No person shall be excluded from or discriminated against in admission to Fairhaven High School or in obtaining the advantages, privileges and courses of study of Fairhaven High School because of race, color, sex, religion, national origin, disability or sexual orientation. Students who believe they have been discriminated against should contact the Principal.
FAIRHAVEN HIGH
SCHOOL PROGRAM OF
STUDIES 2018-2019

FAIRHAVEN SCHOOL COMMITTEE

Brian Monroe, Chairperson
Pam Kuechler, Vice Chairman
Stasia Powers

Colin Veitch
Donna McKenna
Mike McNamara

SCHOOL DEPARTMENT ADMINISTRATION

Superintendent Dr. Robert N. Baldwin
Assistant Superintendent Tara M. Kohler

Director of Student Services Diane S. Sullivan
Assistant Director of Student Services Robert S. Mota

HIGH SCHOOL ADMINISTRATION

Principal Andrew Kulak
Assistant Principal Lauren Millette
Assistant Principal Tracy Higgins

LEADERSHIP TEAM

Athletic Director Scott Francis

Supervisors of Teaching & Learning:
Phil Harding
Paula Jardin
David J. Welty, Ph.D.

Teaching & Learning Coaches:
James Cousens
Christopher Foster
Kevin Beauleau

Freshmen Team Liaison Robert Gesualdo
Director of Music Bryan Young

COUNSELING OFFICE

School Counselors:
(A-E) Doug Medeiros
(F-M) Nora Kelley
(N-Z) Christine Oliveira

Social Worker Sara Schwanke
College and Career Coordinator Jeff Perry

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CORE VALUES AND BELIEFS

The faculty, staff, and administration of Fairhaven High School believe that we must motivate, inspire, and empower our students to fulfill their potential to become independent, curious, creative, life-long learners prepared to succeed in an increasingly diverse and global society. We regard the successful development of each individual as a responsibility shared by the student, the school, the family, and the Fairhaven community. We believe all students must be engaged in a rigorous academic program enriched by fine arts, technology, athletic, and co-curricular activities in a safe and secure environment that encourages, nurtures, and promotes the development of every student to become a respectful, tolerant, responsible, healthy, and civic-minded citizen.

21st CENTURY EXPECTATIONS FOR STUDENT LEARNING

21st CENTURY ACADEMIC EXPECTATIONS

Students will:
1. Write effectively
2. Problem solve
3. Read critically and effectively
4. Speak effectively
5. Connect and apply technology to learning

21st CENTURY CIVIC AND SOCIAL EXPECTATIONS

Students will:
6. Demonstrate respect for themselves and others
7. Participate in a personalized program to ensure connection to the world beyond school
# SCHOOL WIDE RUBRICS

## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO:

### 1. Write effectively

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>Excellence (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Warning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Writing consistently establishes and maintains a thorough understanding of concepts, and addresses all aspects of prompt. Uses appropriate tone addressing audience.</td>
<td>Writing adequately demonstrates a proficient understanding of concepts and addresses some aspects of prompt. Uses appropriate tone addressing audience.</td>
<td>Writing demonstrates a minimal understanding of concepts, and addresses few aspects of prompt. Occasionally uses appropriate tone addressing audience.</td>
<td>Writing lacks understanding of concepts, and insufficiently addresses prompt. Rarely uses appropriate tone addressing audience.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Contains extensive, relevant details and examples supporting central idea.</td>
<td>Contains sufficient, effective details and examples supporting central idea.</td>
<td>Contains few details or examples to support central idea.</td>
<td>Lacks relevant details and examples to support central idea.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Writing has clear organization. Ideas flow in a logical and effective way; transitions are evident. Topic sentences are strongly connected to central idea.</td>
<td>Writing has organization. Ideas show minor inconsistencies, and transitions are generally evident. Topic sentences are sufficiently connected to central idea.</td>
<td>Writing has some organization. Ideas show major inconsistencies, and transitions are poor. Topic sentences are insufficiently connected to central idea.</td>
<td>Writing lacks organization. Essay is illogical and ineffective, and transitions are missing. Topic sentences missing or do not connect to central idea.</td>
</tr>
<tr>
<td><strong>Grammar, Usage, and Mechanics</strong></td>
<td>Few, if any, grammatical or usage errors relative to length and complexity.</td>
<td>Some errors, but writing is fundamentally solid and errors do not interfere with communication.</td>
<td>Writing has many errors and errors begin to interfere with communication.</td>
<td>Errors are so frequent and severe that they interfere with communication.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Accurately cites ideas of others using MLA or APA format throughout.</td>
<td>Generally cites ideas of others, MLA or APA format contains few errors.</td>
<td>Infrequently cites ideas of others. MLA or APA format contains several errors.</td>
<td>Does not cite ideas of others.</td>
</tr>
</tbody>
</table>

### 2. Problem Solve

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>Excellence (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Warning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to independently identify, clarify, and describe the issue and the scope of the problem.</td>
<td>Student is able to identify, clarify, and describe the issue and the scope of the problem with minimal assistance.</td>
<td>Student is able to identify, clarify, and describe the issue and the scope of the problem with assistance.</td>
<td>Student, given assistance, is unable to identify, clarify, and describe the issue and the scope of the problem.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Student independently attains a correct solution using logical problem solving strategies, utilizing mathematical and scientific techniques when needed.</td>
<td>Student attains a correct solution using logical problem solving strategies with minimal assistance.</td>
<td>Student attains a correct solution using logical problem solving strategies with assistance.</td>
<td>Student, given assistance, cannot attain a correct solution using logical problem solving strategies when needed.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Student can independently analyze the validity of a solution and makes necessary adjustments.</td>
<td>Student, with minimal assistance, can analyze the validity of a solution and can explain the need for adjustments.</td>
<td>Student, with assistance, can analyze the validity of a solution and can recognize the need for adjustments.</td>
<td>Student, with assistance, cannot analyze the validity of a solution or make necessary adjustments.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Student is able to effectively communicate the solution through written/verbal and computational explanation.</td>
<td>Student is able to effectively communicate the solution through written/verbal or computational explanation.</td>
<td>Student is able to moderately communicate the solution through written/verbal or computational explanation.</td>
<td>Student is not able to communicate a solution.</td>
</tr>
</tbody>
</table>
### 3. Read critically and effectively

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>Excellence (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Warning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student consistently and effectively understands main ideas and supporting details, uses context clues, and connects learned information to prior knowledge.</td>
<td>Student generally understands main ideas and supporting details, frequently uses context clues and connects learned information to prior knowledge.</td>
<td>Student occasionally understands main ideas and supporting details, sometimes uses context clues or connects learned information and prior knowledge.</td>
<td>Student seldom understands main ideas and supporting details, rarely uses context clues or connects learned information to prior knowledge.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Student consistently and effectively recognizes vocabulary using decoding tools.</td>
<td>Student generally recognizes vocabulary using decoding tools.</td>
<td>Student occasionally recognizes vocabulary using decoding tools.</td>
<td>Student seldom recognizes vocabulary using decoding tools.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Student consistently and effectively demonstrates language recognition with grade level material with speed and accuracy.</td>
<td>Student generally demonstrates language recognition with grade level material with speed and accuracy.</td>
<td>Student occasionally demonstrates language recognition with grade level material with speed and accuracy.</td>
<td>Student seldom demonstrates language recognition with grade level material with speed and accuracy.</td>
</tr>
<tr>
<td><strong>Inferences</strong></td>
<td>Student consistently and effectively distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.</td>
<td>Student can generally distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.</td>
<td>Student can occasionally distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.</td>
<td>Student can seldom distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Student consistently and effectively reads a variety of material for information, pleasure, personal growth, and global awareness.</td>
<td>Student generally reads a variety of material for information, pleasure, personal growth, and global awareness.</td>
<td>Student occasionally reads a variety of material for information, pleasure, personal growth, and global awareness.</td>
<td>Student seldom reads a variety of material for information, pleasure, personal growth, and global awareness.</td>
</tr>
<tr>
<td><strong>Technical Comprehension</strong></td>
<td>Student consistently and effectively interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.</td>
<td>Student generally interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.</td>
<td>Student occasionally interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.</td>
<td>Student seldom interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Student consistently and effectively analyzes author's ideas to engage in critical thinking and decision making.</td>
<td>Student generally analyzes author's ideas to engage in critical thinking and decision making.</td>
<td>Student occasionally analyzes author's ideas to engage in critical thinking and decision making.</td>
<td>Student seldom analyzes author's ideas to engage in critical thinking and decision making.</td>
</tr>
</tbody>
</table>

### 4. Speak Effectively

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>Excellence (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Warning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Speaking establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task.</td>
<td>Speaking establishes a purpose, demonstrates an awareness of audience and task.</td>
<td>Speaking attempts to establish a purpose, demonstrates some awareness of audience and task.</td>
<td>Speaking lacks a purpose, demonstrates minimal awareness of audience and task.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content contains effective details to support topic.</td>
<td>Content contains sufficient details with examples to support topic.</td>
<td>Content contains some details or examples to support topic.</td>
<td>Speaker prepared materials and speech inadequately for this presentation.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Presentation adheres to specified duration.</td>
<td>Presentation mostly adheres to specified duration.</td>
<td>Presentation is significantly shorter or longer than specified duration.</td>
<td>Presentation is much longer or shorter than specified duration.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow.</td>
<td>Speaking contains an introduction and a conclusion. Progression of main ideas is occasionally unclear. Transitions are evident.</td>
<td>Speaking has a weak introduction and/or conclusion. Progression of main ideas is frequently unclear. Transitions are poor.</td>
<td>Speaking lacks an introduction and/or conclusion. Progression of main ideas is difficult/impossible to follow. Transitions are missing.</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>Speaker uses well chosen vocabulary and correct pronunciation and grammar which is appropriate to the audience and task.</td>
<td>Speaker uses appropriate vocabulary with few errors in pronunciation and grammar which is appropriate to the audience and task.</td>
<td>Speaker uses poorly chosen vocabulary, makes errors in pronunciation or grammar or uses language inappropriate to the audience and task.</td>
<td>Speaker uses inappropriate vocabulary, makes many errors in pronunciation or grammar or uses language inappropriate to the audience and task.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Speaks clearly and distinctly at an appropriate rate. Body language enhances presentation.</td>
<td>Generally speaks clearly and distinctly at an appropriate rate. Body language supports presentation.</td>
<td>Occasionally speaks clearly and distinctly at an appropriate rate. Body language detracts from presentation.</td>
<td>Rarely speaks clearly and distinctly at an appropriate rate. Body language detracts from presentation.</td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
<td>Creatively uses a variety of effective visual aids.</td>
<td>Use of visual aids effective.</td>
<td>Use of visual aids ineffective.</td>
<td>Does not use visual aids.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>All members of the group participated in and contributed to the project or presentation before and during the presentation.</td>
<td>Most members of the group participated and contributed to the project or presentation before and during the presentation.</td>
<td>Few members of the group participated and contributed to the project or presentation before and during the presentation.</td>
<td>Most members of the group did not participate or contribute to the project before and during the presentation.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Speaker's behavior as an audience member adheres to specified directions.</td>
<td>Speaker's behavior as an audience member mostly adheres to specified directions.</td>
<td>Speaker's behavior as an audience member often does not adhere to specified directions.</td>
<td>Speaker's behavior as an audience member does not adhere to specified directions.</td>
</tr>
</tbody>
</table>
5. Connect and apply technology to learning

<table>
<thead>
<tr>
<th>School Expectations</th>
<th>Excellence (3)</th>
<th>Proficient (2)</th>
<th>Needs Improvement (1)</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Student can independently integrate multiple technologies to produce papers, powerpoint presentations, Excel, databases, graphs, posters, and video. Demonstrated leadership skills in a collaborative endeavor.</td>
<td>Student can produce papers, PowerPoint presentations, Excel, databases, graphs, posters, and video independently and in collaboration with others.</td>
<td>Student is unable to produce papers, PowerPoint presentations, Excel, databases, graphs, posters, and video. Does not collaborate with others.</td>
<td>Student does not comply with technology guidelines concerning copyright, user interface, and appropriate ethical use of technology. Student fails to document work accurately and completely. Student fails to understand and demonstrate ethical use of technology.</td>
</tr>
<tr>
<td>Responsible and ethical use of technology</td>
<td>Student models excellence in adherence to distinct rules concerning copyright, the Internet, and appropriate ethical use of technology. Student demonstrates effective and ethical use of technology.</td>
<td>Student often complies with minimal ethical standards concerning copyright, the Internet, and appropriate ethical use of technology. Student demonstrates effective and ethical use of technology.</td>
<td>Student does not always comply with minimal ethical standards concerning copyright, the Internet, and appropriate ethical use of technology. Student fails to document work accurately and completely. Student fails to understand and demonstrate ethical use of technology.</td>
<td>Student does not comply with technology guidelines concerning copyright, user interface, and appropriate ethical use of technology. Student fails to document work accurately and completely. Student fails to understand and demonstrate ethical use of technology.</td>
</tr>
<tr>
<td>Assessing validity of sources</td>
<td>All sources are valid and appropriately documented.</td>
<td>Majority of sources are valid and appropriately documented.</td>
<td>Valid sources are occasionally used, appropriate documentation sometimes lacking.</td>
<td>Invalid sources are frequently used, appropriate documentation often lacking or missing.</td>
</tr>
<tr>
<td>Data sensors and calculators</td>
<td>Student can independently select and design data collection methods and use scientific calculators.</td>
<td>Student demonstrates limited skills in collecting real-time data and analyzing data using scientific calculators.</td>
<td>Student is unable to collect real-time data and use scientific calculators.</td>
<td>Student is unable to collect real-time data and use scientific calculators.</td>
</tr>
<tr>
<td>Organize and maintain technology</td>
<td>Student always lists and organizes information for future reference and is responsible for protecting and organizing information for future reference. Student demonstrates effective and ethical use of technology.</td>
<td>Student lists information for future reference and is responsible for protecting and maintaining computer system. Student utilizes computer potential.</td>
<td>Student has limited skill in listing and organizing information for future reference and is responsible for protecting and maintaining computer system. Student fails to utilize computer potential.</td>
<td>Student is not able to organize information, maintain computer system, and use computer potential.</td>
</tr>
</tbody>
</table>

