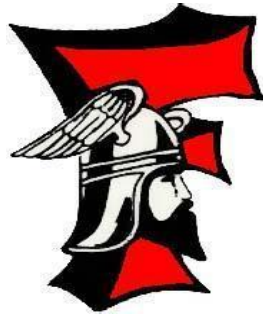


Fitchburg High School Program of Studies 2025 – 2026



Fitchburg High School prepares students for post-secondary education and trains them in an atmosphere of high expectations, strong support, and personal responsibility.

FOREWORD

On behalf of the faculty of Fitchburg High School (FHS), I am pleased to present the FHS Program of Studies for the 2025 - 2026 school year. The process that begins when one receives this document is a very important part of the education of our students, as a great deal of time and effort has gone into developing a sound academic program that attempts to meet the needs and interests of all students. Consequently, there is an expectation that students take advantage of the opportunities that Fitchburg High School offers.

As we all know, the time that a student spends at Fitchburg High School is very important, and it is important for students to make serious decisions about their academic program. There are certain goals and competencies that each student will want to fulfill, and the FHS Program of Studies will provide some of the information that each student needs to make thoughtful choices. Students should continue to challenge themselves to participate in a college experience prior to graduating from FHS by taking an Advanced Placement course or enrolling in a dual enrollment course through one of our collegiate partners, Fitchburg State University and/or Mount Wachusett Community College. This document contains information about our graduation requirements, the 5.0 GPA weighting system, the course selection and scheduling process, and brief descriptions of every course offered.

Also included are related policies, as well as sections devoted to some of the specialized services that are provided. In order to develop an appropriately challenging and relevant educational program, I advise all students to seek the advice of the adults around them, including their teachers, guidance counselors, and family. All here at FHS are ready to assist students in planning an educational experience that will serve as a foundation for current and future success. It is our collective and sincere hope that all students reach the goals, dreams and aspirations they establish.

Good luck and enjoy the remainder of the school year! If there is any way in which I can help, please let me know.

Sincerely and respectfully,

John Braga
Principal

Mission Statement

Fitchburg High School prepares students for postsecondary education and training in an atmosphere of high expectations, strong support, and personal responsibility.

Expectations for Student Learning

Academic Expectations:

Fitchburg High School students will effectively:

1. Read to comprehend and evaluate
2. Use technology
3. Write for various audiences
4. Think critically and creatively
5. Engage in research
6. Apply scientific principles and processes
7. Listen, discuss, speak, and present in formal and informal settings

Social and Civic Expectations:

Fitchburg High School students will:

1. Engage in research that fosters citizenship, public service, and community awareness
2. Demonstrate behavior that adheres to reasonable and appropriate standards of conduct
3. Show respect for individual, cultural, and racial diversity
4. Model behavior that reflects dignity and respect for fellow students, faculty, and themselves

ACCREDITATION STATEMENT

Fitchburg High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative faculty of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

209 BURLINGTON ROAD

BEDFORD, MASSACHUSETTS 01730-1433

617-271-0022

Fitchburg High School Program of Studies

2025-2026

Table of Contents

INTRODUCTION	4
INSTRUCTIONS	4
GENERAL INFORMATION FOR PARENTS	4
COURSE SELECTION AND APPROVAL	4
COURSE SELECTION/CHANGE PROCEDURE	4
GRADUATION REQUIREMENTS	5
MASSACHUSETTS STATE COLLEGE/UNIVERSITY REQUIREMENTS	8
COLLEGE AND CAREER TESTING PREPARATION	8
COURSE WEIGHT INFORMATION	10
GRADE POINT AVERAGE (GPA) SCALE	11
COURSE CHANGE POLICY	13
ADVANCED PLACEMENT PROGRAM	14
FRESHMAN TEACHING TEAMS	15
COURSE CATALOG	16
EARLY COLLEGE HIGH SCHOOL DESIGNATION AND DUAL ENROLLMENT COURSES ...	17
MVP PROGRAM	23
ENGLISH COURSES	28
MATH COURSES	36
SCIENCE AND TECHNOLOGY COURSES	44
SOCIAL STUDIES COURSES	58
WORLD LANGUAGE COURSES	71
PHYSICAL EDUCATION AND HEALTH	76
BUSINESS TECHNOLOGY COURSES	81
FINE AND PERFORMING ARTS	86
SCHOOL-BASED COUNSELING DEPARTMENT	100
ENGLISH LANGUAGE LEARNERS	101
SPECIAL EDUCATION	108
GUIDED LEARNING	111
LEARNING PERSPECTIVES	111
PATHWAYS	115
ONLINE LEARNING	117
COMPLIANCE STATEMENT	117

INTRODUCTION – This document is your guide to planning your program for next year and beyond. With the help of your guardians and our faculty, you should plan a sound educational program through your senior year based on your personal goals, needs, and interests. Fitchburg High School offers a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind at all stages of planning.

INSTRUCTIONS FOR STUDENTS– You will have access to the Program of Studies for your use in choosing courses for next year. After you have read the course descriptions contained in this handbook, report to your guidance counselor according to the schedule that will be given to you so that you may discuss your course selections. Your guidance counselor will be able to answer any questions you have concerning course requirements, availability, prerequisites, credits, etc. Your counselor will also explain to you what procedures you must follow to make your course selections. Always remember that your guidance counselors are here to help you; please do not hesitate to call upon them whenever you have questions or problems.

GENERAL INFORMATION FOR GUARDIANS– The program of studies document is an important source of valuable information for you and your child. It lists and describes course offerings in each academic department. Requirements are emphasized as well as prerequisites for each course. Selections should be made based on the individual needs and goals of each student. Each subject offers specific opportunities for educational growth. We encourage students to make their course selections based upon their abilities, interests, and aptitudes with the firm determination to secure a well-balanced high school education.

COURSE SELECTION AND APPROVAL– Selection of courses is made through a program of counseling with guidance counselors as well as recommendations of teachers in each individual subject area. Past and current class achievement, aptitude and achievement (as measured on standardized tests), and student interest are all factors that will help students choose appropriate courses. All students have equal opportunity to select any courses offered by Fitchburg High School. However, certain courses termed as advanced or honors do carry understandable prerequisites. In certain instances, Advanced Placement courses require the additional review of the department. All students will select the equivalent of seven credits a year.

COURSE SELECTION/CHANGE PROCEDURE– The Fitchburg High School curriculum allows for structure, flexibility, and diversity of choice. Students are encouraged to develop a sound educational program that will maximize their intellectual growth and meet their personal and career goals. Careful thought must be given to course selections to reduce the need for schedule changes. Teachers, counselors, and administrators will assist in advising students on the best program to meet student needs. as a student's schedule represents a commitment to courses they have selected. In the event an adjustment to a student's schedule is necessary there will be a collaboration among student, teacher, counselor and parent and must ultimately be approved by an administrator. The process for making schedule changes will only be honored before the course has started or two weeks after the start of the quarter.

Fitchburg High School's Graduation Requirements

English	Successfully complete and earn credits for English 9, English 10, English 11, and English 12 or its equivalent, as determined by the Principal.
Math	Successfully complete and earn credits for Algebra I, Geometry, Algebra II (or its equivalent as determined by the Principal) or higher. Must be enrolled in and pass a math course each year while enrolled at FHS.
Social Studies	Successfully complete and earn credits in World Studies, US History I, US History II, and Action Civics or its equivalent as determined by the Principal.
Science	Successfully complete and earn credits in four science courses which must include Biology, one additional life science course, as well as two physical sciences (or its equivalent as determined by the Principal).
World Languages	Successfully complete and earn credits in two units of the same World Language unless waived by the Principal.
Physical Education and Health	Successfully complete and earn credits in four units of physical education and/or health or its equivalent as determined by the principal. Waivers may be granted based on specific criteria.

Students must take courses in the following content areas and earn a total of *24 credits* (or its equivalent) and successfully complete the MCAS Competency Determination (CD) <https://www.doe.mass.edu/mcas/>) requirements defined by the Massachusetts Department of Elementary and Secondary Education.

Massachusetts Core Curriculum - One of Fitchburg High School's goals is to "prepare all students for success in college and career." Completing the Mass Core Curriculum requirements is one way to do so.

The Mass Core Curriculum is as follows:

English: 4 courses; History: 3 courses including US History and World History; Mathematics: 4 courses with at least Algebra II and Math in senior year; Science/Technology: 3 courses of lab science; Foreign Language: 2 courses in a single language; Physical Education/Health: 4 courses (unless waiver granted); Other: 6 credits of electives (1 semester = 0.5 credit, Full Year = 1 credit)

The following credits must be earned:

To be a Sophomore	6
To be a Junior	12
To be a Senior	18
To be a Graduate	24

Courses Taken Outside of Fitchburg High School- There are some instances when students may be granted credit for learning experiences outside the district, from an accredited institution, or by individuals not employed by the school district, provided the learning experiences are within the procedures established by the District, which includes meeting Massachusetts Department of Elementary and Secondary Education Essential Learning Requirements and alignment with District curriculum. Prior approval for credit must be obtained prior to enrollment and/or participation in the outside learning experience in order to be eligible for consideration of high school credit on Fitchburg High School's transcript.

Students must complete, submit and have the learning experience proposal approved by the principal. Information can be obtained from your guidance counselor and the Assistant Principal for Freshmen Transition and Curriculum. For the proposal to be approved, the student must have been and continue to be fully scheduled at Fitchburg High School, taking the maximum credits offered during the regular school day. Students may not drop a course and/or shorten their schedule in order to have a learning experience outside the regular program. No more than one course in each of the eight Mass Core recommended graduation requirement areas in a student's high school career may be applied to a Fitchburg High School transcript.

Waiving a Course - Students may have courses waived if they meet certain criteria. In order to apply for a course waiver, students complete and submit to the counselor the Waiver of a Course Requirement form. The counselor will document that he/she has seen the form and supporting documents and write comments/insights to be considered in the decision and then forward the form to the principal. The principal will review the form and may add additional comments/insights. The principal or designee will either grant approval for the course waiver requirement or deny the request, citing reasons for the denial. The completed form will then be sent to the student's counselor for review of the results with the student.

FITCHBURG HIGH SCHOOL GUIDANCE DEPARTMENT FOUR YEAR CURRICULUM PLAN OF STUDIES

The Fitchburg High School Guidance Counselor Department is dedicated to championing the needs of each student and implementing a comprehensive guidance initiative. The program strives to assist all students in acquiring the knowledge and skills necessary to transition into college and career pathways successfully. School counselors administer a curriculum to facilitate this transition, meeting with students to discuss their academic strengths, interests, and aspirations.

Guidance departments are crucial in guiding students through the College and Career process. Utilizing Naviance, a student-centered, multi-year planning tool, students have ongoing opportunities to plan for their academic, personal/social, and career success. This program guides students through applications, offering support for researching colleges, preparing application materials, and understanding admission requirements.

Guidance supports additional information about career pathways, workshops, and information sessions to aid and highlight scholarship opportunities. By integrating these strategies, a high school guidance department can effectively navigate students through the intricate college and career planning process, empowering them to make well-informed decisions about their future paths.



MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
World Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of World Language and Art and still fulfill MassCore.

*** districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for World language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

MASSACHUSETTS STATE COLLEGES AND UNIVERSITY REQUIREMENTS

The Massachusetts Board of Regents has adopted the following criteria in order for a student to apply to any of the four (4) year colleges and universities.

1. All students must have completed 16 college preparatory units. A college preparatory unit is granted when you successfully complete any college preparatory course.
2. You must have completed the following course work:
 - English (4 Units): Course emphasizing reading, writing, composition, and literature. Students must be able to comprehend and communicate ideas.
 - Mathematics (4 Units): Algebra 1 and 2, Geometry, Trigonometry, and Mathematical Analysis. A fourth-year of Math is recommended for students interested in college physics or engineering. (4 courses required at Fitchburg High School)
 - Natural and Physical Sciences (3 Units): College preparatory science (with lab) such as Biology, Chemistry, and/or Physics.
 - Social Science (2 Units): Includes one year of US History and Government. These courses are essential for students to become effective citizens in a democratic society. (4 courses required at Fitchburg High School)
 - Foreign Language (2 Units): Two years of a single foreign language is a minimum. Three years are recommended. (Waiver may be allowed)
 - Electives (3 Units): Students must choose from specified groups; English, Math, Computer Science, Natural and Physical Science, Foreign Language, the Visual and Performing Arts, and the Humanities – that expand their educational experience.
 - Students must pass Massachusetts Comprehensive Assessment System (MCAS)
 - Chapter 766: Students who fall under this program, please consult your Guidance Counselor.
 - Selective State Colleges and Universities: Additional courses may be required. Please consult your Guidance Counselor.
 - SAT and ACT Scores: Please check with your Guidance Counselor for guidelines.

College and Career Readiness Testing and Preparation Information

The PSAT: The Preliminary Scholastic Aptitude Test (PSAT) provides students an opportunity to take a practice test that is very much like the SAT. All ninth, tenth and eleventh graders are given the opportunity to take PSAT in October. For juniors, the PSAT is the National Merit Scholarship qualifying test (NMQT). Juniors who perform exceptionally well on the test may be eligible for National Merit Scholarships.

The ACT: The ACT is a three-hour multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The optional writing test measures skill in planning and writing a short essay. Each sub-test yields a score of 1–36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1–36.

The SAT: The SAT (Reasoning Test) has been recently redesigned. It consists of assessments in critical reading, writing, and mathematical abilities administered by the College Board. Students will receive scores on a 200–800 scale. Check the College Board website for updates on how the SAT has been redesigned – <https://collegereadiness.collegeboard.org/sat/inside-the-test>

Subject (Content-based) Tests: The SAT Subject Tests are one-hour, primarily multiple-choice tests that measure students’ knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Some colleges and universities require that students take one or more of these tests as part of the admissions process or for placement purposes in college courses. Students should consult the admissions office of the schools they are considering to determine if SAT Subject Tests are required. Students should take SAT Subject Tests at the end of corresponding high school courses. For example, a student who completes chemistry at the end of the junior year is encouraged to take the SAT Chemistry test in June following the junior year.

Advanced Placement (AP) Exams: AP exams give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline equivalent to a college course. AP exams are given in May at the high schools. Policies for granting college credit based on performance on an AP test vary from college to college. Students should consult college admissions offices to determine individual institution policies.

Seal of Biliteracy: The Seal of Biliteracy (SoBL) is an award that recognizes students who have achieved proficiency in English as well as one or more additional languages, whether it be a native language, a heritage language, or an additional language learned in school or in another setting. It is a statement of accomplishment that helps to signal evidence of a student’s readiness for career and college and to engage as a global citizen. The [Massachusetts State Seal of Biliteracy](#) was established under the LOOK Act of 2017 and can be awarded to any student who earns the qualification. See [DESE Seal of Biliteracy webpage](#) for criteria and regulations.

Accuplacer: Accuplacer is a placement test developed by the College Board that is used by colleges, universities, and technical schools as an aid to determine the course placement of incoming college students. The test is customized for each educational institution and is administered by each institution itself. The test helps determine if an incoming student should be placed in freshman courses or if that student needs any developmental courses or help prior to enrolling in regular, freshman courses.

ASVAB: The ASVAB is a multiple–aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually at FHS. See the Assessment Specialist for more details and information.

TOEFL: The TOEFL test (Test of English as a Foreign Language™) is a test that measures the ability of non–native English speakers to use and understand the English language as it is read, written, heard, and spoken in the university classroom.

Advisory–Teachers and administrators at Fitchburg High School believe that improving students’

relationships with teachers has important, positive, and long-lasting implications for students' academic and social development. Thus, in order to foster positive teacher-student relationships and to draw students into the learning process, students are required to attend Advisory. Advisory is designed for students to build community, create a sense of belonging, learn helpful life skills, receive academic advising and coaching, and build relationships with a supportive adult in the school. Students will remain with their advisors during their four years at Fitchburg High School as their advisors monitor students' academics, behavior, and overall well-being.

NCAA Athletic Eligibility- The NCAA requires that all student-athletes planning on playing at a Division I or Division II level must register with the eligibility center. The eligibility center will review a student athlete's academics and amateur status in order to verify that they are eligible to participate in athletics at Division I and Division II institutions. Division III colleges do not use the NCAA Eligibility Clearinghouse and have their own policies on admission, financial aid, practice, and competition. Student-athletes are advised to begin the process at the end of their junior year. Eligibility is based on all four years of your high school career. Additional information can be obtained from the NCAA website or from the Athletic Director's Office. www.ncaa.org

Course Weight Description

The educational program at Fitchburg High School is based upon our fundamental belief that students are lifelong learners and that Fitchburg High School has a responsibility to provide its students with a diverse set of learning opportunities. All courses offered at Fitchburg High School are considered college-preparatory in nature. They are differentiated by the degree of difficulty, the intensity of study, and the pace at which the material is presented; therefore, course levels have been designed to provide the maximum intellectual challenge to each student, and students should make decisions about their future courses based on their past academic performance, as well as departmental recommendations, and the advice of their teachers, guidance counselor, and parent(s)/guardian(s). Placement assumes that ability will allow for success, but student effort is required, and it is expected that a student earning low grades will commit to improvement by working with his/her teacher before or after school. Low grades are not sufficient grounds for a course or level change. Please read the headings and narratives for each course carefully; they will allude to the rigor and academic expectations. It is also essential that students converse with the adults in their lives, learn as much as they can about each course, and then make careful and thoughtful decisions about choosing the appropriate level during the course selection process.

