

# FAIRFIELD LUDLOWE HIGH SCHOOL

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Vanessa Reale, Headmaster

To Students and Parents:

The 2012-2013 Fairfield Ludlowe Program of Studies reflects the core values and comprehensive programming which we provide for our students. These course offerings are designed to enrich the knowledge and skills of all students in traditional core and elective classes.

The process of selecting courses for the coming school year requires careful planning and decision-making. This task should be undertaken in conjunction with assistance from your teachers and guidance counselor with the goal of selecting courses which will provide you with the challenge and preparation to be successful in your future endeavors.

It is my hope that the 2012-2013 academic year will be personally and academically rewarding and successful!

Vanessa N. Reale, Ph.D  
Headmaster

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## **FAIRFIELD’S HIGH SCHOOL ACADEMIC EXPECTATIONS**

1. Fairfield High School students will effectively access, evaluate and apply information for authentic tasks.
2. Fairfield High School students will work independently and collaboratively to solve problems and accomplish goals.
3. Fairfield High School students will communicate information clearly and effectively using a variety of tools or media for a range of tasks and purposes.
4. Fairfield High School students will demonstrate adaptability, creativity and innovation and work effectively in a climate of change.
5. Fairfield High School students will apply the analysis, synthesis and evaluative processes to critically and effectively solve problems.

## **GENERAL INFORMATION**

### **FAIRFIELD LUDLOWE HIGH SCHOOL**

Fairfield Ludlowe High School is a comprehensive school with an educational responsibility for all the youth of the community. Students are guided in their selection of course offerings through the school’s, parents’ and students’ knowledge of their ability, past achievement, interests, and willingness to work. Courses required for graduation are designed to provide a basic general education needed in tomorrow’s world. Elective subjects are offered to meet the many goals of a comprehensive high school as students prepare for higher education, the world of work and leisure activity.

Fairfield Ludlowe High School believes that a single curriculum is one means of helping students seek individuality. The House Plan is also fundamental to this goal. Each incoming student is placed in a House—a school within a school. Throughout the four year experience, a team of educators – including the Housemaster, House Dean, School Counselor and Homeroom teacher – work with each student to maintain a supportive learning environment. Students also have the advantages gained by being members of a “large” high school—increased program offerings, expanded physical facilities and more extensive extra-curricular activities—while sharing the equally important advantages found in membership in a small school—a greater share in student government and an identity with a smaller group of students and teachers.

## **BOARD OF EDUCATION POLICIES**

### **DISSECTION POLICY #6223**

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 middle school and high school levels. 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.

### **INSTRUCTIONAL GROUPING POLICY #6320**

Within the school setting, some differentiation of the curriculum will occur for efficient and effective instruction. As a result, students may choose and/or be assigned to instructional groups which 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 improvements. 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**

The school staff has prepared a written statement of specific course objectives for all courses offered at the high school level. This statement for each course is reviewed with students and is available to parents upon request. It shows in some detail what the successful student will know about the subject matter of the course and, where appropriate, the skills which that student is expected to have at the end of the course. Instructional grouping occurs in some of the English, Social Studies, Mathematics, and Science courses. The level is indicated in the name of the course, e.g. in the title "English 12", the first digit ("1") means that it is a freshman level course, and the second digit ("2") means that its course objectives are geared to students who are currently achieving at a "2" level. In the course Physics 40, the first digit ("4") indicates it is a senior level course, while the second digit ("0") indicates that the course is not grouped, and all students taking that course are working toward the same instructional objectives.

## **STATEMENT OF NON-DISCRIMINATION**

The Fairfield Public School system does not discriminate against anyone based on sex, race, color, national origin or handicapping condition. In order to insure compliance with the law, Fairfield Ludlowe High School has appointed the Director for Pupil Services and Guidance 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:

Mr. Frank Tatto  
Director of Pupil Services and Guidance  
Fairfield Ludlowe High School  
785 Unquowa Road  
Fairfield, CT 06824  
Telephone: 203-255-7232  
FAX: 203-255-7234  
Email: [ftatto@fairfield.k12.ct.us](mailto:ftatto@fairfield.k12.ct.us)

or

Mr. David Schulz  
Athletic Director  
Fairfield Ludlowe High School  
785 Unquowa Road  
Fairfield, CT 06824  
Telephone 203-255-7246  
FAX 203-255-7222  
Email: [dschulz@fairfield.k12.ct.us](mailto:dschulz@fairfield.k12.ct.us)

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**

All parents and guardians of students under 18 years of age and all students 18 years of age or over (if no legal guardian has been appointed) have the right, pursuant to the Family Educational Rights and Privacy Act of 1974, to examine the official records, files and data of the school district directly relating to the student. They also have the right to challenge any of the contents of said records to insure their accuracy and fairness. Procedures for such examination and challenge, including hearings on a challenge, shall be established by the Board of Education and be made available upon request.

No records, files, or data directly relating to an individual student shall be made available to anyone without the consent and notification of the student or of the parents or guardian of a student under 18, except (1) the teachers and officials of this school district who have legitimate educational interest in such information; or unless (2) there has been a federal request for submission of student records in connection with the student's application for financial aid. The student or parent will be notified if officials of a school to which a student intends to enroll desire access to student records, or if a court has ordered access to such records. For other investigation of student records, parental or student consent is needed.

Copies of the Board of Education policy and procedures pertaining to the privacy of student records may be obtained by writing or calling the Fairfield Public School District, 501 Kings Highway East, Fairfield, Connecticut.

## **SEXUAL HARASSMENT POLICY**

Definition: Sexual harassment is unwanted sexual attention from peers, subordinates or supervisors, customers, clients or anyone the victim may interact with in order to fulfill job or school duties, where the victim's responses may be restrained by fear or reprisals. The following behaviors are grounds for disciplinary action:

1. Abusing the dignity of a student or employee through insulting or degrading sexual remarks or conduct.
2. Threats, demands or suggestions that a student's or employee's status is contingent upon her/his tolerance of or acquiescence to sexual advances.
3. Retaliation against a student or employee for complaining about the behaviors described above.

Any complaints of sexual harassment should be made to the Title IX and Title VI coordinators listed above.

## **REGISTRATION**

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 sheet, students will have an opportunity to discuss next year's program with parents, teachers and counselors. The selection sheet must be reviewed by the school counselor.

Because of the time spent selecting a program in the spring, the program is expected to remain unchanged unless a student fails a subject in June or has a genuine change of educational plans.

## **PROMOTION POLICY**

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

The guidelines for promoting students from grade to grade are:

- To be in a **sophomore homeroom** a student should have completed at least ten (10) credits, including two (2) credits of English, plus two (2) units of physical education/health.
- To be in a **junior homeroom** a student should have completed at least twenty (20) credits, including four (4) credits of English, two (2) credits of science, two (2) credits of math and two (2) credits of social studies plus seven (7) units of physical education/health.
- To be in a **senior homeroom** a student should have completed at least thirty (30) credits, including five (5) credits of English, four (4) credits of science, two (2) credits in math, two (2) credits in social studies plus ten (10) units of physical education/health.

## **ATTENDANCE POLICY**

The purpose of the Fairfield Ludlowe High School Attendance Policy is to promote improved attendance to school and to class. Students and parents are expected to familiarize themselves with the provisions and procedures of the policy.

The number of absences permitted for each course before credit is lost are listed below:

- Full-year course: **25 absences**
- Semester course: **13 absences**
- Marking period courses: **5 absences**

An absence, cut or lateness beyond this number will result in loss of credit. For seniors, loss of credit in a course may result in failure to meet graduation requirements.

## **MAKING UP FAILURES/LOSS OF CREDIT**

Failed courses may be made up in the following ways:

- Repeat the course during the regular 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.

## **CLASS STANDING**

Each final letter grade in full credit subjects is given a numerical value from which the official GPA is calculated. The Grading Policy and the assignment of “weighting” to grades is included at the back of this book. Courses made up in summer school are recorded on the Permanent Record with the grade and credit earned. This information does not replace existing grade or credit information; rather, it is included in the overall GPA calculation.

## **GROUPING**

Grouping classes by achievement levels of students is done in some subject areas. This grouping is based on past achievement, teacher and counselor recommendation and test scores. A student’s grouping may vary from subject to subject. Grouping is determined each year during the course selection process.

## **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 Guidance 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.

## **CREDIT FOR INDEPENDENT STUDY**

It is possible for students to earn credit for independent study projects. All responsibility for seeking credit in this manner is the student’s since the granting of credit for activities outside the regular program is not automatic. It should be noted that an activity cannot be substituted for a failed course that is a requirement for graduation. Further information regarding independent study procedures can be obtained from the student’s counselor.

## **CHANGE OF PROGRAM POLICY**

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 essential that students and parents put sufficient time and thought into the process to assure a satisfactory program. There are few legitimate reasons for making program changes during the school year. Any program elected should be started with the idea of completion in mind. Trying the subject for a while and then dropping it is discouraged. Any time a semester or full year subject is dropped after the end of the first marking period, it will be recorded as a “W”, withdrawn course. The subject will then be computed as an “F” when calculating the official GPA.

## **The 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. A level change approved by the teacher**
- 4. Changes needed as the result of courses failed in June.**
- 5. Changes needed as the result of successful completion of summer school.**

## **PASS-FAIL OPTION**

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

- The pass-fail option is only available to juniors and seniors.
- A student may elect the pass-fail option for only one course per semester.
- Courses elected on a pass-fail basis carry the same graduation credit as they now carry, and are recorded on the permanent record card. Any course so elected would have no effect on the student's grade point average unless the student fails.
- No required course can be included in the pass-fail option. AP classes cannot be taken for pass-fail.
- Day-to-day grading of homework, special assignments, quizzes, tests, etc. is the same for students on the Pass-fail option as for others. Report card marking, however, will be limited to pass or fail.
- Students may opt into the pass-fail basis of marking in the fall until the end of the first marking period, and for second semester courses by the end of the third marking period by completing the Pass-Fail Form available from all guidance 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 in any of the core courses required for participation in college level athletics at a Division I or II college or university. If you earn a "P", the Clearinghouse will assign the lowest passing grade for the class when calculating eligibility.

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

## **REQUIRED COURSE LOAD**

Senior students are required to carry a minimum of five full credit subjects or their equivalent plus physical education and health. Ninth, tenth and eleventh grade students must take five and one half full credit courses each year plus physical education and health.

Students must take required courses at Fairfield Ludlowe High School unless they are transferring into Fairfield from another accredited high school program.

Only courses taken at Fairfield Ludlowe High School will be included in a student's official GPA. Students who fail required courses are allowed to make them up in summer school in accordance with the academic intervention and summer school eligibility policy.

Enrichment courses taken at colleges, art museums or leadership seminars may not be transferred for credit.

## **REQUIREMENTS FOR GRADUATION**

*Board of Education Policy 5225*

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. Students must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines, and science.

## CREDIT REQUIREMENTS FOR GRADUATION

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

English	8 credits
Math	6 credits
Science	6 credits
Social Studies (includes US History and Civics)	6 credits*
Physical Education & Health	3.2 credits (16 units)
Arts/Vocational	2 credits

\*Starting with the class of 2015, 7 credits of Social Studies will be required for graduation.

## DEMONSTRATE ACADEMIC PROFICIENCY

Score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science;

**OR**

Demonstrate proficiency on performance assessments, which correspond to any areas of CAPT, which fall below the designated score levels.

For a more detailed description of the CAPT requirements and procedures, please refer to the Policy Handbook of the Fairfield Board of Education. The policy handbook is available in the public libraries, Superintendent's office and all schools.

## DEMONSTRATE COMPUTER INFORMATION SYSTEMS PROFICIENCY

Students will demonstrate, upon graduation, proficiency in the following applications:

- Word Processing
- Spreadsheets
- Data Bases
- Presentation Programs

Students may meet this requirement in one of three ways:

1) Successful completion of Computer Information Systems.

**OR**

2) Successful completion of Computer Information Systems during summer school course (4 weeks).

**OR**

3) Successful performance on the districts test:

- Students will have the option of demonstrating proficiency with an average grade of 70% with no grade lower than a 50% in any one area.
- Students may retake the proficiency test one time before second semester of Grade 12.

Note: Study guides are available for students in the Career Center prior to all exams.

## 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.

## PROGRESS REPORTS

Teachers will submit Progress Reports for all students in all courses each marking period. These reports are distributed to students at the mid-point of each marking period.

## 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:

- Students in Grades 9, 10, and 11 must be carrying five and one half (5.5) full credit subjects plus physical education and health each year
- Students in grade twelve must be carrying five (5) full credit subjects plus physical education and health
- For Honor Roll, earn a 3.0 or better average in the included courses
- For Headmaster List, earn a 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

For Honor Roll and Headmaster's List **only**, the following quality points are assigned to included courses:

<u>GRADE</u>	<u>All AP Courses</u>	<u>All other courses included in the calculation</u>
A+	5.00	4.67
A	4.67	4.33
A-	4.33	4.00
B+	4.00	3.67
B	3.67	3.33
B-	3.33	3.00
C+	3.00	2.67
C	2.67	2.33
C-	2.33	2.00
D+	2.00	1.67
D	1.67	1.33
D-	1.33	1.00
F	0.00	0.00

This quality point average calculated for scholastic honors is not the weighted average used to compute official GPA.

### Numeric Average to Letter Grade

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

## THE UNIVERSITY OF CONNECTICUT 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.

The FLHS teachers who apply and are certified by the UConn faculty UConn as adjunct professors foster independent learning, creativity and critical thinking - all important for success in college. To support rigorous learning, University of Connecticut 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 University credit. UConn credits are transferable to many colleges and universities.

Students are charged a \$25 per credit processing fee. For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

Fairfield's high school courses are full year and earn 2 high school credits. ECE courses listed on the registration form are semester courses and earn the designated college credits (most courses earn 3 credits per semester, with the exception of a lab science courses which earn 4 credits per semester). Courses are offered at the high schools based on enrollment and the availability of teachers certified by UCONN.

### Advanced Placement

### Early College Experience

<b>Cost</b>	\$87 test fee	\$25 per credit (each course is 3-4 credits)
<b>Curriculum</b>	The course curriculum is approved by the College Board	UConn ECE courses are taught in the high school by certified instructors who serve as UConn adjunct faculty members
<b>Score/Grade</b>	Score report provided by College Board	Official transcript from the University of Connecticut
	You earn a score on the AP test (1-5)	You earn a grade upon completion of the course (C or higher). Students who earn a grade below a C will have their course grade changed automatically to an Audit. Audited courses do appear on the transcript, but do not adversely affect the GPA
	Your score is based on the AP test that is taken in May	Final grade is based on an average of tests, midterm and final which occur throughout the year
<b>Credit</b>	Colleges vary in practice as to how they handle the AP score. <ol style="list-style-type: none"> <li>1. Credits may be fully transferable into a program of study.</li> <li>2. Students may be granted exemption from taking a similar course.</li> <li>3. Credits may be used towards fulfillment of a prerequisite, allowing the opportunity to take part in a more advanced course.</li> </ol>	The course and grade are part of a UConn transcript. If you attend UConn, the information is part of your official record. Colleges other than UConn vary in practice as to how they handle the transcript. <ol style="list-style-type: none"> <li>1. Credits may be fully transferrable into a program of study.</li> <li>2. Students may be granted exemption from taking a similar course.</li> <li>3. Credits may be used towards fulfillment of a prerequisite, allowing the opportunity to take part in a more advanced course.</li> </ol>
<b>Registration</b>	Registration deadline for the AP test is prior to February break	Registration deadline is June 30 <sup>th</sup> of the preceding year (also an Add/Drop period at the start of the school year).
<b>Additional Information</b>	<a href="https://www.edline.net/pages/Fairfield_School_District/BOE_Departments/Departments/COCurriculum/AP">https://www.edline.net/pages/Fairfield School District/BOE Departments/Departments/COCurriculum/AP</a>	<a href="http://web2.uconn.edu/ece/">http://web2.uconn.edu/ece/</a>

## COURSE DESCRIPTIONS

All of the following subjects must be taken in the grades indicated or be approved by the student's guidance counselor. All subjects are identified as being full year or semester subjects by the amount of credit being awarded for each. A one credit course meets one-half of the year, and a two credit course meets for the full year.

### ART

All students are welcomed and encouraged to take Art courses in high school! These classes provide students with many wonderful opportunities to learn creative thinking skills and personal expression. **However, those 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 in the freshman year.**

<b>Foundations (full year)</b>	<b>Intermediate Art</b>	<b>Art Elective- Pottery, 3D Design, Photography, Creative Computer Graphics</b>	<b>Drawing and Painting I</b>	<b>Advanced Drawing and Painting</b>	<b>AP Studio Art (full year double period)</b>
<b>Freshman</b>	<b>Sophomore</b>	<b>Sophomore or Junior</b>	<b>Junior (fall)</b>	<b>Junior (Spring)</b>	<b>Senior only</b>

#### **FOUNDATIONS IN ART (7200)**

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

*Prerequisite for all Art courses (excluding Photography for seniors)*

This full year introductory course provides students with the opportunity to develop and express many different ideas relating to an understanding of the elements and principles of Art. Students will build skills with a variety of media and processes, including drawing, painting, design, printmaking and sculpture. Students are required to complete homework assignments in a sketchbook.