6. Demonstrate respect for themselves and others (Habits of Mind)

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>Exceeds Expectations (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Warning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE AND PUNCTUALITY</td>
<td>Consistently meets academic deadlines</td>
<td>Time absences or lateness do not interfere with academic performance.</td>
<td>Some academic deadlines are met.</td>
<td>Student absences or lateness interfere with academic performance. Few if any academic deadlines are met.</td>
</tr>
<tr>
<td>PERSISTENCE</td>
<td>Always works diligently and shows strong performance when work is difficult. Never gives up.</td>
<td>Works hard most of the time and shows improvement in difficult situations.</td>
<td>Sometimes shows improvement in difficult situations, but sometimes gives up.</td>
<td>Does not persevere in difficult situations. Anticipates outcome.</td>
</tr>
<tr>
<td>TAKES RESPONSIBILITY FOR HIS/HER OWN LEARNING</td>
<td>Always prepared with homework and appropriate classroom materials for that day. Preparation enhances learning for self and others.</td>
<td>Usually prepared with homework and appropriate classroom materials for that day. Preparation does not always enhance learning.</td>
<td>Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with the ability to participate in class and learn.</td>
<td>Rarely prepared with homework and appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and learn.</td>
</tr>
<tr>
<td>MANAGING IMPULSIVITY</td>
<td>Always thinks before acting, sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding.</td>
<td>Usually thinks before acting, sets clear goals, and usually understands directions before proceeding.</td>
<td>Occasionally begins before directions are clear and an organized plan is thought out.</td>
<td>Rarely or never has an organized plan. Acts impulsively. Does not have understanding of directions.</td>
</tr>
<tr>
<td>STRESSES FOR ACCURACY</td>
<td>Continuously and independently seeks assignments that match personal strengths</td>
<td>Consistently chooses assignments that match personal strengths</td>
<td>Occasionally chooses assignments that match personal strengths</td>
<td>More interested in competition than accuracy.</td>
</tr>
<tr>
<td>APPLIED PAST KNOWLEDGE TO NEW SITUATIONS</td>
<td>Always draws lessons from past experience and applies it to new situations.</td>
<td>Consistently uses what they have learned to find answers to new situations.</td>
<td>Sometimes, fails to use what they have learned to find answers to new situations.</td>
<td>Frequently fails to use what they have learned to find answers to new situations.</td>
</tr>
<tr>
<td>BEHAVES INTELLIGENTLY WHEN NOT KNOWING THE ANSWER</td>
<td>Always uses various resources and strategies to successfully find a solution. Seeks teacher help when necessary.</td>
<td>Consistently uses various resources and strategies to successfully find a solution. Occasionally seeks teacher help when a solution cannot be found.</td>
<td>Occasionally uses various resources and strategies to find a solution. Occasionally seeks teacher help when a solution cannot be found.</td>
<td>Unable to locate resources and does not use strategies to find solutions to problems. Rarely seeks extra help when solutions cannot be found.</td>
</tr>
</tbody>
</table>
## ACADEMIC EXPECTATIONS
### FAIRHAVEN HIGH SCHOOL
#### DELEGATION OF RESPONSIBILITY TO DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Writing</th>
<th>Reading</th>
<th>Speaking</th>
<th>Problem Solving</th>
<th>Technology</th>
<th>Habits of Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Math</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Science</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>History</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>World Languages</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Art</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Music</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Wellness</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
</tr>
</tbody>
</table>

P = primary responsibility for teaching and assessing expectation
S = secondary responsibility for teaching and assessing expectation
FAIRHAVEN HIGH SCHOOL SUPPORT SERVICES

NURSE’S OFFICE
A full-time nurse is available throughout the school day. Medical records and other related pertinent information are kept on file and made known to various teachers when appropriate.

SOCIAL WORKER
There is a full time social worker on staff to provide crisis intervention to students when difficult situations occur at school. The social worker provides individual counseling to help students understand and overcome personal, social, or behavioral problems affecting their education and/or personal growth. Conferring with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems is one of the many roles of our social worker.

GUIDANCE/COUNSELING SERVICES
At Fairhaven High School, the school counselors work proactively with students by delivering a counseling curriculum that systematically reaches all students in an effort to maximize student potential and academic achievement. The program is based on the Massachusetts School Counselor Association Comprehensive Model. It is a standards-based program that is aligned with the Department of Elementary and Secondary Education Guidance Counseling Frameworks. The mission of the Fairhaven High School counseling department is to provide a comprehensive, developmental counseling program that supports the academic, college and career readiness, and personal/social growth of all students. By providing grade-level seminars in the classrooms, small groups, and in individual meetings, all students have access to the information they need to develop in the academic, personal/emotional, and college/career domains.

GRADUATION REQUIREMENTS
Fairhaven High School currently uses “Carnegie Units” as a measure for course credit. The “Carnegie Unit” was developed in 1906 (coincidentally the same year that the high school began operation) as a measure of the amount of time a student has studied a subject. It is considered a “standard unit” among colleges and universities. A full year course is considered 1 unit and a semester based course is considered 0.5 unit. Exceptions to this is School Service, which is 0.25 units; grade 9 Ramp Up To Literacy program, which is 2.0 units; and select School to Career options.

In order to graduate from Fairhaven High School, students are required to earn a minimum of 22 units. Students must also satisfy the requirements of competency determination on the English Language Arts, Mathematics and Science MCAS tests, in order to receive a diploma.

All students must enroll in and pass the following subjects as a fulfillment of the graduation requirements:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (English 1-4)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (Must complete the study of Alg 1, Geom, and Alg 2)</td>
<td>4</td>
</tr>
<tr>
<td>History (Includes U.S. Part 2)</td>
<td>3</td>
</tr>
<tr>
<td>Science (Biology, Chemistry, and another lab science preferred)</td>
<td>3</td>
</tr>
<tr>
<td>World Language (2 years of a consecutive language)</td>
<td>2</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1.5</td>
</tr>
<tr>
<td>Media/Visual/Performing/Arts</td>
<td>1.5</td>
</tr>
</tbody>
</table>

All students are expected to carry a full course load. There are circumstances in which a waiver is possible for a reduced course load or a change in unit requirements. Students and parents should consult school counselors for these situations. All waivers must be approved by the school principal. Seniors must carry a schedule with a minimum of 3 units of core courses (English, math, science, history, or language) and must pass a minimum of 4 units to meet the graduation requirement.
GRADE PROMOTION

In order to be promoted to the next grade and be assigned a homeroom in that grade, students must have passed their current year of English and Mathematics (grades 9 and 10) and must have earned at least the following number of units:

To become a: Units needed:
Sophomore 5
Junior 10
Senior 15

A student's year of graduation shall be determined no later than September of each year. The principal may approve exceptions to this policy for students with extenuating circumstances.

COMPUTATION OF CLASS RANK

What is Class Rank?
A student's rank in class is a measure of his/her overall academic achievement relative to the achievement of others within the same graduating class. Class rank serves the following purpose: (1) as a factor in college admissions decisions, (2) as one eligibility factor considered for nominations to the National Honor Society, and (3) as qualification or entitlement to certain awards, recognition, and scholarships.

What is Included?
Rank is calculated using term grades in all academic subjects taken at Fairhaven High School. Transfer grades from another high school are also included and given comparable FHS weight value. Failing grades are included and weighted as zero. Not included in computation of rank are all unleveled courses. Courses taken by students for enrichment or courses taken voluntarily by students outside of Fairhaven High School are not included in the computation of the class rank.

When is it Computed?
Rank in class is computed at the close of each term. Students may obtain their rank in class from the school counseling office.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Earned</th>
<th>AP</th>
<th>Honors</th>
<th>CP</th>
<th>Specialized Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>5.7</td>
<td>5.0</td>
<td>4.3</td>
<td>3.6</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>5.4</td>
<td>4.7</td>
<td>4.0</td>
<td>3.3</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>5.1</td>
<td>4.4</td>
<td>3.7</td>
<td>3.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>4.8</td>
<td>4.1</td>
<td>3.4</td>
<td>2.7</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>4.5</td>
<td>3.8</td>
<td>3.1</td>
<td>2.4</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>4.2</td>
<td>3.5</td>
<td>2.8</td>
<td>2.1</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.9</td>
<td>3.2</td>
<td>2.5</td>
<td>1.8</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>3.6</td>
<td>2.9</td>
<td>2.2</td>
<td>1.5</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>3.3</td>
<td>2.6</td>
<td>1.9</td>
<td>1.2</td>
</tr>
<tr>
<td>D+</td>
<td>70-72</td>
<td>3.0</td>
<td>2.3</td>
<td>1.6</td>
<td>0.9</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
<td>2.7</td>
<td>2.0</td>
<td>1.3</td>
<td>0.6</td>
</tr>
<tr>
<td>F, F-</td>
<td>65-66</td>
<td>2.4</td>
<td>2.0</td>
<td>1.3</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Minimum passing grade D.

WEIGHTED VALUES BY GRADE AND LEVEL
SAMPLE OF AN END OF YEAR CLASS RANK COMPUTATION

Steps 1 & 2:

Weighted Course  Level  Grade  Grade  Units  Value
               Value
Eng. 4         H     C+    3.2x  1=3.2
An/Ph         CP    A+    4.3x  1=4.3
AP Calc       AP    B+    4.8x  1=4.8
French 5      H     A-    4.4x  1=4.4
Physics       CP    A     4.0x  1=4.0
Health        UL    A     0.0x  1=0.0
Chorus        UL    A     0.0x  0.5=0.0
Total =  20.7

Step 3: Sum of Products  20.7
Units Attempted  5
G.P.A.  20.7 / 5 = 4.14

Step 4: Place G.P.A. in rank order with others in class.

PREPARATION FOR COLLEGE

Students planning to attend college after high school should plan a program of study consisting of at least the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
<tr>
<td>Natural and Physical</td>
<td>3 years (preferably, Biology and Chemistry with</td>
</tr>
<tr>
<td>Science</td>
<td>an additional lab course in science or technology)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years</td>
</tr>
<tr>
<td>World Language</td>
<td>2 or more consecutive years of same language</td>
</tr>
<tr>
<td></td>
<td>(depends on college)</td>
</tr>
</tbody>
</table>

It is recommended that students consult with school counseling personnel as early as possible to discuss differences in entrance requirements among 4-year colleges, 2-year colleges, nursing schools, and technical schools.
CURRICULAR OFFERINGS

Students should attempt to select the combination of courses over their four years of high school that will provide them with the best foundation possible to further their post-high school goals. Generally, regardless of future goals, this means selecting courses that challenge the student's ability and that will provide a solid grounding in English, mathematics, science, social studies, world language, and the fine, applied, and practical arts. The range of courses available to students allows for preparation for a wide range of post-high school pursuits.