It should also be noted that while colleges and universities look favorably upon students who challenge themselves with a rigorous course load, they also look very favorably upon students who lead well-balanced lives and attain good grades – meaning, students who manage their time well, don't overextend themselves, and strive to always perform at a high level. Consequently, any student who signs up for AP or Honors courses must be prepared to balance his/her personal interests (i.e. family, sports, activities) with the extra time and effort that it may take to be academically successful, especially if he/she is heavily involved outside of the classroom, or prior educational experiences and testing (MCAS, PSAT, SAT, ACT) indicate that attaining good grades may be difficult.

Grade Point Average (GPA) Scale - The top chart is the GPA Scale for the Classes of '25, '26, & '27. The bottom chart is the GPA Scale for the Class of '28 and beyond:

Letter Grade	Number Grade Equivalent	Unweighted GPA	Weighted GPA Standard/TI/SPED	Weighted GPA CP	Weighted GPA CPA	Weighted GPA Honors	Weighted GPA Dual Enrl (College)	Weighted GPA AP
A+	97-100	4.3	3.7	4.3	4.8	5.0	5.0	5.3
A	93-96	4.0	3.4	4.0	4.5	4.7	4.7	5.0
A-	90-92	3.7	3.1	3.7	4.2	4.4	4.4	4.7
B+	87-89	3.4	2.8	3.4	3.9	4.1	4.1	4.4
B	83-86	3.1	2.5	3.1	3.6	3.8	3.8	4.1
B-	80-82	2.8	2.2	2.8	3.3	3.5	3.5	3.8
C+	77-79	2.5	1.9	2.5	3.0	3.2	3.2	3.5
C	73-76	2.2	1.6	2.2	2.7	2.9	2.9	3.2
C-	70-72	1.9	1.3	1.9	2.3	2.6	2.6	2.9
D+	67-69	1.6	1.0	1.6	2.0	2.3	2.3	2.6
D	63-66	1.3	0.7	1.3	1.7	2.0	2.0	2.3
D-	60-62	1.0	0.4	1.0	1.4	1.7	1.7	2.0
F	50-59	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Letter Grade	Number Grade Equivalent	Unweighted GPA	Weighted GPA Honors (+0.5)	Weighted GPA AP/DE (+1.0)
A+	97-100	4.3	4.8	5.3
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	63-66	1.0	1.5	2.0
D-	60-62	0.7	1.2	1.7
F	50-59	0.0	0.0	0.0

Standard Weight (ST)- These courses are not weighted. These courses are broad surveys or an introduction to a discipline.

College Preparatory (CP) - The College Prep (CP) course is designed to provide a maximum amount of support services for students who are approaching grade-level work. The College Prep curriculum is geared towards preparing students for college and career readiness training beyond high school through a high expectation/high support approach, using numerous interventions and safety nets, including reteaching strategies, formative assessments, and additional coursework where and when appropriate.

College Preparatory Accelerated (CPA) – The College Prep Accelerated (CPA) course is designed to challenge college-bound students whose prior standardized assessment scores and course grades indicate student performance at grade level. The College Prep Accelerated curriculum will provide students with independent learning activities that require increased responsibilities in the amount of reading, writing, presentation, and homework. Students will be expected to multi-task, handling multiple assignments simultaneously.

Honors (H) – The Honors course is designed to challenge college-bound students whose prior standardized assessments scores and course grades indicate student performance and capabilities beyond grade level. The Honors curriculum will provide students with regular opportunities to analyze, evaluate, and create in a variety of instructional settings. Students will be expected to handle a challenging instructional workload that will require substantial amounts of independent study, including reading, writing, research, presentation, and homework. Students will be expected to multi-task while engaging in higher-order thinking skills.

Pre-Advanced Placement (Pre-AP) – Fitchburg High School strongly believes that all students should have access to preparation for AP and other challenging courses and that Pre-AP teaching strategies should be reflected in all courses taken by students prior to their enrollment in AP. Fitchburg High School offers courses in the subject areas that prepare students for the full diversity of AP and college. The first expectation is that all students can perform well at rigorous academic levels. This expectation will be reflected in the curriculum and instruction, students will be consistently challenged to expand their knowledge and skills to the next level. Fitchburg High School's Pre-AP program is a powerful opportunity to help students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Advanced Placement (AP) – The Advanced Placement (AP) offerings are designed to expose college-bound students to the academic rigor, expectations, and responsibilities of college-level material. The Advanced Placement curriculum is established by the College Board, a global organization that audits all high school AP course offerings. The AP curriculum will assume students to be independent learners who can balance a large volume of reading, writing, and research assignments. Students choosing an AP offering will be required to take the AP Exam for that subject area. In the event a student does not take the respective AP Exam for any given subject area, their high school transcript will be adjusted to reflect enrollment in a CPA-level course.

Dual Enrollment (DE) – The Massachusetts State Department of Education makes available to eligible juniors and seniors a program of enrollment in-state colleges and universities, which allows students to earn credits for both high school and college graduation. Students are eligible if they meet the following criteria:

- o In the 11th or 12th grade
- o Meet the GPA requirement (3.0 for FSU) (2.5 for MWCC) on a 4.0 scale
- o Have exhausted the high school curriculum in the discipline of interest
- o Have a recommendation by their high school principal, teacher or guidance counselor

- o Have written approval from parent/guardian

Students will need to complete a written request for consideration and a parent meeting with their senior guidance counselor to finalize the process. Courses are offered to qualified high school students at a reduced rate. The Fitchburg Public School system does not fund college education costs. Students must pay the tuition to attend the courses. College credits earned through the Dual Enrollment Program may or may not be accepted by the college/university a student ultimately attends. Each college/university will make that decision. Eligible students should meet with their counselor during the spring of the year prior to considering this option for the next academic year.

Independent Study– Independent study allows highly able and highly motivated students to explore an area of intense interest that is not offered in the high school program of study. Independent study, including research, self-directed courses, internships, and volunteer or paid work experience, may be approved for high school credit by the high school principal under conditions specified in advance. In general, independent study is comparable to the scope of a correspondence course and meets the standard 140 clock hours of instruction. Students may apply for an Independent Study by completing the application process available through the Guidance Department.

Course Change Policy– The master schedule is developed with an appropriate number of course sections to successfully meet the needs of our students. It is the view of Fitchburg High School that part of a student’s education involves learning to adjust to a variety of personalities, instructional styles, class management techniques, and course assignments. For full-year or semester courses, changes must be made by the end of the first week in each quarter. All changes must be made through the guidance counselor.

An exception to the above-mentioned policy would be changed to course levels. An example would be moving from Honors English to CPA English. This process may be initiated by a parent, student or teacher. Change of Course Form must be secured by the student’s guidance counselor. The completion of this form, to include a statement of the reason for change along with the signatures of the parent/guardian, guidance counselor, classroom teacher, and student administrator approving the change, is required to make any adjustments. If there is no consensus, a meeting involving these parties will be initiated by the guidance counselor. If no agreement is attained, the parent may request, in writing a review by the designated school administrator. If the request for a change is approved a (WP) Withdrawn–Passing or (WF) Withdrawn–Failing will appear on the transcript. Whatever grades the student has achieved will be transferred to the new class.

Changing a teacher, while keeping the same course is discouraged. Parents are required to discuss classroom conflicts or issues with that teacher and, if needed, the student’s administrator. If unsatisfied, a parent can make a request for teacher change through the Principal. This request must be in writing, and detail the specific concern initiating the change. The Principal will not review a request not submitted, with details, in writing. Like above, all grades from dropped

courses will transfer to the new class. No course change will be made with three weeks or less remaining in the term. If due to unusual circumstances such a change is made, a grade for the dropped course will appear as part of the transcript. Generally, only students who are failing and have teacher confirmation that they cannot recover will be allowed to make a change.



FHS has earned the College Board's AP Honor Roll in 2014, 2015, and 2016, as well as the College Board's Gaston Caperton Honor Roll in 2014-2015. We are one of only three schools in the nation to accomplish this due to our extensive AP offerings which are open to all students. In addition, FHS is approved by the College Board to offer the following AP experiences:

- AP African American Studies (Currently Offered)
- AP Biology w/Lab (Currently Offered)
- AP Calculus AB/BC (Currently Offered)
- AP Capstone Research (Currently Offered)
- AP Capstone Seminar (Currently Offered)
- AP Chemistry w/Lab (Currently Offered)
- AP Comparative Government (Currently Offered)
- AP Computer Science Principles (Currently Offered)
- AP English Language and Composition (Currently Offered)
- AP English Literature and Composition (Currently Offered)
- AP Environmental Science w/Lab (Currently Offered)
- AP European History
- AP French Language and Culture (Currently Offered)
- AP Music Theory (Currently Offered)
- AP Physics 1 (Currently Offered)
- AP Physics C (Currently Offered)
- AP Psychology (Currently Offered)
- AP Spanish Language and Culture (Currently Offered)
- AP Spanish Literature (Currently Offered)
- AP Statistics (Currently Offered)
- AP Studio Art 2D (Currently Offered)
- AP United States History (Currently Offered)
- AP US Government and Politics (Currently Offered)
- AP World History

Library/Media Center:

The Library Media Center is the hub of learning at Fitchburg High School. The collection supports the curriculum and inspires scholarship. Students use the space individually and with classes to gather resources, to work collaboratively, or to study. Those interested in design and creativity can

Fitchburg High School Program of Studies

2025-2026

make use of the 3D printer with guidance from the librarian. Resources available include online databases, pathfinders, web resources, books, newspapers, magazines, and journals. Materials circulate for three weeks and may be renewed. No late fees are charged, but lost books must be paid for. Independent studies are available for those interested in writing, reading, or research. Projects vary from blog posting book reviews to creating bulletin boards and providing readers' advisory services.

Freshman Teaching Teams

Fitchburg High School has a well-deserved reputation for academic excellence. However, the teachers, counselors, and administrators were not satisfied with our 9th-grade retention rate. Students could easily fall between the cracks when his/her stakeholders were not communicating regularly about the student's progress. A core group of teachers and counselors spent the 2011-12 school year researching both our needs and various transition programs around the state. It was determined that the teaming concept used widely at the middle school level had merit on many levels and was the most practical way to address many of our transition needs. Using the teaming model, the Freshmen Academy was implemented during the 2012-13 academic year. In 2013-2014 it was renamed as School-Within-A-School or SWS.

School-Within-A-School (SWS): The SWS is a comprehensive freshman transition program for selected 9th graders. The goal of the team is to provide strong social and academic support to change student attitudes and beliefs about themselves that limit their potential and that stand in the way of success. The Team comprises core content teachers (English, math, history, and science), and students will also have electives teachers. The SWS team utilizes a common, student-centered planning time to problem-solve, plan, and meet with families. Transition skills and strategies are taught in all teamed classes and students, along with college and career guidance counselors. The team's shared vision is to turn the ninth-grade year into a successful transition year.

Honors Academy (HA) : Fitchburg High School is proud of its innovative freshmen honors program named the Honors Academy for exceptional incoming grade 9 students. The mission of the Honors Academy is to provide exceptional students with an opportunity to participate in a sequence of sophisticated courses at an accelerated pace throughout their time at Fitchburg High School. These students will be expected to pursue personal excellence in academics and behavior and to cultivate leadership skills through a series of required community-based service activities. To align with FHS' Advanced Placement initiative, there is a focus on mathematics, science, and English. Scholars accepted into the honors program participate in an intensive, technologically rich learning experience aimed at rigorous, integrated academic preparation for selective and competitive post-secondary education. Graduates of the program will have completed at least one Advanced Placement course in each of the following content areas: science, mathematics, English, and social studies. A placement exam (mathematics and English) is required for acceptance into this program. Additionally, a letter of character reference from either a teaching faculty member or a community member will be required by March 24th.

COURSE CATALOG

How to use the Course Catalog – Fitchburg High School Course Catalog provides basic information to help the student select courses at Fitchburg High School and contains information essential to planning a high school program. Each student is given a copy prior to his or her ninth-grade year. Additional copies can be checked out for short-term use through the Guidance Office.

Fitchburg High School students will have access to the “Course Catalog” in the spring, prior to registration for the following year. Be sure to use this resource when completing course selections for the following year.

1. *Standard Course Title* (English 9 CP) – An abbreviated form of this title will appear on the student schedule.
2. *Course Number* (01001) – This is the course number that appears on the transcript and class schedule.
3. *Level* – St. Standard; CP-College Prep; CPA-College Prep Advanced; H-Honors; PreAP-Pre-Advanced Placement; AP-Advanced Placement; DE-Dual Enrollment
4. *Length/Credit* (Semester/0.5; Year Long/1.0) – Indicates the length of the course and credit that can be received.
5. *Meets Graduation Requirements in* (English or Elective) – Indicates the specific graduation requirement to which course credit will be applied.
6. *Course Description* – Gives a brief description of the course content.
7. *FHS School Wide Academic Expectation* – listing of academic expectations that course addresses/supports.
8. *Recommendations/Prerequisites* (None) – Conditions that must be met, or courses that must be completed before a student can register for the course.

EARLY COLLEGE HIGH SCHOOL PROGRAM AND OFFERINGS

Through our strong partnerships with Fitchburg State University and Mount Wachusett Community College, Fitchburg High School is very excited to be among a select number of high schools in Massachusetts to earn the Early College High School (ECHS) designation. ECHS programs enable high school students to earn at least 12 college credits on an intentional pathway in a rigorous, highly supportive environment as part of a holistic model to ensure student success and seamless progression to higher education. This model is the future of integration and alignment of high schools with college. We are proud to offer five distinct pathways: Education, Criminal Justice, Health Careers, Business, and Liberal Arts. The courses will be run based on enrollment totals and availability of college staff.

Dual Enrollment Course	ECHS Pathway	Higher Education Partner
MAT 162. College Algebra (Spring)	Business/Education/Health Career/Liberal Arts	Mount Wachusett Community College
EDUC 1005. Developing Culturally Proficient Educators (Fall)	Education	Fitchburg State University
SPED 1001. Introduction to Special Education (Spring)	Education	Fitchburg State University
ENGL 101. College Writing I (Fall)	Business/Education/Health Care/Liberal Arts	Mount Wachusett Community College
ENGL 102. College Writing II (Spring)	Business/Education/Health Career/Liberal Arts	Mount Wachusett Community College
PSY 105. Introductory Psychology (Fall)	Education/Health Career/Liberal Arts	Mount Wachusett Community College
PSY 110 Human Growth and Development (Spring)	Education/Health Career/Liberal Arts	Mount Wachusett Community College
SOC 101. Introduction to Sociology (Spring)	Education/Health Career/Liberal Arts	Mount Wachusett Community College
HIST 1500. United States History 2 (Fall)	Business/Education/Health Career/Liberal Arts	Fitchburg State University
HIST 1400. United States History I (Spring)	Business/Education/Health Career/Liberal Arts	Fitchburg State University
CJU 131. Introduction to Criminal Justice (Fall)	Criminal Justice	Mount Wachusett Community College
CJU 133. Criminal Law (Spring)	Criminal Justice	Mount Wachusett Community College
BSAD. 2040 Fundamentals of Marketing (Fall)	Business	Fitchburg State University
BSAD 2030. Principles of Business Management (Spring)	Business	Fitchburg State University

Course Title	Course#	Level	Length	Credit
DE College Algebra	02109 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course is a functional approach to algebra, encompassing the study of equations, inequalities, systems of equations, functions, and their graphs. The linear, quadratic, piecewise defined, rational, polynomial, exponential, and logarithmic functions are defined, graphed, and evaluated. The functions will be used as the basis for mathematical models to solve applications that reflect realistic systems. 3 credits at MWCC. <i>Prerequisite: MAT 126, MAT 143 or higher; or placement</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
DE Criminal Law	15057 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course studies the nature, aims, purposes, and principles of criminal law, including both the general and specific parts of the law of crimes. Emphasis is placed on critical analysis of specific elements, rules, doctrines, and defenses. Students actively participate by applying knowledge of laws and doctrines to actual cases through written and oral exercises including multiple case briefs. 3 credits at MWCC. <i>Prerequisites: ENG 098, FYE 101, RDG 098, or placement.</i>			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
DE Developing Culturally Proficient Educators	19151 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	The course provides teacher candidates opportunities to develop an understanding and appreciation of multicultural perspectives and opportunities to develop skills to effectively work cross-culturally with peers, co-workers, students, and parents/guardians. The course develops teacher candidates' skills in critical thinking, active reading, effective communication, and the identification and refinement of cultural proficiency. Candidates become engaged thinkers, learners, and			

	contributing members of the classroom while developing culturally responsive teaching skills to effectively meet the needs of all learners in diverse environments.
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7	