#### **INTERMEDIATE ART (7210)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Foundations in Art*

Students will develop their artistic skills and creativity, build on what they learned in Foundations in Art. Students will explore composition and techniques in painting, drawing, designing, and printmaking. Students are required to complete homework assignments in a sketchbook.

#### **DRAWING AND PAINTING I (7230)**

*1 credit Grades 11, 12*

*Prerequisite: Foundations in Art, Intermediate Art (or recommendation of an instructor)*

This course concentrates on still-life, the figure, portraiture and landscape using a variety of drawing and painting media including acrylic, watercolor, pastel, pencil, pen and ink, and charcoal. Assignments emphasize drawing and painting from observation and planning an effective composition. Students are required to maintain a sketchbook. At this level students will begin to build a portfolio for college applications and, if they choose, for the AP Drawing and AP 2-Dimensional Design Portfolios.

## **ADVANCED DRAWING AND PAINTING (7240)**

*1 credit Grades 11, 12*

*Prerequisite: Foundations in Art, Intermediate Art, and Drawing and Painting I*

Students will be encouraged to recognize individual abilities as they investigate traditional and contemporary approaches to portraiture, architectural drawing, still life, landscape and abstraction. A variety of materials will be used, including watercolor, pastel, acrylic paint, printmaking and mixed media. Aspects of art history aesthetics and philosophy will also be referenced. Assignments will include drawing from observation and imagination, learning about abstraction and finding creative solutions to visual problems. Students will continue to build a portfolio for college application and/or the Studio Art Workshop.

## **3-DIMENSIONAL DESIGN I (7220)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Foundations in Art*

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 are required to complete homework assignments in a sketchbook.

## **ADVANCED 3-DIMENSIONAL DESIGN (7225)**

*1 credit Grades 10, 11, 12*

*Prerequisites: Foundations in Art, 3-Dimensional Design I*

Students will work with advanced 3-dimensional design concepts and processes. Students are required to complete homework assignments in a sketchbook. Students may apply for the AP 3-Dimensional Design Portfolio. All students will complete a portfolio by the end of the course.

## **INTRODUCTION TO POTTERY (7245)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Foundations in Art*

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, wax resist and trimming will be covered. There will be an emphasis on individual creativity and development.

## **CREATIVE COMPUTER GRAPHICS I (7690)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Foundations in Art*

This course provides experiences with a variety of computer technologies and Art-related software programs, such as Photoshop, Painter, and Illustrator. Assignments are based on a variety of themes, including illustration, design concepts, portraits, landscape, surrealism, communication and advertising. As they learn the basics of good graphic design, students will generate their own unique creative imagery while mastering software applications, transporting and combining images between programs and files, and exploring printing techniques. By the end of the semester, each student will develop and present a portfolio of work in the form of prints and an electronic file.

## **CREATIVE COMPUTER GRAPHICS II (7695)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Foundations in Art, Creative Computer Graphics I*

This advanced course builds on the techniques taught in Creative Graphics I. Quality workmanship will be emphasized while students learn advanced software techniques, integrating digital and scanned imagery. Students will be given the opportunity to explore animation. Cultural and historical references will be woven throughout the course. At the end of the semester, each student will develop and present a portfolio of work in the form of prints and an electronic file.

## **INTRODUCTION TO PHOTOGRAPHY (7600)**

*1 credit Grades 10, 11, 12*

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

Introduction to Photography encompasses the photographic process from digital capture to digital print output. Students grow to become comfortable with digital cameras including the technical aspects of non-automatic shooting modes, image storage capabilities, file types, menus, and color balance. Lectures and assignments cover exposure, lighting, perspective, composition and other creative possibilities of digital photography. Students also investigate possibilities for file management and organization of digital files. After shooting, students learn how to process images and create the desired print. Working in the digital lab, students learn basic digital workflow and output with Adobe Photoshop software, Mac computers, and a range of digital printers and scanners. It is highly encouraged that each student have a digital SLR camera or a digital point and shoot camera to use for the duration of this course. This is the first level photo course in a series of three. (students should be prepared to spend \$30 for additional supplies, i.e. paper and film).

## **INTERMEDIATE PHOTOGRAPHY (7610)**

*1 credit Grades 10, 11, 12*

*Prerequisite: Introduction to Photography*

Intermediate Photography is a course designed to merge traditional darkroom and digital printing techniques. This course explores each of these processes and encourages participants to combine them to create a new palette from which to produce work. In Intermediate Photography students will be introduced to SLR film cameras, the process of developing film and darkroom printing. Students will learn the parallels between the original photographic technique and the more widely digital techniques that are used today. Students are encouraged to expand their working ideas of image making to include both technical and aesthetic concerns. The class includes opportunities for outdoor shooting as well as a variety of digital and darkroom work. This course will allow students to produce work based upon their own interests and are encouraged to grow individually within the vast medium of photography. Introduction to Photo is a prerequisite for this course. This is the second level photo class in a series of three. (students should be prepared to spend \$30 for additional supplies, i.e. paper and film).

## **ADVANCED PHOTOGRAPHY (7620)**

*1 credit Grades 11, 12*

*Prerequisite: Intermediate Photography*

Advanced Photography is for the serious photographer looking to possibly enter into the field of Photography, Art or Design. In this course students will continue to explore the digital and traditional photography, learn advanced photographic techniques and build a personal portfolio. It is highly encouraged that all advanced level photography students take the AP National Art Exam. Intro and Intermediate Photo are prerequisites for this course. This is the third level photo class in a series of three. (students should be prepared to spend \$30 to \$45 for additional supplies, i.e. paper and film).

## **INTRODUCTION TO DIGITAL PHOTOGRAPHY (7500)**

*1 credit      Grades 10-12*

*Prerequisite: Foundations in Art*

Digital photography will explore electronic imaging through the use of digital cameras, scanners, and printers. This 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 have experienced in Art 10. A digital camera and an appropriate media card are required. (students should be prepared to spend \$50 for additional supplies, i.e. paper and film).

## **AP STUDIO ART (7660)**

*4 credits      Grade 12*

*Prerequisite: Foundations in Art, Intermediate Art, Drawing and Painting I, Advanced Drawing and Painting and a portfolio for review by an instructor*

*Students are expected to complete a portfolio for the AP exam*

This is an extensive two period full year course designed to provide the student with the needed time and resources to create more advanced level work. Students will work with a variety of media and develop more advanced concepts and processes. Students will receive guidance in the preparation of slides and a portfolio. All students must submit a completed portfolio at the end of this course. Separately, they may also apply for the AP 2-D or the AP Drawing Portfolio. These AP Portfolio components represent the equivalent of a college introductory 2-Dimensional Design course or a college level introductory Drawing course.

## **BUSINESS EDUCATION**

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

### **ACCOUNTING 30 (5130)**

*2 credits Grades 10, 11, 12 Cross credit: Math*

*Prerequisite: None*

A 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.

### **INTRODUCTION TO BUSINESS AND CAREERS (5000)**

*2 credits Grades 9, 10*

*Prerequisite: None*

Introduction to Business and Careers 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.

### **BUSINESS LAW (5280)**

*1 credit Grades 10, 11, 12*

*Prerequisite: None*

Students will be introduced to the study of business and the legal issues that impact their daily lives. Business Law is the study of contracts, sales agreements, consumerism, and other legal issues that confront students every day. Real life case studies and cooperative projects provide an opportunity for students who are planning to pursue a career in business or the legal field.

### **BUSINESS MANAGEMENT (5330)**

*1 credit Grades 10, 11, 12*

*Prerequisite: None*

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

### **BUSINESS OF SPORTS AND ENTERTAINMENT (5050)**

*1 credit Grades 10, 11, 12*

*Prerequisite: None*

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

### **INTERNSHIP AND CAREER EXPLORATIONS (5400)**

*1 credit- Spring Semester Grades 11, 12*

*Prerequisite: None*

The Internship and Career Explorations program provides students with a unique opportunity to participate in an in-depth career exploration internship experience. Its purpose is to allow students with a specific career interest to spend concentrated time in their chosen field. The course will explore many different career fields as well as provide an opportunity for students to learn about their individual personalities, interests and strengths. Students will have an opportunity to observe, apply their own skills and knowledge to complete work assignments, as well as learn the behaviors and expectations which are required within their chosen field. Students will participate in internships and/or job shadowing during release time from school and after school. The amount of time a student completes at their internship will depend on the student's specific plan with a minimum of 5 hours per week. Interested students are required to meet with course instructors prior to enrolling in this course. Please see your guidance counselor for more details.

### **COMPUTER GAMES DESIGN AND PROGRAMMING (5041)**

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

*Prerequisite: Algebra 12 (B or better)*

The main goal of the course is to help students develop a set of strategies and the analytic skills necessary for acquiring high-level computer programming knowledge. Computer games and programming teach students to design, test, and maintain the detailed instructions that computers use to run these programs. Students will be introduced to programming with designing 2D games, then develop complex algorithms using Visual Basic. Students analyze, design, develop, and implement solutions to a wide range of interesting and challenging problems. The topics covered include: learning the development environment of a professional programming language, the main concepts of object-oriented programming (data types, objects, functions, classes, control structures, strings, etc.), database management; basic animation, and basic data structures (such as arrays). A student need not be familiar with software applications, but should be comfortable using a computer. This course does not fulfill the Computer Applications Proficiency requirement.

### **COMPUTER INFORMATION SYSTEMS 10 (5010)**

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

*Prerequisite: None*

This course provides students with valuable software skills that are necessary to build a strong foundation of technological knowledge. The computer skills acquired in this course can be applied to student's daily activities, post secondary studies as well as entry level employment. This course is project-oriented and includes instruction in Advanced Word Processing, Spreadsheets, Databases and Presentation programs. Students will learn these software skills and then apply them as they complete a portfolio based research project that culminates in a final presentation. The self-paced nature of this course allows the student to work independently at various levels of proficiency. Computer proficiency is a graduation requirement and will be achieved by passing this course.

### **WEB DESIGN 20 (5030)**

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

*Prerequisite: None*

The World-Wide Web has become the most dynamic form of media. The purpose of this course will be to increase students' understanding of technology and the use of the Internet. Effective and efficient web pages need to be carefully planned in order to make them clear and attractive. In this course, students will be exposed to web page design through utilizing the Adobe Suite.

### **ENTREPRENEURSHIP (5060)**

*1 credit Grades 11, 12*

*Prerequisite: none*

In conjunction with Junior Achievement, Entrepreneurship uses hand on experiences to lead the students through the process of operating their own business. Students are encouraged to use innovative thinking in order to create, run, and liquidate a business. This course will help students connect lessons learned in the classroom to the outside business world.

### **MARKETING (5350)**

*2 credits Grades 10, 11, 12*

*Prerequisite: none*

To succeed as a business professional, students need a range of specific skills and training. This course covers the latest marketing trends and ethical practices. Students will create projects such as the development of their own product, development of an advertising campaign and running their own store. The importance of public relations, the psychology of selling, advertising, and retail merchandising are covered. This course is beneficial if students are planning to pursue a career in business.

### **ADVERTISING 30 (5360)**

*1 credit Grades 11, 12*

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

This course will build on the foundational concepts of Marketing, to focus primarily on Advertising. Students will learn how to critique, analyze and evaluate the advertisements that they see every day. They will learn the elements of an advertisement, and the impact that each element has on each other as well as the overall message. After students have learned the essentials of advertising analysis, they will have an opportunity to go through the entire conceptual process; from developing smart strategies to actually executing those strategies in effective ads that they create. Students will learn how to find strong selling ideas and how to express them in a memorable and persuasive way. Students will explore the role of language, images, color, and graphic design, as well as what advertising can tell us about a culture. Students will have the opportunity to study linguistic strategies used in creating headlines, slogans, and the naming of products, and will learn the psychological impact that all of these strategies have. The question will constantly be explored: how do we break through the clutter to get people to pay attention to our advertisements, and at what point do these strategies become deceptive?

### **PERSONAL FINANCE 43A AND 43B (2443, 2444)**

*2 credits*

*Elective Senior Course in Business or Mathematics (credit granted by semester)*

This course is intended to prepare students for the world of budgeting and money management. Personal Finance will include such topics as banking, budgeting, income, loans, investments, credit, taxes, insurance, data representation and date interpretation. Student activities will include real-life situations (for example, purchasing a vehicle).

### **ROBOTIC PROGRAMMING 30 (5070)**

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

*Prerequisite: Algebra 12 (C or better)*

The purpose of this business course is to educate students in the Computer Science/Programming aspects of robotics. Computer Science plays an important role in robotics by producing algorithms for both simple and complex problems. By learning the basics of artificial intelligence and robotics, students will be equipped to

programming functional robots to perform many tasks. Students taking this course will be learning Robotic C (C/C++) software to control a LEGO Mindstorm NXT Robotics Kit. This course does not fulfill the Computer Applications Proficiency requirement.

### **AP COMPUTER SCIENCE 41 (5100)**

*2 credits Grade 11, 12 Prerequisite: Programming 31, application and teacher recommendation*

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

### **AP ECONOMICS**

*2 credits Grades 10, 11, 12 Prerequisite: teacher recommendation*

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

#### **Microeconomics (5150)**

*1 credit*

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 (5160)**

*1 credit*

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

## ENGLISH

	Level 1			Level 2	Level 3
<b>Grade 9</b>	English 11			English 12	
<b>Grade 10</b>	English 21			English 22	
<b>Grade 11</b>	American Cultural Studies 31	AP American Studies	AP Language and Composition	American Cultural Studies 32	
<b>Grade 12</b>	AP Literature	English 41		English 42	English 43
	Senior English Elective Semester Courses *				

\* Available to all seniors as the required English courses or in addition to other English courses.  
Also available to juniors in addition to their required full year course.

The primary goal of the English program is to produce reflective, critical, and creative thinkers through the language experiences of reading, writing, and discussing. Students participate in an interpretive community in the classroom, which engages them as active learners who transform information into knowledge and experience into understanding. Through this active learning, students will have the opportunity to develop into strong, proficient writers who use writing to both discover what they think and to communicate their thinking to others and into thoughtful readers of literature who gain insights about the human condition, appreciate the power of language, and gain a broad range of interpretive strategies.

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

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

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

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

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

### **ELL COURSE IN ENGLISH LANGUAGE ARTS (0995, 0996)**

*2 credits      Grades 9-12      Prerequisite: Recommendation of ELL Teacher*

This full year course, open to 9th, 10th, 11th and 12th grade students, is designed for students with limited English proficiency whose first language is not English. A major goal of this course is to improve the students' communication skills in order to ensure greater success in the regular program. Listening, speaking, and reading comprehension, as well as writing, spelling, vocabulary, and grammar will be the areas of study and activity.

Not only will this course stress the strands of the English curriculum but will also build the self-confidence and self-esteem of the ELL learners, which is so essential for their becoming productive individuals in school and society.

## **GRADE 9**

The First Year English courses explore the theme of "The Journey Toward Identity". This theme correlates with the students' transition to a new school and with their concerns about who they are and where they are going. The theme also mirrors the 9th Grade language arts goals for students: responding to texts in personal ways, collaborating with peers about a literary text read in common, making connections between the text and their own lives, and developing a strong personal voice in their writing.

### **ENGLISH 11 (0011)**

*2 credits*

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

### **ENGLISH 12 (0012)**

*2 credits*

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

## **GRADE 10**

The sophomore English courses ask students to look outward toward the commonalities and differences in the world around them. Sophomores will develop as thinkers in their English classes by recognizing opposing points of view and participating in the exchange of ideas with texts and with one another in class. Students will increasingly wrestle with ambiguity before forming their own individual interpretation of a text

or evaluation of an idea. The learning experiences will develop students as readers and writers who construct their own meaning as they consider an increasingly broad and diverse range of ideas. Students in sophomore English classes will also consider questions of authors' craft and literary style as they construct meaning from what they read and apply their knowledge of craft and style to their own writing.

### **ENGLISH 21 (0021)**

*2 credits*

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

### **ENGLISH 22 (0022)**

*2 credits*

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

## **GRADE 11**

These courses provide an exploration of the American experience through American literature and other texts of American culture. The interaction between the texts and the students fosters an examination of how readers' beliefs and assumptions are shaped by culture. These courses are designed to analyze the effect of American literature on our collective and individual identities - past, present, and future. The goal of the courses is to put texts, writing, and cultural artifacts "in dialogue" with one another so that the students may develop a more sophisticated way of reading texts, themselves, and their culture. By putting various texts in dialogue with one another, the complexity of how we are shaped socially, politically, and culturally is illuminated. This enriched dialogue will help students recognize the plurality that is truly reflective of a democracy. Ultimately, this dialogue should create a way to teach our students that it is precisely our ability to raise the difficult questions that will enable us to create a more ideal democracy.

### **ENGLISH 31 - AMERICAN CULTURAL STUDIES (0031)**

*2 credits*

This course focuses on deepening students' responses to texts by adding reading strategies of research about biography, history, and culture to their repertoire. Students will explore the assumptions inherent in the texts they read as well as the assumptions they, as part of the American culture, bring to the reading. Students will

read notable works of American literature and analyze those texts in relation to one another. Students will write a broad range of formal writing assessments, which include a personal narrative about culture, a narrative of thought about a pervasive idea in the American experience, an argument or proposal about an issue in contemporary American society, a persuasive speech about that issue, an extended definition essay about a philosophical concept in the American experience, a memoir about some aspect of the American Dream, a text for a debate about a controversial topic regarding American principles, an exploratory essay about the question of equity in American society, creative writing which includes a creative piece from the perspective of a fictional character, research about a particular period in American literary history, and a literary analysis essay about a text from that time period.