ACADEMIC COURSE OFFERINGS BY DEPARTMENT

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>Graduation requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 units required for graduation</td>
<td>22 units</td>
</tr>
<tr>
<td>English 1CP or 1H</td>
<td>Full Year Course: 1 unit</td>
</tr>
<tr>
<td>English 2CP or 2H</td>
<td>Half Year/Semester Course: 3 units</td>
</tr>
<tr>
<td>English 3CP or 3H or AP Language</td>
<td>To graduate, students must earn the following...</td>
</tr>
<tr>
<td>English 4CP/4H Present to Future or English 4CP/4H Past to Present or AP Literature and Composition</td>
<td>English: 4 units</td>
</tr>
<tr>
<td></td>
<td>Math: 4 units</td>
</tr>
<tr>
<td></td>
<td>World Language: 2 consecutive units (unless waived via IEP)</td>
</tr>
<tr>
<td></td>
<td>History: 3 units (1.0 must be US 2)</td>
</tr>
<tr>
<td></td>
<td>Science: 3 units</td>
</tr>
<tr>
<td></td>
<td>Fine Arts: 1.5 units</td>
</tr>
<tr>
<td></td>
<td>Health/PE: 1.5 units (0.5 must be Health)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH</th>
<th>4 units required for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1CP or 1H</td>
<td>Geometry CP or H</td>
</tr>
<tr>
<td>Geometry CP or H</td>
<td>Algebra 2 CP or 2HL</td>
</tr>
<tr>
<td>Algebra 2 CP or 2HL</td>
<td>Financial Literacy CP or Trigonometry CP</td>
</tr>
<tr>
<td>Financial Literacy CP or Trigonometry CP</td>
<td>Statistics CP/H or Pre-Calculus H</td>
</tr>
<tr>
<td>Statistics CP/H or Pre-Calculus H</td>
<td>AP Statistics or AP Calculus</td>
</tr>
<tr>
<td>AP Statistics or AP Calculus</td>
<td>Some strong sophomore math students will be recommended to double up and take BOTH Geometry H and Algebra 2H. This will allow them to take AP Calculus their senior year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>3 units required for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen take Physical Science or Biology.</td>
<td>There are many possible science pathways. Speak to your Counselor about the path that is best for you and your post-high school plans.</td>
</tr>
<tr>
<td>Future choices include:</td>
<td></td>
</tr>
<tr>
<td>Full Year Courses: Chemistry CP or H, Anatomy &amp; Physiology CP or H, Marine Biology H, Physics CP or H, AP Biology, AP Chemistry, Organic Chemistry H</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>3 units required for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1.0 credit must be US 2 or AP US)</td>
<td>World History CP or H</td>
</tr>
<tr>
<td>World History CP or H</td>
<td>US 1CP or 1H or AP World</td>
</tr>
<tr>
<td>US 1CP or 1H or AP World</td>
<td>US 2CP or 2H or AP US</td>
</tr>
<tr>
<td>US 2CP or 2H or AP US</td>
<td>US 2CP or 2H or AP US</td>
</tr>
<tr>
<td>US 2CP or 2H or AP US</td>
<td>History Electives: AP Government (full year), Intro to Criminal Justice (semester), Psychology (semester)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORLD LANGUAGE</th>
<th>2 consecutive years required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(requirement may be waived for extenuating circumstances)</td>
<td>French 1CP</td>
</tr>
<tr>
<td>French 1CP</td>
<td>Spanish 1CP</td>
</tr>
<tr>
<td>French 2CP or 2H</td>
<td>Spanish 2CP or 2H</td>
</tr>
<tr>
<td>French 2CP or 2H</td>
<td>Spanish 3CP or 3H</td>
</tr>
<tr>
<td>Spanish 3CP or 3H</td>
<td>Spanish 4CP or 4H</td>
</tr>
<tr>
<td>Spanish 4CP or 4H</td>
<td>Spanish 5 CP or 5H or AP Spanish</td>
</tr>
<tr>
<td>Spanish 5 CP or 5H or AP Spanish</td>
<td>World Language Elective: Rosetta Stone</td>
</tr>
</tbody>
</table>

DUAL ENROLLMENT

Dual Enrollment is a program in which high school juniors and seniors with a required GPA of 3.0, may take college courses and receive credit towards both high school and college graduation from a Massachusetts State College or University (Current participation with: UMASS Dartmouth, BCC, CCCC). Please check with your school counselor to see if you are eligible.
INSTRUCTIONAL LEVELS

All courses are designed to provide students maximum opportunity for achievement commensurate with their ability, performance, and goals. Students are encouraged to select a course of study that is consistent with a realistic self-assessment of current academic performance, future aspirations, and motivation to work for success.

ADVANCED PLACEMENT – Advanced Placement courses are offered at a level of rigor and challenge equivalent to a freshman college course. These courses follow a curriculum recognized by the College Board through the official AP Course Audit process, and culminate with an examination in May. All students enrolled in an AP course are expected to take the AP exam and must do so in order to earn AP level credit on their transcript. Student scores on these exams range from 1 to 5. A student scoring a 3 or higher may earn college credit at participating colleges and universities. Advanced Placement courses are designed for capable students with solid study skills and the motivation to undertake a challenging academic program. Additional information regarding Advanced Placement courses can be found on the College Board’s website at www.collegeboard.org.

HONORS – Honors level courses are designed for the superior student who has consistently demonstrated the ability and motivation to achieve a high degree of success in a rigorous academic program. Work in these courses focuses on developing advanced skills, knowledge, and understanding. Participation in Honors level courses provides strong preparation for college work. Students should achieve a B- or better average for continuation in sequential Honors courses.

COLLEGE PREP – College Prep courses are designed for the student who has demonstrated the ability and motivation to achieve success in a solid college-oriented academic program. College Prep courses focus on developing solid mastery of essential content, skills, and understandings, at a demanding, but lesser pace and depth than at the Honors level.

SPECIALIZED INSTRUCTION – Specialized instruction courses are offered at a moderate level of difficulty with specialized support for students who have demonstrated a range of abilities for achieving academic success. These courses emphasize mastery of basic core content and standards, skills, and understandings that offer the student a sound preparation for challenges beyond high school.

FRESHMAN COLLABORATIVE

The Freshman Collaborative program transitions students smoothly into the Fairhaven High School community. Teacher teams personalize English, Math, Science, and World History courses in a collaborative effort that maximizes student academic success. In addition to the Collaborative, freshmen students also are required to participate in the core Freshmen Experience course (Physical Education, Financial Literacy, and Library Information Skills). Students belong to the Blue or White Freshmen Teams and rotate through these core subject areas during the school day.

In connection with the School Counseling Department, the Freshman Collaborative stresses the importance of academic achievement and reinforces school-wide expectations, while strengthening a positive school culture based on meaningful interpersonal interactions. This experience sets the path for students’ future success.

SCHOOL SERVICE

The Massachusetts Curriculum Frameworks stress the value of "authentic learning." Involvement in community service learning activities provides a forum in which such learning will occur. School service is an opportunity for students to assist a faculty/staff member during the school day to participate in learning activities. Students are limited to this opportunity for one period per semester if their schedule allows.

PREREQUISITES

Enrollment in any sequential course (English 1, 2, 3, and 4 for example), unless stated otherwise in the course description, requires the successful completion of the previous course in the sequence. It is recommended that a grade of C- or better be earned in order to continue in an elective sequential course. Exceptions to this may be made at the discretion of the principal in consideration of extenuating or unusual circumstances.
**REPEATING A COURSE**
Students who do not pass a required and sequential course are expected to attend summer to make-up courses. In certain circumstances with the approval of the principal and academic supervisor, a student may be allowed to retake these courses during the regular FHS school schedule.

Students may choose, and in fact are sometimes encouraged, to repeat a course (already once passed) at the same or higher level in order to achieve greater mastery of the subject matter and to earn a higher final grade in that course. Students will not receive additional credit for a course for which credit has already been granted. However, a higher grade earned in a repeated course will be substituted on a transcript for a lower grade earned previously. The higher grade will also be reflected in class rank computations and applied to meeting prerequisite requirements for sequential courses.

**SUMMER/EVENING SCHOOL**
Students are eligible to make up a failed course providing the final grade is not lower than an F (50-64). Students with a final grade of F- (49 and below) may be permitted to make up the course in Summer/Night School with the teacher's recommendation and the permission of the principal. An INC (Incomplete) cannot be made up in summer school, nor can a grade of FNC (Failure – no credit).

Students are responsible for their own transportation and any program costs.

It is expected that students who fail a required course (particularly English and Math) will take the course if offered in summer school. "Doubling up" on required or sequential courses will not be permitted without the express permission of the principal. Those who are offered to do so will be evaluated after the first quarter and may be removed from the course if they are failing. A passing summer or night school grade will be reported on the high school transcript as a 65%.

**CREDIT RECOVERY/ONLINE LEARNING**
Students may be eligible to participate in an online pathway for a personalized learning experience to recover lost credit, take an additional or elective course not offered in the classroom setting, or master important skills needed to be more successful. Current online courses are offered through the GradPoint learning platform. Students must determine eligibility to take a course through their counselor and approval of the principal is required.

**SCHEDULE SELECTION PROCEDURE**
Generally at the midpoint of the school year, students and parents, together with their counselor, select an appropriate program for the next school year. Current year teachers will assist in the process by making recommendations for appropriate instructional levels, sequential courses, and other department course options based on a student’s academic performance and study habits. We encourage all students to follow their teacher's recommendations. A student may, with extenuating circumstances, request a change to a teacher's recommendation through their guidance counselor and with proper documentation.

Students must at all times carry a full course load. Therefore, a student cannot drop a required or an elective subject if doing so brings the credit total below the required minimum.
SCHEDULE CHANGE POLICY

The school-counseling department will consider changes at the beginning of the school year (Semester 1) and the beginning of Semester 2 for the following reasons:

- Scheduling error
- Failure to meet prerequisites
- Students with incomplete schedules (Example: not enough subjects or subject area requirements for college or graduation requirements)
- Students who need schedule changes because of summer school completion
- Teacher-recommended changes

Changes in student course schedules can only be made in the school counseling office prior to the start of the school year and during the first two weeks of a new course. Level changes may be considered following the first quarter progress reports. Following this time period, a student may only withdraw from a course with the permission of the sending and receiving teacher, parent/guardian, counselor, and final approval by the principal. Students who withdraw from a course following the quarter 1 progress report period will receive a WP (Withdraw-passing) or a WF (Withdraw-Failing) on his/her permanent transcript. No student may enter a new class or be withdrawn from an existing class on his/her schedule without full approval and clearance from his/her counselor.
COURSE OF STUDY
ENGLISH
DEPARTMENT

English courses are designed to increase our students' facility with reading, writing, speaking, and listening. These skills are essential to effective communication, critical thinking, and lifelong learning. To achieve those outcomes, students practice and refine writing skills, study grammar and vocabulary, and read a variety of authors and literary genres. They engage in diverse activities ranging from cooperative learning to research and presentations.

Decisions for placement are based on class performance, teacher recommendation, student/parent selection, and test scores. Students are placed according to their demonstrated ability to read and write.

SUMMER READING PROGRAM

The school-wide summer reading program allows students to choose a summer reading book that appeals to them. Faculty members from all departments offer to sponsor their favorite book or a book they believe high school students might enjoy. Students are broken up into reading groups with their faculty advisor on the first day of school to take a quiz and discuss the reading. Honors and advanced placement courses will require students to do additional reading, which will be assessed in their English classes.

063 FRESHMEN EXPERIENCE

Unleveled
0.5 unit (semester)
Grade 9

The Freshmen Experience is a required semester long heterogeneously grouped course that rotates through four introductory courses each accounting for a quarter of the semester. The course consists of Financial Literacy, Digital Literacy, Intro to Coding, and a Writing Lab all designed to expose students to 21st century skills essential in today's world.

018 ENGLISH LITERACY

College Prep
2 units
Grade 9

Emphasis in this course is placed on developing literacy skills essential to success in future course work. Students gain confidence navigating both fiction and nonfiction texts. Through the teaching of reading comprehension and writing explicitly, this course fosters independent, self-directed learning while monitoring student progress for continued success.

11 ENGLISH 1 H

Honors
1 unit
Grade 9

Advanced students are challenged with an in-depth study of language and literature. Students practice and refine writing techniques in argumentative, informative, and narrative texts and give both informal and formal oral presentations. This course follows the timeline studied in World History and Geography Survey with the exception of a Shakespearean and a Greek play. Additional literature studied includes the work of Homer, Orwell, Lee, Bradbury, Steinbeck and others. In addition to novels and short stories, poetry is analyzed. Non-fiction study includes newspaper articles and excerpts from memoirs. The mechanics of gathering research and synthesizing ideas are introduced and explored. Additional independent work is assigned.
12  ENGLISH 1 CP
College Prep
1 unit
Grade 9
Emphasis is placed on improving language skills, and developing writing techniques in argumentative, informative, and narrative texts. Students construct both well-constructed paragraphs and multi-paragraphed essays. This course follows the timeline studied in World History and Geography Survey with the exception of a Shakespearean and Greek play. Additional literature studied includes the work of Dickens, Orwell, Lee, Steinbeck, and others. In addition to novels and short stories, poetry is analyzed. Non-fiction study includes Anne Frank’s memoir, magazine and newspaper articles. The mechanics of gathering research and synthesizing ideas are introduced and explored. Additional independent reading is encouraged.

21  ENGLISH 2 H
Honors
1 unit
Grade 10
Focusing on the works of British Literature, this course emphasizes the themes exploring universal truths. Student practice and refine argumentative, informative, and narrative writing based on analysis of fiction and nonfiction. Critical thinking and reading skills are practiced and refined. With the exception of the memoir The Other Wes Moore, literature study centers on the works of British authors including but not exclusive to Chaucer, Golding, Shakespeare, and Mitchell. The mechanics of gathering research and synthesizing ideas are refined. Additional independent reading may be required.