Course Title	Course#	Level	Length	Credit
DE English 101/102	01102 DE & 01103 DE	DE	(2) Semester classes	0.5 per semester
Meets Graduation Requirement in: <i>English 12</i>	ENG101: Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged. ENG102: Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately. 6 credits at MWCC (3 credits per class) <i>Prerequisites: ENG 098, RDG 098, FYE 101, or placement. ENG102 has a prerequisite of ENG101.</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
DE Fundamentals of Marketing	12001 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course discusses the role of marketing in our economic and social structure. It includes the planning, distribution, pricing and promotion of goods and services to consumer and			

	industrial markets in the context of internal activities of the firm and environmental forces.
<i>FHS School Wide Academic Expectations:</i>	

Course Title	Course#	Level	Length	Credit
DE Human Growth & Development	14251 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course focuses on lifespan development through an examination of the biological, cognitive, and social domains and their interdependence. Students will study developmental changes from conception to late adulthood and will gain an understanding of how current research theories of human development translate into practice. 3 credits at MWCC. <i>Prerequisite: PSY 105.</i>			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
DE Intro to Criminal Justice	15051	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students survey the criminal justice system in the United States including its main components: law enforcement, courts, and corrections. Special emphasis is placed on the sequence of events and decision points within the system, as well as historical and societal influences, and students will utilize various assigned sources to prepare incident and police reports. The functions of federal, state, county, and local agencies are examined. A brief overview of the juvenile system is included. 3 credits at MWCC. <i>Prerequisites: ENG 098, FYE 101, RDG 098, or placement.</i>			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
DE Introduction to Management	12099-01	DE	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	The purpose of this course is to introduce the study of basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading and controlling business enterprises. The student will develop a foundational understanding of modern principles of management. We will view national and multinational businesses to review what works in both business and management and gain an appreciation for, and insight into, the ways leaders manage change. Upon completion, the student should be able to explain how to make good decisions, how to motivate and lead others, how to communicate effectively while recognizing the significance of strategy and its influence on the manager.
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
DE Intro to Psychology	04254 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course is a comprehensive overview of the scientific study of behavior and mental processes. It will familiarize students with the scientific methods used in the field of psychology. It will also introduce various topics within the field, such as consciousness, motivation, learning, memory, cognition, development, personality, psychological disorders and their treatments, social psychology, and the biological bases of behavior.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
DE Intro to Sociology	04258 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students are introduced to the scientific study of society through the consideration of basic sociological concepts and theories. Some of the concepts covered will include culture, gender, class race, politics, deviance, crime, education, family and mass media. Students will gain an understanding of sociological perspectives and gain tools to comprehend the connection between their own lives and the broader social world around them. <i>Prerequisites: ENG100, RDG100 or placement. Fall and spring.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
--------------	---------	-------	--------	--------

DE Introduction to Special Education	19153 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course provides an overview of the terminology, strategies, and issues commonly encountered when addressing the needs of exceptional individuals. The course begins with an introduction to the history of special education and important legislation, followed by discussion of individual areas of exceptionality within a social systems perspective. Emphasis will be placed on etiology, identification, assessment, treatment, and social issues and concerns. Class sessions will include lecture, large and small group discussion, demonstrations, instructional media clips, and independent written reflection on course content.			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
DE US History I	04102 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Social Studies</i>	The course is a survey of United States History beginning with colonial times and continuing through the era of Reconstruction following the Civil War. Students that successfully complete this course receive 3 credits at FSU. *This course is for 10th graders only.			
<i>FHS School Wide Academic Expectations:</i> 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
DE US History II	04101-DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Social Studies</i>	After the Civil War, the American Nation united once and for all and moved forward with remarkable progress. The physical energy of the American people created incredible material development and the nation became a leader in world affairs. The country faced political conflict with a growing demand for civil rights and the franchise. Rapid industrial growth alongside cultural divide and poverty bred political corruption and greed. Reform challenged the role of the federal government with questions that are still unanswered today. Expansion and ideological conflict abroad guided foreign affairs throughout the 20th century. The challenges, dilemmas, and the political forces that molded the nation shape the course.			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

MVP PROGRAM AND OFFERINGS

Through a partnership with Montachusett Regional Vocational Technical School, FHS is offering the MVP program for students to get Electrical and Carpentry experience and credit at Montachusett Tech while earning academic credits at FHS. This is a 2-Year commitment for juniors through their senior year.

Course Title	Course#	Level	Length	Credit
English 11 MVP	01003-MVP	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This course prepares the student for success in advanced study and for college entrance examinations. The class reviews grammar, mechanics, vocabulary, and usage. Students will express themselves through various forms of creative and critical writing. Students are expected to evaluate responses to reading assignments as well as to create pieces of writing on a variety of topics. This course is designed to emphasize the development of skills necessary to progress in the discipline.			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Algebra II MVP	02056-MVP	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	Topics covered in this course include polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, inferences and conclusions from data. <i>Prerequisite: Successful completion of Algebra 1. Acceptance into the MVP Program.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, and 7</i>				

Course Title	Course#	Level	Length	Credit
Physics w/Lab MVP	03151-MVP	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i>	Through the use of problem solving, modeling and laboratory investigation, students become familiar with the fundamental theories and laws, which govern man's physical environment. This course requires extensive hands-on laboratory work, effective communication skills and development of key science practices. Emphasis is placed on an in depth study of mechanics followed by investigations of wave theory, sound, light, electricity and magnetism.			

FHS School Wide Academic Expectations: 1, 2, 4, 5 and 6

Course Title	Course#	Level	Length	Credit
U.S. History II MVP	04103-MVP	CPA	Full Year	0.5
Meets Graduation Requirement in: <i>Social Studies</i>	In this course, students will engage in an inquiry-based study of topics and themes in U.S. history from approximately 1920 until the present. These topics and themes include Post World War I America and the Red Scare, The Roaring Twenties and Depressing Thirties, Challenging Traditional Ways During the 1920s and 1930s, American Foreign Policy During the Interwar Years (1919-1939), The United States During World War II, American Foreign Policy During the Cold War, The Cold War at Home, The Booming 1950s?, The Turbulent 1960s and Civil Rights Movements, The 1970s and 1980s - Back to Law and Order?, and Contemporary American History (1990-Present). This full year course meets a graduation requirement for U.S. History.			

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
English 12 MVP	01004-MVP	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This course continues to prepare the student for success in advanced study. Reading selections are chosen to develop powers of comprehension and critical analysis and serve as the stimuli for the class discussion, individual and group reports, research, and a variety of writing activities. This course is designed to emphasize the development of skills necessary to progress in the discipline. <i>Prerequisite: Successful completion of English 11, and/or teacher recommendation.</i>			

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
Quantitative Reasoning MVP	02148-MVP	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course builds on what was learned in geometry and algebra 2. It will prepare students for the math they will encounter in future courses, careers, and daily life. Mathematical concepts are presented using real-world context and applications in order for students to develop the skills needed to think critically about quantitative issues in contemporary society.			

	<i>Prerequisite: Completion of Grade 11 and acceptance in the MVP program.</i>
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, and 7</i>	

Course Title	Course#	Level	Length	Credit
Personal Finance MVP	22210-MVP	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course is designed to provide students with the knowledge and skills to make informed decisions about real world financial issues. Topics include budgeting, savings, investing, credit, debt, financial responsibility, insurance, income and taxes. <i>Prerequisite: Completion of Grade 11 MVP</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 7</i>				

Course Title	Course#	Level	Length	Credit
Engineering for the Future MVP	03204-MVP	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i>	A yearlong course that engages students through hands-on design challenges that reflect today’s pressing engineering problems. Engineering the Future provides students with a foundation in physics and math while preparing them for applications in the carpentry and electrical fields. This course was developed by the Boston Museum of Science. Mapping directly to Massachusetts and national standards, this course will help students understand engineering concepts through laboratory work, technology integration and textbook instruction. Students will have the opportunity to use critical thinking and effective communication by apply Acquired math and science skills, practices and concepts to inventive and analytical problem solving.			
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6, and 7</i>				

Course Title	Course#	Level	Length	Credit
Action Civics and Financial Literacy MVP	04151-MVP	CPA	Full Year	0.5
Meets Graduation Requirement in:	In this course students will engage in a study of financial literacy and civic engagement. Students will participate in an action civics project to meet			

<i>Social Studies</i>	the requirements set for by the Massachusetts Department of Elementary and Secondary Education. This project is designed as a student-centered, inquiry-based project during which students will apply their knowledge of basic principles of American government - especially at the local and state level - to identify a community issue of interest, conduct research about that issue to investigate root causes, engage key influencers and decision makers in government and the community, and develop an action plan to raise awareness and affect systemic change.
<i>FHS School Wide Academic Expectations:</i>	

Course Title	Course#	Level	Length	Credit
Electrical I MVP	17101	CPA	Full Year	3.5
Meets Graduation Requirement in: <i>Elective</i>	Topics include shop safety, fire prevention, tool identification, splicing, Romex wiring of various circuits, electron theory, series/parallel circuits, Ohms Law, magnetism, circuitry, and the Massachusetts Electrical Code. Shop experiences include various wiring methods, house wiring, meters and testers, ladder work, Massachusetts Electrical Code, various light fixtures, introduction to low voltage wiring, hardware identification and conduit bending.			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Electrical II MVP	17102	CPA	Full Year	3.5
Meets Graduation Requirement in: <i>Elective</i>	Shop experiences include safety, lighting, heating systems, motors and controllers, transformers, various control circuits, troubleshooting and voltage testing, various wiring projects within the District and the Massachusetts Electrical Code, data, communication, CAVTV systems, lockout/tagout and more. The course includes Introduction to NFPA 70E. OSHA Construction regulations and job hazard analysis forms.			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
House Carpentry I MVP	17003	CPA	Full Year	3.5
Meets Graduation Requirement in:	Students will complete all safety training associated with the tools, machines and equipment in the shop through the completion of a basic			

<i>Elective</i>	woodworking project. They will then increase their skill sets in the correct use of tools, machines and equipment along with basic tape measure use and the identification of building materials through more complex woodworking projects. Students will then move to build a small pre-cut mockup house project that will introduce topics that include blueprint reading and interpretation, floor and wall framing systems, roof framing systems, and roof coverings.
<i>FHS School Wide Academic Expectations:</i>	

Course Title	Course#	Level	Length	Credit
House Carpentry II MVP	17004	CPA	Full Year	3.5
Meets Graduation Requirement in: <i>Elective</i>	Students will continue to learn the importance of job site safety and the safe operation of tools and equipment. Students will construct a large-scale mockup house project with their groups and be responsible for the cutting, layout, and installation of each component. Students will learn advanced operations of hand and portable power tools along with the introduction to pneumatic fastening systems. These skills are necessary for the completion of carpentry tasks such as layout, framing of floor, ceiling and roof systems, roof covering, window and door systems, siding installations, and interior finish systems.			
<i>FHS School Wide Academic Expectations:</i>				

ENGLISH LANGUAGE ARTS

OVERVIEW – The English Language Arts curriculum seeks to connect the Common Core Literacy and Literature Standards as students develop thinking and language together through interactive learning. This includes helping students develop oral language and literacy through appropriately challenging learning. The English Language Arts curriculum draws on literature from many genres, time periods, and cultures, featuring words that reflect our common literary heritage. The curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse. It provides for literacy in all forms of media and provides explicit skill instruction in reading and writing. In addition, the curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. It builds on the language, experiences, and interests that students bring to school. Writing in the curriculum focuses on developing students' distinctive writing or speaking voice. While encouraging respect for differences in home backgrounds, the curriculum nurtures students' sense of their common ground as present and future American citizens in order to prepare them for responsible participation in our schools and in civic life.

ENGLISH/LANGUAGE ARTS MCAS- All students are required to pass a high school ELA MCAS exam in order to receive a full diploma. The exam is administered in March of sophomore year.

WRITTEN COMPOSITION AND LANGUAGE – Writing is a major focus of all ELA classes, and the exploration of language enables students to perform the four essential writing functions of analyzing, informing, persuading, and inspiring. Specifically, students will develop and master fluencies in diverse writing modes: narrative, expository, analytical, and creative. Students will demonstrate competency in writing using a variety of sentence structures, paragraphs, and essays. Writing is a craft that must be learned and practiced, and a process approach to honing this craft is embraced in ELA courses.

READING AND LITERATURE- The study of literature and the development of improved reading skills are lifelong activities. Studying fiction and nonfiction helps students interpret their personal experiences. As they see characters experiencing moments similar to their own, students enrich their understanding and empathy of the world around them. This philosophy is embraced in all ELA classes. All academic levels concentrate on close and critical reading, and the use of literature as a springboard to writing. Advanced Placement and Honors courses, however, focus on more complex aspects of literature.

VOCABULARY- The continuous study of vocabulary is essential in order to express ideas effectively. Honing vocabulary skills sharpens the ability to understand the ideas of others, not only in literature but also through an increasingly complex array of media. Context vocabulary is a primary focus in all grades. English courses examine etymologies and fine distinctions in usage. The emphasis for all students is to actively use a word, rather than just know its meaning.

INDEPENDENT OUTSIDE AND SUMMER LEARNING- The ability to read effectively and the habit of reading frequently are even more important with each new advance in technology. As a way of building good reading habits and exposing students to independent thinking, outside reading requirements have been built into the curriculum, both during the school year and over the summer. Students entering each and every course level will be given a list of suggested summer reading in June. Students are encouraged to read these books and articles.

REQUIRED CORE ENGLISH COURSES

Course Title	Course#	Level	Length	Credit
English 9	01001/01001-H/01001 HA	CPA/H/HA	Full Year	1.0
Meets Graduation Requirement in: <i>English 9</i>	The student has many opportunities to learn how to analyze and interpret literary genres, with the emphasis on world literature. Both oral and written forms of communication are focused on and explored. Clear diction, figurative language, transitions and proper grammatical structures are expected to be included in compositions. Vocabulary development is stressed. Both academically leveled courses are designed to emphasize the development of skills necessary to progress in the discipline as well as to prepare students for college. <i>Prerequisite: Teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
English 10	01002/01002-H/01002 HA	CPA/H/HA	Full Year	1.0
Meets Graduation Requirement in: <i>English 10</i>	This course is designed to prepare the college-bound Language Arts student for success in advanced study and for college entrance examinations. The literature program emphasizes the skills of recalling and interpreting literature, critical thinking, using literary terminology, developing vocabulary, composition, study and research, and speaking and listening. <i>Prerequisite: Successful completion of English 9 and teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
English 11	01003/01003-H	CPA/H	Full Year	1.0

Meets Graduation Requirement in: <i>English 11</i>	<p>This course prepares the student for success in advanced study and for college entrance examinations. The class reviews grammar, mechanics, vocabulary, and usage. Students will express themselves through various forms of creative and critical writing. Students are expected to evaluate responses to reading assignments as well as to create pieces of writing on a variety of topics. This course is designed to emphasize the development of skills necessary to progress in the discipline.</p> <p><i>Prerequisite: Successful completion of English 10 and teacher recommendation.</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
DE English 101/102	01102 DE & 01103 DE	DE	(2) Semester classes	0.5 per semester
Meets Graduation Requirement in: <i>English 12</i>	These Dual Enrollment courses teach students writing skills necessary for college success, with a primary focus on grammar and composition. Among the many other writing-centered activities we'll engage in, these classes require students to practice brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas, and the several types of, purposes of, and audiences for general essays. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. As an added bonus, students will also learn the process and value of peer-to-peer editing. <i>Prerequisite: Successful completion of English 11 and multiple measures designated by the college. For DE 102, successful completion of DE 101</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP English Language & Composition	01005	AP	Full Year	1.0

Meets Graduation Requirement in: <i>English 11/12</i>	<p>This is the equivalent of an English Composition college course and prepares students to take the National A.P. Language and Composition exam. Language study in a seminar format is at the core of this curriculum. Students develop rhetorical modes of discourse in response to a wide genre of literary text. Students are encouraged to read various types of literary selections during the summer, which support the AP curriculum. Students are required to take the AP English Language & Composition exam in May to earn AP designation on their FHS transcript.</p> <p><i>Prerequisite: Successful completion of English 10 H, High achievement in English 10, and/or teacher recommendation.</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
AP English Literature & Composition	01006	AP	Full Year	1.0
Meets Graduation Requirement in: <i>English 11/12</i>	<p>This AP course is designed as a college course in which students read and write about a variety of literature. The emphasis is on careful reading, independent analysis, and a concern for the literary dimension of imaginative texts. The goals of the course are to help students grow in their knowledge and love of literature and their regard for the people who create it, to teach students to read, write, and discuss works within and without the evolving literary canon with precision, sensitivity, energy, and imagination, to familiarize students with several texts of recognized literary merit, and to familiarize students with the format and content of the exam. Most of the reading will be done outside of class. Class periods will consist of discussion, student presentations, group work, timed writings, and sample AP exams. Students are required to take the AP English Literature exam to earn AP designation on their FHS transcript.</p> <p><i>Recommendation: Prerequisite: Successful completion of AP Language and Composition or English 11 H, and/or teacher recommendation.</i></p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
English 12	01004	CPA	Full Year	1.0

Meets Graduation Requirement in: <i>English 12</i>	This course continues to prepare the student for success in advanced study. Reading selections are chosen to develop powers of comprehension and critical analysis and serve as the stimuli for the class discussion, individual and group reports, research, and a variety of writing activities. This course is designed to emphasize the development of skills necessary to progress in the discipline. <i>Prerequisite: Successful completion of English 11, and/or teacher recommendation.</i>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

ELECTIVE ENGLISH COURSES

Sections of these courses will run depending on staffing and student enrollment.

