credits of science including Biology*

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

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

*.5 credit      Grades 10, 11, 12*

*Prerequisite:    Successful completion of Biology or permission of the Director of Science*

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

## **SCIENCE OF THE EARTH'S WATERS (36000)**

*.5 credit      Grades 10, 11, 12*

*Prerequisite:    Successful completion of Biology or permission of the Director of Science*

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

## **EARTH'S DYNAMIC ENVIRONMENT (30184)**

*.5 credit      Grade 10, 11, 12*

*Prerequisite:    Successful completion of Biology or permission of the Director of Science*

Have you heard the news? The Earth is changing! This foundational course gives you the tools to begin to interpret and understand the changing world around you. You will investigate Earth's geological history, its natural processes, and the human activities that continue to influence the Earth's current state. Is it getting hot in here? Can you come up with solutions to help us out of our current predicament?

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

*.5 credit      Grade 10, 11, 12*

*Prerequisite:    Successful completion of Biology or permission of the Director of Science*

The Earth is a dynamic planet! Hurricanes, earthquakes, floods, tsunamis. What causes these natural disasters? Are they getting worse? In this course you will discover Earth's raw power and its ability to create and destroy. From there we will investigate engineering solutions and the resilience of humankind.

## **NUTRITIONAL CHEMISTRY (30904)**

*.5 credit      Grade 11, 12*

*Prerequisite:    Successful completion of Biology or permission of the Director of Science*

Can you survive an apocalypse? Learn the essential components of nutrition and its link to chemistry in the context of surviving an apocalyptic event. In the meantime, get the answers to question you have about nutrition. Do protein shakes really increase muscle mass? Can carrot juice cure cancer? How can you tell if a diet is legit? Do you really need those gummy vitamins? Can a vitamin kill you? What makes food organic and why is that so important to people? What other questions do you have? Come find out the answers.

## **CHEMISTRY OF MEDICINES (30902)**

*.5 credit      Grade 11, 12*

*Prerequisite: Successful completion of Biology or permission of the Director of Science*

Follow the chemistry of pharmaceuticals by focusing on a treatment for a disease you are interested in. Medicine is at the interface of biology, chemistry, and physics. Investigate how medicines have been developed, how they work, and how diseases are diagnosed and treated. Find out the answers to questions like: What is the difference between “natural” and “synthetic” medicine and is natural better? How is our knowledge of DNA creating an age of medical breakthroughs? How is cancer detected? Do medical scans cause cancer?



## SOCIAL STUDIES

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

Grade	AP Level	Honors	College Prep
<b>9</b>		Global Studies Honors	Global Studies
<b>10</b>		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		

<b>Civics*</b>
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

<b>Elective Courses</b>
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

### **GRADE 9**

#### **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.

### **GRADE 10**

#### **MODERN GLOBAL STUDIES HONORS (10210)** *formerly Modern Global Studies 11*

*1 credit      Grade 10      Teacher recommendation advised*

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

and apply the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

**MODERN GLOBAL STUDIES (10220)** *formerly Modern Global Studies 12*

*1 credit          Grade 10*

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

**GRADE 11**

**UNITED STATES HISTORY HONORS (13310)** *formerly United States History 31*

*1 credit          Grade 11          Teacher recommendation advised*

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

**UNITED STATES HISTORY (13320)** *formerly United States History 32*

*1 credit          Grade 11*

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

**AP UNITED STATES HISTORY (12700)**

*1 credit          Grade 11          Teacher recommendation advised.*

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

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

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

*2 credits      Grade 11      Integration of AP U.S. History and AP Language and Composition  
Teacher recommendation advised.*

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

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

## **CIVICS COURSES**

A minimum of .5 credit (one semester) of Civics is required. Students can fulfill this requirement through the semester courses below or through the year-long AP Government and Politics courses (United States or Comparative) during their junior or senior year. **In 2019-2020, the elective GPA weighting scale is applied to all Civics courses, (except AP courses).**

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

*.5 credit      Grade 11 or 12*

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

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

*.5 credit      Grade 11 or 12*

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

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

*.5 credit      Grade 11 or 12*

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

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

*1 credit      Grade 11 or 12*

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

This introductory college-level course is designed to give students an analytical perspective on politics and government in the United States. Students will gain an in-depth understanding of general concepts used to interpret United States government and politics and will develop the skills necessary for analysis of specific examples. Students will also become

familiar with the various institutions, groups, beliefs, and ideas that make up the modern American political landscape. Students will interpret and utilize data relevant to government and politics in sustained written arguments. This course fulfills the civics requirement for graduation. Completion of summer reading and writing assignments is a course requirement.