22  ENGLISH 2 CP
College Prep
1 unit
Grade 10
Focusing on the works of British Literature, this course emphasizes themes exploring universal truths. Students practice argumentative, informative, and narrative writing based on analysis of fiction and nonfiction. Critical thinking and reading skills continue to be examined. With the exception of the memoir The Other Wes Moore, literature study centers on the works of British authors including but not exclusive to Chaucer, Golding, Shakespeare, and Mitchell. The mechanics of gathering research and synthesizing ideas are practiced. Additional independent reading may be required.

30  ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
Advanced Placement
1 unit
Grade 11-12
Prerequisite: Teacher recommendation
Equivalent to a first-year college composition class, this course emphasizes effective writing and critical reading skills. A variety of non-fiction essays from various fields and genres are read, analyzed, and discussed. Students practice and refine argumentative, rhetorical analysis, and synthesis essay writing in preparation for the exam in May. Because this course fulfills the junior English requirement, students also read and examine an abbreviated version of American Literature including the memoir The Glass Castle, and The Great Gatsby. Registration for this AP course commits students to the end of the year AP exam.

31  ENGLISH 3 H
Honors
1 unit
Grade 11
Focusing on the works of American Literature, this course involves intensive analysis and interpretation, both written and oral. Students refine argumentative, informative, and narrative writing based on the analysis of fiction and nonfiction. With the exception of a Shakespearean play, authors include but are not exclusive to Hawthorne, Miller, Wharton, Emerson, Fitzgerald, Hurston, Hansberry and the memoir The Glass Castle by Jeannette Walls. Students conduct research and synthesize ideas to contribute to discussion and interpretation. Additional independent work is frequently assigned.
32 ENGLISH 3 CP
College Prep
1 unit
Grade 11
Focusing on the works of American Literature, this course involves analysis and interpretation, both written and oral. Students refine argumentative, informative, and narrative writing based on the analysis of fiction and nonfiction. With the exception of a Shakespearean play, authors include but are not exclusive to Hawthorne, Emerson, Fitzgerald, Hurston, Hansberry, and the memoir *The Glass Castle* by Jeannette Walls. Students conduct research and synthesize ideas to contribute to discussion and interpretation. Additional independent reading may be assigned.

40 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
Advanced Placement
1 unit
Grade 12
Prerequisite: Teacher recommendation
Equivalent to a first-year college composition class, this course provides a rigorous study in literature that covers major classical and contemporary works. This course will provide the students with the challenges and workload consistent with a typical undergraduate English course. Through a process of a more interpretive analytical approach to literature, students will adapt a more sophisticated writing style that is an intricate part of this course. Students should be prepared to take the English Literature and Composition exam in the spring. Registration for this AP course commits students to the end of the year AP exam.

41 / 042 ENGLISH 4
CP/Honors
1 unit
Grade 12
Reading and writing assignments in English 4 are designed to stimulate critical thinking. Literature, past and present, is analyzed and interpreted through cooperative learning activities, writing assignments, research, and class discussion. Students taking this course for Honors credit will be expected to complete supplemental extensions of the curriculum and additional independent reading is required to earn Honors credit.

SEMESTER II SENIOR SEMINAR ELECTIVES

48 / 048H WHO ARE WE AND WHY DOES IT MATTER? (Past to Present)
What factors in our past contribute to who we are today?
A study in our journey to the Now, this course takes a close look at humanity and its history to explore the question: how did we get to where we are today? Exposure to topic driven fiction and nonfiction texts is designed to inspire student directed inquiry, research, and writing. After teacher guided exposure to topics, students will choose the direction of their project. The project must focus on at least two cultures in addition to American culture, to meet course requirements. Topics include, but are not limited to pop culture, myths and fairy tales, war and conflict, revolutionary thinkers, education, and technology.

49 / 049H WHERE ARE WE GOING AND WHY DOES IT MATTER? (Present to Future)
What will the world be like in a decade? In one hundred years?
A study in the possibilities of the Future, this course takes a close look at humanity and its potential to explore the question: where are we going? Exposure to topic driven fiction and nonfiction texts is designed to inspire student directed inquiry, research, and writing. After teacher guided exposure to topics, students will choose the direction of their project. The project must focus on at least two topics and reflect a multicultural approach to meet course requirements. Topics include, but are not limited to pop culture, revolutionary thinkers, transportation, education, communication, medicine, and alternative energy.
MATHEMATICS DEPARTMENT

Mathematics plays an important role in our daily lives and is a critical component for college and career success. It is recommended that a student complete a rigorous program of study that includes four years of math coursework and includes the minimum sequence of Algebra 1, Geometry, and Algebra 2. This foundation in mathematics will be a definite asset to any student, regardless of the field of work or study a student plans to pursue. The Mathematics Department offers two levels of sequenced courses, along with select AP courses and additional elective courses, from which to choose. All offer the necessary preparation for state testing, but in different formats and at different paces.

The student, when selecting courses, is advised to choose the most challenging math course consistent with his/her background and ability. It is recommended that a student earn a C- or better in order to proceed to the next sequential course. If the student has any doubts or questions regarding the proper choice, consultation with their present math teacher or the academic supervisor is recommended.

In line with the Massachusetts State Frameworks, the minimum entry-level course for all freshmen is Algebra 1. Students interested in taking AP math courses should select a pathway that successfully completes Algebra 2H by the end of their sophomore year. The use of calculators is integrated into the instruction of all courses and it is recommended that the students have a scientific calculator. Students taking Pre-Calculus would benefit from using a graphing calculator. Students electing AP Calculus are required to have a graphing calculator. Please see one of our math teachers or academic supervisor for preferred calculator models.

111 ALGEBRA 1 H
Honors
1 unit
Grade 9
This course in algebra aims to give a student a strong comprehensive foundation of algebraic skills. It is recommended for students who are capable of doing work on an advanced level and at an accelerated pace. The course includes the fundamental properties, linear equations, and quadratic equations as well as problem-solving skills. It is designed for students who intend to further their education in mathematics, computers, science, or engineering.

112 ALGEBRA 1 CP
College Prep
1 unit
Grades 9-10
This course covers the traditional topics of algebra and meets the minimum standards for college preparation. Topics include properties of real numbers, methods of equation solving, graphing linear equations, quadratic equations, and problem-solving skills.

113 ALGEBRA 1 LAB
College Prep
0.5 unit
Grades 9-10
Algebra I Lab* (Mandatory co-requisite with Algebra I CP)
This course is an extension of Algebra I. It allows the student to complete their study of algebra by concentrating on the topics of linear functions, probability and statistics, and graphical displays of data. Furthermore, it reinforces topics being taught in the student’s Algebra I classroom. Projects, simulations, and applications are emphasized.
**121 GEOMETRY H**
Honors
1 unit
Grades 9-10
Prerequisite: Algebra 1 H or teacher recommendation
This course in geometry is recommended for students who are capable of doing the work on an advanced level and at an accelerated pace. Topics include plane geometry (including formal proofs, construction, and loci), a review of algebra, introductory work in transformations, solid and coordinate (analytical) geometry, and practice for standardized college admissions tests. In order to achieve success in this course, students should have a strong foundation in Algebra I, good reading skills, an ability to make good logical deductions, and the determination to complete challenging homework assignments on a daily basis.

**122 GEOMETRY CP**
College Prep
1 unit
Grades 10-11
Prerequisite: Algebra 1
This course is a continuation in the sequence for students having completed Algebra I. Topics include plane geometry covering properties of angles, lines, planes, quadrilaterals and other polygons, and circles. Students will apply measurement formulas to find perimeters, areas, and volumes of 2- and 3-dimensional figures. Throughout the course there is a continual review of Algebra.

**131 ALGEBRA 2 H**
Honors
1 unit
Grades 10-11
Prerequisite: Geometry H or teacher recommendation
In this course students will continue the study of algebra, including linear and quadratic equations, inequalities, systems of equations, polynomials, exponential and logarithmic functions, and coordinate geometry. The pace and difficulty of the course are geared for students who are interested in pursuing careers in mathematics, science, and/or engineering.

**132 ALGEBRA 2 CP**
College Prep
1 unit
Grade 11
Prerequisite: Algebra 1
This course provides the opportunity for all students to prepare for college level algebra. A good foundation in Algebra 1 is recommended for success in this course, which includes quadratics, factoring, systems of equations, and problem solving.

**141 PRE-CALCULUS H**
Honors
1 unit
Grades 11-12
Prerequisite: Algebra 2 H and teacher recommendation
This course sequentially follows Algebra II Honors and is recommended for students who intend to further their education in mathematics, computers, sciences, or engineering. The content includes the study of functions, trigonometry, analytic geometry, and an introduction to calculus.
142 TRIGONOMETRY
College Prep
1 unit
Grade 12
Prerequisite: Algebra 2
This course summarizes the content of the level I mathematics curriculum by reviewing algebra and coordinate geometry from previous courses. It is intended to provide the college-bound student with an introductory course in trigonometry. Sufficient time is spent on each topic to enable any determined student to succeed.

143 FINANCIAL LITERACY AND CONSUMERISM
Unleveled
1 unit
Grade 12
This course is available to senior students who have passed Algebra II. Students will learn mathematical life skills needed to live and work independently while making sound consumer decisions. The topic relates to everyday needs of the consumer and includes banking, budgeting, credit cards, loans, interest, sales, property, and income taxes. It also includes comparison shopping, unit pricing, investing, and applications of the philosophy of “Pay Yourself First”. Emphasizing real world applications, this course is modeled after the National Endowment for Financial Education program.

149 ADVANCED PLACEMENT STATISTICS
Advanced Placement
1 unit
Grade 12
Prerequisite: Pre-Calculus H (or co-requisite) and teacher recommendation
The curriculum is a prescribed scope of topics comparable to a first semester college course in Mathematical Statistics and Probability. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, hypothesis testing and regression. Since it is required that a student use a graphing calculator for the exam, it is expected that the student has one throughout the school year. Registration for this AP course commits students to the end of the year AP exam.

148 STATISTICS H
Honors
1 unit
Grade 12
Prerequisite: Algebra 2 H or Trigonometry
This course is comparable to a college course in Statistics. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, and hypothesis testing.

144 STATISTICS CP
College Prep
1 unit
Grade 12
Prerequisite: Algebra 2
This course is designed for students who may not major in mathematics in college. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, and hypothesis testing.
150 ADVANCED PLACEMENT CALCULUS
Advanced Placement
1 unit
Grade 12
Prerequisite: Pre-Calculus and teacher recommendation
The AP Calculus curriculum is a prescribed scope of topics comparable to a first semester college Calculus course. Broad topics of continuity, limits, derivatives, and integrals will be covered and represented in four ways: graphically, analytically, numerically, and verbally. It is expected that the student will take the AP exam given at the end of the school year and, depending on the score, may earn college credit for the course. Since it is required that a student use a graphing calculator for the exam, it is expected that the student has one throughout the school year. Registration for this AP course commits students to the end of the year AP test.

151 CALCULUS H
Honors
1 unit
Grade 12
Prerequisite: Pre-Calculus
For students who have completed Pre-Calculus, this course covers topics of continuity and limits; derivatives of algebraic, trigonometric, exponential and logarithmic functions; related applications; and graphs of functions and their derivatives. It is recommended to students who are interested in mathematics, science and/or engineering in college.
WORLD LANGUAGE DEPARTMENT

In this rapidly changing world, proficiency in a world language is more important than ever. In addition to learning an appreciation for other people’s values and way of life, knowledge of another language can provide opportunities for communication on a personal level as well as preparing for careers in commerce, international relations, law, science, and the arts. All students must complete two years of the same classroom foreign language.

212 FRENCH 1 CP
College Prep
1 unit
Grades 9-12
French 1 is an introductory course for any student wishing to learn French. It is designed for students with little or no prior knowledge of French. Through the use of cooperative learning strategies and hands-on projects and activities, students work toward proficiency in speaking, listening, reading, and writing. Students begin writing short compositions about family, friends, and themselves. Paired activities encourage and allow students to express themselves, their opinions, likes and dislikes. An appreciation and knowledge of the culture and history of the French speaking world is explored through short readings. Songs, videos, tapes, games are also used.

221 FRENCH 2 H
Honors
1 unit
Grades 10-12
Prerequisite: French 1
French 2 Honors offers students the opportunity to bring previously learned skills to a higher level of performance. Emphasis is on using French in meaningful ways through a variety of strategies and the use of instructional media. Students progress at a challenging pace with classroom instruction featuring paired/group activities, cooperative learning, hands-on projects, games, music, and communicative activities. Students continue to expand their writing through a variety of assignments structured to reinforce their writing proficiency. Appreciation and knowledge of the francophone world continues to be developed through short readings, projects, and discussion.

222 FRENCH 2 CP
College Prep
1 unit
Grades 10-12
Prerequisite: French 1
French 2 continues to reinforce the language skills of listening, speaking, reading, and writing through a variety of strategies and activities and through the use of instructional media. Emphasis is on using French in meaningful ways through paired and group activities, cooperative learning, hands-on projects, games, music, and communicative activities. Students continue to expand their writing through a variety of assignments structured to reinforce their writing proficiency. Appreciation and knowledge of the francophone world continue to be developed through short readings and projects.