(Unless otherwise noted, electives may only be taken once for credit and do not fulfill English requirement)

Course Title	Course#	Level	Length	Credit
AP Capstone Seminar	22110	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to analyze topics through multiple lenses to construct meaning or gain understanding, plan and conduct a study or investigation, propose solutions to real-world problems, plan and produce communication in various forms, and collaborate to solve problems. This course is a requirement for Honors Academy students. <i>Recommendation: Grade 11 and 12 students.</i>			
<i>FHS School Wide Academic Expectations: 1, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Capstone Research	22110 R	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course			

	culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. <i>Prerequisite: Successful completion of AP Seminar</i>
<i>FHS School Wide Academic Expectations: 1, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
Children's Literature	01065	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course explores a variety of children's literature through several genres. Students explore various ideas conveyed in the texts, the historical development and context of children's fiction, how novels for young readers have changed and/or stayed the same, and the intersections among language, theory, ideology, and children's fiction. Students read, write, discuss, and examine the ideologies that guide our culture, specifically in terms of children and the literature they read.			
<i>FHS School Wide Academic Expectations:</i> 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Mythology	01058-M	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course will explore the Greek and Roman traditions, North Germanic Norse Mythology, as well as select Indigenous origin stories. It will promote critical thinking, textual analysis, and the development of focused writing techniques. Students will dissect specified readings, compare and contrast various pantheons, utilize historical and modern contexts to inform their reading, and participate in class discussions. Topics for discussion will include gender roles in the classical era, the significance of oral tradition, and the cultural legacy that lives on today.			
<i>FHS School Wide Academic Expectations: 1, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Poetry & Creative Writing	01104-P	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	This course introduces students to Poetry in English, to its traditional forms, themes, techniques, and uses of language, as well as to its historical and geographical range, and to its twentieth century diversity. Students will explore how poetry reflects the life and times of its authors and readers. This course will provide encouragement, practice and criticism for students seriously interested in writing short stories, fiction, and poetry. Course work will include reading and discussing contemporary fiction, writing exercises, and large and small group workshops focused on students' writing. Self-motivation and universal participation will be expected. Course is intended for students who enjoy writing and want to improve writing skills.
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
Theatre Arts	05052-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Theatre Arts is an introductory course which offers students an awareness of the stage while discovering the fundamentals of modern theater through exercises, role-playing, etc. Course will include a study of the evolution of theater from ancient Greece to the modern stage.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Advanced Theatre Arts	05052-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i> <i>This course may be taken for credit more than once and will be noted as Theatre II, III, IV.</i>	Students will gain extensive experience in the art of theater by producing and staging a number of dramatic productions. Components will include performance, stage tech, lighting, sound, etc. Course requirements include participation in the Massachusetts High School Drama Festival, collaborative script writing, and preparing educational presentations for younger students. <i>Prerequisite: Successful completion of Theatre Arts and teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
True Crime	01061-TC	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	<p>Students will examine the evolution of the true crime genre throughout society in order to explore how these narratives reveal changing attitudes about gender, mental illness, morality, and race. Throughout the semester, our analyses will center on three pressing questions: How do these gruesome narratives reveal shifting societal anxieties surrounding crime, discipline, and trauma? How does true crime perpetuate, complicate, or refute harmful stereotypes about marginalized groups, such as racial minorities? Finally, what are the ethics of consuming sensationalized tales of real-world tragedies?</p> <p><i>Prerequisite: Completion of English 9 & 10 equivalents</i></p>
<i>FHS School Wide Academic Expectations: 1, 3, 4, 5 and 7</i>	

MATHEMATICS

Mathematics courses stress critical thinking, problem solving, written and oral communication, reasoning, and connections to other mathematics courses and real life applications. All courses at Fitchburg High School incorporate the use of technology when possible, and problem solving is a universal theme. Graphing calculators are an important tool for contemporary mathematics and students are strongly encouraged to purchase a TI-83 or TI-84 graphing calculator. Graphing calculators allow students to visualize the mathematical concepts they are studying, and can be used as tools for expediency, amplifiers for conceptual understanding, and catalysts for critical thinking.

LEVEL COURSE EXPECTATIONS

ADVANCED PLACEMENT (AP)– Advanced Placement courses are available in statistics, calculus and computers. These courses complete one or two semesters of the typical college curriculum. Thus, advanced placement courses may allow students to receive college credit or to bypass a basic requirement when enrolling in some colleges and universities. Students in Advanced Placement classes can expect to have assignments that require a good deal of outside reading and problem solving.

HONORS– Honors level courses are designed for highly motivated students who have demonstrated high achievement and the ability to handle an accelerated pace. Student work requires thoughtful analysis and attention to detail leading to synthesis of new ideas and prior learning. Diversified strategies and skills to solve complex, challenging problems, and the ability and desire to think, reason, work independently and in teams, and communicate mathematically on an abstract and symbolic level will be expected of all students. Nightly homework may include previewing new material, applying and extending concepts discussed in class, researching various aspects of mathematics, and completing team projects. This sequence leads to the study of Calculus or Statistics at the Advanced Placement level.

COLLEGE PREPARATORY ACCELERATED– Students taking courses at this level, see challenging mathematics from several perspectives – through data, graphs and diagrams, theory and applications. They are well prepared for college mathematics. Since some students have more difficulty with mathematics than others, we provide two standard levels in Algebra, Geometry and Algebra II in order to give more students the opportunity to be successful. Students are expected to apply what they have learned to new and different situations.

MATHEMATICS MCAS– All students are required to pass a high school Mathematics MCAS exam in order to receive a full diploma. The exam is administered in May of sophomore year.

Departmental goals include the following:

- Students will become proficient problem solvers by learning about relevant concepts, procedures and strategies and through experiencing opportunities to formulate questions, model problem situations, and generalize mathematical relationships.
- Students will develop the skill to communicate mathematical ideas by using accurate

mathematical language when they write and talk about mathematical procedures and concepts.

- Students will develop their reasoning skills through experiences which make and test mathematical conjectures, draw logical conclusions, and justify their thinking.
- Students will come to recognize the significance and relevance of mathematics by exploring the connections that exist within mathematics, with other disciplines, and between mathematics and students' own experiences.
- Students will develop a repertoire of ways to represent mathematical ideas, including numeric, pictorial algebraic, and graphical as a means to expand students' capacity to think mathematically.

REQUIRED CORE MATHEMATICS COURSES (*May be taken only once for credit*)

Course Title	Course#	Level	Length	Credit
Algebra 1	02052	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>Algebra 1</i>	This course covers relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, quadratic functions and modeling. <i>Prerequisite: Teacher recommendation and/or aptitude score on the benchmark test.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
Geometry	02073	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>Geometry</i>	This full year course is designed to provide academic support and MCAS preparedness for students while simultaneously covering the Common Core Geometry curriculum. This course provides students with a foundation in the essentials of Geometry. Topics will include: Congruence, proofs, and constructions, similarity, proofs and trigonometry, objects extending to three dimensions, connecting Algebra and Geometry through coordinates, circles with and without coordinates and applications of probability. <i>Prerequisite: Successful completion of Algebra 1. Teacher recommendation and/or aptitude score on the departmental proficiency test for Honors placement.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
Algebra 2	02056	CP/CPA/H	Full Year	1.0

Meets Graduation Requirement in: <i>Algebra 2</i>	Topics covered in this course include polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, inferences and conclusions from data. <i>Prerequisite: Successful completion of Algebra 1. Teacher recommendation for Honors placement.</i>
<i>FHS School Wide Academic Expectations: : 1, 2, 4 and 7</i>	

ELECTIVES IN MATHEMATICS

Sections of these courses will run depending on staffing and student enrollment.

(A minimum of 1 credit must be taken during senior year)

Course Title	Course#	Level	Length	Credit
Pre-Calculus	02110	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	This course is preparation for Calculus. Topics covered include: unit circle, graphs of trigonometric functions, sinusoidal functions, trigonometric identities, vectors, polar and parametric functions, complex numbers, conics, matrices and binomial theorem. The Honors level course is designed to move at an accelerated pace and students are expected to handle more complex problems than PreCalculus CPA. <i>Prerequisite: Successful completion of Geometry, Algebra 2</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Calculus AB	02124	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	This course prepares students for the Advanced Placement test in AP Calculus AB. The course briefly reviews limits and the definition of the derivative and then thoroughly treats a variety of topics in differential and integral calculus. A graphing calculator such as TI-83+, TI-84, TI-89, or TI-Nspire is a must for the course and the AP test. Students are expected to take the AP Calculus AB test in May to qualify for college credit and to earn AP designation on their FHS transcript. <i>Recommendation: Successful completion of Algebra 2, PreCalculus and/or teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Calculus BC	02125	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	This course prepares students for the Advanced Placement test in AP Calculus BC. The course briefly reviews limits and the definition of the derivative and then thoroughly treats a variety of topics in differential and integral calculus, Topics include Taylor series and calculus for parametric and polar curves, which are not part of the AP Calculus AB course. A graphing calculator such as TI-83+, TI-84, TI89, or TI-Nspire is a must for the course and the AP test. Students are expected to take the AP Calculus BC test in May to qualify for college credit and to earn AP designation on their FHS transcript. This class is offered as an independent study. <i>Prerequisite: Successful completion of AP Calculus AB or teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Statistics	02203	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	This is as an Advanced Placement mathematics course in the most widely used branch of mathematics today. Topics include data manipulation and display, sampling for estimation of population parameters, and elementary probability. Calculator-based graphing technology is incorporated into the course using the TI-83 graphing calculator. Students are expected to take the AP Statistics test in May to qualify for college credit and to earn AP designation on their FHS transcript. <i>Recommendation: Successful completion of Algebra 2 and/or teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Statistics	02209/02201	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	This is a mathematics course in the most widely used branch of mathematics today. Topics covered include data display and manipulation, descriptive and inferential statistics, elementary probability, distributions, and an introduction to hypothesis testing and confidence intervals. This course prepares students for a college level statistics course or for entering AP Statistics. <i>Prerequisite: Successful completion of Algebra 2.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
DE College Algebra	02109 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This Dual Enrollment course provides an introduction to functions, graphing techniques, and modeling. Topics included: visualizing and graphing data, functions and their representations, type of functions and their rates of change, linear functions and equations, Quadratic functions and equations, polynomial, rational and radical functions and equations, and an introduction to exponential and logarithmic functions. Students that successfully complete this course receive 3 credits at MWCC. <i>Prerequisite: Passing score on Accuplacer Exam and Math Facilitator recommendation.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Applications of Math In Healthcare	02152	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course will cover how data and statistics are used in healthcare as well as the math needed for healthcare professionals in clinical settings. Topics include healthcare data analysis, unit conversions, fundamentals of research, and basic statistics as it relates to the healthcare field. <i>Prerequisite: Completion of Grade 11</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 7</i>				

Course Title	Course#	Level	Length	Credit
Intro to Computer Science	10011	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	Intro to Computer Science is a one-quarter class that teaches the foundations of computer science and basic programming. The course is highly visual, dynamic, and interactive, and designed for beginners without an extensive background in computer science or coding. Additionally, this class focuses on developing logical thinking and problem-solving skills in an engaging, hands-on format.			
<i>FHS School Wide Academic Expectations:</i> 1, 2, 4, 5 and 6				

Course Title	Course#	Level	Length	Credit
AP Computer Science Principles	02156-AP	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Mathematics</i>	AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. <i>Prerequisite: Successful completion of Algebra 2 and/or teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: : 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Math Connections 9	02002 9	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	<p>This course is designed to provide students the opportunity to strengthen their understanding of mathematical concepts in each of the Common Core Conceptual Categories (Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability) using the IXL program. Students will reinforce their basic math skills and discover how those skills are used and connected in all of the conceptual categories. IXL is a math program designed for students in high school whose math achievement is below the proficient level. The goal of IXL is to address gaps in students' skills through the use of direct instruction and the computer. The software component of the program aims to track and adapt to each student's progress. All of the components establish skills in math fluency and problem solving.</p> <p><i>Prerequisite: Teacher recommendation. Note: This course is intended for freshmen as an <u>additional</u> support for Algebra I. I-Ready scores from 8th grade will also be used in placement for the course.</i></p>			
<i>FHS School Wide Academic Expectations: : 1, 2, 4, and 7</i>				

Course Title	Course#	Level	Length	Credit
Math Connections 10	22002-FHS	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Mathematics</i>	<p>This course will help prepare students for the grade ten MCAS exam. Extensive reteaching and practice of the topics tested on the grade ten MCAS exam will occur. Students will be periodically assessed to determine progress made and they will become more familiar with the types of questions given on the exam.</p> <p>This course is required for those students in grade 10 who scored below a 469 on the 8th Grade Math MCAS test. IXL scores from 9th grade will also be used in placement for the course.</p>
<i>FHS School Wide Academic Expectations: 1, 2, 4 and 7</i>	

Course Title	Course#	Level	Length	Credit
Math Instructional Assistant	02995	Ungraded	Semester	0.0
Meets Graduation Requirement in: <i>None</i>	Mathematics instructional tutors must possess a strong conceptual understanding of Algebra I and Geometry content, as well as a desire to help struggling students without judgment. Tutors will be asked to model strong student skills in the classroom to positively influence younger students while enhancing classroom culture. Tutors will also work one on one with students to assist those who need additional instruction, while also deepening their own understanding of the material. <i>Prerequisite: Grades 10 & 11 and teacher recommendation</i>			
<i>FHS School Wide Academic Expectations: 2, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
Personal Finance	22210	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course is designed to provide students with the knowledge and skills to make informed decisions about real world financial issues. Topics include budgeting, savings, investing, credit, debt, financial responsibility, insurance, income and taxes. <i>Prerequisite: Completion of Grade 11</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 7</i>				

Course Title	Course#	Level	Length	Credit
Quantitative Reasoning	02148	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Mathematics</i>	<p>This course builds on what was learned in geometry and algebra 2. It will prepare students for the math they will encounter in future courses, careers, and daily life. Mathematical concepts are presented using real-world context and applications in order for students to develop the skills needed to think critically about quantitative issues in contemporary society.</p> <p><i>Prerequisite: Completion of Grade 11</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 7</i>	

Course Title	Course#	Level	Length	Credit
Statistical Reasoning in Sports	02202	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Mathematics</i>	This course will explore Statistics through the lens of sports. Students will investigate underlying statistical questions by means of classroom projects, simulations, and examples that involve real life sports examples and data. Topics include experimental design, descriptive statistics, one and two variable data, normal distribution, and statistical inference. This class will prepare students for a college level statistics class. <i>Prerequisite: Completion of Grade 11</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6, 7</i>				

SCIENCE and TECHNOLOGY

HONORS- Honors courses, especially chemistry and physics, require a deep mathematical background. These higher-reasoning skills are used in daily problem solving and critical analysis of problems and data. Courses will provide deeper coverage of the curriculum material, may cover material outside the standard curriculum, and may move at a faster pace than non-honors courses. These classes may require research or other projects that deepen the learning experience and cultivate skills outside the curriculum, such as the use of computer technology in data analysis and presentation of results. Students should expect homework nightly. Students are encouraged to confer with their science & math teachers and guidance counselors to be sure that honors courses are the best path to success.

COLLEGE PREP ACCELERATED- These courses are designed to build a solid fundamental background in the sciences for success in future high school courses and in college courses. Students at this level should still expect self-directed inquiry learning, but with more teacher direction than the honors level. Students will apply math and writing skills daily. Students should expect homework nightly. These courses will also comprise formal lab reports, written essays, group activities and discussions, and other projects.

SCIENCE MCAS- All students are required to pass a high school science MCAS exam in order to receive a full diploma. Science MCAS exams are offered in the following two areas: Introductory Physics and Biology. All 9th grade students at Fitchburg High School are enrolled in Biology and/or Engineering for the Future and will take the respective MCAS exam at the end of their freshman year. If a student does not pass the Science/Technology MCAS exam, they will be provided with additional testing opportunities during their Sophomore, Junior, and Senior years. In addition, students who do not pass the science MCAS will be provided with an opportunity to participate in a school-sponsored MCAS tutoring program.

The curriculum choices offered by the Science department are designed to accommodate the wide range of needs and interests of our students. This would include those students who intend to pursue the sciences through the academic spectrum into career choices as well as those who are looking to satisfy a curiosity of the world around them.

Departmental goals include the following:

- Students will use the scientific method as a tool for problem solving and —hands on experiences in and out of the classrooms.
- Students will develop the skill to communicate scientific ideas by using accurate scientific language when they write and talk about mathematical procedures.
- Students will leave Fitchburg High School with a depth of scientific understanding that will enable them to excel in scientific courses.
- Students will gain the necessary skills, background and vocabulary to understand the complex and technological world of the 21st century.
- Students will have access to a wide variety of science courses so that their diverse personal

and academic needs are met.