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

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

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

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

## **SOCIAL STUDIES ELECTIVES**

**In 2019-2020, the elective GPA weighting scale is applied to all Social Studies electives, (except AP courses).**

### **AP MODERN EUROPEAN HISTORY (13500)**

*1 credit            Grade 12 (also open to qualified 10<sup>th</sup> grade students with approval)  
Teacher recommendation advised.*

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

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

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

### **AP PSYCHOLOGY (13450)**

*1 credit            Grade 12            Teacher recommendation advised.*

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

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

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

*.5 credit            Grade 12*

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

themes, analyze and synthesize information across recent eras of American history, and make connections with events and issues in our recent past to our lives today.

**ECONOMICS (15500)**  
**(15500)**

*.5 credit          Grade 11 or 12*

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

**HUMANITIES (16400)**

*.5 credit          Grade 11 or 12*

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

**SOCIOLOGY (14200)**

*.5 credit          Grade 11 or 12*

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

**PSYCHOLOGY (13410)**

*.5 credit          Grade 12*

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

**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**

*.5 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**

*.5 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

**In 2019-2020, the elective GPA weighting scale is applied to all Technology & Engineering Education courses.**

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

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

#### **CAD & 3D ANIMATION I (60100) 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*).

#### **CAD & 3D ANIMATION II formerly Computer Aided Design (CAD) 20**

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

Prerequisite: CAD & 3D Animation I formerly Computer Aided Design 10

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

#### **CAD & 3D ANIMATION III formerly Computer Aided Design (CAD) 30**

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

Prerequisite: CAD & 3D Animation II formerly Computer Aided Design 20

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

#### **CAD & 3D ANIMATION IV formerly Computer Aided Design (CAD) 40**

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

Prerequisite: CAD & 3D Animation III formerly Computer Aided Design 30

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

## 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.

### COMPUTER ENGINEERING III (66300) *formerly Computer Technology 30*

*1 credit      Grades 10, 11, 12*

*Prerequisite:    Computer Engineering II formerly Computer Technology 20 **OR** B or higher in Algebra I and sophomore standing or teacher recommendation advised*

Students will learn the fundamentals that all computer technicians need to know. This course will cover the purchasing, installing, maintaining, upgrading and repairing of **computer hardware and software**. Windows, Mac, and Linux computer systems will be discussed. Topics will include: Microchips/CPUs, Data Storage, Input/Output Devices, Networks, Printers, Software and the internet.

### COMPUTER ENGINEERING IV (66400) *formerly Computer Technology 40*

*1 credit      Grades 11, 12*

*Prerequisite:    Computer Engineering III formerly Computer Technology 30 or teacher recommendation advised*

In this course, students will widen their knowledge base into Computer Networking. This course will build upon the all topics covered in Computer Engineering III. Topics will include: **in-depth troubleshooting of computer hardware and software**, installation of system software and utilities, memory management and optimization for DOS and Windows. This class will manage a local server. Students will learn network wiring and the building of a network server will be covered.

### COMPUTER ENGINEERING V (66450)

*1 credit      Grade 12*

*Prerequisite:    Computer Engineering IV formerly Computer Technology 40*

Hackers beware! This course will dive into computer security. Students will further develop, analyze, and apply skills related to Networking+ certification. Focus in this course will be on advanced networking, network security and hardware as well as Encryption, security and Windows Server. Students will learn to protect a system from viruses and thwart hackers.

## ENGINEERING

### ENGINEERING DESIGN AND ROBOTICS (65000)

*.5 credit      Grades 9, 10, 11, 12*

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



## GRAPHIC DESIGN TECHNOLOGY

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

.5 credit      Grades 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.

### GRAPHIC DESIGN TECHNOLOGY III formerly *Graphic Communications Technology 30*

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

*Prerequisite:* *Graphic Design Technology II (formerly Graphic Communications 20) or Graphic Design Technology I (formerly Graphic Communications 10) with teacher recommendation advised*

Students use lasers, dye-cutters, sticker printers, screen presses and more to enhance their background knowledge of electronic, vector and raster outputs. Design and produce your real projects for use within the community and gain skills for life. Students will also be introduced to 2-D animation and coding through use of ADOBE After Effects. Major software used are **Adobe Illustrator, Photoshop and InDesign and After Effects**.