231 FRENCH 3 H
Honors
1 unit
Grades 11-12
Prerequisite: French 2
French 3 Honors offers a challenging, fast-paced curriculum with the opportunity to develop all skills to a more sophisticated level of expression and comprehension. Review is incorporated as new structures and vocabulary are introduced. Instruction emphasizes a variety of strategies promoting the use of French in meaningful and relevant ways. Paired/group activities, cooperative learning, hands-on activities, discussion, presentations, and games continue to be employed to improve proficiency in all language skills. Curriculum continues to be reinforced through the use of instructional media. Students
continue with writing assignments designed to improve writing proficiency to a higher level. Appreciation and knowledge of the francophone world continue to be promoted through readings, projects, and class discussion.

**232 FRENCH 3 CP**
College Prep  
1 unit  
Grades 11-12  
**Prerequisite: French 2**
French 3 places more emphasis on developing speaking skills to a more sophisticated level of expression. Students review previously learned structures as well as learn new, more advanced structures. More emphasis is placed on developing a proficiency of expression using a variety of tenses with more expanded vocabulary and grammatical structures. Emphasis is on using French in a meaningful way through continued use of paired/group activities, cooperative learning, hands-on projects, presentations, discussion, games, music, and communicative activities. Curriculum continues to be reinforced through the use of instructional media. Students continue with assignments designed to improve writing proficiency to a higher level. Appreciation and knowledge of the francophone world continue to be promoted through readings, projects, and class discussion.

**216 SPANISH 1 CP**
College Prep  
1 unit  
Grades 9-12  
Spanish 1 is an introductory course for any student wishing to learn Spanish. It is designed for those students with little or no prior knowledge of Spanish. Through the use of cooperative learning strategies and hands-on projects and activities, students work toward proficiency in speaking, listening, reading, and writing. Students begin their writing with short compositions about family, friends, and themselves. Paired activities encourage and allow students to express themselves, their opinions, likes and dislikes. An appreciation and knowledge of the culture and history of the Spanish speaking world is explored through short readings and individual/group research. Songs, videos, tapes, games, etc. are also used.

**225 SPANISH 2 H**
Honors  
1 unit  
Grades 9-12  
**Prerequisite: Spanish 1 (Grades 7-8) or Spanish 1 (Grades 9-11)**
Spanish 2 Honors offers students the opportunity to expand and refine previously learned skills to a higher level of performance. Emphasis continues to be on using Spanish in meaningful ways through a variety of strategies and the use of instructional media. Students progress at a challenging pace with classroom instruction featuring paired/group activities, cooperative learning strategies, hands-on projects, games, music, and communicative activities. Students continue to expand their writing through regular assignments designed to improve writing skills. Along with an increased focus on real world applications of material, appreciation and knowledge of the Spanish speaking world continues to be developed through short readings, projects, and discussion.

**226 SPANISH 2 CP**
College Prep  
1 unit  
Grades 9-12  
**Prerequisite: Spanish 1 (Grades 7&8) or Spanish 1 (Grades 9-11)**
Spanish 2 continues to develop and reinforce skills presented in Spanish 1. After a thorough review, students continue to develop their language skills through a variety of strategies and activities and through the use of instructional media. Emphasis is on using Spanish in meaningful ways through paired activities, cooperative learning strategies, hands-on projects, games, music, and communicative activities. Students continue to expand their writing through a variety of assignments structured to improve their writing skills. Appreciation and knowledge of the Spanish speaking world continues to be developed through short readings and project.
235 SPANISH 3 H
Honors
1 unit
Grades 10-12
Prerequisite: Spanish 2
Spanish 3 Honors offers a challenging, fast-paced curriculum with the opportunity to develop all skills to a more sophisticated level of expression and comprehension. Review is incorporated as new structures and vocabulary are introduced. Instruction emphasizes a variety of strategies promoting the use of Spanish in meaningful and relevant ways. Paired/group activities, cooperative learning, hands-on activities, discussion, presentations, and games continue to be employed to improve proficiency in all language skills. Curriculum continues to be reinforced through the use of instructional media. Students continue with writing assignments designed to improve writing proficiency to a higher level. Appreciation and knowledge of the Spanish speaking world is continually promoted through readings, projects, and class discussion.

236 SPANISH 3 CP
College Prep
1 unit
Grades 10-12
Prerequisite: Spanish 2
Spanish 3 places emphasis on developing speaking skills to a more sophisticated level of expression. Students review previously learned structures as well as learn new more advanced structures. More emphasis is placed on developing a proficiency of expression using a variety of tenses with more expanded vocabulary and grammatical structures. Emphasis is placed on using Spanish in a meaningful way through continued use of paired/group activities, cooperative learning, hands-on projects, presentations, discussion, games, music, and communicative activities. Curriculum continues to be reinforced through the use of instructional media. Students continue with writing assignments designed to improve writing proficiency to a higher level. Appreciation and knowledge of the Spanish speaking world is continually promoted through readings, projects, and class discussion.

245 SPANISH 4 H
Honors
1 unit
Grades 11-12
Prerequisite: Spanish 3
Spanish 4 Honors is a continuation of the study of the Spanish language and culture with continued emphasis on improving proficiency in speaking, listening, reading, and writing. Grammatical concepts are reviewed and refined. Vocabulary development in both reading and speaking continues to be developed in an effort to help the student attain greater ease in self-expression in Spanish. Oral presentations and compositions are required. Students continue to write compositions on a variety of topics. Group conversations are frequent as well as paired work with students reacting to a partner’s statement.

246 SPANISH 4 CP
College Prep
1 unit
Grades 11-12
Prerequisite: Spanish 3
Spanish 4 places emphasis on developing speaking skills to a more sophisticated level of expression. Students review previously learned structures as well as new more advanced structures. More emphasis is placed on developing a proficiency of expression using a variety of tenses with more expanded vocabulary and grammatical structures. Appreciation and knowledge of the Spanish-speaking world is emphasized in a meaningful way through continued use of reading, paired/group activities, cooperative learning, hands-on projects, presentations, discussion, games, music, and communicative activities. Curriculum continues to be reinforced through the use of instructional media. Students continue with writing assignments designed to improve writing proficiency to a higher level. Group conversations are frequent as well as paired work with students reacting to partner’s statement.
256 ADVANCED PLACEMENT SPANISH
Advanced Placement
1 unit
Grade 12
Prerequisite: Spanish 4 H or teacher recommendation
This course is appropriate for those students wishing to continue their study of Spanish and prepare for the AP Spanish Language Exam given in May. This intensive course will emphasize the use of language for active communication. In addition to focusing on the ability to understand spoken Spanish in various contexts, students will build vocabulary sufficiently ample for reading newspaper, magazine articles, and literary texts without dependence on a dictionary. Additional emphasis will be on the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish. Group conversations are frequent as well as paired work with students reacting to a partner’s statement. Registration for this AP course commits students to the end of the year AP test.

255 SPANISH 5 H
Honors
1 unit
Grade 12
Prerequisite: Spanish 4
Students in this course continue to develop their language skills of speaking, listening, reading and writing to a more advanced level of proficiency. This course is conducted almost entirely in Spanish, and students are expected to converse in Spanish. This course is centered on the different communicative uses of the Spanish language with expressions, vocabulary, and grammar coordinating appropriately. Reading skills and cultural appreciation continue to be developed through the use of authentic cultural and literary readings. Songs, videos, tapes, games and communicative activities continue to be used. Conversational groups are frequent, and subjects are discussed which require a student to defend a point of view. Students also prepare a grammatical lesson with a homework assignment and related game, which they teach to their peers.

257 ROSETTA STONE
College Prep or Honors
1 unit
Grades 10-12
Prerequisite: Two consecutive classroom based courses of foreign language (or waiver from principal)
Rosetta Stone is an interactive computer program that teaches a new language by immersion, rather than by traditional classroom methodologies. The program entails listening, speaking, reading, and writing methods with words, images, and the voices of native speakers. The method lets you progress naturally from words and phrases to sentences and conversations. The Rosetta Stone program offers up to 31 different languages to choose from. Current Offerings: Arabic, Chinese (Mandarin), Danish, Dutch, English (American), English (British), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Indonesian, Irish, Italian, Japanese, Korean, Latin, Pashto, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin America), Spanish (Spain), Swahili, Swedish, Thai, Turkish, Vietnamese, and Welsh. Honors Level credit may be issued with the successful completion of additional assignments and projects.
NATURAL AND PHYSICAL SCIENCE

Living in today's world, dominated by advances in science and technology, requires that all students develop an intellectual base in the sciences and an ability to think critically. We must be able to assimilate new data, generate ideas, and draw logical conclusions based on the facts if we are to progress in the ever more competitive international marketplace. Decisions concerning pollution, nuclear power, toxic waste disposal, food additives, genetic engineering, population control, sewage treatment and the greenhouse effect will have to be made by enlightened citizens in a rational manner. To this end, the science curriculum at Fairhaven High School is designed to: a) develop within students the abilities to inquire, gather data, and draw conclusions, b) help students understand the major "laws of nature" and their applications, c) teach students the skills necessary to think critically in order to evaluate the quality of data available, and d) provide students with a broad background in the natural sciences.

301 / 302 PHYSICAL SCIENCE
College Prep / Honors
1 unit
Grade 10
Physical Science lab course deals with the study of physical phenomena of physics and physical chemistry. In physics, students will examine the relationship between motion, forces, momentum, work, power, energy, simple circuits, and simple waves. Physical chemistry studies matter and energy with an emphasis on heat transfer and electricity. This course incorporates a broad range of activities that will offer the student opportunities to develop an understanding of physical science. This course will be inquiry based with the teacher guiding students through activities helping students learn important science concepts through hands-on investigations. This course is the first year of a two year preparation to take the physics MCAS. This course requires additional readings, research and special project(s).

320 ADVANCED PLACEMENT BIOLOGY
Advanced Placement
1 unit
Grades 10-12
Prerequisite: Biology and teacher recommendation
Advanced Placement (A.P.) Biology is an advanced intensive lab course taught at the freshman college level. It deals with the structure and function of living organisms with emphasis on the fundamental biological processes common to animals and plants. Laboratory sessions are directly related to the topics being discussed and offer "hands-on" experiences that serve to reinforce the lecture material. In addition to standard laboratory experiences, both protein and genetic databases are used. Students will also participate in an AMGEN Biotechnology Experience. Homework is an integral component of this course and students should expect an hour of homework per night. Registration for this AP course commits students to the end of the year AP exam.

326 BIOLOGY H
Honors
1 unit
Grades 9-11
Prerequisite: Teacher recommendation
This lab course is designed for students with an aptitude and high interest in the study of biology. It is designed to examine major themes in biology by actively engaging students in the learning process through activities, laboratory investigations and projects. Through inquiry, students will learn about the diversity of life, the interrelationships existing between organisms and their surroundings, and how organisms have adapted and changed throughout time. Emphasis will be placed on learning biology and understanding biological topics that will provide students with a foundation for chemistry, honors chemistry, or AP Biology in subsequent years.
327 / 327F BIOLOGY CP
College Prep
1 unit
Grades 9-11
This lab course is designed to examine major themes in biology. Students will learn the facts associated with the science of life, as well as focus on higher level thinking skills that are a requirement for a successful adult life. The topics of biology are presented within a pattern of themes and in a historical perspective that helps students understand the larger significance of the details they are learning. Topics covered include biochemistry, genetics, reproduction, evolution, ecology, classification, and microbiology. Laboratory investigations within the course are intended to teach the student basic microscopic techniques, computer application to biological systems, approaches to problem solving, and to provide tangible experiences with lab-based biological materials. This course may require additional readings, research, and special project(s).

329 ADVANCED PLACEMENT CHEMISTRY
Advanced Placement
1 unit
Grades 11-12
Prerequisite: Chemistry, Algebra 2, and teacher recommendation
Advanced Placement (A.P.) chemistry is an advanced intensive lab course taught at the freshman college level. It will review content from honors chemistry, such as stoichiometry, gas laws, equilibrium constants, and acid-bases. It will build on the foundation of honors chemistry and deal with concepts such as atomic structure, thermodynamics, oxidation-reduction reactions, reaction order, and kinetics. This course requires students to perform 10 standardized chemistry laboratory experiments. Registration for this AP course commits students to the end of the year AP exam.

330 CHEMISTRY H
Honors
1 unit
Grades 10-12
Prerequisite: Algebra I and Biology H
In this lab course, students will study chemical theory through observations, calculations, and measurements regarding the properties of matter and the changes (reactions) that occur within matter. The principles and theories explaining these changes will be developed in a rational, systematic way with students making predictions about the outcomes of experimental investigations in the lab setting. Students will be required to design and conduct detailed experiments and to draw appropriate conclusions based upon their observations and data collected. Students should possess an active interest in science and a strong background in algebra in order to succeed in this accelerated course. This course will prepare the student to pass the chemistry MCAS exam. In addition, this course provides the foundation for AP Chemistry.