REQUIRED CORE SCIENCE COURSES

Course Title	Course#	Level	Length	Credit
Biology w/Lab	03051/03051-H/03051-HA	CPA/H/HA	Full Year	1.0
Meets Graduation Requirement in: <i>Life Science (Biology Requirement)</i>	This general Biology course is for freshmen. This course includes the study of living things, with emphasis on structure, function, and the relationship among other living things in the biosphere. This course is to prepare for MCAS Standard 1: Chemistry of life; MCAS Standard 2: Structure and Function of Cells; MCAS Standard 3: Genetics; MCAS Standard 4: Human Anatomy and Physiology; MCAS Standard 5: Evolution and Biodiversity and MCAS Standard 6: Ecology. Laboratory exercises, group activities, a long term project and a variety of alternative assessments are required to provide students with the hands-on experience in understanding and applying biological content.			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Biology 2	03051-11	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Life Science (Biology Requirement)</i>	This General Biology course is designed for 10th–12th grade students preparing for college and in need of a Biology credit. It explores the study of living organisms, emphasizing their structure, function, and interactions within the biosphere. The curriculum prepares students for key topics, including the chemistry of life, cell structure and function, genetics, human anatomy and physiology, evolution and biodiversity, and ecology. Through investigations, modeling, collaborative activities, and diverse assessments, students will have differentiated opportunities to demonstrate their understanding and apply biological concepts to real-world phenomena.			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Biology w/Lab	03056	AP	Full Year	1.0

Meets Graduation Requirement in: <i>Life Science (Biology Requirement)</i>	<p>Advanced Placement Biology is a class for highly motivated students who have a deep interest in studying the topic of biology. Students must have successfully completed high school biology and chemistry. The curriculum is designed by the College Board organization. The course is considered the equivalent to a general biology class taken by a freshman in college. Students should be prepared to commit additional time to their daily preparation for every class. Students will be required to perform laboratory experiments and provide a formal lab report of their findings. Assignments will be given during all vacation periods. Students are encouraged to take the AP exam offered by the College Board Association. A score of 4 or better has the potential to earn college credit for the freshman year.</p> <p><i>Prerequisites: Successfully completed Biology and Chemistry (or taking Chemistry concurrently) with B- or better and teacher or counselor recommendation.</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>	

Course Title	Course#	Level	Length	Credit
Chemistry w/Lab	03101	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Science</i>	This course uses the OpenSciEd curriculum for college bound students, non-science majors. The approach in the class is phenomenon and storyline based which is more conceptual than mathematical. There is an emphasis on investigating concepts. Topics include: thermodynamics in Earth's systems, structure and properties of matter, molecular processes in Earth's systems, chemical reactions in our world, energy from chemical and nuclear reactions. <i>Recommendations: Completion of Algebra I and Biology</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Pre-AP Chemistry w/Lab	03102	H	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Science</i>	<p>This course uses the PreAP College Board curriculum. It is for students who are planning to attend a four-year college and pursue a career in science. This demanding course is presented at an accelerated pace and examines chemistry concepts at an investigative level. Topics include: structure and properties of matter, chemical bonding and interactions, chemical quantities, and chemical transformations. This course is a prerequisite for A.P. Chemistry.</p> <p><i>Recommendations: Completion of Biology and Algebra 1.</i></p>			

FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7

Course Title	Course#	Level	Length	Credit
AP Chemistry w/Lab	03106	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Science</i>	This is a college-level chemistry course for highly motivated students who have successfully completed a first year high school chemistry course. It uses the AP College Board curriculum and is designed to be the equivalent of the general chemistry course usually taken during the first or second year of college. Topics include: atomic structure and properties, molecular and ionic structure, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. Students are required to take the AP Chemistry Exam to earn AP designation on their FHS transcript.			
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Physics w/Lab	03151	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Science</i>	This is a college level preparatory course in Physics and recommended to students who are serious science buffs and want to know why and how the world around you works. Through the use of problem solving and laboratory investigation, students become familiar with the fundamental theories and laws, which govern man's physical environment. This course requires extensive hands-on laboratory work. Emphasis is placed on an in depth study of mechanics followed by investigations of wave theory, sound, light, electricity and magnetism.			
<i>FHS School Wide Academic Expectations:</i> 1, 2, 4, 5 and 6				

Course Title	Course#	Level	Length	Credit
AP Physics 1 w/Lab	03155	AP	Full Year	1.0

Meets Graduation Requirement in: <i>Physical Science</i>	AP Physics I is the equivalent to a first-semester college course in algebra-based physics. The syllabus for this course is designed by the College Board and covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound, as well as an introduction to electric circuits. Students should expect to participate in weekly lab experiments, complete outside reading, work on weekly problem sets, and express their understanding in clear, coherent writing. This course is for students with exceptional study habits and a genuine interest in physics. Students who score well on the AP Physics 1 exam may earn 1 or 2 semesters of college credit. <i>Prerequisite: B- or better in Algebra II, Calculus, Pre-Calculus or taking concurrently</i>
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5 and 6</i>	

Course Title	Course#	Level	Length	Credit
AP Physics C	03155C	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Science</i>	AP Physics C - Mechanics is the equivalent to a first-semester college course in Calculus-based physics. The syllabus for this course is designed by the College Board and covers kinematics; Newton's Laws of Motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. Students should expect to participate in weekly lab experiments, complete outside reading, work on weekly problem sets, and express their understanding in clear, coherent scientific writing. This course is for students with exceptional study habits and a genuine interest in physics. Introductory differential and integral calculus will be used throughout the course. Students who score well on the AP Physics C Mechanics exam may earn 1 semester of college credit. <i>Prerequisite: B+ or better in geometry, Algebra II, and Calculus (which may be taken concurrently).</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5 and 6</i>				

ELECTIVES IN SCIENCE

Sections of these courses will run depending on staffing and student enrollment.

(Unless otherwise noted, may be taken only once for credit)

Course Title	Course#	Level	Length	Credit
Anatomy & Physiology	03053	CPA	Full Year	1.0

Meets Graduation Requirement in: <i>Science (Elective)</i>	<p>This course is for students who wish a more detailed study of the structure and function of the human body. Emphasis is placed on the study of body systems. Extensive hands-on laboratory work is required. Students perform selected experiments and dissections in the topics studied. This course is recommended for students who are planning a career in the health sciences.</p> <p><i>Prerequisite: Completion of Biology. Junior/Senior Elective Option</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7.</i>	

Course Title	Course#	Level	Length	Credit
Anatomy & Physiology H	03053 H	Honors	Full Year	1.0
Meets Graduation Requirement in: <i>Science (Elective)</i>	This course is for students who wish a more detailed study of the structure and function of the human body. Uses Open Learning Initiative (OLI), an on-line curriculum by Carnegie Mellon University to enhance the lessons, and prepare students for a college-leveled on-line platform. Emphasis is placed on the study of body systems. Extensive hands-on laboratory work is required. Students perform selected experiments and dissections in the topics studied. This course is recommended for students who are planning a career in the health sciences. <i>Prerequisite: Completion of Biology. Junior/Senior Elective Option</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7.</i>				

Course Title	Course#	Level	Length	Credit
Animal Science	03003-AS	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	This course is for students who wish to obtain a further understanding of the animal kingdom. Content is focused on the different classification of animals and how these animals play a role in any particular ecosystem. Students will investigate this content through video presentations, lectures, projects, and/or dissections. <i>Prerequisite: Completion of Biology. Recommend completion of Environmental Science but NOT REQUIRED. Junior/Senior Elective Option.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
--------------	---------	-------	--------	--------

Bioethics	03203	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	Students will explore various bioethical issues in this class. The course is research based and will include oral presentations by the students. Each topic will cover the scientific and ethical implications of the subject. <i>Prerequisite: Completion of Biology. (Offered 11th–12th Grade)</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Botany	03058	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	Botany is a branch of Biology, and is the scientific study of all plant life and development. Botany covers a wide range of scientific disciplines that studies lower plants, higher plants, algae, and fungi including: structure, growth, reproduction, metabolism, development, diseases, and chemical properties and evolutionary relationships between the different groups. Topics for this course may include: Plant Cell Biology, Plant Taxonomy, Plant Ecology, Plant Geography, and Plant Anatomy, Medicinal Plants, Plant Physiology, Plant Breeding and Plant Biotechnology, Horticulture and Agriculture			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Environmental Science	03003-02	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students will use evidence from biology, chemistry, physics, history, economics, politics, world culture, and religion to analyze both natural and human environmental problems. In addition to studying topics such as climate change, pollution, population growth, food justices, etc. in the classroom, students will also engage in their local environment through a variety of outdoor projects. This course will also cover standards 5 and 6 of the MCAS Biology curriculum, and may be appropriate to supplement those students needing additional support in the Biology curriculum. <i>Recommendation: Completion of Biology.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Environmental Science w/Lab	03207	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Science (Elective)</i>	Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students must have successfully completed one life science and one physical science course, along with one course of Algebra. A course in Earth Science is also encouraged, but not required. Students should be prepared to commit additional time to their daily preparation for class, as this course is the equivalent of a college Introduction to Environmental Science course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. <i>Prerequisites: Completion of Biology.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Exercise Physiology	03055	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	A study of the physiological short term responses and long term adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis will be given to related topics such as circulatory physiology, energy production and neuromuscular and cardiorespiratory function. <i>Prerequisites: Completion of Biology.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Forensic Science	15055	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	<p>Forensic science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced in the criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Laboratory exercises will emphasize the correct collection,</p>			

	<p>preservation, and analysis of various samples, and students will learn the history, legal aspects, and career options for forensic science. It is recommended for students with an interest in the chemistry and crime scene investigation aspects of the criminal justice field.</p> <p><i>Prerequisite: Completion of Chemistry.</i></p>
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7	

Course Title	Course#	Level	Length	Credit
Intro to Emergency/ Medicine	14055	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	This course is for students who wish to obtain an introduction into the emergency medical field. Focused content on human anatomy, emergency medical history, situational emergency action, and emergency preparedness. Students will experience hands-on demonstrations and reenactment. This course is recommended for students interested in the medical field and health sciences. <i>Prerequisite: Completion of Biology. Junior/Senior Elective Option</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7				

Course Title	Course#	Level	Length	Credit
Meteorology	03007	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	This course provided an introduction to the study of the atmosphere and atmosphere phenomena including weather and climate. Topics include: atmospheric structures, properties, and phenomena; local, regional, and global weather and climate patterns; atmospheric data collection and analysis techniques; severe storm formation; weather forecasting; and human interaction with the environment. <i>Prerequisite: Completion of Chemistry</i>			
<i>FHS School Wide Academic Expectations: 1, 3, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Ocean Science	03005	CPA	Semester	0.5

Meets Graduation Requirement in: <i>e (Elective)</i>	The Ocean Science course is designed to meet the needs of a student who would like to investigate coastal and marine systems. The course will include a study of the physical, chemical and geological features of oceanography, marine biology, the coastal environment and the interrelationships among the science disciplines involved in the study of the ocean. Students will research current events related to the ocean and global climatization issues. <i>Prerequisite: Successful completion of biology and a passing grade on the science MCAS Exam</i>
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7</i>	

Course Title	Course#	Level	Length	Credit
Physical Geography	03008	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Science (Elective)</i>	This course introduces physical geography, which is the study of the natural features of the Earth’s surface and the processes that shape them. Students will learn how climate, weather, geological processes, and human activities shape landform development and how to recognize these processes in the natural environment. Course emphasis is on understanding and using various geographic mapping tools and technologies to recognize physical land features and their spatial distribution in order to determine the underlying history of Earth. <i>Prerequisite: Successful completion of Biology & Algebra 1</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 5, 6 and 7</i>				

ELECTIVES IN Industrial Tech & Manufacturing

Sections of these courses will run depending on staffing and student enrollment.

(Unless otherwise noted, electives may only be taken once for credit and do not fulfill Science requirement)

Course Title	Course#	Level	Length	Credit
Architectural Drafting	21103	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This is an advanced course which is an extension of Drafting I and II. The focus of this class changes from mechanical design to architectural drawing. Understanding residential architectural blueprints, styles of houses and estimating costs of houses will be covered thoroughly. <i>Prerequisite: Drafting I and II</i>			
<i>FHS School Wide Academic Expectations: 1 and 4</i>				

Course Title	Course#	Level	Length	Credit
Drafting I	21102-1 CPA	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This is an introductory course in which students learn basic drafting for manufacturing. Two-dimensional and three-dimensional drawing techniques are the foundation of mechanical drawing. Hand drafting will be introduced with lettering, dimensioning, and orthographic projections. Students will then continue with basic drafting principles using the CAD software Onshape.			
<i>FHS School Wide Academic Expectations: 1 and 4</i>				

Course Title	Course#	Level	Length	Credit
Drafting II	21102-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course focuses on the advanced study of drafting in manufacturing. The course is primarily taught using Solidworks with pictorial renderings, exploded views, section and assembly drawings further develop skills learned in Drafting I. Snap-On tool precision measurement certifications will be covered and tested through NC3certs.com <i>Prerequisite: Drafting I</i>			
<i>FHS School Wide Academic Expectations: 1 and 4</i>				

Course Title	Course#	Level	Length	Credit
Honors Robotics	21009-H	Honors	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	This full year course involves up to six Saturday or Sunday inter-scholastic team competitions from October through March. The class is geared toward students with an engineering/software career in mind and is looked favorably on college applications. This Honors Level class allows students to practice the engineering design process. They learn to work within constraints, identify multiple solutions to problems, and find the best possible solution through iteration. Students hone valuable skills with teamwork, problem-solving, troubleshooting, research and development, invention and innovation. Please visit this VEX Robotics link and explore the VEX V5 Competition Robotics platform. <i>Prerequisite: Teacher approval</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Introduction to Robotics	21009-CPA	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This half year course utilizes the Engineering Design Process to introduce students to the basics of modeling, design, planning, and control of robotic systems. Students will learn block programming to operate various robotic platforms in various settings including VEX IQ, HummingbirdBit and Evo.			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Intro to the Construction and Landscape Trades	17001	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This semester course will introduce students to the construction and landscape trades through hands-on projects. Students will also gain knowledge and confidence in the use of various tools, machines, materials, and fully understand the importance of general shop and site safety. Codes and regulations as well as career options will be explored. Students in this course also will earn a 5 or 10 Hour Online Safety Certificate (OSHA)			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Manufacturing Design Technology	13002	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	With emphasis in using engineering design and manufacturing processes students will be able to relate and apply concepts and principles they have learned in math and science to research, explore and problem solve different challenges using manufacturing technologies. Students will also gain knowledge and confidence in the use of various tools, machines and materials and fully understand the importance of general shop safety. Students will earn a 10 Hour OSHA General Industry certification.			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Manufacturing I	13002-1	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	Students will learn how to: explain why effective communication is essential to success in manufacturing, communicate with internal and external customers clearly, accurately, and in a timely way regarding technical information, use information and communication technology, and describe the benefits of teamwork. Identify four types of manufacturing teams. All students in the Manufacturing program will earn Level 1 certification by the end of sophomore year.			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Manufacturing II	13002-2	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	In this course, students will learn drawing types, scale, the relationships between drawings and how project information is conveyed in a set of construction blueprint drawings. The course materials for this online Blueprint Reading class are from real-world projects. Students will learn manufacturing functions and modeling. The conversion process and a form of production. Manufacturing functions and modeling brings together resources including materials, manpower, tools, equipment, technology, and facilities in a structured, organized manner to produce the evolved design of a finished product. Manufacturing includes four main functions: Manufacturing Management, Manufacturing Engineering, and Manufacturing Operations. This course is also a study of fluid power technology using fluids or compressed air as the transfer media. Complete hydraulic and pneumatic systems are studied including power sources, reservoirs, pumps, compressors, lines, valves and actuators. Students will learn the fundamentals of metrology, the concepts of measurement systems, units, measurement uncertainty, measurement assurance, traceability, calibration, basic statistics and how they fit into the laboratory. <i>Prerequisite: completion of Manufacturing 1 (full year)</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Manufacturing III	13002-3	CPA	Full Year	1.0
Meets Graduation	In this course, students will learn to identify conditions that require preventive			

Requirement in: <i>Elective</i>	<p>or corrective actions. The root cause of failure analysis. Inspection procedures, including inspecting materials, processes, and final products. The key elements of a quality system. The purpose of quality management systems. The elements of a transportation system. The methods of transporting products. The documentation that must accompany a hazardous materials shipment. The students should be able and willing to do a Manufacturing internship quarter 4.</p> <p><i>Prerequisite: Completion of Manufacturing 1&2</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6 and 7</i>	

SOCIAL STUDIES/HISTORY DEPARTMENT

In social studies classrooms, students take on the role of historians, examining diverse perspectives and grappling with questions that still affect our country and world today. Students will study their own government, as well as others throughout history, in order to understand their role as citizens and productive members of society. They will examine the impact that geography has on various societies and how civilizations have evolved over time as well as study many different cultures and religions. Students will analyze primary and secondary sources in all social studies courses, paying attention to audience, purpose, and bias. They will research, analyze, synthesize, and interpret evidence, data, and information from multiple sources and develop their own arguments related to historical problems and questions. Students will also demonstrate and apply skills related to media literacy, digital citizenship, economics, and financial literacy during the course of their studies. Lastly, students will engage in an action civics project and study genocide and related issues during their academic career at Fitchburg High School.