### **ENGLISH 32 - AMERICAN CULTURAL STUDIES (0032)**

*2 credits*

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

### **AP AMERICAN STUDIES (0030 English) (1280 Social Studies)**

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

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

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

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (0035)**

*2 credits*

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

The course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students will read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students learn to understand and appreciate the diverse ways that American authors make meaning in oral, written, and visual texts. Students also identify elements of literary and rhetorical style and use them in their own writing. Through the process of reading, writing, and discussing texts, students become skilled in composing for different audiences and purposes. The course is designed to enable students to analyze complex American texts and to write highly effective and stylistically sophisticated expository writing. AP Language and Composition emphasizes the teaching of writing strategies and requires student to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Students write in forms such as narrative, exploratory, expository, and

argumentative and on a variety of subjects such as personal experiences, public policies, imaginative literature, and pop culture. As the course progresses, students become aware of their own composition process through self-assessment and evaluations by peers and the teacher. Completion of assigned summer reading and writing is a course requirement.

## **GRADE 12**

Students will take either a full year English course or two semester courses in order to meet their graduation requirement in English.

The full-year English courses offer a study of themes in world literature and challenge students to continue to develop as analytical writers, readers, and thinkers. The elective courses allow students to pursue topics and kinds of writing that are of particular interest to them. All courses emphasize critical thinking, the reading of challenging literature, the writing of a broad range of exploratory and expository essays, including the college essay, as well as inventive and reflective pieces. All seniors will produce an independent study project at the end of senior year through which they explore a question of their own choosing which is related to their course content. This independent project is academically challenging and provides students with a transition from high school to the learning experiences of adults.

## **FULL YEAR COURSES**

### **ENGLISH 41 -SEARCHING FOR MEANING THROUGH LITERATURE (0041)**

*2 credits*

Searching for Meaning Through Literature offers students a chance to explore philosophical concepts evident in literature and in the world today. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as they are relevant to the human condition. Students are expected to be self-motivated and to actively participate in and lead seminar discussions. Additionally, the study of critical theory will expand students' capacity to analyze, discuss, and write about literature. The Senior Independent Study Project, which includes extensive preparation and a dynamic presentation, is an integral part of the year. This course is an intellectual and philosophical inquiry driven by the underlying question of what makes a meaningful life. Major assessments include literary analyses which utilize critical lenses from major literary theories, a text for a speech, exploratory essays about the philosophical concepts of the course, reflective essays as well as entries in their portfolios for their independent study projects. In the fall, students will prepare for the college application process by writing creative non-fiction which may be used as a college essay. In the spring, students will complete the Senior Independent Study English Project, through which they have researched, written, and presented the results of their exploration of a question of their own choosing which is related to the course content.

### **ENGLISH 42 (0042)**

*2 credits*

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

## **ENGLISH 43 (0043)**

*2 credits*

This course offers students the opportunity to explore issues, their own and those of society, by interacting with texts, both print and visual, and by creating their own written texts. Students will examine literature in relation to their own lives and trace commonalities and divergences in themes. The reading and writing experiences are designed to foster the development of the students' individual "voice" and to explore the students' sense of responsibility for themselves and their world. As writers, students will learn effective strategies for communication and will deepen their own thinking as they work on their writing. Students will complete a Senior Independent Study English Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

## **ADVANCED PLACEMENT LITERATURE AND COMPOSITION (0045)**

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

Advanced Placement 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, reading, and writing. College-level development and refinement of literary interpretive skills and writing skills are the focus of this course. While in-depth analysis and interpretation of a broad range of novels, drama, poetry, and short stories are integral to the course, the major emphasis is on twentieth century writings and the application of the reading experience to critical writing. Students are introduced to and then apply various forms of literary theory to literary texts. Additionally, the refinement of carefully organized and reasoned oral and/or written discourse and of reading skills will be developed as students learn and then apply the various theories of literary criticism most applicable to literary works. The students sharpen their awareness of language and understanding of writer's craft. They develop critical standards for the independent appreciation of any literary work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written. This course places great emphasis on oral discourse, incorporating a seminar model; hence, vibrant participation is vital to the strength and integrity of the course. Students will complete a Senior Independent Study English Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content. Completion of summer reading and writing is a requirement of this course. Failure to complete the summer assignment may result in removal from the course.

This course is part of the University of Connecticut's ECE Program and students can apply for 4 college credits of English 1010 or 1011 at the University of Connecticut.

## **ENGLISH SEMESTER COURSES**

Semester courses are also open to juniors in addition to their full-year junior course.

### **CALL OF THE WILD (0050)**

*1 credit*      *Grades 11, 12*

Call of the Wild utilizes a wide range of literature and media, challenging students to continually reexamine their relationship with nature. Major attention will be paid to assessing the role that nature does or should play in modern life. Texts include novels, films, essays, stories, poems, artwork, and music. Writing assignments include critical analysis, narrative reflection, and field journaling. All reading and analysis for Call of the Wild require an introspective spirit of philosophical inquiry and the ability to make connections and articulate common themes.

In addition to analyzing and responding to literature, students are expected to participate in experiential activities which take place within wilderness settings. A day hike extends the students' appreciation of the images often utilized in nature writing. Students are afforded the opportunity to step out of a busy routine and closely observe the beauty and significance of their own local landscape. An overnight backpacking trip provides an intensive physical and psychological adventure that draws the students together socially, stimulates individual growth, and further motivates interest in the role of wilderness in their own lives.

Students are also required to have independent experiences in nature documented in field journals. In the fall, students will prepare for the college application process by writing a personal narrative which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **CONTEMPORARY GLOBAL LITERATURE (0070)**

*1 credit                      Grades 11 and 12*

Due to unprecedented economic growth, increasingly inexpensive technology, and instant communication around the globe, our world is shrinking. These forces have brought stories to our attention which have been, until now, overlooked. This course explores the ideas and perspectives of peoples and cultures that have previously been kept out of the global conversation. Students will respond to and analyze texts (fiction, non-fiction, films, documentaries, and music) produced by and about people from developing nations as well as from parts of our own country in order to broaden their thinking and enrich the way they see the world. Students will write in a variety of genres, with emphasis on expository writing. In the fall, students will prepare for the college application process by writing a personal narrative which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **CREATIVE WRITING WORKSHOP (0051)**

*1 credit                      Grades 11, 12*

In this project- based workshop, students work on a short story and one-act play. Also, students may choose a third project focusing on poetry, autobiographical essay, or children's literature. For each project, students learn and practice techniques that they then use in a major piece of writing. The course depends on a workshop format; students work independently and in small groups to explore and improve their own talent. In addition to the writing associated with the above projects, the course requires students to keep a Writer's Journal and to follow a sequence of corollary readings. In the fall, students will prepare for the college application process by writing a personal narrative which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **DRAMATIC LITERATURE & PERFORMANCE: BRINGING LITERATURE TO LIFE (0064)**

*1 credit                      Grades 11, 12*

Have you ever wondered how an actor approaches a script? In this survey course students will read plays and perform dramatic selections from representative playwrights (Shakespeare to Albee). Drama's significance and impact as a literary genre will be explored on the page through reading, discussion, and written analysis, as well as through the students' own performances and the viewing of noteworthy performances on film.

### **GENDER PERSPECTIVES IN LITERATURE (0058)**

*1 credit                      Grades 11, 12*

Gender Perspectives is a semester course, focusing on the analysis of the changing portrayal of gender roles in literature and film. Students will explore cultural assumptions about gender and read literary texts from multiple perspectives as they become familiar with literary theories concerning gender. Critical thinking, class discussions, and independent/field research are integral components of this course. Major assessments will include a memoir which focuses on gender, an exploratory essay, research paper on a contemporary issue, an analysis of contemporary icons, and an original fairy tale. In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **JOURNALISM FOR TODAY'S READERS AND REPORTERS (0053)**

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

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

In this course, students will learn to think, act and write like professional journalists. Designed for those who want to improve their writing skills while publishing work in the school newspaper and yearbook, *Stop the Presses!* will teach the conventions and nuances of journalistic writing and encourage students to “go out” on the beat to develop and pursue their own ideas for news, features, sports, editorials and entertainment articles.

Students will learn the fundamentals of lead writing, news story development and organization, conducting interviews, editing articles, and designing graphics and layout. They will also explore the various leadership roles available to journalists, including layout artist, section editor, business manager and editor-in-chief.

While working on articles for publication, students will also read and analyze various texts pertaining to journalistic writing style, history, ethics in the media, balanced reporting, First Amendment rights and responsibilities, newspaper business practices and the use of visuals.

### **POETRY (0055)**

*1 credit Grades 11, 12*

The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based partially on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio. In the fall, students will prepare for the college application process by writing a personal narrative essay which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project.

### **SATIRE (0056)**

*1 credit Grades 11, 12*

Satire pokes fun at people and institutions (e.g. political parties, educational systems). The satire may be general (e.g. social classes, or political practices) or more specific (e.g. the President of the United States). Sometimes it is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students will use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satiric plays, poetry, and essays are developed through conferences with the instructor. Through the study of satiric techniques, the students will see how satire enables us to laugh at ourselves while at the same time effecting reforms. In the fall, students will prepare for the college application process by writing a personal narrative which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **THE SUPERNATURAL IN LITERATURE (0060)**

*1 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, and the universe. Students will read and discuss aspects of the supernatural in works

from the past to the present by such authors as Dante, Hawthorne, Bradbury, Shelley, and Stoker. Through both written and visual texts, students will explore such concepts as ghosts, vampires, devils, witches, and the afterlife. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. Students will also complete a cumulative project examining how and why humanity's interest in the supernatural is both timeless and universal. In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

### **FILM ANALYSIS AND CRITICISM (0061)**

*1 credit      Grades 11, 12*

This English elective prepares students for a lifetime of viewing films with a critical eye and an intelligent mind. Students will develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to gain this visual literacy, students will learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students will be introduced to elements of film analysis (e.g. cinematography, acting and dialogue, sound), an overview of film history, and the essentials of film theory.

Together we will spend the semester constructing responses to the following questions: How is a film put together so that it will manipulate and move its audience? What are the roles of editing, camera movement, soundtrack, and image? What does a film tell us about its culture and our cultures?

In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content.

Note: the development of analytical writing skills is central to this course.

## **FAMILY AND CONSUMER SCIENCES**

Family and Consumer Sciences offer students an array of opportunities to expand their interests in the areas of Child Development, Culinary Arts, and Fashion and Design. All FCS courses are designed to provide hands on, practical experiences that build and strengthen skills which will be used throughout a lifetime. The practical experiences in each of these areas equip students with knowledge that can be applied to making intelligent career choices. The integration of Family, Career, and Community Leaders of America (FCCLA) will provide students with opportunities for leadership development, personal growth, as well as school and community involvement.

### **FOOD PROGRAM**

#### **CULINARY ARTS 10 (6810)**

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

Prepare for an active hands-on cooking experience! Sign up for Culinary Arts 10 and gain healthy eating habits that you will use for the rest of your life. Learn food preparation skills for appetizers, main courses and desserts, as well as creative ways to incorporate fresh, locally grown fruits and vegetables and natural cooking methods into daily life. Join us for a cooking adventure.

#### **CULINARY ARTS 20 (6815)**

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

*Prerequisite: Culinary Arts 10*

Enhance your culinary skills by learning to cook like the pros! Cooking experiences include homemade breads and soups, fresh pasta and an unforgettable International cooking unit in which you will have the opportunity to prepare and sample the foods and culture of foreign lands - a truly global experience.

#### **FOOD SERVICES 20 (6820, 3 periods) (6821, 2 periods)**

*4 credits - 2 periods daily/6 credits-3 periods daily Grades 10, 11, 12*

*Prerequisite: Culinary Arts 10 and 20, including teacher approval*

This hands-on class is designed for the student interested in exploring a career in food services. Students will spend their time running the in-school restaurant ("The Falcon's Nest" at FLHS, "Barlow's" at FWHS), and catering a variety of functions. Opportunities for outside experiences in the food business are available. Along with learning quantitative food preparation techniques, students will create menus, prepare the foods, plate, garnish and serve an array of restaurant style meals. This is a real life foods experience.

#### **FOOD SERVICES 30 (6825, 3 periods) (6826, 2 periods)**

*4 credits - 2 periods daily/6 credits-3 periods daily Grades 11, 12*

*Prerequisite: Food Services 20 and teacher approval*

This class is a continuation of Food Services 20. Areas of study will include advanced culinary skill development and the development of management skills necessary to run a successful restaurant.

### **HUMAN AND CHILD DEVELOPMENT PROGRAM**

#### **CHILD DEVELOPMENT 30 (6830)**

*2 credits Grades 10, 11, 12*

Child Development 30 is a full year course. Units on reproduction, fetal development, prenatal care and birth will be covered. The study of the physical, intellectual, emotional and social development of children is

followed from birth to school age. Observations conducted in our preschool laboratory enable students to gain insight into the individual differences among preschool children. Highlights of the course include caring for a life-like simulated baby, and planning and teaching for a day in the preschool. This is a must-have course for all future moms, dads, and others who will someday work with children. Successful completion of this course will enable you to take Early Childhood Education.

### **EARLY CHILDHOOD EDUCATION 40 (6840)**

*3 credits 7-9 periods weekly Grades 11, 12*

*Prerequisite: Child Development 30 and teacher recommendation.*

Do you enjoy working with children? Students in Early Childhood Education become the teachers in our student-run preschool. They plan and operate a preschool program for twenty-four three- and four-year-old children from the community. Students meet one period a day to evaluate the individual needs of the children in the program and to plan and create developmentally appropriate lesson plans. In addition, students will spend two to four lab periods per week in the preschool laboratory setting creating a safe, healthy and stimulating learning environment for the children in the program.

### **INDIVIDUAL AND FAMILY DEVELOPMENT (6900)**

*2 credits Grade 12*

*Prerequisite: Child Development 30 and Early Childhood 40 and teacher recommendation*

This course is designed as an introduction to the field of Human Development and Family Studies. This course will provide students with an understanding of individual and family 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 for hands-on observation. **This course is part of the University of Connecticut's ECE Program and students can apply for 3 college credits of Human Development and Family Studies HDFS 1070 at the University of Connecticut.**

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

### **FASHION MERCHANDISING AND DESIGN (6750)**

*1 credit Grades 10, 11, 12*

This course offers students an introduction to the various aspects of the field of fashion. Components of the course will include an overview of fashion design elements, fashion promotion, fashion and visual merchandising. A variety of hands-on experiences will be provided including the creation of a personal style portfolio, and a final project of designing their own boutique. Students will be responsible for designing, manufacturing, and merchandising fashion items as well as incorporating the retail philosophies for the course's boutique. Career options in the fashion industry will be explored.

### **FASHION AND TEXTILES TECHNOLOGY 10 (6710)**

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

Did you really make that? Expand your current knowledge and skills in Fashion and Textiles. Students will acquire and expand basic sewing skills through the use of commercial patterns and a portfolio. Students will construct several wearable projects including some of their own choice. The use of technologically advanced, state-of-the-art sewing and computerized sewing machines will be used to enhance projects throughout this course.

### **FASHION AND TEXTILES TECHNOLOGY 20 (6720)**

*2 credits Grades 10, 11, 12*

*Prerequisite: Fashion and Textiles Technology 10*

This course is designed for students who are interested in refining sewing construction skills. Students will be introduced to a variety of advanced clothing techniques through the construction of and four garments, one of which will be fitted designer jeans. Emphasis will be on commercial patterns and fitting methods.

Students will have the opportunity to use state of the art machines with Computer Assisted Design capability. Students will plan and participate in the annual fashion show.

**FASHION AND TEXTILES TECHNOLOGY 30/40 (6730, 6740)**

*2 credits      Grades 11, 12*

*Prerequisite: Fashion and Textiles Technology 20 or permission of instructor*

This course expands and fine-tunes students' existing skills to design and create their products. It gives students a stronger, in depth background in designing and creating apparel by incorporating the draping method of design. Computer Assisted Design software will also be used in conjunction with the design methods.

**INTERIOR DESIGN (6760)**

*1 credit      Grades 10, 11, 12*

This course will provide a practical hands-on experience in the world of interior design. In addition to an emphasis on careers, students will learn the elements, principles and goals of interior design. Students will also spend time practicing room and furniture layout with computer programs. Students will also have the opportunity to create a number of home accessories.

## HEALTH EDUCATION

### **HEALTH 10 (8135)**

*0.4 credit Grade 9 required*

*2 days per week for one semester*

The emphasis in health education is based on the needs and interests of ninth grade students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices and skills. By increasing the awareness of the relationship between physical, emotional, mental, social and spiritual health, students can develop opportunities to achieve a high level of wellness. The Health 10 curriculum supports age appropriate topics that include body systems, mental health, effects of alcohol/drugs and disease prevention. Through discussion, identification and description we recognize the social, emotional and physical development of all students.

### **HEALTH 20 (8160)**

*0.2 credit Grade 10 required*

*2 days per week for a marking period*

The Health 20 curriculum focuses on topics including responsibilities associated with drinking and 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 30 (8170)**

*0.2 credit Grade 11 required*

*2 days per week for a marking period*

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. Health 30 focuses on developing the decision making skills necessary for overall wellness.