331 CHEMISTRY CP
College Prep
1 unit
Grade 10-12
Prerequisite: Algebra 1
This chemistry lab course prepares students with a foundation in chemical theory and laboratory procedures. Topics presented in this course will focus on the properties of matter, atomic structure, periodic law, chemical bonding, chemical reactions and stoichiometry, gases and kinetic molecular theory, solution chemistry, acids and bases, equilibrium and rates of reaction. Additionally, the laboratory component teaches standard lab techniques and procedures using laboratory equipment and scientific apparatus, with a focus on maintaining safety within the lab.
333 / 332 ORGANIC CHEMISTRY
Honors
0.5 or 1.0 unit
Grade 11-12
Prerequisite: Chemistry AP, H, or CP and teacher recommendation
Organic chemistry is the study of carbon-based compounds. This lab course is an introduction to college organic chemistry, which is on of the more common requirements for most engineering, medical and science majors in college. Organic chemistry focuses on the physical and chemical properties of carbon compounds, as well as their reactivity with other compounds. This course will focus on the structure, name, and chemical reactions that various organic compounds will undergo. This course will also discuss various chemical tests to differentiate between varying types of organic compounds, and the spectroscopy involved in identifying them. This course is offered as an introductory, semester, course during the first semester only. For those students interested in continuing their studies may opt for the more extensive full year course.

340 PHYSICS H
Honors
1 unit
Grade 11-12
Prerequisite: Algebra 2 and currently enrolled in Pre-Calculus or Calculus
Physics is the study of the material world. It is a search for an explanation of the behavior of objects in the universe. This search covers a range of objects from the nucleus to the planets. In this course, students will learn about the ideas that are current explanations of how the natural world works. Specific topics include the study of mechanics, optics, waves, electricity, magnetism and nuclear reactions. Students entering this course are expected to have an excellent understanding of mathematics and should be interested in a career in either math or science.

341 PHYSICS CP
College Prep
1 unit
Grade 11-12
Prerequisite: Algebra 2 and currently enrolled in Trigonometry or Statistics
In this course, students will study the material world and the behavior of objects. Topics that are specifically covered include measurements, mechanics, sound, light, electricity and magnetism. Students of physics will acquire background information and develop skills with lab apparatus, including computers. This course will advance discovery capabilities and form a basis for further studies in engineering or other mathematics related fields. Therefore, physics is highly recommended for those whose career goals include these areas.

343 ANATOMY & PHYSIOLOGY H
Honors
1 unit
Grades 11-12
Prerequisite: Biology H or Biology CP with teacher recommendation
The objectives of the honors anatomy and physiology lab course are twofold: first, to furnish students with detailed information regarding themselves and their bodies which will aid them in the daily lives, making them more health conscious and physically responsible individuals; and second, to provide an excellent basis for further professional training. Major body systems are studied, stressing the relation between structure and function. Clinical terms are taught so that students can better understand health professionals. Studies include the systematic dissection of fetal pigs and the examination of tissues. Lab experiments dealing with visual perception in relation to nervous system integration, blood pressure, and homeostasis are performed. This course is a foundation for more advanced studies in medicine, nursing, psychology, nutrition, physical education and other health related occupations. Students are assigned in-depth, independent reading, which compliments and expands upon material learned in class. This course meets the requirements of a lab science.
**342 ANATOMY & PHYSIOLOGY CP**
College Prep
1 unit
*Grades 11-12*
*Prerequisite: Biology*
The objectives of the anatomy and physiology lab course are twofold: first, to furnish students with information regarding themselves and their bodies which will aid them in their daily lives, making them more health conscious and physically responsible individuals; and second, to provide a basis for further professional training. Major body systems are studied, stressing the relation between structure and function. Clinical terms are taught so that students can better understand health professionals. Studies include the systematic dissection of fetal pigs and the examination of tissues. Demonstrations dealing with visual perception in relation to nervous system integration, blood pressure, and homeostasis are performed. The course is a foundation for more advanced studies in medicine, nursing, psychology, nutrition, physical education, and other health related occupations.

**350 FORENSICS** (Semester)
Unleveled
0.5 unit
*Grade 11-12*
*Prerequisite: Biology*
Forensics is an entirely hands-on approach to learning techniques as they apply to crime investigation. Forensics labs will utilize biology, chemistry, physics, advanced math, and art as they apply to areas such as blood splatter analysis, DNA extraction, microscopy, and crime scene analysis. Forensics is an opportunity to explore career paths such as Crime Scene Investigator, Forensics Science Technician, pathology, toxicology, and more. Students will be expected to participate in cooperative groups and will be assessed on their lab techniques.

**373 MARINE BIOLOGY H**
Honors
1 unit
*Grades 11-12*
*Prerequisite: Biology and Chemistry*
This lab course is designed to give students an in-depth look at the biological, physical, and technological aspects of the marine world. Topics covered include the composition of ocean water, evolution and ecology of marine invertebrates, developmental biology, marine ecosystems, marine geology, energy in the ocean, and marine pollution and conservation. Students will be required to perform several research projects involving marine organisms. These projects may include internet research, dissections, class presentations, data collecting, and data analysis. The students will be required to complete research, homework, projects, and exams. Local marine sites will be monitored when feasible.

**370 MARINE BIOLOGY**
(Semester) Unleveled
0.5 unit
*Grades 11-12*
*Prerequisite: Biology*
This lab course is designed to look at the biological aspects of ocean life, focusing on the ecology and evolution of marine invertebrates. Topics covered include marine environments, marine invertebrate ecology and evolution, and interdependence in the ocean. Local marine sites will be monitored when feasible. Students will be required to perform several research projects involving marine microorganisms. These projects may include internet research, class presentations, data collecting, and data analysis. The students will be required to complete research, homework, projects, and exams.
392 ENVIRONMENTAL SCIENCE (Semester)
Unleveled
0.5 unit
Grades 11-12
Prerequisite: Biology
This lab course will explore humanity’s impact on planet Earth. Students will study environmental problems currently facing our world and learn ways to become more sustainable. Concepts such as climate change, resource depletion, extinction, alternative energy, air and water pollution, and recycling will be addressed. Students will work cooperatively on projects focused on the scientific principles surrounding these concepts.
TECHNOLOGY/ENGINEERING/COMPUTER SCIENCE

The rate at which our world continues to change from a technological standpoint is remarkable. Today, jobs that existed 25 years ago no longer exist, and jobs will exist in 25 years that we cannot predict today. FHS strives to offer opportunities for students to explore and experience current technological, engineering, and computer science knowledge and skills.

500 STUDENT HELP DESK
Unleveled
0.5 unit
Grades 11-12
Prerequisite: Teacher approval required
This elective course is designed for students who are strong, independent workers with an interest in technology and a love for helping people improve their proficiency. In this course, students will gain both technical and customer-service skills. The goal of this course is to help students and faculty alike make the most out of the technology available to them. Projects will be both teacher-requested and student-driven.

501 PROGRAMMING 1
(Semester) Unleveled
0.5 unit
Grades 9-12
Programming 1 is a semester-long elective course that is designed to introduce students to the world of computer science, as well as to instill an interest in computer programming and coding. Students will learn one of the most popular computer languages today: JavaScript. The course will primarily be project-based and student-centered, in which students are encouraged to think critically and creatively to solve, debug, troubleshoot, and create computer applications while developing computational thinking skills. By the end of the semester, students will be able to design games/applications with JavaScript.

502 PROGRAMMING 2 (Semester)
Unleveled
0.5 unit
Grades 9-12
Prerequisite: Programming 1
Programming 2 is a semester-long elective course that is designed to continue students’ study of computer science. Students will explore the more advanced Object-Oriented programming language C# as well as the game engine Unity3D. Their study will include the incorporation of logic, control structures, methods, classes, and basic algorithms to create small programs that solve real-world problems. Students will continue to refine and improve their troubleshooting, debugging, and critical thinking skills to continue developing computational thinking. By the end of the semester, students will be able to create games/applications using the Unity3D game engine and C# language.

510 COMPUTER AIDED DESIGN 1 (Semester)
Unleveled
0.5 unit
Grades 9-12
Computer Aided Design 1 is a self-paced course introducing students to mechanical engineering and parametric design using the latest version of the software Autodesk Inventor. In this course, students apply basic physics principals as they learn how to create and manipulate objects in a virtual, three-dimensional environment. Students begin by learning to manipulate increasingly complicated geometry as they explore part design, and end with the assembly of multiple parts into working assembly models.
511 COMPUTER AIDED DESIGN 2 (Semester)
Unleveled
0.5 unit
Grades 9-12
Prerequisite: Computer Aided Design 1
In this course, students will extend their knowledge of applied physics, engineering, and parametric design by learning advanced assembly design and analysis techniques with Autodesk Inventor. Built in features such as the content center will be used to improve the efficiency of assembly creation as well as learning the intricacies of working with sheet metal parts. Finally, students will learn how to document their creations by creating technical drawings, presentation files, hi-resolution images, and animations.

512 COMPUTER AIDED DESIGN 3 (Semester)
Unleveled
0.5 unit
Grades 10-12
Prerequisite: Computer Aided Design 2 and teacher recommendation
Building upon the knowledge acquired in CAD 1 and 2, students will explore more advanced mechanical designs and simulations. Students will apply more advanced physics concepts by learning how to run dynamic simulations and stress analysis as on their prototype designs. Students will conclude this course with a review in preparation to take the Autodesk Inventor Certified User Exam.

513 COMPUTER AIDED DESIGN ADVANCED SEMINAR (Semester)
Unleveled
0.5 unit
Grades 11–12
Prerequisite: Computer Aided Design 3 and teacher recommendation
CAD Advanced Seminar is an independent study designed to allow interested students to continue their education in CAD by exploring an area of interest. Students have the option of continuing to use Autodesk Inventor and further their training in the field of mechanical design or explore other engineering fields such as architectural design and using Autodesk Revit, and civil engineering using Autodesk Civil 3D. Additionally, students may choose to explore 3D modeling and animation using Autodesk 3DS Max, Autodesk Maya, and Autodesk Mudbox, all of which are cutting edge industry standard products used in the fields of video game design, and motion picture and television special effects.

520 ROBOTICS 1 (Semester)
Unleveled
0.5 unit
Grades 9-12
Introduction to robotics is designed to teach students problem solving and programming skills through the design and construction of robots. The course emphasizes the engineering design process in a hands-on lab environment to create autonomous and remote controlled robots that accomplish specific tasks each with its own restrictions and document designs and results along the way. Students will work with VEX Robotics and Arduino platforms to build and program robots that can carry out increasingly complex tasks. Topics may include motor control, programming, gear ratios, flow charts, timing sequence, propulsion, control systems and documentation.

521 ROBOTICS 2 (Semester)
Unleveled
0.5 unit
Grades 9-12
Prerequisite: Computer Aided Design 1
In this course, students will extend their knowledge of robotics and, engineering. The course continues the practice of using the engineering design process in a hands-on lab environment to create autonomous and remote controlled robots that accomplish specific tasks each with its own restrictions and document designs and results along the way. Students will work with more advanced VEX Robotics and Arduino features to carry out increasingly complex tasks. Topics may include motor control, programming, gear ratios, flow charts, timing sequence, propulsion, control systems and documentation.
522 ROBOTICS ADVANCED SEMINAR  (Semester)
Unleveled
0.5 unit
Grades 10–12
Prerequisite: Robotics 2 and teacher recommendation.
Robotics Advanced Seminar is an independent study designed to allow interested students to continue their education in robotics by exploring an area of interest. Students will select a robotics competition, including underwater robotics, to enter. Students will work in teams to design and build robots per competition requirements. Students will be encouraged to compete in weekend robotics competitions. Dates and locations to be determined.
HISTORY AND SOCIAL SCIENCE DEPARTMENT

Preparing students for their future roles as active citizens and educated voters is the mission of the history and social science department. Today’s global society requires that we be well informed about the many complex economic, social, and political challenges of the 21st Century. Each course is designed to foster reading, writing, and critical thinking skills, with the goal of empowering students to become independent and thoughtful individuals, able to skillfully assess issues and make well-informed and responsible decisions pertaining to their future, the nation’s, and the impact they may have on the world.

415 ADVANCED PLACEMENT WORLD HISTORY
Advanced Placement
1 unit
Grades 11-12
Prerequisite: Teacher recommendation
AP World History offers students an opportunity to explore history, literature, art, architecture, philosophy, religion, and geography of world civilizations. This course is designed to develop the ability to identify common themes and concepts throughout history. The themes and key concepts; chronological reasoning, comparison and contextualization, historical interpretation and synthesis, and crafting historical arguments, are intended to provide foundational knowledge for future college-level course work in history. Command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes to exemplify the themes and key concepts.