SKILLS

The Social Studies Department, through our many courses, offers students the chance to explore in depth various aspects of history as well as the other social sciences. We help students develop the skills they need to be not only successful students but also active and involved citizens of the country and world. Students learn to identify and utilize evidence in support of an argument, to read critically to identify ideas and themes, to write clearly to persuade or inform, to use questions to help direct their research of topics, to make inferences based on primary and secondary sources, and to synthesize information from multiple sources and points of view in a way that helps uncover the essential truths of an event or time period.

ACADEMIC LEVELS

Advanced Placement (AP) – AP courses are designated by the College Board and have set curricula that correspond to similar college level courses. Students in AP courses are expected to work independently in and out of class, have strong reading skills, write frequently, and to be challenged by the material, their teacher, and their fellow students. Social Studies AP courses may have required summer reading and writing assignments. Students are expected to take the AP exam in May.

Honors (H) – Honors courses are designed for highly motivated students who want to challenge themselves. Students will read more complex material, write more frequently, and participate in more research than in college prep level courses. Students who are successful in honors courses demonstrate an ability to pursue independent work, a willingness to engage in deeper analysis of the material, and participate frequently and thoughtfully in class discussions and debates.

College Prep Accelerated (CPA) – These courses are designed to prepare students for future success in high school courses and college. Students in these courses develop critical reading, writing, and research skills. Key social studies skills are integral parts of CPA courses; students work with primary and secondary sources, examine the role of geography, and identify important

political, economic, and social characteristics of a time period or region.

Departmental goals include the following:

- Communicate effectively through writing and verbal communication.
- Use skills to apply a broad knowledge base that will help students achieve individual growth and achievement, enhancing their ability to engage in problem solving, analysis, critical thinking, study skills, writing and communicating.
- Conduct research and to become effective users of electronic media.
- Accept their responsibility as citizens in a democratic society and the promotion of civic competence.
- Accept, understand, and appreciate the differing value systems of various cultural and ethnic groups in both the United States and the world.

REQUIRED CORE SOCIAL STUDIES COURSES

Course Title	Course#	Level	Length	Credit
World Studies	04053	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>World History</i>	This course surveys world history from 1200 to the present. The first half of the course examines broad topics such as Global Patterns from 1200 to 1450, the Impact of Religion on Society from 1450 to 1750, Exploration and the Global Convergence from 1450 to 1750, Enlightenment, Absolute Power, Political Revolutions, and Nation States from 1600 to 1800, Agricultural and Industrial Revolution, and Social and Political Reactions in Europe from 1750 to 1900, and 19th Century Imperialism. The second half of this course engages students in an in-depth study of the 20th and 21st centuries in global history. and includes units on The Great Wars (1914-1945), The Cold War Era (1945-1991), The Era of Globalization (1991-Present), and The Politics of Difference: Conflicts, Genocide, and Terrorism. Although all students will study a uniform curriculum, honors courses will differ from CPA courses in that students will engage in study at a greater pace, depth, and sophistication, as well as with less teacher scaffolding.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
US History I	04102-2	CPA/H	Full Year	1.0

Meets Graduation Requirement in: <i>U.S. History</i>	In this course, students will engage in an inquiry-based study of topics and themes in U.S. history from approximately 1750 until 1920. These topics and themes include Revolutionary America, Challenges Facing the New Nation (1800–1840), American Expansion (1800–1840), Reforming American Society (1800–1840), Causes and Consequences of the Civil War and Reconstruction, American Expansion After 1865, Industrialization and Immigration, The Progressive Era, and American Imperialism and World War I. Although all students will study a uniform curriculum, honors courses will differ from CPA courses in that students will engage in study at a greater pace, depth, and sophistication, as well as with less teacher scaffolding.
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
US History II	04101-2	CPA/H	Full Year	1.0
Meets Graduation Requirement in: <i>US History II</i>	In this course, students will engage in an inquiry-based study of topics and themes in U.S. history from approximately 1920 until the present. These topics and themes include Post World War I America and the Red Scare, The Roaring Twenties and Depressing Thirties, Challenging Traditional Ways During the 1920s and 1930s, American Foreign Policy During the Interwar Years (1919–1939), The United States During World War II, American Foreign Policy During the Cold War, The Cold War at Home, The Booming 1950s?, The Turbulent 1960s and Civil Rights Movements, The 1970s and 1980s – Back to Law and Order?, and Contemporary American History (1990–Present). Although all students will study a uniform curriculum, honors courses will differ from CPA courses in that students will engage in study at a greater pace, depth, and sophistication, as well as with less teacher scaffolding.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Action Civics	04151-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>US Government and Action Civics</i>	In this course students will engage in a study of financial literacy topics relevant to young adults, including Money Management, Taxes and Credit, and Financial Planning and Entrepreneurship. Students will also engage in a 6–8 week action civics project to meet the requirements set for by the Massachusetts Department of Elementary and Secondary Education. This project is designed as a student-centered, inquiry-based project during which students will apply their knowledge of basic principles of American			

	<p>government – especially at the local and state level – to identify a community issue of interest, conduct research about that issue to investigate root causes, engage key influencers and decision makers in government and the community, and develop an action plan to raise awareness and affect systemic change. <i>This is a half year course required for graduation</i> intended to engage and challenge students of all ability levels.</p> <p><i>Prerequisite: Successful completion of US History II or equivalent</i></p>
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7	

ELECTIVE SOCIAL STUDIES COURSES

Sections of these courses will run depending on staffing and student enrollment.

(Unless otherwise noted, Electives may only be taken once for credit and do not fulfill Social Studies core requirement)

Course Title	Course#	Level	Length	Credit
AP Comparative Government	04158	AP	Full Year	1.0
Meets Graduation Requirement in: <i>US Government and Action Civics</i>	<p>This class will provide you with the skills and framework necessary to understand and engage with the seemingly chaotic world of today. Utilizing the methods of political analysis, you will explore how power, authority, legitimacy, and stability are defined and experienced in advanced democracies, non-democratic regimes, middle-income nations, and low-income nations. Through Daron Acemoglu and James A. Robinson's <i>The Narrow Corridor: States, Societies, and the Fate of Liberty</i> (2019), you will define democratization and question why so few states traverse the narrow corridor of liberty. Case studies central to the course will include the United States, the United Kingdom, Germany, Japan, South Africa, Mexico, Brazil, India, Kenya, China, Russia, Iran, and the Congo. Students will routinely practice critical reading skills in secondary, primary, and quantitative sources. While units will include direct instruction on key ideas, students will also develop content understanding by engaging in seminar discussions and collaborative tasks. Critical assessments will include unit tests, essays, and presentations. Over the course of the entire year, students will develop expertise in a global comparative issue of their choosing. In doing so, you will have the opportunity to reflect upon the role of the individual in the world of tomorrow.</p> <p><i>Prerequisite: Successful completion with a grade of 93% in US History II; 83% in APUSH</i></p>			

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
AP Modern World History	04057	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	<p>This course is an introductory college-level modern world history course for 11th and 12th graders. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p> <p>AP Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>AP Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7

Course Title	Course#	Level	Length	Credit
AP US History	04104	AP	Full Year	1.0
Meets Graduation Requirement in: <i>US History II</i>	<p>AP US history is designed to be the equivalent of a two semester introductory college or university US History course. In this course students investigate significant events, individuals, developments and processes in nine historical periods from approximately 1491 to the present. Students develop and use AP disciplinary practices and reasoning skills employed by historians analyzing primary and secondary sources developing historical arguments, making historical comparisons and utilizing reasoning about contextualization, causation, continuity and change over time. Students also explore seven themes throughout the course in order to make connections among historical developments in different times and places. Sections of this course will run depending on staffing and student enrollment.</p> <p>AP Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average</p>			

	<p>for the year AND have a teacher recommendation.</p> <p>AP Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
AP US Government and Politics	04157	AP	Full Year	1.0
Meets Graduation Requirement in: <i>US Government and Action Civics</i>	<p>This course is a college-level course available to seniors. The curriculum consists of an introductory study of the U.S. government that includes extensive reading assignments, knowledge and use of research tools, problem solving, critical thinking, and evaluation of information sources. In this course students will analyze and interpret data through the use of charts, graphs, tables, diagrams, and public opinion polls. Students will also analyze information relevant to U.S. Government and Politics through such venues as court cases, political cartoons, speeches, political commentary, current events, and debates. Students will examine primary source documents such as Supreme Court decisions, the Federalist Papers, the Anti-federalist Papers, and others found in supplemental readings and on the internet. Students will be expected to engage in current political events through such mediums as newspapers, magazines, websites, television news programs and forms of social media. Students are required to take the AP US Government and Politics Test. Sections of this course will run depending on staffing and student enrollment.</p> <p>AP Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p> <p>AP Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation</p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
DE US History I	04102-DE	DE	Semester	0.5

Meets Graduation Requirement in: <i>US History I</i>	<p>In this accelerated early college class, students will analyze the major events and themes in U.S. history from 1763 to 1877. The course will begin at the American Revolution and cover major events of our early republic, the expansion of our nation, and the Civil War between the North and South. Students will be asked to develop evidence-driven arguments through academic writing and discussions, as well as evaluate leadership and decision-making processes in historical contexts. There will also be opportunities to compare historical trends to contemporary issues.</p> <p>DE Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>DE Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
DE US History II	04101-DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>US History II</i>	<p>After the Civil War, the American Nation united once and for all and moved forward with remarkable progress. The physical energy of the American people created incredible material development and the nation became a leader in world affairs. The country faced political conflict with a growing demand for civil rights and the franchise. Rapid industrial growth alongside cultural divide and poverty bred political corruption and greed. Reform challenged the role of the federal government with questions that are still unanswered today. Expansion and ideological conflict abroad guided foreign affairs throughout the 20th century. The challenges, dilemmas, and the political forces that molded the nation shape this Dual Enrollment course.</p> <p>DE Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>DE Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP African American Studies	04146	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	<p>This course is designed to be the equivalent of an introductory college semester course in African Studies and related courses, including Africana Studies, African Diaspora Studies, and Black Studies (The College Board). Here students use an interdisciplinary approach to investigate the diversity of the African American experience throughout history. Course units to be studied include Origins of the African Diaspora, Freedom, Enslavement, and Resistance, The Practice of Freedom, and Movements and Debates. An individual student project is also required as part of this course and counts for 15% of a student’s AP exam score.</p> <p>AP Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>AP Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Psychology	04256	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	<p>This course is designed to be the equivalent of a college level introductory psychology course and introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students will engage in the in-depth study of psychology spanning across nine broad domains, including History, Approaches, and Research Methods in Psychology, Social Psychology, Biological Bases of Behavior, Sensation, Perception, and Consciousness, Learning and Cognition, Motivation, Emotion, and Personality, Psychological Testing and Individual Differences, Developmental Psychology, and Introduction to Abnormal Psychology. Students will study key principles, phenomena, and research associated with each of these nine domains. Assigned readings, research, papers, and projects will all require independent engagement at an advanced level and will emphasize the application of key principles, phenomena, and research from these nine content domains. All</p>			

	<p>students enrolled in AP Psychology will take the AP exam in order to obtain a qualifying score and to receive AP designation on their transcript.</p> <p>AP Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p> <p>AP Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation</p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>	

Course Title	Course#	Level	Length	Credit
DE Intro to Psychology	04254 DE	DE	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>This Dual Enrollment course is a comprehensive overview of the scientific study of behavior and mental processes. It will familiarize students with the scientific methods used in the field of psychology. It will also introduce various topics within the field, such as consciousness, motivation, learning, memory, cognition, development, personality, psychological disorders and their treatments, social psychology, and the biological bases of behavior.</p> <p>DE Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>DE Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
DE Intro to Sociology	04258 DE	DE	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	<p>In this Dual Enrollment course students are introduced to the scientific study of society through the consideration of basic sociological concepts and theories. Some of the concepts covered will include culture, gender, class race, politics, deviance, crime, education, family and mass media. Students will gain an understanding of sociological perspectives and gain tools to comprehend the connection between their own lives and the broader social world around them.</p> <p><i>Prerequisites: ENG100, RDG100 or placement. Fall and spring.</i></p> <p>DE Prerequisites from Honors: To enter an AP course from an Honors course, a student must maintain an 83%+ average for the year AND have a teacher recommendation.</p> <p>DE Prerequisites from CPA: To enter an AP course from a CPA course, a student must maintain a 93%+ average for the year AND have a teacher recommendation.</p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
Film History	04109	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>The film industry in the United States generated an estimated \$36.2 billion in 2024. In doing so, moviemakers captivated audiences with tales of superheroes, a spicy sci-fi, an exploration inside the mind of teenagers, and various tales of criminality. Buried within these stories were images of America's past, present, and future. Films in 2024 showed audiences what Americans have viewed for more than a century: a distorted mirror reflecting back an imagined, constructed reality. Through this class, students will examine the history of film in the United States from Thomas Edison's studio at the dawn of the twentieth century to the multinational corporate industrial complex of the early twenty-first century. Students will learn to watch films consciously and analytically in order to perceive cultural, social, and political biases. Through primary and secondary sources, students will explore the technological, social, and political innovations of the film industry, while also studying the power of film to reinforce America's darkest facets. Routine discussions will enable students to develop academic conversation skills, while also expanding their understanding of film analysis. Furthermore, students will write a series of film analyses and create comparative film posters.</p> <p><i>Prerequisite: Successful completion of US History I</i></p>			

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
Genocide Studies	04999	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>In this course, students will engage in a comparative study of genocide, past and present. Students will analyze and interpret historians' and the United Nations' definitions of genocide, examine the Universal Declaration of Human Rights, the ten stages of genocide and systems and organizations that are in place to help prevent and respond to genocidal acts committed by individuals, groups, and governments. Using selected case studies of genocide from past and present, students will apply this foundational knowledge to answer questions. Students will draw from primary and secondary texts, film, projects, and group discussions to address questions throughout this course.</p> <p><i>This half year elective course is offered to students in grade 11 and 12.</i></p>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7

Course Title	Course#	Level	Length	Credit
History of Fitchburg	04149	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>This course will be an overview of our city from its colonial beginnings through the Industrial Revolution, into its Victorian boom, to the present. Students will be exposed to the rich cultural background and melting-pot makeup of the city throughout its development.</p> <p><i>This half year elective course is offered to students in grade 11 and 12.</i></p>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7

Course Title	Course#	Level	Length	Credit
Intro to Psychology	04254	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>This will be an introductory course in the field of psychology. Topics that students will engage with include Psychology as a Science, The Brain and Behavior, Learning, Development, The Psychodynamic Approach to Psychology, Abnormal Psychology, and Forensic Psychology. For each of these topics, students will engage in an inquiry-based or project-based study of</p>			

	<p>what these fields of psychology entail and how they are relevant to various aspects of daily life. This half year course is intended to engage and challenge students of all ability levels.</p> <p><i>This half year elective course is offered to students in grade 11 and 12.</i></p>
--	---

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7

Course Title	Course#	Level	Length	Credit
Latin American Studies	04061-LA	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>Latin American Studies is an interdisciplinary curriculum that focuses on the history, politics, social organization, economy, geography, music, religion, art, and literature of Central and South America, Mexico, and the Caribbean. Students will engage in an inquiry-based study of specific topics, including The Iberian Peninsula and Spain in 1492, Religion in Latin American Society, Impact of the Columbian Exchange and European Conquest, Class and Ethnic Groups, Haitian and Latin American Revolutions, US Imperialism in Latin American and its Legacy, Experience of Latin Americans in American History, Latin America During the Cold War, Contemporary History, Issues, and US Relations in Latin America, and Artistic and Cultural Legacies of Latin America. This half year course is intended to engage and challenge students of all ability levels.</p> <p><i>This half year elective course is offered to students in grade 10-12.</i></p>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7

Course Title	Course#	Level	Length	Credit
The Law	04165	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	<p>Law is a program of legal education designed to engage high school students in a critical examination of their Constitution, government, and legal responsibilities and rights. In this elective, students have the opportunity to conduct discussions, research, and debate with their classmates about the foundations of American government, legal problems, contemporary legal issues, and the implications of law on themselves and American society. The goal of the course is to provide students with a sense of belonging in society through knowledge of their system of government. The course works to provide an understanding of the fundamental principles of authority, fairness, justice, and responsibility that underlie our legal system. We will examine broad and specific legal topics to provide a better understanding of the law and how it affects one's real life.</p> <p><i>This half year elective course is offered to students in grade 11 and 12.</i></p>
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
Women and Gender Studies	04108	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>This course will focus on women and their societal advancement through American History and their global impact. Women’s Studies examine the experiences and contributions of diverse groups of women in American society in areas such as health, business, and political activism. Students will engage in an inquiry-based study of specific topics including History of the Vote, Women at Work, LGBTQIA+, Women in Poverty, and Feminism vs. Womanism: Case Studies of Gloria Steinem and Alice Walker. This half year course is intended to engage and challenge students of all ability levels. Sections of this course will run depending on staffing and student enrollment.</p> <p><i>This half year elective course is offered to students in grade 11 and 12.</i></p>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

WORLD LANGUAGES

The study of language and culture is an integral part of the educational experience. By learning a world language, students develop a better understanding of the world around them, appreciate diversity, communicate with knowledge, and make connections to the world around them.

Studying another language and culture provides a rich preparation for the future. It is difficult to imagine a job, a career, or a leisure activity in the twenty-first century that would not be enhanced by the ability to communicate effectively in a foreign language.