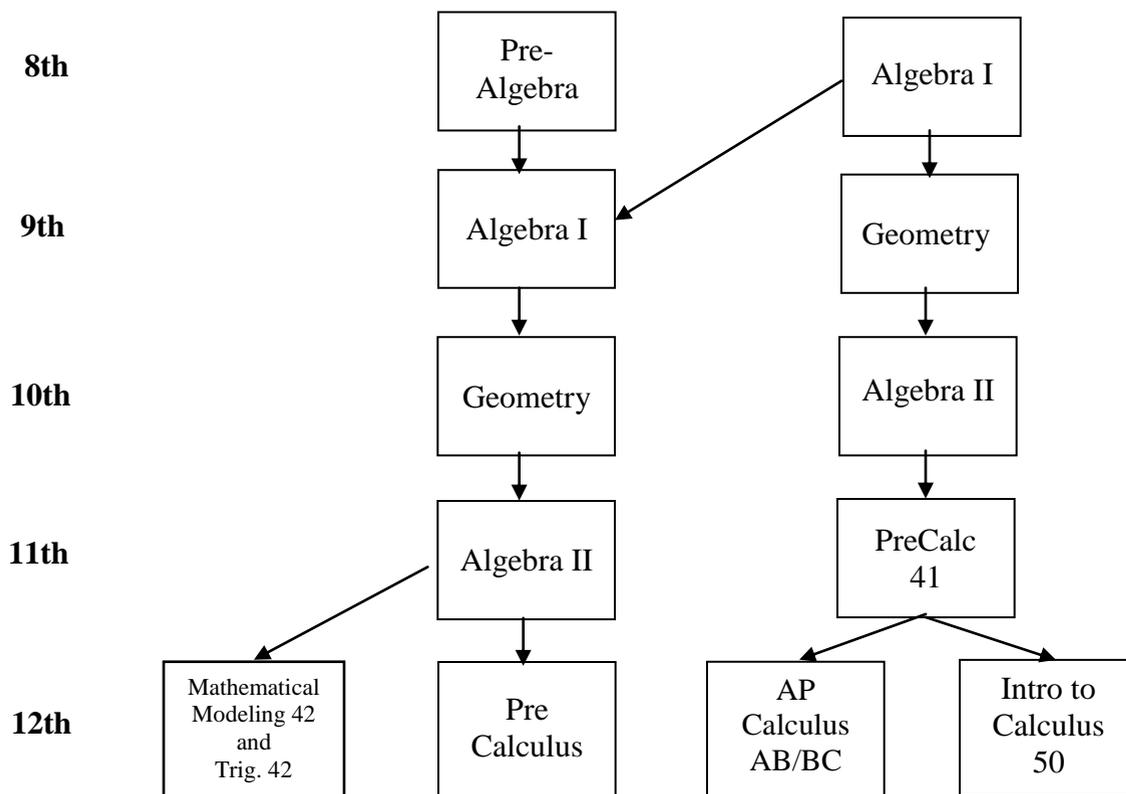
### **HEALTH 40 (8180)**

*0.2 credit Grade 12 required*

*2 days per week for a marking period*

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

## MATHEMATICS



### MOST STUDENTS FOLLOW THE VERTICAL ARROW SEQUENCE

**Electives for Juniors and Seniors:** Electives for Juniors and Seniors: AP Statistics, Intro to Probability and Statistics, Mathematical Modeling, Introduction to Trigonometry, and Personal Finance

- Students who have taken Geometry in 8th grade progress to Multivariable Calculus as a Senior
- Algebra 31 is the prerequisite course for AP Statistics
- All courses are College Preparatory and include the math content found on the SAT/ACT
- PreCalc 41 is usually a junior course since it is the prerequisite course for AP Calculus
- Appropriate computer software and calculators are used throughout the mathematics curriculum
- Graphing calculators are used extensively in all courses to graph functions, learn new concepts and solve complex mathematical problems. The TI 83+ is recommended since that will be modeled in class demonstrations, as well as practice for CAPT, SAT, ACT and AP exams.

### **ALGEBRA 12 (2012)**

*2 credits      Grade 9, 10, 11, 12*

*Prerequisite: successful completion of Pre Algebra and teacher recommendation*

This first course in Algebra furthers the students' skills in operating with real numbers, variables and algebraic properties. Algebra 12 also develops the concept of function. Major topics include: number properties, operations with real numbers, solutions of linear and quadratic equations, graphing functions, data analysis, radicals, exponents, factoring, and solutions of systems of linear equations. Throughout the course, there will be an integration of problem solving techniques, communication skills, computing and estimating, the use of technology, and real life applications.

### **ALGEBRA WORKSHOP (2020/2025)**

*0.4 credits/semester 2 days/week (2020)*

*1.0 credits/semester 5 days/week (2025)*

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

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

### **GEOMETRY 21 (2221)**

*2 credits Grades 9, 10*

*Prerequisite: Grade 8 Algebra ("B+" or better) and teacher recommendation or Algebra 12 with grade of A or better and teacher recommendation.*

Geometry 21 offers accelerated coursework with emphasis on concepts of mathematical structure and formal proof (postulates, theorems and corollaries). The properties of 1, 2, and 3 dimensional figures will be investigated and algebraic skills and concepts will be applied to geometric relationships (e.g., a study of points, lines, angles, and polygons on a plane surface and in space.) The study of coordinate geometry is integrated throughout the course. In addition, students will perform constructions with compass and straightedge, logic and truth tables and indirect reasoning.

### **GEOMETRY 22 (2222)**

*2 credits Grades 9, 10, 11*

*Prerequisite: Algebra 12 or Grade 8 Algebra ("C+" or better) and teacher recommendation.*

The Geometry 22 course deals with the concepts of mathematical structure and logical thinking using postulates, theorems and corollaries. The properties of 1, 2, and 3 dimensional figures will be investigated and algebraic skills and concepts will be applied to geometric relationships (e.g., a study of points, lines, angles, and polygons on a plane surface and in space.) The study of coordinate geometry is integrated throughout the course.

### **ALGEBRA 31 (2331)**

*2 credits Grades 10, 11*

*Prerequisite: Geometry 21 ("B" or better) and teacher recommendation. Students should have mastery of both Algebra 1 and Geometry 21.*

Students in Algebra 31 should be highly motivated to work at an accelerated pace. Algebra 31 provides an in depth exploration of the concepts of relation and functions, while additional topics include an advanced study of powers and roots, expansion and application of systems of equations, probability, matrices, logarithmic and exponential functions, complex numbers, polynomial functions and their graphs, and quadratic relations and systems with an emphasis on problem solving and real-life applications. Additional units of study are sequence and series, linear programming, exponential growth, permutations, combinations, negative and fractional exponents, and binomial theorem.

### **ALGEBRA 32 (2332)**

*2 credits Grade 11, 12*

*Prerequisite: Successful completion of Algebra 12, Geometry 22 and teacher recommendation*

This second course in algebra furthers the students' skills in operations with real numbers, variables, and algebraic properties. Algebra 32 extends the topics studied in Algebra 12 and prepares the students to take the new SATs that began in 2005. Concepts expanded upon include linear functions and relations, absolute value, systems of equations and inequalities and matrices. Additional topics include expansion and application of systems of equations, probability, quadratic relations and systems with an emphasis on problem solving and real-life applications, complex numbers, a further exploration of powers and roots, negative and fractional exponents, polynomial functions and their graphs, exponential growth and decay, exponential functions, rational functions, as well as arithmetic and geometric sequences and series.

### **PRECALCULUS 40 (2440)**

*2 credits      Grade 11, 12*

*Prerequisite: Algebra 31 ("C or better) or Algebra 32 ("B" or better).*

This course is the extension of Algebra 31/32 and prepares students for calculus in college. It consists of an intensive study of trigonometric functions and their applications. In addition, the course includes polynomial, rational, logarithmic and exponential functions. Precalculus 40 includes an introduction to regression analysis, polar coordinates, vectors and parametric equations.

### **PRECALCULUS 41 (2441)**

*2 credits      Grade 11, 12*

*Prerequisite: Algebra 31 AND Geometry 21 ("B" or better).*

*Precalculus 41 is usually a junior course since it is the prerequisite course for AP Calculus.*

Precalculus 41 provides an accelerated in-depth treatment of trigonometric functions and their applications. This course includes polynomial, rational, logarithmic and exponential functions. Precalculus 41 includes an introduction to regression analysis, polar coordinates, vectors and parametric equations. In addition, the course also includes units on partial fraction decomposition, mathematical induction and the binomial theorem. Precalculus 41 prepares students for AP Calculus.

### **PERSONAL FINANCE 43A and 43B (2443, 2444)**

*2 credits      Elective Senior Course in Business or Mathematics (credit granted by semester)*

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

This course is intended to prepare students for the world of budgeting and money management. Personal Finance 43A will include such topics as personal banking (checking and savings), personal investments, gross income, net income, taxes, personal budgeting and record keeping as well as data representation and data interpretation. Personal Finance 43B will include such topics as cash transactions, credit and credit transactions, personal loans, transportation costs and budgeting, insurance, personal investments, data representation and data interpretation. Student activities will include real-life situations (for example, purchasing a vehicle).

### **PROBABILITY AND STATISTICS 40 (2540)**

*2 credits      Grade 11, 12*

*Prerequisite: Successful completion of Algebra 31 or 32*

Probability and statistics are recommended for those who want an elective that will be beneficial to many academic, medical, social, and business careers. Statistics topics studied include describing data with graphs, distributions, histograms and other graphical techniques; student will use statistical measures of center and spread. Probability topics include: probability rules, probability distributions - discrete, binomial, poisson, and normal distributions. Other topics studied are: sampling design, sampling distributions, testing and confidence intervals only for one mean and one proportion using z tests and t tests.

### **MATHEMATICAL MODELING 42 (2543)**

*1 credit      Grade 12*

*Prerequisite: teacher recommendation.*

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.

**This course is part of the University of Connecticut's ECE Program and students can apply for college credits for Math 1040Q at the University of Connecticut.**

### **TRIGONOMETRY 42 (2545)**

1 credit      Grade 11, 12

*Prerequisite: "B" or better for Integrated Algebra/Geometry 33 or for Algebra 32 students (with teacher recommendation).*

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 (2651)**

2 credits      Grade 11, 12

*Prerequisite: Algebra 31 ("B+" or better in Algebra 31 or Precalculus 41) and teacher recommendation.*

*This course is an elective and is taken with or after Precalculus*

*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.

### **INTRODUCTION TO CALCULUS 50 (2450)**

2 credits      Grade 12

*Prerequisite: Precalculus 41 or 40 ("C" or better) and teacher recommendation*

Introduction to Calculus is designed for the student who has completed Precalculus 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 (2451)**

2 credits      Grade 12      *Prerequisite: Precalculus 41 ("B" or better) and teacher recommendation*

*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 (antiderivatives and their applications)

**This course is part of the University of Connecticut's ECE Program and students can apply for 8 college credits of Math 1125Q and 1126Q at the University of Connecticut.**

### **AP CALCULUS BC (2551)**

*2 credits      Grade 11 or 12      Prerequisite: Precalculus 41 ("A" or better) and Teacher Recommendation*  
*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 (antiderivatives and their applications)
- Polynomial Approximations and Series

**This course is part of the University of Connecticut's ECE Program and students can apply for 8 college credits of Math 1131Q and 1132Q at the University of Connecticut.**

### **MULTIVARIABLE CALCULUS (2661)**

*2 credits      Grade 12*

*Prerequisite: Calculus BC and Teacher Recommendation*

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

## MUSIC

The Music Department offers a wide range of courses that develop the three artistic processes of creating, performing and responding at all levels. Students are encouraged to continue their study of a musical instrument or voice throughout their high school years and are invited to enroll in other classes that do not have a performance emphasis such as music theory, music technology and basic piano.

The most authentic experience for a student performer is live performance in front of an audience. Therefore concerts and other performances are used as assessment opportunities and attendance is required. Most concerts and performances take place in the evenings and some on weekends which include home football games and the Memorial Day Parade for the bands. A typical concert schedule can be viewed on our website.

As extension experiences, the Music Department offers several 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. Therefore they are available, by audition only, to students who are enrolled in their coordinating curricular ensemble. Auditions for all co-curricular ensembles are held in the fall. Co-curricular ensembles (auditioned after school ensembles): Close Harmony, A cappella II, Aria.

### Instrumental Music

#### **BEGINNING PIANO/KEYBOARD CLASS (7160)**

*1.2 credits - 3 classes per week*

*Grades 9, 10, 11, 12*

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

#### **CHAMBER ORCHESTRA (7110)**

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

*(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 course is open to string students who have developed advanced technique on their instrument and are members of Concert or Symphonic Orchestra. Literature for this class will be selected from advanced string music beginning with Baroque to the Contemporary. Limited enrollment is by audition with the recommendation of the director. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.

#### **CONCERT BAND (7010)**

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

*Prerequisite: 8th grade band or Concert Band or audition*

This course includes all ninth grade band students, as well as upperclassmen. Students will receive further training in instrumental techniques, ensemble playing, and music reading. This course focuses on fundamental aspects of reading and performing all styles of band literature. This course is a prerequisite to audition for Wind Ensemble. Music fundamentals and developing the student's musicianship are emphasized. An instrumental lesson is required for each student enrolled in this course. Selected players from band may also perform with orchestra. 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.

### **CONCERT ORCHESTRA (7100)**

*2 credits      Grades 9, 10*

*Prerequisite: 8th grade Orchestra or audition*

This course includes all ninth and tenth grade string players who desire training in instrumental techniques, ensemble playing, and music reading. Eleventh and twelfth grade string players may also be included in this ensemble. Select members of the Concert Band will be added to complete the instrumentation of the Concert Orchestra. Instrumental lessons are required for this course. Participation in all scheduled rehearsals and performances is required.

### **JAZZ ENSEMBLE (7000)**

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

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

### **SYMPHONIC ORCHESTRA (7090)**

*2 credits      Grades 11, 12*

*Prerequisite: concert orchestra or audition*

The focus of this course will be on developing advanced instrumental techniques, ensemble playing and music reading. Select woodwind, brass and percussion players from Band will be added to complete the instrumentation of the Symphonic Orchestra. Orchestral literature of various periods and styles will be studied and performed. Instrumental lessons are required for this course. Participation in all scheduled rehearsals and performances is required.

### **WIND ENSEMBLE (7005)**

*2 credits      Grades 10,11,12*

*Prerequisite: Concert Band, audition and recommendation of band director*

This band is chosen by audition and by the recommendation of the band director. A limited number of students will be selected on each instrument to provide balanced instrumentation. This ensemble, the most advanced of the high school bands, will study and perform standard wind ensemble literature from a variety of styles and periods. An 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.

**CHAMBER SINGERS (7140)**

*2 credits    Grades 10, 11, 12*

*Prerequisite: by audition only*

This mixed choral group is designed for the study of more advanced literature from a variety of styles and periods, including pieces written in foreign languages. Advanced vocal and ensemble skills will be the focus of this ensemble. Participation in all fall, winter, and spring scheduled rehearsals and performances is required. Enrollment in voice class is also recommended.

**CONCERT CHOIR (7040)**

*2 credits*

*Grades 9, 10, 11, 12    Prerequisite: None*

This course is open to students who wish to participate in a choral experience. This course focuses on fundamental aspects of reading and performing appropriate choral literature. Music from all periods and styles will be studied and performed including compositions using texts in foreign languages. Good vocal technique and ensemble skill are emphasized. Participation in all scheduled rehearsals and performances is required. Enrollment in voice class is also recommended.

**VOICE CLASS (7120)**

*.8 credit - 2 periods per week    Grades 9, 10, 11, 12*

This course is designed to give individualized instruction in the art of singing. Emphasis is on individual vocal development, solo singing and sight singing. This course may be taken more than once.

**WOMEN'S CHOIR (7130)**

*1.2 credits - 3 periods per week    Grades 9, 10, 11, 12*

*Prerequisite: by director recommendation only*

This course is designed for intermediate to advanced female singers who wish to participate in a choral experience. This course focuses on fundamental aspects of reading and performing choral literature for female voices. Music from all periods and styles will be studied and performed including compositions using texts in foreign languages. Good vocal technique and ensemble skills are emphasized. Participation in all scheduled rehearsals and performances is required.

### Core Music Classes

**MUSIC TECHNOLOGY (7180, 7190)**

*2 credits    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. Although previous musical experience is not necessary, musicians, performers and songwriters will benefit greatly from this course.

**MUSIC THEORY (7070)**

*1 credits    Grades 10, 11, 12*

This class is open to all students in grades 10-12 who wish to develop skills in music theory. It is appropriate for students in band, orchestra, and chorus as well as the non-performing student interested in an introductory course in music theory. 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. This is a one-semester class that meets five days per week. 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 (7080)**

*1 credit Grades 10, 11, 12*

This class is open to all 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. This is a one-semester class that meets five days per week.

**Any student hoping to enroll in a 2 credit ensemble (band, choir or orchestra) for less than five days per week due to course conflicts, must get written approval from the ensemble director prior to the scheduling of the class.**

## **PHYSICAL EDUCATION**

The high school physical education program aims to educate students to be healthy and active throughout their lives. We recognize that regular physical activity is imperative to the well being of all people. 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. The curriculum at the high school provides opportunities for students to become competent and proficient in several movement forms (net/racket, target, team, individual and outdoor pursuits) elected from a variety of choices. Within the high school curriculum, students will have the opportunity to design and develop a personalized physical fitness program to participate in health-enhancing physical activity within school and beyond the physical education class.