416 WORLD HISTORY AND GEOGRAPHY SURVEY (1750-Present) H
Honors
1 unit
Grade 9
This course, as part of the college preparatory curriculum, is designed to hone and enhance those skills and knowledge that will be needed in a post secondary school environment. An aptitude and high interest in the study of history is especially valuable for the course. The program will help the student understand the present by studying European, American, African, and Asian historical themes. Special attention to America’s place in the mosaic of world history down through modern times will be examined. Students will be able to examine physical and political geography, historical figures, themes, philosophies, advancements in technology, and cultural ideas. Some themes that will be discussed are the effects of religion, absolutism, nationalism, colonialism, imperialism, communism, and fascism. A major goal of this course will be to challenge and prepare the honor student for an equally rigorous regimen in subsequent studies. The course emphasis will be on the development of reading primary and secondary sources, informative and argumentative writing, as well as research.

417 WORLD HISTORY AND GEOGRAPHY SURVEY (1750-Present) CP
College Prep
1 unit
Grade 9
This college preparatory course in World History will build and develop skills and knowledge that will be vital for any post-secondary schooling. The program will help the student understand the present by studying European, American, African, and Asian historical themes. Special attention to America’s place in the mosaic of World History down through modern times will be examined. This course explores clashes and interests, sectional differences, and power conflicts as the world changes. Students will examine physical and political geography, historical figures, themes, philosophies, advancements in technology, and cultural ideas. Some themes that will be discussed are the effects of religion, absolutism, nationalism, colonialism, imperialism, communism, and fascism. The course emphasis will be on the development of reading primary and secondary sources, informative and argumentative writing, as well as research.
426 UNITED STATES HISTORY: REVOLUTION THROUGH THE RECONSTRUCTION (PART 1)

Honors  
1 unit  
Grade 10  
Building on acquired knowledge and skills, this course will seek to expand, broaden and deepen a familiarity with an understanding of geographical and historical concepts. In studying the 18th and 19th centuries, careful attention will be given to an examination of the profound forces of the Constitution, the formation of the American democracy, westward expansion, diplomatic developments, and economic growth in the North and the South, before, during, and after the Civil War. The course emphasis will be on higher level thinking exhibited through writing historical essays, research, and special assignments.

427 UNITED STATES HISTORY: REVOLUTION THROUGH THE RECONSTRUCTION (PART 1)

College Prep  
1 unit  
Grade 10  
Extending the developmental skills and knowledge acquired earlier, this course will seek to explore the pivotal events that are central to the unfolding story of United States history. The central themes to be studied will be the development of the Constitution, the formation of the American democracy, our westward expansion and diplomatic and economic growth in the North and the South before, during, and after the Civil War. Other areas explored will be the social, political, and economic changes due to the Civil War and Reconstruction. This course will develop critical thinking skills through reading, writing, and special projects.

433 ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement  
1 unit  
Grades 11 and 12  
Prerequisite: Teacher recommendation is required and US History Part 1 is preferred  
The Advanced Placement Program in United States History is designed for students with a commitment to the subject. A.P. U.S. History involves extensive reading and writing and is taught on the freshman college level. This course will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States history. Students will be required to write a major research paper. Registration for this AP course commits students to the end of the year AP test.

436 UNITED STATES HISTORY: WESTERN EXPANSION TO THE PRESENT (PART 2)

Honors  
1 unit  
Grade 11  
This course is designed for those students with an aptitude and high interest in the study of history. The program will seek to examine cultural, political, and diplomatic events, personalities, and themes beginning with post-Reconstruction and continuing through the present. Topics include Westward Expansion, Industrialization, Urbanization, Immigration, Imperialism, Reform, The Great War and Isolationism, World War II through the Cold War, and the New World Order. The course will require guided research, emphasizing critical thinking through the examination of primary and secondary sources, and the writing of informative and argumentative essays. Students will also be expected to complete related projects.
437 UNITED STATES HISTORY: WESTERN EXPANSION TO THE PRESENT (PART 2)
College Prep
1 unit
Grade 11
Prerequisite: US History 1 preferred
This college preparatory course in American History seeks to build on and hone those skills that will be needed for post high school study. The course will cover major events and themes, which have shaped and influenced the American historical experience. Topics include Westward Expansion, Industrialization, Urbanization, Immigration, Imperialism, Reform, The Great War and Isolationism, World War II through the Cold War, and the New World Order. The course will emphasize reading, writing, research, and special projects.

445 PSYCHOLOGY (Semester)
Unleveled
0.5 unit
Grades 10-12
This course consists of an analysis and evaluation of people and their behavior. Students will follow the physical and mental development, analyze theories of personality development, describe the characteristics of psychological disorders, and explain various treatments of psychological disorders. Particular stress will be placed on the transition from adolescence to adulthood. Assessments will be based on class work, quizzes, test, and culminating projects.

449 INTRODUCTION TO CRIMINAL JUSTICE (Semester)
Unleveled
0.5 unit
Grades 10-12
In this course, students will develop an understanding of the functions of the various agencies and components of our criminal justice system. Students will be introduced to the three major branches that make up the criminal justice system – law enforcement, the judicial system and the corrections component. Students will focus on the history of the criminal justice system, the connection and interpretation of the Constitution and the current issues facing members of our criminal justice system. This course is designed to stimulate interest for further study in the law and law enforcement and the possible pursuit of a career in this field.

459 AP UNITED STATES GOVERNMENT AND POLITICS
Advanced Placement
1 unit
Grades 10-12
Prerequisite: US History 2 (or co-requisite), teacher recommendation, and approval of the principal
Advanced Placement United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with emphasis on policy-making and implementation. This course includes both the study of general concepts used to interpret U.S. Government and Politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. Additionally students will be able to analyze and interpret basic data relevant to U.S. government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam. Students will be required to write a major research paper. Registration for this AP Course commits students to the end of the year AP test.
460 ECONOMICS (Semester)
Unleveled
0.5 unit
Grades 11-12
This half-year course is designed to acquaint students with the basic issues, concepts, and skills needed to understand today's economic landscape and prepare them for an introductory college course. Instruction, both overview and in depth, will focus on economic systems, markets, institutions, measurement tools, income, government policy, goals, and regulation. Students should be prepared to collaborate and participate in simulations, debates, and projects. This challenging course is open to juniors and seniors.
INTERNSHIP STUDIES/ETC

Beyond the classroom, FHS provides several opportunities for career and college experiences. Internships and career exploration programs provide work-site experience, career exploration, job seeking skills, money management, and the development of positive work behaviors and attitudes. Dual Enrollment allows high school juniors and seniors to take college courses and receive credit towards both high school and college graduation.

544 SCHOOL-TO-CAREER
Unleveled
2 periods per day
2 units
Grades 11-12

Students will be placed in an internship within the community based on interest, experience, abilities and employer needs. Students can select from any of the career clusters such as Education, Financial Services, Retail, Hospitality, Communications, Automotive, Child Care, Health Care and Biotechnology, Environmental Services and Utilities, Manufacturing, Business/Office, Construction, Elder Care and others. The goal of the placement is to provide each student with a work-site experience during which he/she will complete a planned series of activities, learning objectives, and/or projects designed to give a broad understanding of the business or occupational area in which he/she is placed. During classroom time, you will complete coursework in career exploration, job seeking skills, money management, and the development of positive work behaviors and attitudes. Grades are based on employer evaluations, class work, homework assignments, and attendance. Students must provide own transportation.

549 SCHOOL-TO-CAREER ON CAMPUS
Unleveled
1-2 periods per day
1-2 units
Grades 11-12

Students will be placed in a school-based internship within the Fairhaven Public Schools based on interest, experience, abilities and supervisor needs. Students can select from any of the career clusters such as Education, Technology Support, Technology Design and Marketing, Sports Management, Office Management and other occupational areas identified in school. The goal of the placement is to provide each student with a work-site experience during which he/she will complete a planned series of activities, learning objectives, and/or projects designed to give a broad understanding of the occupational area in which he/she is placed. During classroom time, students will complete coursework in career exploration, job seeking skills, money management, and the development of positive work behaviors and attitudes. Grades are based on supervisor evaluations, class work, homework assignments, and attendance. Students may elect to participate in this course for two periods (worth 2 units) with permission from the principal.

DUAL ENROLLMENT
Unleveled
2 periods per day
2 units
Grades 11-12

Dual Enrollment is a program in which high school juniors and seniors take college courses and receive credit towards both high school and college graduation from a Massachusetts State College or University (UMASS Dartmouth, BCC, Cape Cod Community College). Please check with your school counselor to see if you are eligible. Students must provide own transportation.
HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education program provides opportunities to improve and maintain good health and creates learning environments that promote healthy behavior change for all students. Coeducational classes in both program areas are designed to immerse students in curriculum related to all areas of health: physical, intellectual, emotional and social. Students will graduate with practical and fun lifestyle tools they can use to promote healthy behaviors in their lives that will last a lifetime. Courses are designed to provide opportunities for social interaction among students, to improve knowledge and stress the importance of living a healthy lifestyle, and to foster an appreciation for the value of being physically fit.

All students must enroll in and pass 1.5 units of health and physical education in order to fulfill graduation requirements. Each course listed below is 0.5 units and is a semester course.

726 CORE PHYSICAL EDUCATION (Semester)
Unleveled
0.5 unit
Grade 9
This course aims at providing opportunities for students to improve and maintain a healthy level of physical fitness through small/large group exercise opportunities. Co-educational classes are designed to provide opportunities for social interaction among students, to improve basic motor skills and to develop an understanding of rules and safety procedures associated with human movement. This course will consist of a variety of activities designed to give students a background of the several units offered in later grades as electives. The combined Physical Education sections account for one semester PE unit towards the required 1.5 Physical Education units for graduation.

711 CORE HEALTH (Semester)
Unleveled
0.5 unit
Grade 9-12
This course is designed to increase students' knowledge of the various factors that have an affect on their health. Students will be empowered to make healthy decisions related to their physical, intellectual, emotional and social health, sexuality and disease prevention. There will be daily opportunities to discuss and apply their habits, lifestyle choices, personal goals, and will leave this course with the tools they need to be a healthy and productive member of society.

737 AEROBICS/TONING/YOGA/DANCE (Semester)
Unleveled
0.5 unit
Grades 10-12
This course is designed as an introduction to physical exercise by means of the four different areas of aerobics, dance, yoga and toning. Students will be exposed to many different techniques and types of activities that will help in relation to relieving anxiety and stress, reducing high blood pressure and also learning the benefits of being aerobically fit. The students will discuss various articles related to nutrition to assist with maintaining and improving their nutritional health.

745 LIFETIME FITNESS (Semester)
Unleveled
0.5 unit
Grades 10-12
This course emphasizes indoor and outdoor activities as well as physical fitness through many different activities. This class will provide opportunities for social interaction among students and the opportunity to learn activities that promote life-long learning and participation. It will promote a “healthy” level of physical fitness.
746 PERFORMANCE EDGE/TRAINING/NUTRITION (Semester)
Unleveled
0.5 unit
Grades 10-12
This course is designed to show students how to achieve their best self through constructive behavior. Students will work to improve and maintain a healthy level of physical fitness through strength training, flexibility and Plyometric activities. Included in this course will be a comprehensive program addressing the facts of students and steroids. Students should be aware that students will develop and conduct a personal training regimen during this course.

768 WELLNESS (HEALTH) (Semester)
Unleveled
0.5 unit
Grade 10-12
Prerequisite: Core Health
This course is designed to educate the student body and the community about how to prevent and find resources for various health issues faced by society today. Students taking this course will also explore the concepts, which influence behaviors that relate to their overall well-being. There will be a variety of topics covered in this course that are related to health promotion and maintenance. This course will provide students with the opportunity to research and develop a plan to educate the community through different outreach projects. The overall goal of this course is to use the latest health research to educate the student body and school community about preventable health problems faced by society today.
VISUAL ARTS AND MEDIA

The study of the arts compliments our instructional mission at FHS. Through the study of our art pathways, students can enrich their intellectual curiosity and/or career path. A student at FHS can fulfill art requirements by taking courses in one area of study or in a variety of areas.

813 ART 1 (Semester)
Unleveled
0.5 unit
Grades 9-12
Art 1 is an introduction to the fundamentals of our Visual Arts Program, and sets the foundation for advancing skills in future courses. This course is an opportunity for students to survey various art media and techniques through drawing, painting, color theory, and design. The students engage in sequential art lessons incorporating art history, art production, and art criticism. Art 1 provides students with a basic understanding of The Elements and Principles of Art & Design. This course offers students opportunities to draw from observation as well as from their imagination while communicating their ideas with confidence.

802 ART 2
Unleveled
1 unit
Grades 10-12
Prerequisite: one of the following: Art 1, Artful Journaling, Digital/Creative Imaging, or Graphic Design 1
Art 2 is designed for the student to explore art in greater depth and with emphasis on control of art media, technique, and personal expression. Students gain a deeper understanding of art concepts using The Elements and Principles of Art & Design. This class encourages students to look at art analytically and to understand art concepts more thoroughly through the critique process. This enlightens not only the students’ artistic creation but also gives them a better understanding and appreciation of the art of others.

823 ART 3
Unleveled
1 unit
Grades 11-12
Prerequisite: Art 2
Art 3 enables students who already have a proficient understanding of art and are skilled in the use of art media, an avenue for creative self-expression. Through a series of challenging projects using knowledge of the aesthetic concepts and techniques gained in the two previous art courses, students are encouraged to discover their potential and individual expression in depth. An important component to this course is the critique process. Through both in-process and summative critiques, students gain an awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others. Students undertake a number of projects that challenge their creativity, problem-solving capabilities, and personal self-expression.