French, Spanish, and Latin can be taken for four years at Fitchburg High School and all can be used to fulfill the two-year foreign language requirement. In modern languages, there is a focus on the four language skills of listening, speaking, reading, and writing. For students studying Latin, the focus areas are reading, writing, translating, and interpreting authentic texts. With this in mind, all of the foreign language curricula address the following enduring understandings.

- *Communication* - Effective communication requires multiple strategies and skills in listening, speaking, reading and writing.
- *Cultures*: Knowledge and appreciation of other cultures includes perspectives, products and practices.
- *Comparison* - Insight is developed into one's own language and culture by making comparisons with others.
- *Connections* - Language study establishes connections with other disciplines.
- *Community* - Participation in the global community is achieved by use of the target language beyond the classroom.

SPANISH COURSES (*All Spanish courses may be taken only once for credit.*)

Course Title	Course#	Level	Length	Credit
Spanish I	o6101 CPA	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course introduces students to the four basic skills of listening, speaking, reading, and writing. Emphasis is placed on the learning of vocabulary and the understanding of grammar to assure a solid foundation of the language. Attention is given to developing proper pronunciation. Thorough knowledge of English grammar is imperative for successful completion of this course. In this course, students also learn to appreciate various aspects of Spanish culture and civilization.			
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>				

Course Title	Course#	Level	Length	Credit
Spanish II	o6102 CPA	CPA	Full Year	1.0

Meets Graduation Requirement in: <i>World Languages</i>	This course covers new and more advanced vocabulary and grammar while constantly reinforcing the previously learned concepts. Emphasis is placed on all four basic skills through more advanced grammar, vocabulary, oral work, and written work. Several projects (oral and/or written) are required. <i>Prerequisite: Successful completion of Spanish I</i>
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>	

Course Title	Course#	Level	Length	Credit
Spanish for Heritage Speakers 9	06106	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course is designed for students who have a background in spoken Spanish and would benefit from practice in reading and writing the language. Classroom activities will emphasize developing the skills necessary to understand and use the various forms of written Spanish. The culture and history of Spanish speaking countries allows the students to broaden their appreciation of the Hispanic world. <i>Prerequisite: Placement test (8th Grade)</i>			
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>				

Course Title	Course#	Level	Length	Credit
Spanish for Heritage Speakers 10	06108	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course aims to continue to improve the reading and writing skills of students for whom Spanish is the native language. Students will read materials designed for native speakers of Spanish, and produce a variety of written texts whose intended audience is native speakers of the language. The ultimate goal of the course is to engage students in using the language as educated native speakers. <i>Prerequisite: Placement test (9th Grade)</i>			
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>				

Course Title	Course#	Level	Length	Credit
Spanish for Heritage Speakers 11	06106-11	CPA	Full Year	1.0

Meets Graduation Requirement in: <i>World Languages</i>	This course seeks to master the art of writing using previously learned grammatical structures learned in Spanish for Native Speakers I & II. Students will read a variety of literature from various Latin American and Hispanic authors. <i>Prerequisite: Placement test (10th Grade)</i>
<i>FHS School Wide Academic Expectations: 1, 3, 4 and 7</i>	

Course Title	Course#	Level	Length	Credit
AP Spanish Language and Culture	24064	AP	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course is intended for highly motivated students who wish to develop proficiency across all levels of communication: interpersonal, interpretive, and presentational. The course is meant to be comparable to a third year college course, which requires extensive reading of literary selections as well as training in the organization and writing composition. The use of authentic materials and sources will be utilized for presentations and class discussions. Students are required to take the National AP Spanish exam in May to qualify for college credit and to earn AP designation on their FHS transcript. <i>Prerequisite: Demonstrated ability in Spanish language and/or teacher recommendation.</i>			
<i>FHS School Wide Academic Expectations: 1, 3, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP Spanish Lit and Culture	24065	AP	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America, and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills with emphasis on critical reading and analytical writing. <i>Prerequisite: Successful completion of AP Spanish Language</i>			
<i>FHS School Wide Academic Expectations: 1, 3, 4 and 7</i>				

FRENCH COURSES (*All French courses may be taken only once for credit.*)

Course Title	Course#	Level	Length	Credit
French I	o6121 CPA	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course introduces students to the four basic areas of language learning: speaking, reading, writing and listening. To attain a solid foundation in the language, emphasis is placed on the learning of vocabulary and the understanding of grammar. Therefore, a thorough knowledge of English grammar is imperative for successful completion of this course. Students will also learn to appreciate various aspects of French culture and civilization, and will read selected literary materials.			
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>				

Course Title	Course#	Level	Length	Credit
French II	o6122 CPA	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course encompasses a review and an expansion of the grammar and conversational skills already acquired through the continuing use of structural materials. Its purpose is to continue study at a more advanced level, to give the students a solid foundation in the French language so that they may acquire the ability to speak and to read simple materials. <i>Prerequisite: French I</i>			
<i>FHS School Wide Academic Expectations: 1, 3 and 7</i>				

Course Title	Course#	Level	Length	Credit
French III H	06123	H	Full Year	1.0
Meets Graduation Requirement in: <i>World Languages</i>	This course is directed toward helping students continue to acquire skills in speaking, reading, and writing French. Reading is of central importance, serving as a basis for conversation and guided composition. More advanced grammatical structures are introduced at this level. Outside reading is a course requirement. <i>Prerequisite: French II</i>			
<i>FHS School Wide Academic Expectations: 1, 3, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
AP French Language and Culture	24114	AP	Full Year	1.0

Meets Graduation Requirement in: <i>World Languages</i>	<p>The AP French Language course is intended for highly motivated students who wish to develop proficiency across all levels of communication: interpersonal, interpretive, and presentational. The course is meant to be comparable to a third year college course, which requires extensive reading of literary selections as well as training in the organization and writing composition. The use of authentic materials and sources will be utilized for presentations and class discussions. Students are required to take the National AP French exam in May to qualify for college credit and to earn AP designation on their FHS transcript.</p> <p><i>Prerequisite: Demonstrated ability in French language and/or teacher recommendation.</i></p>
<i>FHS School Wide Academic Expectations: 1, 3, 4 and 7</i>	

PHYSICAL EDUCATION/ HEALTH DEPARTMENT
(Unless otherwise noted, all courses may be taken once for credit.)

The Physical Education/Health program provides the development and maintenance of healthy practices, fitness, motor skill development, social and character development, along with relaxation, and the development of constructive recreation options for life.

REGULATIONS FOR REQUIRED PHYSICAL EDUCATION/HEALTH COURSES

- All students are required to earn a total of 2.0 credits (one unit of health is required).
- All students must be dressed in clothing suitable for the activities. Clothing should be free of objects that could cause injury to the student or other students in the class. All students are required to wear appropriate footwear.
- To receive a passing grade for the term, a student must actively engage in the designated class activities in proper dress for the entire class period, and not be absent for more than the classes allowed during the term, as informed by the physical education teacher at the start of the school year.
- If a student is to be excused for medical reasons, he/she must present a letter from a physician to the school nurse. The student is expected to resume participation in physical education classes upon receiving written permission from the physician. No student may participate in interscholastic athletics while excused from physical education for medical reasons.
- If a student is to be excused for religious reasons, he/she must present a letter from parent(s) or guardian(s) explaining the reason for the request to the principal. An excused student may make up the credits missed by substituting another class for physical education.
- *Students may pursue a PE waiver for one or more years. Consult the specific guidance counselor for the PE waiver form.*

Department goals include the following:

- Develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.
- Learn to move skillfully, creatively, and effectively through exercise, games, and sports.
- Understand the concepts of space, time, and force related to the individual's movement.
- Develop and express in a socially acceptable way the respect for personal relationships in and through physical activity.
- Develop and condition the heart, lungs, muscles, and other organic systems of the body to meet daily energy needs.
- Acquire an appreciation of functional posture, a sense of personal well-being, a positive self-image, and physical condition.
- Develop an interest and desire to participate in lifetime physical activities.

Course Title	Course#	Level	Length	Credit
Best Buddies Fitness	o8001 BB	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Physical Education</i>	Best Buddies Physical Education is open to students who are interested in or part of the Best Buddies Program. This class is designed for motivated students. In collaboration with our Guided Learning and Pathways programs, students will be positive role models, work on sportsmanship and the importance of physical activity. Students will demonstrate and assist in all aspects of the class. <i>Note: Students must be recommended for this course by a staff member or be an existing member of the Best Buddies Program</i>			
<i>FHS School Wide Academic Expectations: 1, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Child Development	19052	CP	Semester	0.5
Meets Graduation Requirement in: <i>Health</i>	This course covers the development of the child from prenatal stages through the early years of childhood. The complex and distinctive nature of normal development is explored. Developmentally appropriate adult-child interaction and the responsibilities of adult caregivers are emphasized. The transmission of values to children as well as traits of responsible parents is a part of the curriculum. Students will experience real caregiving techniques utilizing the electronic babies, in which all interactions are lab based. Students pursuing our Education pathway are encouraged to take this course <i>Prerequisite: prerequisite of 9/10 Health or be an existing Junior/Senior</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Competitive Team Sports 11/12	o8002	CP	Semester	0.5
Meets Graduation Requirement in: <i>Physical Education</i>	This will include instruction of skills and active participation in a variety of sports and physical activities. Sports and activities include: basketball, volleyball, pickleball, badminton, soccer, angleball, etc. This class will promote respect, healthy competition, sportsmanship, and cooperation. Emphasis will be placed on physical performance of learned skills and approaches to each game. <i>Offered as a 11th or 12th grade course</i>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7

Course Title	Course#	Level	Length	Credit
Cooperative Games 9/10	08004 9-10	CP	Semester	0.5
Meets Graduation Requirement in: <i>Physical Education</i>	Cooperative Games is a physical education class designed to develop problem solving and critical thinking skills. Students move through a progression of games and activities that stimulate both social interaction and self-evaluation.			
<i>FHS School Wide Academic Expectations: 1, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Cooperative Games 11/12	08004 11-12	CP	Semester	0.5
Meets Graduation Requirement in: <i>Physical Education</i>	Cooperative Games is a physical education class designed to develop problem solving and critical thinking skills. Students move through a progression of games and activities that stimulate both social interaction and self-evaluation.			
<i>FHS School Wide Academic Expectations: 1, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Fitness for Life 9/10, 11/12	08005, 08005 11-12	CP	Semester	0.5
Meets Graduation Requirement in: <i>Physical Education</i>	Fitness for Life is an introductory weight room class. This class will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem, and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, training principles, and the benefits of being physically active. Students will participate in activities that will increase fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. Students will exhibit a physically active lifestyle through participation in one or more lifetime sports or activities of their own choosing.			
<i>FHS School Wide Academic Expectations: 1, 4, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Health 9/10	08051 9-10	CP	Semester	0.5
Meets Graduation Requirement in: <i>Health</i>	Using the National Health Education Standards and through the development of health literacy, SEL skills, and health promotion, this skills based course teaches fundamental health concepts that promote habits and conduct that enhance health and wellness. The purpose of the course is to build healthy individuals, families, relationships, schools, and communities. Topics studied include decision-making and goal setting, human sexuality, reproductive systems, STIs, relationships, and communication. <i>Offered as a 9th or 10th grade course</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Health 11/12	08051 11-12	CP	Semester	0.5
Meets Graduation Requirement in: <i>Health</i>	Using the National Health Education Standards and through the development of health literacy, SEL skills, and health promotion, this skills based course teaches fundamental health concepts and promotes habits and conduct that enhance health and wellness. The purpose of the course is to build healthy individuals, families, relationships, schools, and communities. Topics studied include decision-making and goal setting, mental health, drug use and addiction, and nutrition. <i>Offered as a 11th or 12th grade course</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7</i>				

Course Title	Course#	Level	Length	Credit
Introduction to Circuit Training	08016 CT	CP	Semester	0.5
Meets Graduation Requirement in: <i>Physical Education</i>	In this course, students will be able to develop an understanding of fitness concepts and design personal fitness programs while developing an individualized level of health-related activities to complete assessments of their health related fitness. Students will learn the relationships between physical activity, physical fitness, group interaction, cooperation, an appreciation for the abilities and limitations of self and others and various health-related outcomes. Students will be shown lifts, safe spotting techniques and how to follow			

	designed programs. Throughout the course, students will gain the knowledge and skills needed to develop lifelong patterns of physical activity.
<i>FHS School Wide Academic Expectations: 1, 4, 6 and 7</i>	

Course Title	Course#	Level	Length	Credit
Strength Training	o80o5 ST	CPA	Semester	o.5
Meets Graduation Requirement in: <i>Physical Education</i>	The objective of this Strength Training class is for students to learn the principles of strength training and apply those in an individualized resistance training program. Students will take what is learned in this class including but not limited to warm-up and cool-down methods; spotting procedures; proper exercise techniques; workout splits and sequencing fit to their individual goals and lifestyles, and use it for lifelong fitness programming. <i>Pre-requisites: Fitness for Life or Introduction to Circuit Training or PE teacher recommendation</i> <i>Conditions: Clearance to participate in Physical activity (specifically weight lifting/resistance training)</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 4, 5, 6, and 7</i>				

BUSINESS TECHNOLOGY DEPARTMENT

OVERVIEW: The Business Technology Department offers courses that prepare students in both business and emerging technologies. The focus is for students to develop skills applicable in a school and work environment. Activities will be designed to enable students to effectively use technology to solve problems and develop necessary skills of the twenty-first century. The following sequence is recommended.

- Freshmen: Freshman/Sophomore Seminar
- Sophomore: Accounting I, Principles of Business, Broadcasting I
- Junior/Senior: Junior/Senior Seminar, Accounting I, Accounting II, Broadcasting I and/or II, Principles of Business, Introduction to Marketing, Advanced Broadcasting

BUSINESS COURSES

(Unless otherwise noted, all courses may be taken once for credit.)

Course Title	Course#	Level	Length	Credit
Accounting I	12104-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students will learn the complete accounting cycle for a service and merchandising business organized as a proprietorship utilizing state-of-the art accounting software via www.aplia.com . This course is recommended for students who are intending to pursue a career in the field of business and/or start a business after high school. <i>Prerequisite: Successful completion of Freshman Seminar</i>			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Accounting II	12104-2	H	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students will learn the complete accounting cycle for a merchandising business organized as a corporation. It fosters problem solving, critical thinking, communication and the analytical skills required in a business environment. In this course, the corporation is presented in a complete accounting cycle, utilizing state-of-the-art accounting software via www.aplia.com . Students interested in business careers or college majors should consider this course. <i>Prerequisite: Successful completion of Accounting 1</i>			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Advanced Broadcasting	11103-Adv	H	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	This course allows students to further develop advanced broadcasting skills in organization, writing, filming, and editing to continue their interest in video and studio production. Students taking this course will be responsible for creating sophisticated video productions, producing regular programming for curriculum and educational purposes, producing and directing special productions and sporting events. In addition to completing projects for regularly scheduled productions, students will complete two independent projects during the school year (one each semester). This course is open to Sophomores, Juniors and Seniors. This class is taught in collaboration with Fitchburg Access TV, Fitchburg. Student projects are broadcasted in-house (FHS) as well as on FATV. <i>Prerequisite: Successful completion of Broadcasting 1 & 2.</i>			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Banking & Finance 1	12101-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Empowering students using real-life examples and interactive mock scenarios. Students will learn how to build a wealth mindset in an increasingly complex society and economy. Topics include: Banking (Checking, Savings and Debit Cards), Paying for College, Taxes, Insurance, Budgeting, Managing Credit & Credit Scores, Consumer Skills and General Job Skills. Students will have an understanding of how mental health has an impact on money habits. Upon finishing this course, students will be prepared to take control of their personal finances. Class is hosted in a live-branch of Leominster Credit Union. <i>Prerequisite: 11th & 12th Grade</i>			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
Banking & Finance 2	12101-2	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Elective</i>	<p>Students will learn about the role of an Intern at Leominster Credit Union. They will engage in hands-on training of necessary job skills including Bank Security, Customer Service, Money Handling, Check Negotiability, and Professional Etiquette and Soft Skills. Students will participate in career research and hear from individuals in different fields of employment. Students will participate in resume writing and interviewing techniques particular to new-age technology. Students must obtain an 80+ and have teacher recommendation to be eligible to interview for a paid internship with Leominster Credit Union.</p> <p>Class is hosted in a live-branch of Leominster Credit Union.</p> <p><i>Prerequisite: 11th & 12th Grade interested in pursuing an internship with LCU</i></p>
FHS School Wide Academic Expectations:	

Course Title	Course#	Level	Length	Credit
Broadcasting 1	11103-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course introduces students to the concepts, equipment and terminology of broadcast video (television) production through classroom/textbook studies and lab/hands-on approach. The course will include the principles and practices used in producing, writing, and reporting news for television production. Topics include public speaking techniques, research practices, rewriting wire copy, filming, and editing news packages to produce the weekly news broadcast. Students learn how to set up a television studio including the control room for live and post production. Students will produce a weekly news broadcast. This course is open to Sophomores, Juniors and Seniors. This is a semester class to give students an introduction to television production. This class is taught in collaboration with Fitchburg Access TV, Fitchburg. Student projects are broadcasted in-house (FHS) as well as on FATV.			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Broadcasting 2	11103-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	<p>This course allows students to further develop the skills acquired in Broadcasting 1 with emphasis placed on creating news segments, features, and interviewing techniques. The course will include camcorder and interviewing techniques. Students learn advanced camera techniques along with story boarding, editing, and the importance of media literacy. Students will create movie trailers, movie shorts, and news segments. Cooperative teamwork and strong organizational skills are essential. This course is open to Sophomores, Juniors and Seniors. This class is</p>			

	taught in collaboration with Fitchburg Access TV, Fitchburg. Student projects are broadcasted in-house (FHS) as well as on FATV. <i>Prerequisite: Broadcasting 1</i>
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7	

Course Title	Course#	Level	Length	Credit
Freshman/Sophomore Seminar	12001 9-10	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course was developed to support the mission and vision of FHS that all students graduate from high school prepared for career, college, and citizenship.			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Introduction to Marketing	12151	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students will learn marketing foundations such as sales, promotion, advertising, market research and product planning. They will study and learn the four P's of marketing: Product, Price, Promotion and Place. This semester course will be highly interactive with many hands-on activities and case studies used to reinforce topics. Students interested in a business career or those considering a business major in college are highly encouraged to take this course. <i>Prerequisite: Successful completion of Freshman Seminar</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Junior/Senior Seminar	12001 11-12	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	This course was developed to support the mission and vision of FHS that all students graduate from high school prepared for career, college, and citizenship. It is an extension of the skills mastered in the lower grades to assist students with further skills for finance/money management, housing, everyday living as well as preparing for college.			
FHS School Wide Academic Expectations: 1, 2, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Principles of Business	12001	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>	Students will be introduced to the exciting and challenging world of business. In this project-based course students will learn about many aspects of business including: Business in the Global Economic Environment (Economics), Organization and Management (Leadership, Human Resources, Culture and Diversity), and Personal Financial Management. <i>Prerequisite: Successful completion of Freshman Seminar</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

FINE AND PERFORMING ARTS MUSIC

The Music Department at Fitchburg High School gives every student the opportunity to find and achieve their music potential. Students involved in the study of music will be cognitively and emotionally challenged by actively creating, performing, responding and connecting to music through broad course offerings. Students will strive for technical and artistic excellence on their given instrument or voice, through composition, improvisation, and performance of repertoire. Students will develop their understanding and abilities to recognize, analyze, and describe the basic materials and processes of music that are heard or presented in notation. These courses offer students the unique opportunity of being in music – to experience music from within its fabric, to know it from the inside out, and to do this within a larger music-making community.