Students who participate in this program are expected to dress appropriately for the activity following the guidelines set forth by the physical education department. Sneakers are required for all activities.

### **CONNECTICUT PHYSICAL FITNESS ASSESSMENT (3<sup>RD</sup> GENERATION CPFA)**

Physical fitness is an important component of Connecticut's overall educational program goals. This assessment is required by the state to be administered to all 10th grade students. The assessment consists of four tests addressing the components of fitness; flexibility, abdominal strength and endurance, upper body strength and endurance, and cardio-respiratory endurance. All 10th grade students will be placed in a fitness class for the first marking period. During this time, the physical education staff will prepare and administer the assessment. This assessment is part of the ongoing process of helping children understand and improve and/or maintain their overall wellness.

### **ARCHERY (lifetime)**

*.2 credit (1 marking period)*

This is an introductory archery course. Emphasis is given to the safety skills necessary for target shooting, knowledge of archery terminology, and to acquaint students with a lifetime activity. An opportunity to experience archery competition will culminate the unit.

### **BADMINTON (lifetime)**

*.2 credit (1 marking period)*

This is an introductory course designed to acquaint students with a lifetime sport, with the equipment and terminology of the game and an opportunity to play. Skills include the serve, volley, the smash, forehand and backhand. An all physical education class badminton tournament will culminate the unit.

### **BASKETBALL (team)**

*.2 credit (1 marking period)*

This unit offers the student an opportunity to play a team sport. Basic skills, offense and defensive concepts are emphasized in this unit.

### **COOPERATIVE/TEAM GAMES (team)**

*.2 credit (1 marking period)*

This unit will allow students to participate in a variety of cooperative and team games. Students will use physical activity as a positive opportunity for social and group interaction. Students will engage in moderate to vigorous physical activities. Students will demonstrate an understanding of rules, strategy and good sportsmanship while participating in cooperative and team games.

### **FITNESS/CONDITIONING (fitness)**

*.2 credit (1 marking period)*

This unit offers an opportunity for the students to design an individual exercise program which includes the areas of strength, flexibility, and cardio respiratory endurance. The fitness center is used for this program.

### **FLAG FOOTBALL (team)**

*.2 credit (1 marking period)*

This is a team sport in which participants will be introduced to basic terminology and skills.

Passing/catching, punting, centering, pass patterns and stances are some of the skills that will be taught.

### **FLAG RUGBY (team)**

*.2 credit (1 marking period)*

In addition to participating in a team sport activity, Rugby offers the student an opportunity to learn and practice dodging and passing skills unique to the sport. The student will become acquainted with the terminology and characteristics of a typical English Rugby game.

### **FLOOR HOCKEY (team)**

*.2 credit (1 marking period)*

This unit offers the opportunity for students to learn proper stick handling and position play. Floor hockey is a vigorous indoor activity that is played without the body contact that is associated with ice hockey. Safety glasses are required.

### **GOLF (lifetime)**

*.2 credit (1 marking period)*

This is an introductory unit which includes instruction in rules, basic terms, and etiquette. Emphasis will focus on the basic golf skills of grip, stance, the swing and putting. Students will be taught the golf swing in relation to the driver, #5, #7, and #9 irons.

### **KIN-BALL (team)**

*.2 credit (1 marking period)*

Kin-Ball is a team game that originated in Canada. It is an activity played between 3 teams consisting of 4 players. The object of the game is for a team to serve the ball to the opponent of their choice in such a way that the receiving team will not be able to receive the ball before it hits the ground. The serving and receiving skills are unique to this game. It is a fast moving and continuous playing game.

### **LACROSSE (team)**

*.2 credit (1 marking period)*

This is an introductory course to acquaint students with the game of lacrosse, the equipment used, terminology of the game and provide an opportunity to play. The skills to be taught include cradling, scooping, throwing and catching. Modified lacrosse is a vigorous non-contact game. Safety glasses are required.

### **PICKLEBALL (lifetime)**

*.2 credit (1 marking period)*

This is an introductory course designed to acquaint students with a racquet game played on a badminton court with the net at tennis level. The rules of pickle ball are a combination of the games of tennis and badminton. Skills taught include serve, volley, forehand, backhand and drop shot.

**PILATES (fitness/lifetime)**

*.2 credit (1 marking period)*

Developed in 1920 by Joseph H. Pilates, this form of exercise focuses on strengthening and lengthening the body's muscles. This class begins with basic exercises performed on mats and progresses to more challenging exercises. Modifications are taught for most of the exercises so students of all fitness levels can experience success.

**POWER WALKING (fitness/lifetime)**

*.2 credit (1 marking period)*

Power Walking is an activity which will allow students to acquire knowledge, skills, and attitudes for participation in a lifelong fitness program. They will be exposed to benefits of walking, such as better quality of life, stress reduction, positive self-esteem and weight management. Emphasis will be placed on taking their resting, working and recovery heart rate.

**SELF-DEFENSE/SAFETY (lifetime)**

*.2 credit (1 marking period)*

Participants in this class will become familiar with different aspects of self-defense. Through confidence-building activities and role play, participants will feel less vulnerable and more in control. Strategies are aimed to preventing physical aggression.

**SOCCER (team)**

*.2 credit (1 marking period)*

Participants will be given instruction in the basic skills and terminology of soccer. Some of the skills will include dribbling, passing, ball control with head and body and goal kicking. Students will participate actively in a game of indoor/outdoor soccer.

**SOFTBALL (team/lifetime)**

*.2 credit (1 marking period)*

Participants will review basic skills and rules and concentrate on improving these skills through drills and game situations. Emphasis will be placed on development of skills such as batting, bunting, fielding, ground balls, fly balls, base running and throwing.

**TEAM HANDBALL (team)**

*.2 credit (1 marking period)*

Team handball is a game developed by Germany and Denmark and is played in the Olympic Games. The object of the game is to score a goal by moving the ball toward your opponent's goal by dribbling and/or using your hands to pass and throw the ball past your opponent's goalie. The rules are simple and the game is easy to learn.

**TENNIS (lifetime)**

*.2 credit (1 marking period)*

The fundamental skills of forehand, backhand, serve and volley will be taught. Etiquette, rules, and strategies for doubles play will be emphasized.

**ULTIMATE FRISBEE (team/lifetime)**

*.2 credit (1 marking period)*

This unit offers the student an opportunity to develop the skills of throwing and catching the Frisbee and participate in team and individual Frisbee game activities.

**VOLLEYBALL (lifetime/team)**

.2 credit (1 marking period)

Participants will receive instruction in basic rules and regulations of the game. Skills taught and practiced will include passing, serving, and beginning play sets of bump, set and spike. An all physical education class volleyball tournament will culminate this unit.

### **YOGA (fitness/lifetime)**

.2 credit (1 marking period)

The course is designed to promote good physical and mental health through breathing, stretching and relaxation techniques. This class emphasizes the importance of flexibility as a component of fitness.

Discipline, concentration, coordination, and control of one's mind and body will be emphasized.

## **READING**

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

### **READING STRATEGIES (8130, 8140)**

1 credit per semester (5 classes weekly) Grades 9,10

Criteria for placement in this course may include DRP or CMT scores, or a Scholastic Reading Inventory Lexile score. A major component of this course will be the *Scholastic Read 180 Program*. This multi-media course is designed for students who would benefit from an intense small group approach that addresses the following reading skills: phonics, fluency, vocabulary, and comprehension. Course materials may include high interest texts, an audiovisual component, and technology. Classes may be limited to no more than fifteen students.

## **REGIONAL PROGRAMS**

### **THE CENTER FOR GLOBAL STUDIES MAGNET SCHOOL (4400)**

The Center for Global Studies (CGS) magnet school provides students from Southern Fairfield County high schools an opportunity to study Japanese and Chinese culture through language, literature and social studies at Brien McMahon High School in Norwalk. CGS' core courses include Japanese or Chinese language study with beginner, intermediate and advanced levels for all four high school grades. Also, students meeting a set of criteria can apply for honors level classes. The literature curriculum is composed of works from all over the world, with particular emphasis on Japan and China. Readings are integrated through universal themes. The literature course is grounded in standards and goals common to Connecticut secondary school English courses. Japanese and Chinese social studies explore the geographic, social, political and economic dynamics that articulate the uniqueness of the two cultures. All other courses required by students' home schools are met through Brien McMahon's mainstream classes.

Each March, the CGS hosts Japanese high school students who stay with CGS families and attend classes within the magnet school and Brien McMahon. In May and June, CGS students travel to Japan and China for a two to three-week home stay and study tour with its sister schools. Students live with families and attend a special schedule of classes at the high schools. In addition, students tour historically significant sites and draw upon the experience as field study for their research projects. Students attending the CGS magnet school from out of district are provided with transportation to and from the program.

### **REGIONAL CENTER FOR THE ARTS (8641)**

2 credits Grades 9, 10, 11, 12

Regional Center for the Arts is a performing arts magnet high school program serving students in Grades 9-12. RCA's student body serves students in the greater Bridgeport region and reflects the racial, ethnic and

socioeconomic diversity of students in that area. Students attend their local public high schools in the morning and attend RCA Monday through Thursday from 2:00 to 5:00. Elective high school credits, which may be applied toward graduation requirements at the discretion of the sending school district, are earned at the school through the study of dance, theater, musical theater, film/video production, and creative script writing. Through these departments, the courses provide a broad understanding of the history and criticism of the arts through interdisciplinary study. RCA's performing arts training program is designed to prepare students to pursue professional careers and post-secondary studies. The curriculum is professionally oriented, highly structured and academically rigorous. Commitment to serious study is expected of all students. Course credit will be given in accordance with the policy of the local high school.

**Who May Participate:**

Placements for the Regional Center for the Arts are open to interested high school students from the school districts involved in the Center. Students must possess a strong desire to learn and must demonstrate above average skill and potential in the arts.

**How to Participate:**

Students interested in participating should complete an application and return it to the guidance department of their high school. Students should consult their guidance counselor to obtain an application and inquire about the application deadline. Upon receipt of the application, each student will be assigned and notified of a specific placement meeting date and time. Students should see their counselors for placement procedures. Students attending the CGS magnet school from out of district are provided with transportation to and from the program.

**REGIONAL PROGRAM FOR MARINE & RELATED STUDIES (3591)**

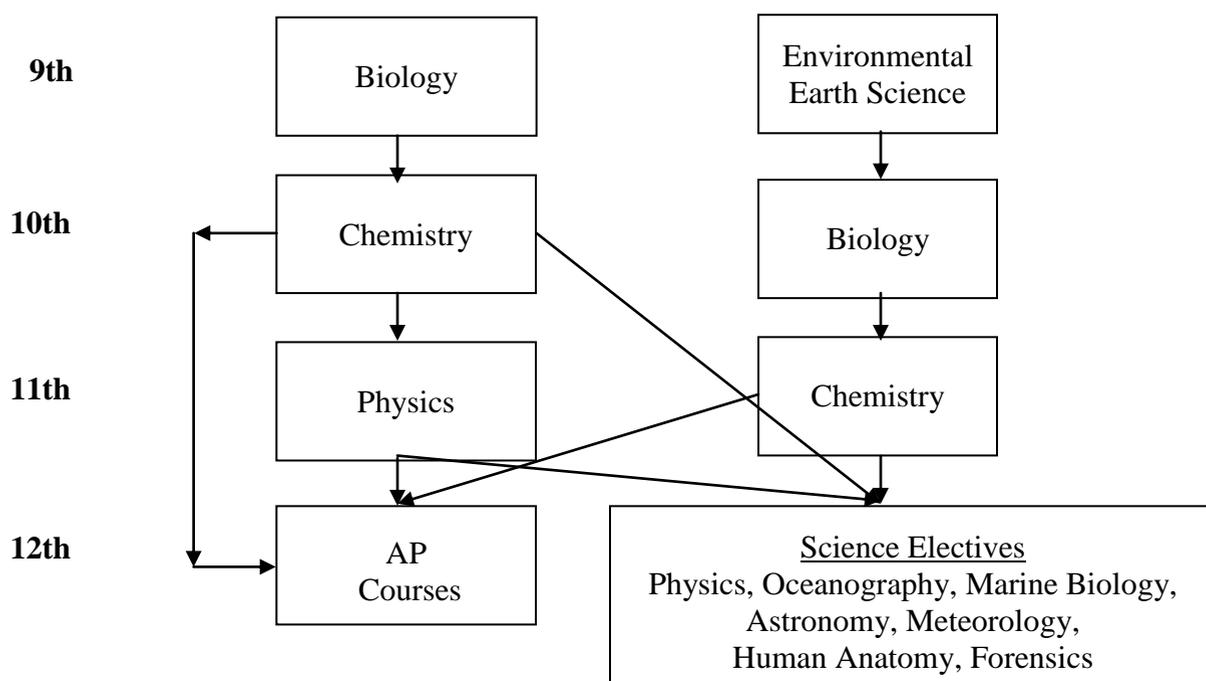
*2 credits in science each year      Grades 9,10,11,12*

*Prerequisite: One year of Science recommended*

This is an exciting interdistrict program (in Bridgeport) that 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 the CGS magnet school from out of district are provided with transportation to and from the program.

**SCIENCE**  
**SUGGESTED COURSE SEQUENCE**



The science curriculum offers a wide variety of "core" and "elective" course options for all students. To fulfill the graduation requirement of three years of lab science as well as the mandated proficiency in CAPT, the science department strongly recommends one full year 2-credit course in one of the "core" physical sciences (i.e., Earth Science, Chemistry, Physics) and one full year 2-credit course in the "core" life science (Biology), with an additional 2-credits chosen by the student. The recommended College Prep science sequence is Earth Science in freshman year, Biology in sophomore year, Chemistry in junior year, and Physics in senior year. The recommended Advanced Sequence in science skips Earth Science and starts with Biology in freshman year, Chemistry in sophomore year, Physics and Advanced Placement options in junior year, and Advanced Placement options in senior year.

Students should not sacrifice breadth of coverage for concentration in any area. Students should be guided by the prerequisite list for each course.

**ENVIRONMENTAL EARTH SCIENCE 11 (3011)**

*2 credits      5 meetings per week with associated lab period(s)*

*Prerequisite: Recommendation by science teacher and guidance counselor*

This laboratory-based course will provide students with a solid foundation in Earth Science and will prepare them for entry into the advanced placement program. Topics that will be covered include energy sources and

transformations, polymers and their uses, sources and impacts of pollution, preservation of our Earth. Students in this course are capable of handling primary source material for reference and can work independently.

### **ENVIRONMENTAL EARTH SCIENCE 12 (3012)**

*2 credits 5 meetings per week with associated lab period(s)*

This laboratory-based course will provide the student with a solid foundation in Earth Science. Topics that will be covered include energy sources and transformations, polymers and their uses, sources and impacts of pollution, preservation of our Earth. Students will receive direct instruction in note-taking and study skills.

### **BIOLOGY 21 (3021)**

*2 credits 5 meetings per week with associated lab period(s)*

*Prerequisite: Recommendation by science teacher and guidance counselor*

This course will provide students with a comprehensive knowledge of biology and will prepare students for entry into the Advanced Placement program. The course uses a molecular biology approach. Topics will be illustrated through the following themes that will recur throughout the course: evolution; structure and function; energy relationships; reproduction and inheritance; unity and diversity; and stability and patterns of change. Students in this course are capable of handling primary source material for reference and are highly motivated, self-directed learners. This course requires excellent study skills including note taking, time management and organization.

### **BIOLOGY 22 (3022)**

*2 credits 5 meetings per week with associated lab period(s)*

This course will provide students with a broad knowledge and appreciation of the concepts of biology. The course uses an ecological approach to biological concepts. Topics will be illustrated through the following themes that will recur throughout the course: evolution; structure and function; energy relationships; reproduction and inheritance; unity and diversity; and stability and patterns of change. The course is designed for students who have well-developed study skills and note-taking ability.

### **CHEMISTRY 31 (3031)**

*2 credits Grade 10 and above 5 meetings per week with associated lab period(s)*

*Prerequisite: Honors sequence for math/science, "B" or better in Biology 21 and Algebra or Science Curriculum Leader recommendation*

Chemistry is the science dealing with the composition of materials and the qualitative and quantitative changes that these materials undergo. This advanced sequence course will provide students with a detailed and intricate knowledge of chemistry and will prepare students for entry into the advanced placement program. Major topics of study include: atomic and molecular structure; chemical reactions; the periodic table; the separation of substances; energy in chemical change; and solutions.

Students investigate these topics through a variety of classroom activities which include: pre-written and open-ended laboratory experiments; small group discussions; lectures and note taking; viewing videos; learning problem-solving techniques; and relating chemical properties to daily experience. Students become aware of the role of chemistry in the problems of science and society. Chemistry 31 requires a demonstrated ability in mathematical thinking, abstract reasoning and algebraic problem solving.

### **CHEMISTRY 32 (3032)**

*2 credits Grade 10 and above 5 meetings per week with associated lab period(s)*

*Prerequisites: "C" or better in Algebra*

Chemistry is the science dealing with the composition of materials and the qualitative and quantitative changes that these materials undergo. This course will provide students with a fundamental knowledge of chemistry. Major topics of study include: atomic and molecular structure; chemical reactions; the periodic table; the separation of substances; energy in chemical change; and solutions.