### GRAPHIC DESIGN TECHNOLOGY IV formerly *Graphic Communications Technology 40*

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

*Prerequisite:* *Graphic Design Technology III (formerly Graphic Communications 30) or teacher recommendation advised*

This program is designed for students interested in a career in Graphic Design Technology. This course is set up as an in-plant printing facility with the students participating in its entire operation. They will also learn marketing skills, printing, estimating, advertising and production control. Jobs produced in this course will be production work for the school, and student's personal work in all areas of graphics, sign making, screening, printing and dye-sublimation.

### GRAPHICS DESIGN TECHNOLOGY V (62500) formerly *Graphic Communications Technology 50*

1 credit      Grades 11, 12

*Prerequisite:* *Graphic Design Technology IV (formerly Graphic Communications 40) or teacher recommendation advised*

This advanced and applied course is designed for students preparing to enter a career in Graphic Design Technology either in the workplace immediately or as a pathway to post-secondary programs. Students will increase fluency and mastery of all graphic communication operations and procedures from their preceding courses. They will also develop transferable skills associated with the industry. This course will focus heavily on use of Adobe After Effects.

## 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.

### **TRANSPORTATION TECHNOLOGY III (63300)** formerly *Transportation Technology 30*

*1 credit      Grades 10, 11, 12*

*Prerequisite:    Transportation Technology II (formerly Transportation Technology 20) **or** Grade 10 and above with teacher recommendation advised*

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

### **AUTOMOTIVE TECHNOLOGY IV (65400)** formerly *Applied Mechanics 40*

*1 credit      Grades 11, 12*

*Prerequisite:    Transportation Technology III (formerly Transportation Technology 30)*

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

### **AUTOMOTIVE TECHNOLOGY V (65500)** formerly *Applied Mechanics 50*

*1 credit      Grade 12*

*Prerequisite:    Applied Mechanics IV (formerly Applied Mechanics 40)*

Applied Mechanics V is a **deeper experience** building on the Applied Mechanics principles. Students will **expand their skills** working on operational vehicles. This **project-oriented course** emphasizes practical hands-on learning of the major systems in auto transportation.

### **HOME & AUTO MAINTENANCE (63000)** 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.

**WOOD TECHNOLOGY III** formerly Wood Manufacturing 30

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

*Prerequisite:* Wood Technology II (formerly Wood Manufacturing 20) or Wood Technology I (formerly Wood Manufacturing 10) with teacher recommendation advised

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

**WOOD TECHNOLOGY IV (64400)** formerly Wood Construction Technology 40

1 credit Grades 11, 12

*Prerequisite:* Wood Technology III (formerly Wood Manufacturing 30)

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

**WOOD TECHNOLOGY V (64500)** formerly Wood Construction Technology 50

1 credit Grade 12

*Prerequisite:* Wood Technology IV (formerly Wood Construction Technology 40)

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

## THEATER ARTS

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

The arts and communication enhance the quality of our lives by contributing to the understanding of and appreciation for the dignity of the human experience. **In 2019-2020, the elective GPA weighting scale is applied to all Theater Arts courses.**

### **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.

### **PERFORMANCE STUDIO III (85300)** *formerly Performance Studio 30*

*.5 credit          Grades 10, 11, 12*

*Prerequisite: Acting II (formerly Acting 20)*

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

### **PERFORMANCE STUDIO IV (85400)** *formerly Performance Studio 40*

*.5 credit          Grades 10, 11, 12*

*Prerequisite: Performance Studio III (formerly Performance Studio 30)*

Students in this course will read, study, and perform selections by important representative foreign playwrights from a list that includes, among others: William Shakespeare, Henrik Ibsen, August Strindberg, Anton Chekhov, Luigi Pirandello, George Bernard Shaw, Sean O'Casey, and Bertolt Brecht. In this study of the classics of foreign Dramatic Literature, students will have required readings, research, analyses, and reports, accompanied by in-depth monolog and scene study. The final major project for the course will be a showcase of the best works as selected by the students and teachers.

## **VIDEO AND NEWS PRODUCTION**

Media permeates all areas of our society influencing our culture and connecting us to our global community. As a result, media literacy skills have become an important aspect in maintaining a democratic society and understanding the world beyond our borders. Since the majority of our students are visual learners, it is essential that they are able to deconstruct media messages. Recognizing that we learn by doing, this program is project-based and aims to provide students with hands-on experiences that allow them to create visual stories and messages using techniques employed by professionals in the media field. **In 2019-2020, the elective GPA weighting scale is applied to all Video and News Production courses.**

### **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.

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

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

*Prerequisite: Broadcast Journalism*

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

### **VIDEO PRODUCTION (85710)**

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

*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*    **In 2019-2020, the elective GPA weighting scale is applied.**

*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 (42100) formerly French 10**

*1 credit*      *Grades 9, 10, 11, 12*    **In 2019-2020, the elective GPA weighting scale is applied.**

*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 (42200)** formerly French 20

*1 credit* Grades 9, 10, 11, 12 **In 2019-2020, the elective GPA weighting scale is applied.**

*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.