825 ART 4 CP
College Prep
1 unit
Grade 12
Prerequisite: Art 3
Art 4 CP is designed for students who are interested in continuing their experience of art, and who are looking to continue developing their creative expression. Students taking this course work within the Art 4 Honors and/or Advanced Placement Studio Art curriculum, however are not be required to perform the weekly homework, summer component, or College Board Portfolio submission. Students taking this course are expected to focus on: a sense of quality in their work; develop a concentration on a particular visual interest or problem; and produce a breadth of work demonstrating experience in the format, technical and expressive means of the artist.
826 ART 5 H
Honors
1 unit
Grade 12
Prerequisite: Art 3 and permission of the teacher
Art 5 Honors is designed for students who are seriously interested in a more advanced experience of art, and are looking to continue developing a complex level of creative expression. Students taking this course follow the Advanced Placement Art curriculum. Students are required to perform weekly homework assignments but will not be required to perform the summer component or College Board Portfolio submission. Students taking this course are expected to focus on: a sense of quality in their work; develop a concentration on a particular visual interest or problem; and produce a breadth of work demonstrating experience in the formal, technical, and expressive means of the artist. An important component to this course is the critique process. Through both in-process and summative critiques, students reinforce their awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others. This course has a culminating and comprehensive final assessment.

838 ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN
Advanced Placement
1 unit
Grades 12
Prerequisite: Art 3 and permission of the teacher
AP Studio Art: 2-D Design is designed for students who are seriously interested in the advanced level experience of art. It also enables highly motivated students to do college level work while still in high school. Successful completion of this course is not based on a written exam; instead the student is asked to submit a portfolio of work for evaluation by College Board near the end of the school year. Each of the three sections of portfolio is graded separately and then combined into the final composite score. Over the course of the year, students investigate three sections of the AP Portfolio: Quality, Concentration, and Breadth. AP Studio Art addresses three major concerns which are constants in the teaching of art: a sense of quality in student work; student concentration on a particular visual interest or problem; and student need for breadth of experience in the formal, technical, and expressive means of the artist. This course requires students to produce a minimum of 24 works of art dealing with The Elements and Principles of Art & Design. An important component to this course is the critique process. Through both in-process and summative critiques, students reinforce their awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others.

837 PORTFOLIO DEVELOPMENT
College Prep
1 unit
Grades 11-12
Pre-requisite: Art 2 or Art 3 and permission of the teacher
Portfolio Development is designed for the highly motivated, independent, and skilled art student with a serious interest in the visual arts. Students in this course are encouraged to critically evaluate their own work, as well as the artwork of others. Students focus on sharpening observational skills and exploring in depth various techniques and media through observation. Work completed outside of the classroom is required. The emphasis is on portfolio development readying the student for Digital Portfolio preparation for admission to an art college or university majoring in art.

818 CERAMICS 1 (Semester)
Unleveled
0.5 unit
Grades 9-12
Ceramics 1 introduces students to the art of Ceramics. Students learn fundamental hand building techniques and surface design applications, which will prepare them for Ceramics 2. During this semester long course, students complete pinch-pots, coil vessels, solid sculpture-removed, and hard slab construction projects. Students explore their creative process, personalization, self-expression, Art History, and cultural influences through a variety of assignments. There is a strong emphasis on The
Elements and Principles of Art & Design, methods and materials, critiques, safety, studio practices and maintenance, and exhibition of final projects.

819 CERAMICS 2 (Semester)
Unleveled
0.5 unit
Grades 11-12
Prerequisite: Ceramics 1
Ceramics 1 is designed to build upon skills and techniques gained in Ceramics 1. Students explore a wider variety of ceramic techniques in clay and glaze applications. Ceramics 2 students are introduced to the pottery wheel and complete a three-piece, wheel-thrown place setting. Through more challenging hand building techniques and surface design application students will further explore their creativity and begin to develop a personal style in their artwork. This course continues to emphasize The Elements and Principles of Art & Design, methods, materials, critiques, safety, studio practices and maintenance, and exhibition of final projects.

820 CERAMICS 3 (Semester)
Unleveled
0.5 unit
Grades 11-12
Prerequisite: Ceramics 2 and permission of the teacher
Ceramics III is designed to build upon skills and techniques gained in Ceramics 2. Students are exposed to a wide variety of ceramic techniques in clay and glaze applications with a stronger emphasis on personal growth and self-directed studies. In this course, students continue to build their wheel-throwing skills through more challenging pottery wheel assignments, which address size, form, and function. Through exploration of advanced hand building techniques and surface design application, students will further challenge their creativity and begin to develop a personal style in their artwork. This course continues to emphasize The Elements and Principles of Art & Design, methods, materials, critiques, safety, studio practices and maintenance, and exhibition of final projects.

840 ARTFUL JOURNALING (Semester)
Unleveled
0.5 units
Grades 9-12
Artful Journaling is designed for students of all levels. As a foundation course, Artful Journaling prepares students for Art II and other courses within our program. Incorporating The Elements and Principles of Art & Design, students employ a variety of mediums and techniques. Students discover how to combine visual elements with text to convey a message, thought, or feeling. A variety of critique methods enable students to identify, analyze, and discuss their own artwork as well as the artwork of others. With room to explore media and create meaning, students complete a variety of mixed media artwork.

846 DIGITAL/CREATIVE IMAGING (Semester)
Unleveled
0.5 units
Grades 9-12
Creative imaging students use the computer and the software application, Adobe Photoshop, to create digital artwork. Students explore the technical aspects of digital image manipulation, incorporate the Elements and Principles of Art & Design, as well as develop conceptual content. In this course students employ a variety of artistic aspects of creating enhanced digital images. Students will advance their familiarity with Photoshop through watching demonstrations, and completing structured exercises as well as open-ended projects.

827 GRAPHIC DESIGN 1
Unleveled
1 unit
Grades 10-12
Graphic Design 1 students apply artistic and computer techniques to communicate ideas and information through illustration and other forms of digital or printed media. Exposure and development of visual language is fostered through critique and feedback. Students use technical skills to produce concept design, layout, color theory and spatial relationships through their artwork in a digital medium.
**828 GRAPHIC DESIGN 2**
Unleveled  
1 unit  
Grades 11-12  
Prerequisite: Graphic Design 1  
Graphic Design 2 students continue their examination of the elements of design, spatial relationships, typography and imagery as they apply practical visual solutions for print and web applications. A focus on developing a personal voice through visual language, students create in-depth, long-term, and extended layout projects.

**815 DIGITAL PHOTOGRAPHY** (Semester)
Unleveled  
0.5 unit  
Grades 9-12  
Digital photography introduces students to basic concepts for acquiring digital images and the process of manipulating images through Adobe Photoshop and Lightroom software. Students examine and practice the art of photography, while exploring the technical and stylistic aspects of digital photo making. By analyzing the work of other photographers, students investigate the various concepts, skills, and techniques used. Using Adobe software, students work with their own photographs in the digital realm applying what they learn to select, manipulate, display, and print their work. This course has a culminating and comprehensive portfolio website.

**835 ADVANCED DIGITAL PHOTOGRAPHY** (Semester)
Unleveled  
0.5 unit  
Grades 10-12  
Advanced digital photography students build upon concepts covered in Digital Photography using Adobe Photoshop and Lightroom software. Students examine and practice the art of photography, furthering their understanding of the technical and stylistic aspects of digital photo making. By analyzing the work of other photographers, students work in more depth with conceptual development, concepts, skills, and techniques. Using Adobe software, students work with their own photographs in the digital realm applying what they learn to select, manipulate, display, and print their work. This course has a culminating and comprehensive portfolio website.

**850 MEDIA PRODUCTION 1** (Semester)
Unleveled  
0.5 unit  
Grades 9-12  
Media Production 1 is designed to introduce students to the Media Industry with emphasis on the fundamentals of video photography, video sequencing, audio recording, and video editing. Using state of the art professional video equipment, students explore the technical and creative art skills needed to construct a compelling visual story. This course also encourages students to look at media critically, expound on the essential 21st media literacy skills, and promote visual communication.

**851 MEDIA PRODUCTION 2**  
Unleveled  
1.0 unit  
Grades 10-12  
Prerequisite: Media Production 1  
Media Production 2 challenges students to advance their media production skills with an emphasis on improved visual storytelling, writing for video, advancing video photography, and utilizing new video editing techniques. Students explore opportunities to produce fictional and nonfictional films including broadcast journalism, short filmmaking, portfolio development, and studio production techniques.
**852 MEDIA PRODUCTION 3**
Unleveled
1.0 unit
Grades 11-12
Prerequisite: Media Production 2
Media Production 3 challenges motivated students to apply and advance their media production skills emphasizing professional and high quality video projects. Students are empowered to create meaningful and compelling video projects that are shared with the world. Topics include photojournalism, journalistic decision-making, writing powerfully, basic animation, short filmmaking, hand held video photography, music video production, portfolio development, and using video to create an experience for a viewer.

**853 MEDIA PRODUCTION 4**
Unleveled
1 unit
Grade 12
Prerequisite: Media Production 3
This course is designed for serious students who have successfully completed Media Production 1, 2, 3, and have a strong passion to further their communication education after high school. Students independently focus on improving the quality of their work while enriching and mastering new techniques. Media 4 students become leaders of the Media Production program, inspiring and leading a new generation of media students. Topics include community outreach, advanced journalism, introduction to marketing, video art, short filmmaking, public service announcements, and advanced video editing techniques. This course also promotes students to develop a strong portfolio that can be submitted to colleges.
MUSIC AND PERFORMING ARTS

The study of music compliments our instructional mission at FHS. Through the study of music, students can enrich their intellectual curiosity, nurture their creativity, and further their career pathways. A student at FHS can fulfill their music requirements by taking courses in one area or more areas of study.

913 BAND MARCHING/CONCERT
Unleveled
1 unit
Grades 9-12
This course will cover the traditional to modern repertoires of marching, concert and bands with an emphasis on skillful playing. Students will learn music theory, terminology, scales, basic arranging and the skills needed for becoming a life-long musician. Music selection will vary from year to year but each musical style will be represented yearly. Students will be encouraged and supported to audition for SEMSBA District and All-State. Students will be required to attend all football games, the Veteran's and Memorial Day parades, all school sponsored events, and formal concerts.

916 STRINGS ENSEMBLE & ORCHESTRA
Unleveled
1 unit
Grades 9-12
This course will cover the traditional to contemporary repertoire of orchestra with an emphasis on skillful ensemble playing. Students will learn music theory, terminology, scales, basic arranging and the skills needed for becoming a life-long musician. Music selection will vary from year to year but each musical era from Baroque to Modern will be represented each school year. Students will be encouraged and supported to audition for SEMSBA, District and All-State Orchestras. Attendance at performances of professional orchestras will be encouraged. Students will be encouraged and supported to audition for SEMSBA District and All State. Students will be required to participate in school sponsored events and formal concerts.

921 MIXED CHORUS
Unleveled
1 unit
Grades 9-12
This course is open to all students and covers vocal techniques, basic music skills, theory, and listening. Selections vary from year to year but will include all styles of music in unison, two, three, and four parts. One concert per semester is required.

922 CONCERT CHOIR
Unleveled
1 unit
Grades 9-12
This choir is composed of students who are recommended by the instructor. This course covers more advanced vocal techniques, sight singing, musicianship, music theory, and listening. All styles of music will be sung using up to eight parts. Selections vary from year to year and will include all styles of music. Students are required to participate in one major concert per semester as well as other scheduled performances.

936 MUSIC THEORY  (Semester)
Unleveled
0.5 unit
Grades 10-12
This course will teach students about the “DNA” of music. The course will focus basic music reading, notation, melodic dictation, rhythmic dictation, composition, harmonic analysis, music forms, and history. The course is highly recommended for students who intend to study music in college or for anyone who has wanted to just learn more about music in general.
937 POPULAR MUSIC: PAST & PRESENT (Semester)
Unleveled
0.5 unit
Grades 9-12
This course will explore the roots of popular music and learn how the classical styles influence the music of today. This course includes listening and discussion of stylistic traits of each period and composer, how traditional instruments are used in popular music and how technology affects popular music. Students will also gain the basic skills necessary to create their own music and read basic music. Highlights of the course include weekly discussions and lessons on today’s artists, exploration of music recording and mixing, and the creation of your own music.

941 INTRODUCTION TO ACTING (Semester)
Unleveled
0.5 unit
Grades 9-12
This course will address the basic fundamentals of acting. Students will learn to analyze a script, develop a character, and move effectively on a stage. In addition, students will work on the technical aspects of public speaking and theatre. The course will also ask students to critique their own work and the work of experts in the field.

938 AP MUSIC THEORY
1 unit
Grades 10-12
AP Music Theory corresponds to two semesters of a typical introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2018-2019 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.