Students investigate these topics through a variety of classroom activities which include: pre-written and open-ended laboratory experiments; small group discussions; lectures and note taking; viewing videos;

learning problem-solving techniques; and relating chemical properties to daily experience. Students become aware of the role of chemistry in the problems of science and society. Chemistry 32 requires a demonstrated ability in mathematical thinking and algebraic problem solving.

### **PHYSICS 40 (3140)**

*2 credits      Grade 11, 12 5 meetings per week with associated lab period(s)*

*Prerequisite: "B" or better in Algebra I and Geometry and Chemistry 31 or 32*

This course will provide students with a basic knowledge of the concepts of Physics. These concepts will be illustrated through the following topics: mechanics, heat, wave motion, light, electricity, magnetism, and nuclear energy. Physics 40 emphasizes performance of laboratory exercises, analysis of data, and problem solving.

### **PHYSICS 41 (3141)**

*2 credits      Grade 11, 12 5 meetings per week with associated lab period(s)*

*Prerequisite: "B" or better in Algebra 1 , Geometry 21 and Chemistry 31*

This course is an advanced sequence course for students wishing to take an Advanced Placement science course in the 12th grade. Some of the areas studied include: light and waves; mechanics; and electricity and magnetism. The emphasis is on basic concepts, analysis of laboratory data and problem solving. Students in Physics 41 are self-directed learners with demonstrated mathematical and problem-solving ability. Students wishing to prepare for the AP Physics B or C examination should take Physics 41 and AP Physics 51.

## **ADVANCED PLACEMENT IN SCIENCE**

### **AP ENVIRONMENTAL SCIENCE (APES) (3551)**

*2 credits      Grades 11, 12 7 meetings per week including 2 double lab periods*

*Prerequisite: "B" or better in Biology 21 OR approval of the Science Curriculum Leader. Chemistry recommended. Students are expected to take the AP Environmental Science examination in May*

The Advanced Placement Environmental Science course is a 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 college-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.

### **AP BIOLOGY (3251)**

*2 credits      Grades 11, 12 7 meetings per week including two double lab periods*

*Prerequisite: "B" or better in Biology 21 and Chemistry 31 or approval of the Science Curriculum Leader  
Students are expected to take the AP Biology examination in May*

The Advanced Placement Biology course is a college-level laboratory course. It explores the following topics: biochemistry, cellular biology, cellular energetics, heredity, molecular genetics, evolutionary biology, the diversity of organisms, the structure and function of plants and animals, and ecology. The laboratory component includes vertebrate anatomy as well as all of the Advanced Placement Biology labs recommended in the AP syllabus. Students are expected to do extensive reading outside of class including the summer prior to taking the course. Students are expected to analyze, synthesize, and think critically, be self-motivated, and see more than one way to solve a problem. **This course is part of the University of Connecticut's ECE Program and students can apply for 8 college credits of Biology 1107 and 1108 at the University of Connecticut.**

### **AP CHEMISTRY (3351)**

*2 credits      Grade 11, 12 7 meetings per week including two double lab periods*

*Prerequisite: "B<sup>+</sup>" or better in Chemistry 31 and Algebra 31 OR approval of the Science Curriculum Leader*  
*Students are expected to take the AP Chemistry examination in May*

The Advanced Placement Chemistry 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.

### **AP PHYSICS (3451)**

*2 credits      Grade 12      7 meetings per week including two double lab periods*

*Prerequisite: "B" or better in Physics 41 OR approval of the Science Curriculum Leader*  
*"B" or better in Precalculus 41 (which may be taken concurrently)*

*Students are expected to take the AP Physics B or AP Physics C examination in May*

The Advanced Placement Physics course provides a systematic introduction to the main principles of physics at the first year college level. This course provides a foundation in physics for students interested in the physical sciences, engineering, life sciences, medicine, geology and related areas. Knowledge of algebra, trigonometry, and a high school physics course are required. The basic ideas of calculus are introduced in connection with physical concepts such as acceleration. A major goal of the course is to apply these principles to the solution of problems. The laboratory components of the course offer many experiences dealing with advanced topics and skill. Students will learn how to use the Michelson interferometer, gas discharge tubes, e/m fine beam apparatus, Millikan oil drop apparatus, lasers, oscilloscopes, and other sophisticated equipment. **This course is part of the University of Connecticut's ECE Program and students can apply for 8 college credits of Physics 1201Q and 1202Q at the University of Connecticut.**

## **ELECTIVES IN SCIENCE**

### **ASTRONOMY 30 (3530)**

*1 credit      Grade 11,12 or by permission of the Science Curriculum Leader      5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology*

This course will focus on the theories and principles of Astronomy, and on the science and practices that are conducted 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.

### **CRIME SCENE FORENSICS 30 (3552)**

*1 credit      Grades 11, 12      5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology*

Crime Scene Forensics applies concepts and skills acquired in grades nine and ten 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 with many recently developed techniques for analyzing evidence, crime scenes, fingerprints, death and decomposition, injuries, blood/body fluids, trace evidence and forensic anthropology. The course is

laboratory driven and requires students to use advanced tools and equipment in addition to excellent observation skills.

### **CRIME LAB FORENSICS 30 (3611)**

*1 credit      Grades 11, 12      5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology, Crime Scene Forensics 30 strongly suggested*

Crime Lab Forensics will take a case study approach to present applications of forensics and biotechnology that relate to the field of forensics. Hands-on laboratory exercises with many recently developed techniques for analyzing DNA and protein will involve students in the scientific process. Topics covered will include; DNA extraction and purification, DNA fingerprinting by gel electrophoresis, molecular DNA probes, protein analysis, PCR, sequencing, bioinformatics, drug and toxicology testing, handwriting and document analysis, arson investigation and ethics. The course is laboratory driven and requires students to use advanced tools and equipment in addition to excellent observation skills.

### **HUMAN ANATOMY & PHYSIOLOGY - MAINTENANCE 30 (3335)**

*1 credit      Grades 11, 12      Spring semester 5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology*

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 animal dissection and students are expected to participate.

### **HUMAN ANATOMY AND PHYSIOLOGY - STRUCTURE 30 (3330)**

*1 credit      Grades 11, 12      Fall semester 5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology*

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

### **MARINE BIOLOGY AND OCEANOGRAPHY (3605-Marine Biology) (3600-Oceanography)**

*2 credits full year (1 credit 1/2 year)      Grades 10, 11, 12      5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology or permission of the Science Curriculum Leader.*

Oceans worldwide are experiencing increasing toxic contamination; warming and 70% of all commercial marine fisheries are over fished. The courses explore the basis for understanding our rapidly changing ocean environment. Marine biology is usually offered in the fall semester and oceanography in the spring semester. The courses are specialty studies closely related to environmental science and are accompanied by readings in an introductory college level textbook. Dissections are an integral component of the marine biology course culminating in the dissection of perch. It is strongly recommended that students who wish to take oceanography precede that course with marine biology. There are several field trips in September or October to the Norwalk, CT harbor estuary and at the National Marine Fisheries Service, Milford, CT to evaluate major marine biology and oceanography factors as an interdisciplinary system. The Stellwagen Bank, offshore Cape Cod, Massachusetts is a site used to investigate physical oceanographic and marine seabird and mammal phenomena during the spring term.

The oceanography semester investigates salt-water properties, chemistry, navigation, climatologic factors, coastal and pelagic environments, currents and geophysical phenomena among other topics. Students are encouraged to pursue topics of individual interest in both courses.

**METEOROLOGY 30 (3095)**

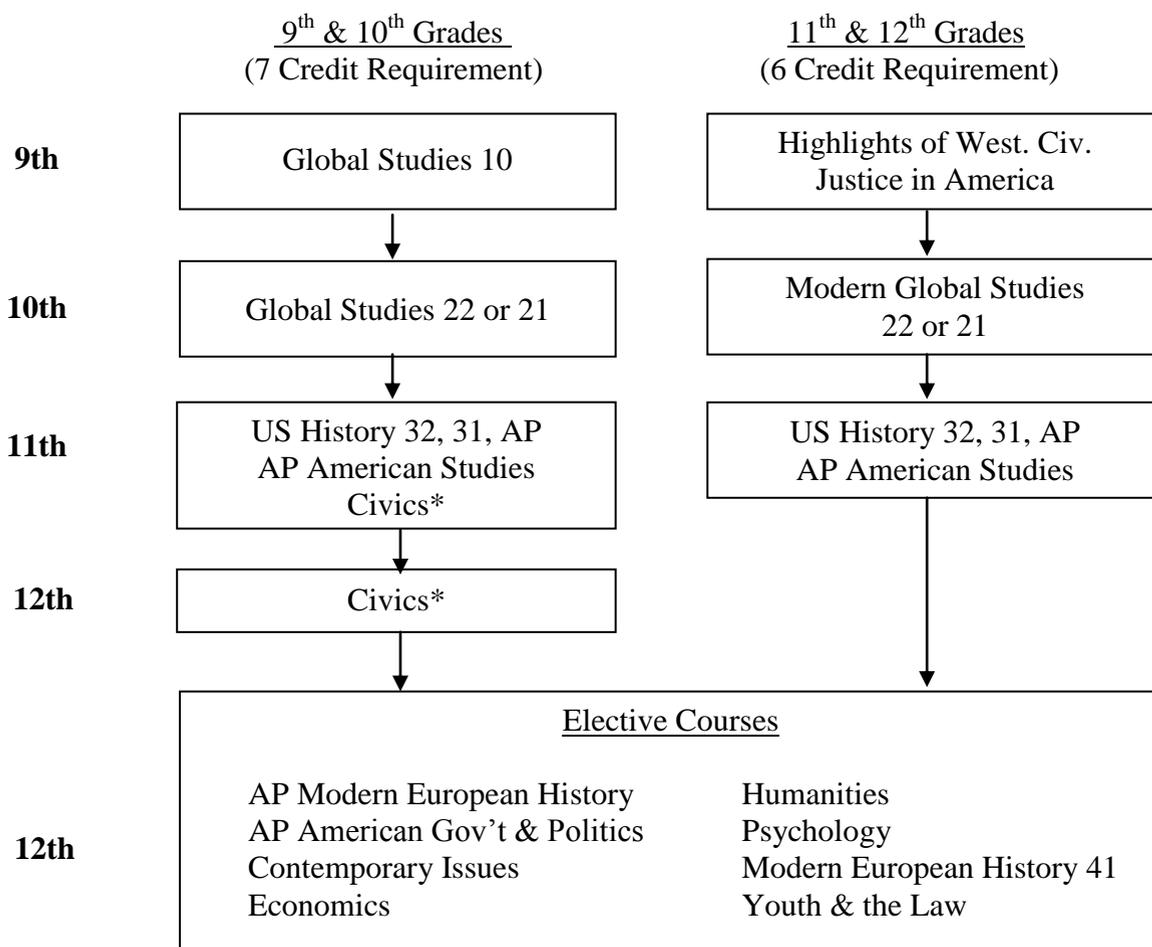
*1 credit Grade 11,12 or by permission of the Science Curriculum Leader 5 meetings per week with associated lab period(s)*

*Prerequisite: successful completion of 4 credits of science including Biology*

This is a practical laboratory course based on an inquiry system of teaching and learning. This system includes observation, investigation, interpretations, literature searches, and drawing conclusions. Students will use technology from the School Net weather system at FWHS, which will allow them to share and retrieve data from other School Net weather stations. Some topics include the five basic weather factors, forecasting, storm systems that include hurricanes, tornadoes, and contemporary topics in meteorology.

**SOCIAL STUDIES**

**Starting with the class of 2015, three and one-half years of social studies will be required following a new scope and sequence of courses.**



\*1 semester of civics may be taken in either 11<sup>th</sup> or 12<sup>th</sup> grade

**GRADE 9**

**GLOBAL STUDIES 10 (1018)**

*2 credits Grade 9*

The Global Studies 10 course provides students with the opportunity to explore world regions and civilizations in the early part of human history based on seven key essential questions. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the larger concepts of global history, they will have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The curriculum is based on chronology with a thematic approach. These themes are:

- Political
- Economic
- Religious
- Social
- Intellectual
- Artistic

Interactions and linkages among nations and peoples will be explored within specific time periods to demonstrate how the past influences the present. Similarities and differences between global cultures will be studied.

## **GRADE 10**

### **GLOBAL STUDIES 21 (1021)**

*2 credits Grade 10*

Global Studies 21 is an honors level course which provides students with the opportunity to explore world regions and civilizations in modern history based on seven key essential questions. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the larger concepts of global history, they will have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The curriculum is based on chronology with a thematic approach. These themes are:

- Political
- Economic
- Religious
- Social
- Intellectual
- Artistic

Interactions and linkages among nations and peoples will be explored within specific time periods to demonstrate how the past influences the present. Similarities and differences between global cultures will be studied.

Teacher recommendation, reading comprehension and writing ability, the ability to synthesize and analyze complex ideas, and performance in the student's previous social studies courses will determine student placement.

### **GLOBAL STUDIES 22 (1022)**

*2 credits Grade 10*

The Global Studies 22 course provides students with the opportunity to explore world regions and civilizations in modern history based on seven key essential questions. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the larger concepts of global history, they will have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The curriculum is based on chronology with a thematic approach. These themes are:

- Political
- Economic
- Religious
- Social
- Intellectual
- Artistic

Interactions and linkages among nations and peoples will be explored within specific time periods to demonstrate how the past influences the present. Similarities and differences between global cultures will be studied.

Teacher recommendation, reading comprehension and writing ability, the ability to synthesize and analyze complex ideas, and performance in the student's previous social studies courses will determine student placement.

## **GRADE 11**

### **UNITED STATES HISTORY 31 (1331) or 32 (1332)**

*2 Credits 11th or 12th Grade Students*

*Open to 11th and 12th grade only but recommended for the 11th grade*

The United States History course deals with the facts, ideas, events and personalities that have shaped our nation from its Revolutionary Era to the present day. Various concepts concern the growth of our nation, such as industrialization, human rights, social and cultural values, political democracy, effective citizenship, and the position of power the United States occupies in the world today. From this study, a student should be able to analyze the roots of our present society and begin to develop effective ways of living in it. The curriculum expressed in this document is based on chronology with a thematic approach.

Teacher recommendation, reading comprehension and writing ability, the ability to synthesize and analyze complex ideas, and performance in the student's previous social studies courses will determine student placement.

**OR**

### **AP AMERICAN STUDIES (1280 Social Studies) (0030 English)**

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

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

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

Teacher recommendation, reading comprehension and writing ability, the ability to synthesize and analyze complex ideas, and performance in the student's previous social studies courses will determine student placement.

**OR**

### **AP UNITED STATES HISTORY (1270)**

*2 credits 11th or 12th Grade Students*

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

The Advanced Placement United States History (AP) course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses 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. The course will prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Teacher recommendation, reading comprehension and writing ability, the ability to synthesize and analyze complex ideas, and performance in the student's previous social studies courses will determine student placement.

## GRADE 12

### **AP AMERICAN GOVERNMENT & POLITICS (1470)**

*2 credits Recommended for 12th Grade*

*Students are expected to take the AP Government & Politics Examination in May*

This course is designed to give students an analytical perspective on politics and government. It involves the study of general concepts used to interpret United States government and politics and the analysis of examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up political reality as it relates to the United States system of government. Students will interpret and utilize basic data relevant to government and politics in sustained written arguments. This course fulfills the civics requirement for graduation.

### **AP MODERN EUROPEAN HISTORY (1350)**

*2 credits Recommended for 12th Grade*

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

The Modern European History course deals with the facts, ideas, events and personalities which have shaped Europe's history from approximately 1450 to 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 popular political ideologies (the "isms") and the Revolutions of 1848 leading to the emergence of nation states, the Age of Industrial and International expansion preceding World War I, the World Wars, the Cold War and current issues. Within the frameworks 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 is part of the University of Connecticut's ECE Program and students can apply for 3 college credits of History 1400 at the University of Connecticut.

### **CONTEMPORARY ISSUES 40 (1540)**

*1 credit Grade 12*

This course is designed to focus on the historical and contemporary aspects in the struggle for human rights. The Nazi Holocaust is the primary "case study" yet other aspects of human behavior are studied, including stereotypes, prejudice, propaganda and discrimination. A major focus is what it means to be a citizen in a democracy and how democracy failed in Germany in the 1920's. The American Civil Rights Movement is studied as an example of how citizens faced with oppression have struggled to make positive changes. Students will make use of case studies, newspapers, internet and film to examine significant current and historical human rights affairs and their impact on our country and the world. Guest speakers will enhance the student's understanding of these important domestic and global events. This course will provide high school students with a background in world affairs so they may make informed decisions as intelligent voters in a democracy.

### **ECONOMICS 40 (1550)**

*1 credit Grade 11, 12*

This 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 graphs 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 such as Bill Gates and Oprah Winfrey.

### **HUMANITIES 40 (1640)**

*1 credit Grades 11, 12*

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

### **INTERNATIONAL RELATIONS (1530)**

*1 credit Grade 12*

International Relations is a course with a worldwide focus addressing transnational issues of global importance such as terrorism, nuclear proliferation, global trade relationships, etc. The course is taught through a Model UN simulation in which groups of students play the role of different countries. Students must perform extensive research to become experts on their country. Countries then trade messages, participate in conferences and update negotiating strategies in response to developments in the world. This course involves students as participants in foreign policy decision-making.