### **FRENCH IV HONORS (42410), FRENCH IV (42420)** formerly French 41, French 42

*1 credit* Grades 10, 11, 12

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

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

The learner in **level IV** will:

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

### **FRENCH V HONORS (42510), FRENCH V (42520)** formerly French 51, French 52

*1 credit* Grades 11, 12

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

The learner in **level V** will:

- participate in conversations on familiar topics and talk about events and experiences in a variety of time frames.
- handle social interactions in everyday situations and sometimes when there is an unexpected complication.
- show emerging proof of understanding and being understood by native speakers unaccustomed to interacting with

language learners.

- comprehend main ideas and some details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures.
- produce paragraphs that are organized in the present, past and future time frames and include nuances of the language, for example the subjunctive.

**AP FRENCH LANGUAGE (42700), FRENCH VI (42600)** *formerly French 60*

*1 credit*      **Grade 12 In 2019-20 the elective GPA weighting scale will apply to French VI.**

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

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

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

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

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

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

*1 credit*      **Grades 9, 10, 11, 12 In 2019-2020, the elective GPA weighting scale is applied.**

*Prerequisite:*    *None*

This is an introductory course in which learners will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

The learner in **level I** will:

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

**ITALIAN II (40200)** *formerly Italian 20*

*1 credit*      **Grades 10, 11, 12 In 2019-2020, the elective GPA weighting scale is applied.**

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

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

The learner in **level II** will:

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

**ITALIAN III HONORS (40310)** *formerly Italian 31*

*1 credit*      *Grade 11, 12*

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

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

The learner in **level III** will:



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

#### **ITALIAN IV HONORS (40410)** formerly *Italian 41*

*1 credit*            *Grades 12*

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

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

The learner in **level IV** will:

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

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

*1 credit*            *Grades 9, 10, 11, 12*    **In 2019-2020, the elective GPA weighting scale is applied.**

*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.

#### **LATIN II (43200)** formerly *Latin 20*

*1 credit*            *Grades 10, 11, 12*    **In 2019-2020, the elective GPA weighting scale is applied.**

*Prerequisite: Successful completion of level I*

The learner in **level II** will:

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

**LATIN III HONORS (43310)** formerly Latin 31

1 credit Grades 11, 12

Prerequisite: Successful completion of level I II

The learner in **level III** will:

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

**AP LATIN (43450) LATIN IV HONORS (43410)** formerly Latin 41

1 credit Grade 12

Prerequisite: Successful completion of level III

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

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

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

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

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

1 credit Grades 9, 10, 11, 12 **In 2019-2020, the elective GPA weighting scale is applied.**

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.

**MANDARIN (CHINESE) II (45200)** formerly Mandarin (Chinese) 20

1 credit Grades 10, 11, 12 **In 2019-2020, the elective GPA weighting scale is applied.**

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.

**MANDARIN (CHINESE) III HONORS (45310)** formerly *Mandarin (Chinese) 31*

*1 credit Grade 11, 12*

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

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

The learner in **level III** will:

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

**MANDARIN (CHINESE) IV HONORS (45410)** formerly *Mandarin (Chinese) 41*

*1 credit Grades 12*

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

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

The learner in **level IV** will:

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

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

*1 credit Grades 9, 10, 11, 12* **In 2019-2020, the elective GPA weighting scale is applied.**

*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 (41200)** formerly *Spanish 20*

*1 credit Grades 9, 10, 11, 12* **In 2019-2020, the elective GPA weighting scale is applied.**

*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.

**SPANISH IV HONORS (41410), SPANISH IV (41420)** formerly Spanish 41, Spanish 42

1 credit      Grades 10, 11, 12

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

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

The learner in **level IV** will:

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

**SPANISH V HONORS (41510), SPANISH V (41520)** formerly Spanish 51, Spanish 52

1 credit      Grades 11, 12

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

The learner in **level V** will:

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

**AP SPANISH LANGUAGE (41700), SPANISH VI (41600)** formerly, Spanish 60

*1 credit*      *Grade 12*    **In 2019-20 the elective GPA weighting scale will apply to Spanish VI.**

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

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

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

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

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

## **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. This course satisfies the graduation requirement for Physical Education.

#### **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://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>Honors</b>	<b>Elective</b>	<b>College Prep</b>
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