### **MODERN EUROPEAN HISTORY 41 (1441)**

*2 credits Grade 12*

This course is for seniors who have an interest in history and have performed well in social studies courses. The course covers the major events of the last 500 years in Europe with an emphasis on the ideas and forces that shaped those events. Student participation is expected, especially in class discussions, oral presentations and group projects.

### **PSYCHOLOGY 40 (1341)**

*1 credit Grade 12*

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

### **PSYCHOLOGY 40 (1340)**

*2 credits Grade 12*

This full year 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, stress and health, personality theory, social psychology, psychological testing, therapy and change, and disturbance and breakdown.

### **YOUTH AND THE LAW 30 (1430)**

*1 credit Grades 11, 12*

The Youth and the Law course deals with an introduction to law and the legal system and includes the study of criminal law and individual rights and liberties, torts, consumer law and product liability. Throughout the course students study various concepts to provide a practical understanding of law and the legal system that will be of use to students in their everyday lives. From their study and analysis students will have a greater awareness of current issues and controversies relating to law and our legal system. This should apprise students of the continuing developmental nature of our law and legal system. Their study and analysis should promote greater understanding of how unsettled matters in the law contribute to the development of the

fundamental democratic principles and values that underlie our system of justice. Students will have an opportunity to improve their skills, including critical thinking and reasoning, communication, observation and problem solving. The course also seeks to encourage effective citizen participation in our legal system and expose students to the many vocational opportunities that exist within our legal system. This course fulfills the civics requirement for graduation.

### **ELL COURSE IN SOCIAL STUDIES (1994, 1995)**

2 credits      Grades 9 - 12

*Prerequisite: Only by recommendation of ELL tutor*

This full year course, open to freshmen, sophomores, juniors, and seniors is designed for foreign students with limited English proficiency. Typically, most students recommended for this program need two years of ELL Social Studies; therefore, the content of this course is taught in successive years, alternating between U.S. History and Western Civilization. It is anticipated that upon completion of this course students will be enrolled in the regular Social Studies program.

## **TECHNOLOGY and 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 knowledge of how technology impacts our society, experiences in the 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)
- Robotics
- Computer Technology
- Woodworking
- Graphic Communications
- Transportation Systems & Auto Servicing

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

The 3 areas of focus in CAD are:

- **ARCHITECTURE**
- **PRE-ENGINEERING / MECHANICAL DESIGN**
- **ANIMATION**



### **INTRODUCTION TO COMPUTER AIDED DESIGN 10 (6010)**

2 credits (Full Year)

Explore Design in Architecture, Animation, and Engineering. No experience necessary. Students will learn the CAD fundamentals needed to design houses, create computer-animated videos, and engineer simple mechanisms (such as catapults), and product design utilizing professional software. Activities will include: hand sketching, creating floor plans, multi-view drawings, 3D modeling, animation, rendering still images and video, using a 3D printer to create actual parts made of plastic, and hands-on model construction.

*(Software: Google Sketch Up, Inventor, Revit, 3ds Max, Maya)*



### **INTERMEDIATE COMPUTER AIDED DESIGN 20**

2 credits (Full Year – 6020)

1 credit (Half Year – 6024)

*Recommended Prerequisite: INTRODUCTION TO COMPUTER AIDED DESIGN 10*

This course expands on the fundamental skills learned in CAD 10. Students will explore the intermediate level application of Architecture, Animation, or Engineering concepts. Students may

concentrate study in any one of the 3 areas. Examples of activities include: residential and commercial building design, photorealistic rendering, digital sculpting, applying sound to computer animations, using motion capture software and human actors to animate characters, and running computer simulations to test the functionality of their designs, printing plastic components and models using the 3D printer.

*(Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture)*

### **ADVANCED COMPUTER AIDED DESIGN 30**

2 credits (Full Year – 6030)

1 credit (Half Year – 6034)

*Prerequisite: INTERMEDIATE COMPUTER AIDED DESIGN 20*

This course expands on the focused skills learned in CAD 20. Students will learn advanced level application of Architecture, Animation, or Engineering concepts. Students may concentrate study in any of the 3 areas. Examples of activities include: building design portfolios for college, creating architectural detail plans, “Green Building”, fine animation of character’s eyes and mouth, Computer special effects (such as fire, tornados, and light saber effect) and engineering products or inventions to solve real world problems.

*(Software: Inventor, Revit, 3ds Max, Maya, Mudbox, Motion Builder, iPi Motion Capture)*



### **COMPUTER AIDED DESIGN 40**

2 credits (Full Year – 6040)

1 credit (Half Year – 6044)

*Prerequisite: ADVANCED COMPUTER AIDED DESIGN 30*

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



## **COMPUTER TECHNOLOGY**

### **INTRO TO COMPUTER TECHNOLOGY & ELECTRICAL SYSTEMS (6600)**

1 credit (Half Year) Grades 9-12

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

### **INTERMEDIATE COMPUTER TECHNOLOGY (6630)**

2 credits (Full Year)

*Prerequisite: Intro to Computer Technology **OR** B or higher in Algebra 1 and sophomore standing or permission of the instructor.*

This course will cover the purchasing, installing, maintaining, upgrading and repairing of computer hardware and software. MS DOS, Windows 2000, Windows XP, Windows 7 and Mac OS computers will be discussed. Topics will include: Microchips, Data Storage, Input/Output Devices, Networks, Printers, Software and the internet.

### **ADVANCED COMPUTER TECHNOLOGY (6640)**

2 credits (Full Year)

*Prerequisite: Intermediate Computer Technology or permission of the Instructor.*

This course will build upon the topics covered in Computer Technology 30. Topics will include: in-depth troubleshooting of hardware and software, installation of system software and utilities, memory management and optimization for DOS and Windows. Network wiring and the building of a network server will be covered. Students will repair/setup school computer equipment.

## **GRAPHIC COMMUNICATIONS TECHNOLOGY**

### *Printing*

#### **GRAPHIC COMMUNICATIONS TECHNOLOGY 10 (6210)**

1 credit (Half Year)

This course introduces students to many careers associated with graphic communications. Areas which will be explored are desktop publishing, scanning, page layout, computer operations, design fundamentals, computer to digital duplicating in an array of single and two color work with emphasis on color design . Also, various bindery operations (folding, paper cutting, collating, stitching, tape and spiral binding) will be explored. There are a fun and practical projects created in this course; *t-shirts, magazine covers, posters, notebooks, colored post cards, note pads, note cubes, stationery, decals.*

#### **GRAPHIC COMMUNICATIONS TECHNOLOGY 20 (6220)**

1 credit (Half Year)

*Recommended Prerequisite: Graphic Communications Technology 10 or teacher recommendation*

Graphic Communications 20 is designed to make students aware of the careers available in the area of screen printing technology, and transfer designs. Students will accomplish the following operations: computer design, scanning, assorted computer software applications, stencil preparation including photo direct and photo indirect stencils from processing the image for the screen to the final production of printing the stencils in single and/or multiple colors. Students will also experiment using heat transfer materials, plotter cutting materials, and dye-sublimation processes to print on many different types of substrates such as fabrics, metals, plastics, ceramic tiles, glass and wood. Projects done in this course are *decals, puzzles, T-shirts, mouse pads, mugs, clocks, mirrors, key chains, vinyl applications, jewelry, and assorted clothing applications.*

#### **GRAPHIC COMMUNICATIONS TECHNOLOGY 30**

2 credits (Full Year – 6230) 1 credit (Half Year – 6234)

*Recommended Prerequisite: Graphic Communications 10 or 20 or teacher recommendation*

This course is designed to enhance the student's background and knowledge of electronic publishing by selecting appropriate page layout and processes used with electronic publishing. Electronic publishing hardware and software applications will be stressed. Electronic pagination systems and their current roles will be covered. Major software used are Illustrator, Photoshop and InDesign.

During the first semester, the major emphasis is on digital printing operations of color process work. Digital photography and state of the art computer-to-print systems will be used in creating students' projects. Using computer graphics software, students will collaborate to design a company logo for their own business. A computer graphics logo will be used to design a letterhead, envelope, business card, brochure, flyer and a screened shirt for their business creation. Some of the other projects include business cards, calendars, greeting cards, and personalized stationery.



Print  
Shirts



Design  
a  
Calendar



Design  
a  
Music  
Poster

During the second semester the major emphasis will be in graphic design. Students will work as graphic designers, enhancing the way a package was designed for such items as a soda can, bar of soap, gum, candy. They will produce a deck of cards, print, laminate, cut, round corner the edges and create the box for the cards to fit. They will create a simulated

billboard, game board, and the packaging for the game, product labels, box design, and cellophane wrappers design. Other areas to be explored will be vinyl applications for vehicles and banners, screen- printing and dye-sublimation design projects.

### **GRAPHIC COMMUNICATIONS TECHNOLOGY 40**

*2 credits (Full Year – 6240) 1 credit (Half Year – 6244)*

*Recommended Prerequisite: Graphic Communications 30 or teacher recommendation*

This program is designed for students interested in a career in Graphic Arts Technology. This course is set up as an in-plant printing facility with the students participating in its entire operation. Students will rotate to various jobs in the lab as they perform each step towards the finished product. Students will learn to master all graphic communication operations and procedures from the preceding courses. They will also learn marketing skills, printing estimating, advertising, bookkeeping 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.

## **CONSTRUCTION AND MANUFACTURING TECHNOLOGY**

### **WOOD MANUFACTURING 10 (6410)**

*1 credit (Half Year)*

This beginning level course offers a general introduction to the world of woodworking. Students will learn about the materials and processes used to change rough lumber into useful finished products. Development of hand and machine tool skills, safe work habits and proper construction techniques will be stressed. Students will develop insights into industry through hands-on project work.

### **WOOD MANUFACTURING 20 (6420)**

*1 credit (Half Year)*

*Recommended Prerequisite: Wood Manufacturing 10*

This course is designed to further provide students with skills and experience necessary for the proper production of wood products. Students learn to build and finish various types of “case” style furniture utilizing several types of wood joints and construction methods. Safe and proper operation of machines will be taught and practiced.

### **WOOD MANUFACTURING 30 (6430)**

*2 credits (Full Year)*

*Recommended Prerequisite: Wood Manufacturing 10*

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

### **WOOD CONSTRUCTION TECHNOLOGY 40 (6440)**

*2 credits (Full Year) Recommended Prerequisite: Wood Manufacturing 30*

This course provides the student with an overview of wood use and advanced construction techniques. Each student, through his own ability, will plan, design and construct an individualized project. The project involved will be a summation of techniques learned in the prior manufacturing courses offering a challenge to the students’ abilities. Areas of construction include joinery, carcass construction, wood turning, veneering, and jig and fixture design and use.

### **WOOD CONSTRUCTION TECHNOLOGY 50 (6450)**

*2 credits (Full Year) Recommended Prerequisite: Wood Construction Technology 40*

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

## **ROBOTICS TECHNOLOGY**

### **ENGINEERING DESIGN/ROBOTICS 10 (6500)**

*1 credit (Half Year) Grades 10, 11, 12*

A course in Engineering Design/Robotics which engages student teams in the process of problem solving, engineering challenges and building machines. In this half year course students will begin with a unit involving the engineering process, simple machines, tool usage and build a working trebuchet. In the following units, student teams will build a fully functional robot while learning about robotic subsystems including pneumatics, electronics, gear boxes, and radio controllers. Robots will compete in a class competition at the end of the semester. This is a great course for any student considering a career in engineering or robotics.

## **TRANSPORTATION/ENERGY TECHNOLOGY**

### **TRANSPORTATION TECHNOLOGY 10 (6310)**

*1 credit (Half Year)*

In Transportation Technology 10, students will gain knowledge of safety, use of tools, and the repair and maintenance of small gas engines. Other elements of the course will include the study of alternate energy resources and vehicles, as well as typical and unique transportation systems. Hands-on practical experiences will be emphasized.

### **TRANSPORTATION TECHNOLOGY 20 (6320)**

*1 credit (Half Year) Prerequisite: Transportation Technology 10*

In Transportation Technology 20, students will continue their study of transportation systems, with continued emphasis on safety and use of tools. Student knowledge of small gas engines will expand with the addition of experiences on a variety of engine types. Additional elements of the course will include the study of flight. Hands-on projects facilitating the study of aero science will be explored.

### **TRANSPORTATION TECHNOLOGY 30 (6330)**

*2 credits (Full Year) Recommended Prerequisite: Transportation Technology 10 or Grade 10 and above with the permission of the instructor.*

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

### **APPLIED MECHANICS 40 (6540)**

*4 credits (Double Period) (Full Year) Grade 11 or 12*

*Recommended Prerequisite: Transportation Technology 30*

Applied Mechanics 40 is intended to introduce students to the automobile servicing and maintenance field. Work is performed on operational vehicles. Complete overhaul, repair, servicing and troubleshooting of major systems as applied to transportation are undertaken. Emphasis is placed on practical hands-on learning.

### **APPLIED MECHANICS 50 (6550)**

*4 credits (Double Period) (Full Year) Grade 12*

*Prerequisite: Transportation Technology 40*

Applied Mechanics 50 is a continuation of Applied Mechanics 40 for the student who desires to further their

experience in working on operational vehicles. This project oriented course also emphasizes practical hands-on learning.

## **THEATRE ARTS**

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

### **ACTING 10 (8515)**

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

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

### **ACTING 20 (8520)**

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

*Prerequisite: Acting 10 or with permission of instructor*

Acting 20 continues the work begun in Acting 10, focusing on the actor's need to begin to know his own intellectual, physical, and emotional capabilities. The emphasis is on improvisation, theatre games, and some scene work. Work will include a study of the basic principles of stage voice and diction, blocking and business, script analysis and interpretation. Intensive work in character-building through advanced scene work and monologue preparation will be geared to exploring the student's potential.

### **PERFORMANCE STUDIO 30 (8530)**

*1 credit Prerequisite: Acting 10 and 20*

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

## **PERFORMANCE STUDIO 40 (8540)**

*1 credit Prerequisite: Acting 10 and 20, Performance Studio 30*

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

## **VIDEO AND NEWS PRODUCTION**

Media now 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 video productions using techniques employed by professionals in the media field.

## **BROADCAST JOURNALISM (8570)**

*2 credits Grades 9,10,11,12 Prerequisite: None*

Broadcast journalism is a year-long course designed to introduce students to the production of television news and the principles of broadcast journalism. Areas of focus will include: videography basics, interviewing skills, broadcast writing, research, speech, lighting design, audio engineering, editing, production and directing skills, and information literacy skills. Students rotate studio roles as part of a news production team. Issues of fairness and ethics in broadcast journalism are explored. Students will use these skills to produce a news program, which will air within the school on a regular basis throughout the school year.

## **VIDEO PRODUCTION (8571)**

*1 credit Grades 9, 10, 11, 12 Prerequisite: None*

This course is project-based and students often work in groups as part of a television crew. Students will learn the fundamental aspects of video production such as camera movement, composition, storyboarding, scriptwriting, lighting, voice-overs, presentation of talent and video editing using *iMovie* and *Final Cut Pro*. They will produce professional videos for various purposes that communicate information and ideas effectively to multiple audiences. Projects range from creation of sequences, ads, and news features. Projects range from the creation of sequences to ads and news features.

## **MOVIE PRODUCTION (8572)**

*1 credit Grades 9, 10, 11, 12 Prerequisite: None (Video Production is highly recommended)*

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, one documentary and one creative film. 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.

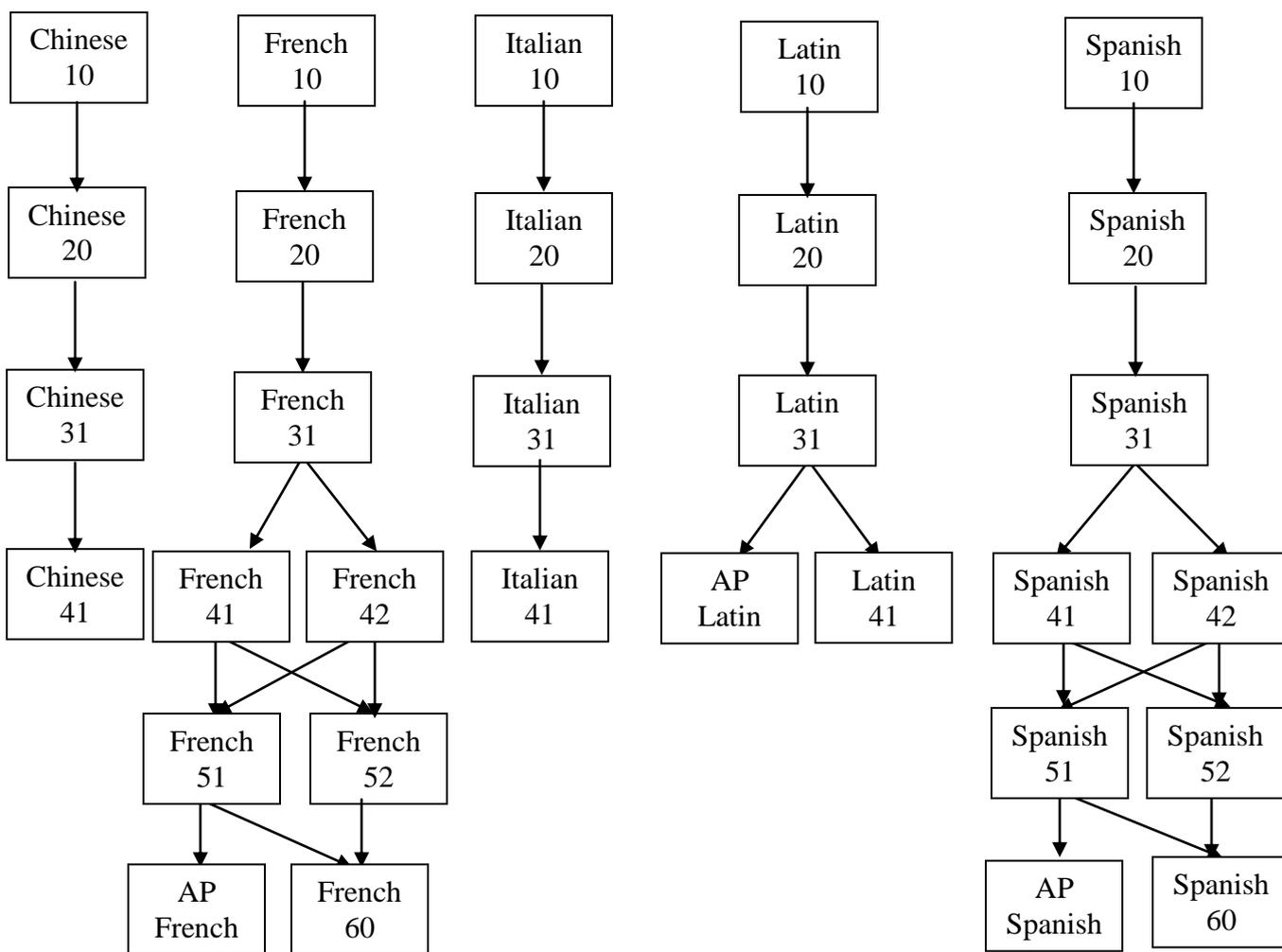
**DOCUMENTARY PRODUCTION (8580)**

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

*Prerequisite: None (Video Production is highly recommended)*

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 a short documentary film over the course of the semester. Students should take this course if they are interested in the media arts, storytelling, broadcast journalism, filmmaking or editing.

**WORLD LANGUAGES**  
Course Sequence



The ability to communicate is of primary importance in the human experience. Students must be prepared to communicate in a pluralistic American society as well as in a global community. The World Languages Department is committed to the ideal of preparing citizens who are proficient in at least one language besides English. We believe that familiarity with another language helps our students to communicate with a great variety of people, understand their place in the world, and gain access to new bodies of knowledge. Additionally, this new understanding allows one to re-examine one's own language and culture. All students can achieve success and multiple benefits from the study of other languages and cultures, if they are given the opportunity as an integrated part of their school experience. While students will acquire proficiency at varied rates, research clearly indicates that the very process of studying another language helps students develop the cognitive skills that enable them to perform at higher levels in other subject areas.

The World Languages Department endorses the National Standards for Foreign Language Learning. To this end, both instruction and assessment are linked to real world meaning and communication. The department places emphasis on active construction of knowledge and performance of the four language skills (speaking, listening, reading, writing) rather than mere passive accumulation of knowledge. Students who complete a multi-year sequence of world languages study should graduate from high school with communication skills and cultural attitudes that enhance their personal, academic and professional lives.

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

**CHINESE 10 (4510), FRENCH 10 (4210), ITALIAN 10 (4010), SPANISH 10 (4110)**

*2 credits      Grades 9, 10, 11, 12*

*Prerequisite: none*

This is an introductory course in which students will develop basic language skills and an awareness of the products, practices and perspectives of the target culture. It is intended for a student who has had no prior experience in the language. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to begin communicating. Students will begin to develop reading, writing, listening and speaking skills and become familiar with the geography and culture of the countries where the language is spoken.

**CHINESE 20 (4520), FRENCH 20 (4220), ITALIAN 20 (4020), SPANISH 20 (4120)**

*2 credits      Grades 9, 10, 11, 12*

*Prerequisite: Successful completion of the 10 level and/or teacher recommendation*

In the 20 level, students will continue to develop basic language skills and to increase their awareness of the target culture. This course presents a thorough review of the grammar presented in the 10 level and completes the introduction of the basic structures of the language. It focuses on the development of comprehension and verbal communication by extending the variety of structures and vocabulary that students have already acquired.

**CHINESE 31 (4531), FRENCH 31 (4231), ITALIAN 31 (4031), SPANISH 31 (4131)**

*2 credits      Grade 9, 10, 11, 12*

*Prerequisite: Successful completion of grade 8 French or Spanish or the 20 level and/or teacher recommendation*

The 31 level, conducted primarily in the target language, is intended to strengthen the student's proficiency and awareness of the target culture. It is an intermediate course in which students will continue to develop their reading, writing, listening and speaking skills acquired through the study of new grammatical structures, vocabulary and idioms within the context of a specific theme. Students will also be exposed to a variety of supplementary materials such as music, film and internet websites to improve their communication skills and cultural awareness.

**CHINESE 41 (4541), FRENCH 41 (4241), ITALIAN 41 (4041), SPANISH 41 (4141)**

*2 credits      Grades 10, 11, 12*

*Prerequisite: Successful completion of the 31 level and/or teacher recommendation*

In the 41 level, conducted primarily in the target language, students develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language. Readings (literary works, articles, and biographies) are utilized to generate oral and written expression as well as to expand vocabulary, grammatical knowledge and cultural understanding. The course is intended for students who want to continue to develop a strong foundation in the language so that they may communicate effectively in the target language.

**FRENCH 42 (4242), SPANISH 42 (4142)**

*2 credits      Grades 10, 11, 12*

*Prerequisite: Successful completion of the 31 level and/or teacher recommendation*

In the 42 level, the students continue to develop the four language skills emphasizing oral communication. Readings are selected from the point of view of their contemporary nature and encourage students to express themselves with comfort on a variety of topics. Students are exposed to a wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature.

**FRENCH 51 (4251), SPANISH 51 (4151)**

*2 credits      Grades 11, 12*

*Prerequisite: Successful completion of the 41 level and/or teacher recommendation*

The 51 level, conducted predominantly in the target language, is an introduction to literature. Students read short stories, poems, biographies and other authentic materials to improve reading comprehension, to acquire vocabulary and to master advanced grammatical structures. Literature becomes the basis for class discussion and writing allowing students to develop their aural, oral, reading and writing skills. Students are expected to perform at an advanced level by the end of the course. It is expected that students will be prepared for the rigor of the Advanced Placement language course.

**FRENCH 52 (4252), SPANISH 52 (4152)**

*2 credits      Grades 11,12*

*Prerequisite: Successful completion of the 41 or 42 level and/or teacher recommendation*

In the 52 level, students will concentrate on improving oral proficiency. In addition to the textbook, students will be exposed to a wide variety of authentic materials including video, music, film, Pod casts, and periodicals. These materials will allow for the further study of vocabulary as well as grammatical usage and structures.

**FRENCH 60 (4260), SPANISH 60 (4160)**

*2 credits      Grade 12*

*Prerequisite: Successful completion of the 51 or 52 level and/or teacher recommendation*

In the 60 level course, students are focused on increasing their proficiency in the target language. In order to build this proficiency, students will be exposed to a wide variety of authentic written, auditory, and visual materials including excerpts from literature, film, materials from periodicals, music, video and Podcasts. They will be exposed to grammar review and topical vocabulary with the goal of functioning in a variety of authentic situations.

**AP FRENCH LANGUAGE (4270), AP SPANISH LANGUAGE (4170)**

*2 credits      Grade 12*

*Prerequisite: Successful completion of the 51 level and/or teacher recommendation*

*Students are expected to take the AP exam administered in May*

The AP Language course, which is conducted exclusively in the target language, focuses on oral and written communication. In the course, which is based solely on literature and other authentic materials, students will develop their reading comprehension, refine their aural skills and integrate correct grammar and usage in oral and written language. In order to build this proficiency, students do a thorough review of grammar and an intense study of vocabulary. Students are exposed to a wide variety of written, auditory, and visual materials

including music, video, film, Pod casts, periodicals and authentic literature. Completion of assigned summer reading is a course requirement.

These courses are a part of the University of Connecticut's ECE Program and students can apply for 6 college credits of French 3267 and 3268W or Spanish 3178 and 3179 at the University of Connecticut.

### **LATIN 10 (4310)**

*2 credits      Grades 9, 10, 11, 12      Prerequisite: none*

Who are the Romans? Latin 10 students will seek to explore cultural topics such as Roman houses, daily habits, food, clothing, entertainment and geography of the early empire through their acquaintance with the Caecilius family, who really lived in Pompeii in the first century AD. Students will be introduced to grammar structures particular to an inflected language, and vocabulary. When learning vocabulary, attention is paid to the study of word derivation from Latin to English in order to foster competence in English word usage.

### **LATIN 20 (4320)**

*2 credits      Grades 10, 11, 12      Prerequisite: successful completion of Latin 10.*

What do the Romans think of others? Students will journey with Quintus Caecilius to his new home in Roman Britain. Through his contacts, students will explore concepts of Roman superstitions, religion, the Roman army, administration of the provinces, political intrigue, the Roman concept of dignitas, philosophy and empire building. In this course, students will continue to learn vocabulary, grammar structures and Roman customs and civilization while reading more complex passages in Latin. Word derivation is also included when learning vocabulary to foster competence in English word usage. By the end of the course, students are expected to demonstrate improved performance in their reading and translating skills.

### **LATIN 31 (4331)**

*2 credits      Grades 11, 12      Prerequisite: successful completion of Latin 20*

How do the Romans perceive themselves? Students will continue to follow the life of the character, Quintus Caecilius, back to Rome and explore more of the political landscape of the first century AD. History written by the Roman prose writer, Tacitus, forms the backbone of the first half of the course. Students continue to develop the reading skills acquired in their previous years of Latin study. With the further development of their vocabulary and grammar skills, more complex reading passages will serve to foster greater competence in translating. During Latin 31, students are exposed to authentic texts by authors such as Catullus, Pliny, Ovid, Martial and Vergil.

### **LATIN 41 (4341)**

*2 credits      Grade 12      Prerequisite: successful completion of Latin 31*

What is Rome's greatest story? In the fourth year of Latin study, *The Aeneid* by Vergil - the most appealing and beautiful masterpiece in the Latin language - is the focus of the course. The rich mythological, historical and cultural references will give the student an invaluable literary background. The reading of the *Aeneid* is utilized to generate oral (study of scansion) and written expression as well as to expand grammatical and cultural understanding. By the end of this course, students are expected to be knowledgeable in the story of the *Aeneid*, its role in literary history and be able to read and translate selected passages as well as discuss some literary and cultural content within these passages.

### **AP LATIN (4345)**

*2 credits      Grade 12      Prerequisite: successful completion of Latin 31*

*Students are expected to take the AP exam administered in May*

"I sing of arms and the man..." in these short words Vergil begins his epic poem, *The Aeneid*, setting out not only to glorify the founder of 1st century AD's *pax romana*, Augustus, but also to tell the story that Homer told in two books, in one shining epic poem. The Advanced Placement Latin course is planned to provide a

more intensive reading of Vergil's *Aeneid* for those seeking AP credit. The course will focus on not only the development of the ability to write a literal English translation of a Latin passage on the syllabus, but also to identify and analyze features of the poet's expression, including word choice and placement, imagery, figures of speech, sound and metrical effects, discuss particular motifs relevant to the poem as a whole and analyze characters and situations as portrayed in specific passages. Students will be given extensive practice in reading at sight and in translating literally as well as reading in dactylic heameter verse and literary interpretation. In addition, AP Latin includes the study of the cultural, social and political context of the literature on the syllabus.

### **SPECIAL EDUCATION**

Learning Specialists from the Special Education Department deliver a range of supports and services to students who qualify to receive special education. These services range from specialized instruction in a Learning Center, to collaborative support/instruction within the ongoing activities of the general education classrooms.

Any questions or concerns regarding these services may be addressed through a student's case manager or the Housemaster.

### **COLLEGE AND CAREER CENTER**

The College/Career Center located in Warner House provides a wealth of information on college and career planning. The Center is open to all students, teachers and parents during the school day.

The College/Career Center has colleges on videos and CDs. Short programs, usually about five minutes, may reviewed on over a hundred colleges - an excellent opportunity to "see" the campus before visiting. Programs may be signed out on an overnight basis.

College and technical school representatives are hosted in the College/Career Center. Lists of visiting schools are printed in the *Fairfield Citizen*, *The Minuteman* and in Naviance (<http://www.connection.naviance.com/ludlowe>). Announcements are also sent to all junior and senior homerooms. Students are encouraged to watch the daily bulletin for any changes. Military recruiters also visit the Center.

A wide selection of books dealing with the admissions process is also available in the Center. The books cover a variety of topics including: the essay, campus visits and the interview. Included in the College/Career Center collection is an extensive array of reference books on college descriptions.

Students may use copies of [The College Handbook](#), [The Fiske Guide](#), [Peterson's Guide](#) and [Barron's Profiles](#). Rating books, such as [Rugg's Recommendations](#) are also in the Center. Information on learning disability programs and study abroad is also located in the Center. Students also have access to names of coaches using the [National Directory of College Athletics](#).

In addition to college resources, the College/Career Center has an excellent library of career books. The Center also has an extensive collection of books dealing with the job search. Students may sign out these books.

## STUDENT ACTIVITIES PROGRAM

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

The student activities program is planned to develop desirable social attitudes in situations providing opportunity for individual, small group and entire school participation. At Fairfield Ludlowe High School our student government organizations meet this need. The House Councils provide opportunities for students on the House level, while the Student Forum serves as the student representative body for the whole school. This area of our program provides ample social groups within the student body. These activities are conducted under conditions that increase the likelihood of carry over to out-of-school life.

Each September, homeroom teachers receive a proposed list of activities complete with times and places for interested students to sign up. Students are also encouraged to form new clubs and organizations which can be included in the schedule. A special time period has been set aside during the regular school schedule on Tuesdays so that students can meet and still use the transportation provided at the close of the regular student day.

At Fairfield Ludlowe High School, students share responsibility for selecting, organizing, and evaluating the activities and outcomes. In all activities the development of democratic leadership and cooperative attitudes is a major goal. The Administration and staff are working with students to find new opportunities to meet these goals.

## GRADING

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

**ADVANCED PLACEMENT:** The objectives of these courses are similar to those of college level courses in the same subjects, with comparable expectations for achievement.

**LEVEL 1:** Courses at this level provide students with the opportunity for considerable intellectual challenge, particularly in the areas of conceptual and analytical reasoning, research and independent study.

**LEVEL 2:** Courses at this level provide students with the opportunity for a degree of analysis, reading, discussion, critical thinking and independent study.

**LEVEL 3:** Courses at this level provide students with the opportunity for building basic skills. Classroom activities focus on considerable direction and assistance from the teacher to the particular needs and interests of the students.

**LEVEL 0 (Ungrouped):** Courses at this level provide learning activities for the widest range of student achievement within a classroom setting. Courses focus on conceptual and experiential activities, independent study and readings.

### **POLICY #5215 REPORTING STUDENT PROGRESS:**

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.

**IMPLEMENTATION:**

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

- A+** Consistently outstanding achievement of course objectives
- A** Excellent achievement of course objectives
- B** Good achievement of course objectives
- C** Acceptable achievement of course objectives
- D** Minimal achievement of course objectives
- F** Failure to achieve minimal course objectives
- +/- The plus sign (+) or minus sign (-) may be used to provide information on shades of difference in achievement of course objectives.

**WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA**

<b>GRADE</b>	<b>AP</b>	<b>LEVEL 1</b>	<b>LEVEL 0</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>A+</b>	<b>5.00</b>	<b>4.67</b>	<b>4.67</b>	<b>4.33</b>	<b>4.00</b>
<b>A</b>	<b>4.67</b>	<b>4.33</b>	<b>4.33</b>	<b>4.00</b>	<b>3.67</b>
<b>A-</b>	<b>4.33</b>	<b>4.00</b>	<b>4.00</b>	<b>3.67</b>	<b>3.33</b>
<b>B+</b>	<b>4.00</b>	<b>3.67</b>	<b>3.67</b>	<b>3.33</b>	<b>3.00</b>
<b>B</b>	<b>3.67</b>	<b>3.33</b>	<b>3.33</b>	<b>3.00</b>	<b>2.67</b>
<b>B-</b>	<b>3.33</b>	<b>3.00</b>	<b>3.00</b>	<b>2.67</b>	<b>2.33</b>
<b>C+</b>	<b>3.00</b>	<b>2.67</b>	<b>2.67</b>	<b>2.33</b>	<b>2.00</b>
<b>C</b>	<b>2.67</b>	<b>2.33</b>	<b>2.33</b>	<b>2.00</b>	<b>1.67</b>
<b>C-</b>	<b>2.33</b>	<b>2.00</b>	<b>1.67</b>	<b>1.67</b>	<b>1.33</b>
<b>D+</b>	<b>2.00</b>	<b>1.67</b>	<b>1.33</b>	<b>1.33</b>	<b>1.00</b>
<b>D</b>	<b>1.67</b>	<b>1.33</b>	<b>1.00</b>	<b>1.00</b>	<b>0.67</b>
<b>D-</b>	<b>1.33</b>	<b>1.00</b>	<b>0.67</b>	<b>0.67</b>	<b>0.33</b>
<b>F</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>