Students can audition for and potentially participate in various honors ensembles, the Central District and All-State festival ensembles, Drum Corps International, and other performing groups throughout the region. Students interested in forming instrumental or vocal chamber ensembles will be given faculty support, as will those who are interested in forming jazz, pop, or rock ensembles.

Students are also encouraged to audition and participate in the annual musical. The musical is supported by the music department and district arts department, and offered in collaboration with the Drama, Visual Arts, Business and Industrial Technology departments.

Department goals include the following:

- Students will be independent musicians and thinkers
- Students will be self-directed in their individual practice
- Students will be resilient and determined through their development of skills
- Students will critically listen to and evaluate their own performances and those of other musicians
- Students will actively listen to a broad spectrum of music without prejudice, and be discerning consumers of music
- Students will sing and perform on instruments, both alone and with others, a varied repertoire of music
- Students will read and notate music, and improvise and compose within specific guidelines
- Students will understand music in relation to history and culture
- Students will understand the relationships between music, the other arts, and disciplines outside of the arts

Course Title	Course#	Level	Length	Credit
AP Music Theory	05115	AP	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i>	AP Music Theory covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Best Buddies Music	05119 BB	CP	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	Best Buddies Music engages students in active music-making. Every day, students will sing, move and dance, play percussive instruments, and create their own original music. In collaboration with our Guided Learning and Pathways programs, students will be positive role models in this class. Students will demonstrate and assist in all aspects of the class. Students should have a strong willingness to perform in front of their peers, be self-directed and motivated, and have a desire to experience being in music. <i>Note: Priority to students in the Best Buddies Program and students with previous musical experience.</i>			
<i>FHS School Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Concert Band	05103	H	Full Year	1.0
Meets Graduation Requirement in: <i>Electives</i> <i>May be taken for</i>	Students will become a member of a music-making community, furthering their musical development and progression through continued studies on their chosen instrument and marching technique within the ensemble. Students will be independent thinkers and musicians. Students will create, perform, respond to, and connect to music through a varied repertoire of music and drill. The band			

<i>credit more than once</i>	<p>is one ensemble: we perform as a marching, pep, and concert band throughout the year. We perform at football games, parades, competitions, festivals, clinics, and workshops. Students who participate in the fall Marching Band portion may receive a waiver for Physical Education. We also perform at civic events, special community observances and many other community and school events. The band also gives multiple concerts throughout the year. Many rehearsals and performances are scheduled for outside of the school day; all students are required to participate in these and they are included as part of the student's grade.</p> <p><i>Prerequisite: Open to all students with previous instrumental experience. However, any student with previous musical experience interested in joining the band may do so, but only at the discretion of and with a recommendation from the director.</i></p>
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7	

Course Title	Course#	Level	Length	Credit
Concert Choir	05111	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Electives</i> <i>May be taken for credit more than once</i>	Students will become a member of a music-making community, furthering their musical development and progression by singing in an ensemble. Students will be independent thinkers and musicians. Students will create, perform, respond to, and connect to music through a varied repertoire of music. The concert choir performs at all FHS concerts as well as special community observances and events. The choir also participates in concerts and competitions outside of the school day that are also included as a part of the student's grade. All students are required to participate in all scheduled performances. <i>Prerequisite: The concert choir is open to any student who has a desire to sing and experience being in music.</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7				

Course Title	Course#	Level	Length	Credit
Guitar 1	05109	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i>	This course is designed for students who have a desire to learn to play the guitar. Students will receive introductory training in guitar technique and traditional notation, learning to play melodies and chords. Students will be able to demonstrate specific guitar skills as assigned by the teacher. Students will be able to demonstrate basic knowledge and understanding of traditional notation and theory through performance of repertoire, improvising within specific guidelines, and composing their own pieces. Through differentiated instruction and self-directed learning, students will be able to demonstrate continued improvement in their individual guitar skills. Students will be able to demonstrate the tools necessary, and their process, to practice and self-evaluate.
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7	

Course Title	Course#	Level	Length	Credit
History of American Music	05118	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	American music is unique in its development, emerging from the distinct convergence of European and African influences. Through this course, students will develop and demonstrate an understanding of the basic elements of music, and specifically those of American popular music, from the blues to today. Students will learn about the evolution through time and the societal and historical relevance of American music. Students will also be able to critically listen to, evaluate, and describe performances, and identify landmark pieces and performers within American pop music. There are no prerequisites for this course and no previous musical experience is required. Students should be avid, critical listeners to music and be willing to listen to a wide variety of music without prejudice. Students should have a desire to improve their critical listening skills, be willing to communicate their opinions and observances to evaluate performances.			
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7				

Course Title	Course#	Level	Length	Credit
Music Production and Technology	05124	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i>	Students will use many production and digital tools to produce their own music. Students will learn to use a DAW (digital audio workstation) as their primary tool to create, edit, and produce music. Students will learn basic music concepts through this creative process and will create multiple projects by the end of the semester.
--	---

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
Musical Theater - History and Practice	05117	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i> <i>May be taken for credit more than once</i>	Students will explore the rich history and evolution of the American Musical comedy. Students will learn the history of musicals from VAudeville to what is currently on and off, and off-off Broadway. Students will also develop an understanding of the production aspects of the theater world from the points of view of directors, producers, and behind-the-scenes technicians. Students will be required as part of this course to contribute to the Spring Musical Production whether it be during class time or after school in the cast or crew. In class performances and presentations are expected.			

FHS School Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
Music Theory and Musicianship H	05114	H	Full Year	1.0
Meets Graduation Requirement in: <i>Electives</i>	This course is designed for advanced music students who are interested in pursuing AP Music Theory or music at the collegiate level. This course will develop a student's understanding and ability to recognize, analyze, and describe the basic materials and processes of music that are heard or presented in a score. Aspects of music to be covered in depth will be harmony, melody, texture, rhythm, form, musical analysis, composition, history and style. Musicianship skills such as sight-singing, improvisation, harmony, dictation, and other listening skills will also be covered. Students will hone their aural, sight-singing, compositional and analytical skills through many types of exercises. Students will achieve mastery of the rudiments and terminology of music: hearing and notating pitches, intervals, modes, chords, meter, and rhythm. <i>Prerequisites: Completion of a performance-based course at FHS (Piano or Guitar Clinic, String Ensemble, Concert Choir, or Concert Band) entrance exam, and</i>			

	<i>recommendation.</i>
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7	

Course Title	Course#	Level	Length	Credit
Piano 1	05108 CPA	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course is designed for students who have a desire to learn to play the piano. Students will receive introductory training in piano technique and traditional notation, learning to play melodies accompanied by chords. Students will be able to demonstrate specific piano skills as assigned by the teacher. Students will be able to demonstrate basic knowledge and understanding of traditional notation and theory through performance of repertoire, improvising within specific guidelines, and composing their own pieces. Through differentiated instruction and self-directed learning, students will be able to demonstrate continued improvement in their individual piano skills. Students will be able to demonstrate the tools necessary, and their process, to practice and self-evaluate.			
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7				

Course Title	Course#	Level	Length	Credit
Singer Songwriter Workshop	05120	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	Students will explore vocal techniques from many genres of music and use piano, guitar, and digital tools to compose, produce, and record their own music. Students will work independently and collaboratively. Students will learn basic music concepts through this creative process and will create multiple projects by the end of the semester.			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
String Ensemble	05107	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i> <i>May be taken for credit more than once</i>	Students will further their musical development and progression through continued studies of their chosen string instrument. Students will create, perform, respond to, and connect to music through a varied repertoire of music. The string ensemble performs at all FHS concerts outside of the school day as well as special community observances and events. These events are part of the student's individual grade. All students are required to participate in all scheduled performances. <i>Prerequisite: Open to all students with previous instrumental experience on a string instrument (violin, viola, cello, and double bass). However, any student with previous musical experience interested in joining the string ensemble may do so but only at the discretion of and with a recommendation from the director.</i>
FHS School Wide Academic Expectations: 1, 2, 3, 4 and 7	

FINE AND PERFORMING ARTS

VISUAL ARTS

Get involved in one of the fastest growing industries! According to the analyst John Hawkins, the creative sector will become one of the largest economies in the world. From careers in graphic design, animation, illustration and more you can join the fastest growing creative industry. Visual arts courses foster critical thinking, analytical process and creative problem solving. These skills can prepare students for careers beyond the visual arts. Appropriate studio conduct and practices are learned in all visual arts courses. Students who are seriously interested in studying art and developing their creative and critical thinking skills may want to build a portfolio for college. Students must take one or more semesters of upper level courses before taking AP Studio Art. Department goals include the following:

- Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- Students will demonstrate knowledge of the elements and principles of design.
- Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Course Title	Course#	Level	Length	Credit
Advanced Drawing and Painting	05155 ADV	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	A follow up to Painting and Drawing courses that builds a students portfolio and refines their work. This can also be a good segue into AP Art portfolio building. Exposure to more advanced and individualized techniques and media will be explored. <i>Prerequisites: Prior successful completion of Intro to Drawing or Intro to Painting, or any motivated student that has the recommendation of their prior art teacher.</i>			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
Animation I	05177	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i>	(Introduction to 2D Animation) Students are introduced to the history and practice of classical 2D animation based on the 12 principles of animation developed by Disney Animation Studios. Students will complete various animation and cartooning assignments throughout the semester. Emphasis is placed on drawing fundamentals and effort by students. Students will be introduced to the animation pipeline, and be given the opportunity to discover the various career paths open to students interested in animation as a career. Career exploration, college program research, field trips, and guest speakers from Nickelodeon, Dreamworks, and others are provided throughout the year.
FHS School Wide Academic Expectations:	

Course Title	Course#	Level	Length	Credit
Animation II	05177-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	(Intermediate 2D Animation) Students continue to develop their skills as animators based on the 12 principles of animation. Animation projects focus on developing a more complex understanding of lifelike movement and action. Character animation is also introduced and explored through projects and drawing exercises. Emphasis is placed on accuracy and effort as well as further focus on figure drawing and character design. <i>Prerequisite: Animation 1</i>			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
Animation III	05177-3	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	(Advanced 2D Animation) Students are introduced to character animation, including dialogue, acting, emotion, and action. Assignments will focus on further refinement of students' understanding of the 12 principles of animation, as well as starting to research college programs and portfolio development. <i>Prerequisite: Animation 2</i>			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
--------------	---------	-------	--------	--------

Animation IV	05177-4	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	(Animation Independent Study) In this course, students will be given the time to further develop and refine their skills as animators. Students will do this through the completion of personally selected character animation projects, teacher assigned animation projects, and student short film development. Emphasis is placed on personal style, portfolio development, and preparing to apply for college level animation programs. This course may be repeated based on teacher approval. <i>Prerequisite: Animation 3</i>			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
AP Studio Art- 2D	05174	AP	Full year	1.0
Meets Graduation Requirement in: <i>Electives</i>	Students wishing to submit a portfolio for the AP Examination and to receive AP designation on their transcript will be expected to produce 15 artworks in a variety of 2-D media, techniques and subject matter. Each student will devise an independent project organized around a sustained investigation and will maintain a sketchbook to record the development of this concentration. <i>Prerequisite: Portfolio Review and Teacher recommendation.</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Studio Art	05151-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	Students will explore the Elements and Principles of Design through hands-on experience with art creation and production, Emphasis is placed on introductory painting and drawing focusing on one subject, style, technique and creative problem solving. Students will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.			
FHS School Wide Academic Expectations: 1, 3, 4 and 7				

Course Title	Course#	Level	Length	Credit
Best Buddies Art	05154 BB	CP	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i> <i>May be taken for credit more than once</i>	Best Buddies Art is open to students who are interested in or part of the Best Buddies Program. This class is designed for motivated students. In collaboration with our Guided Learning and Pathways programs, students will be positive role models in this class. Students will demonstrate and assist in all aspects of the class. <i>Prerequisite: Priority to students in the Best Buddies Program.</i>
FHS School Wide Academic Expectations:	

Course Title	Course#	Level	Length	Credit
Ceramics I	05158-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course is an introduction to a variety of clay-working techniques. Students will create sculptural forms and functional vessels through traditional hand-building techniques: pinch, coil, slab and drape mold. Students will be introduced to a variety of basic glazing and surface decorating techniques. Working from personal sketches and color studies, students will produce unique pieces of pottery and sculpture.			
FHS School Wide Academic Expectations: 1, 3, 4, 6 and 7				

Course Title	Course#	Level	Length	Credit
Ceramics II	05158-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course builds upon skills and techniques learned in Ceramics I. Students will continue to explore a variety of techniques of working in clay, including hand building and an introduction to throwing on the potter's wheel. Students will further their understanding of glazing techniques and decorative styles, as well as learn how to load and fire an electric kiln. Through the study of various cultures and artisans, students will be exposed to and influenced by distinct ceramic traditions. Finally, students will produce unique pieces of sculpture and functional pottery. <i>Prerequisite: Successful completion of Ceramics I.</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 6 and 7				

Course Title	Course#	Level	Length	Credit
Intro to Drawing	05156	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i>	Learning to draw means observing the visual properties of forms and the spaces they occupy. This course will focus on a variety of drawing techniques and materials that will reinforce skills needed to improve observational and imaginative designs. Students who successfully complete this course will be eligible for Studio Art.
FHS School Wide Academic Expectations: 1, 3, 4, 5 and 7	

Course Title	Course#	Level	Length	Credit
Graphic Design I	05162-1	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course introduces students to the Elements of Design through hands-on and computer based projects. Students will be exposed to Adobe Creative Suite utilizing Photoshop & Illustrator on the Mac operating system.			
FHS School Wide Academic Expectations: 1, 2, 3, 4,5, 6 and 7				

Course Title	Course#	Level	Length	Credit
Graphic Design II	05162-2	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course will enhance the knowledge of the Elements of Design taught in Graphic Design I. The projects will be more advanced with continued use of Adobe Photoshop & Illustrator. Students will also be exposed to Adobe InDesign. <i>Prerequisite: Successful completion of Graphic Design I.</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Muralism	05157-M	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	Muralism: Students will learn how to produce community murals beginning with design, to painting, site preparation, and final installation.			
FHS School Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
Intro to Painting	05157	CPA	Semester	0.5

Meets Graduation Requirement in: <i>Electives</i>	A course designed to explore basic techniques of painting. A variety of painting techniques and materials will be used such as acrylic and mixed media. Students who successfully complete this course will be eligible to enroll in Painting 2, and/or Advanced courses.
FHS School Wide Academic Expectations: 1, 3, 4, 6 and 7	

Course Title	Course#	Level	Length	Credit
Sculpture I	05158	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Electives</i>	This course is an exploration of art in three dimensions. The emphasis of this course is on the development of skills and creativity in the use of materials such as clay, stone, plaster, wood, found objects and wire. Projects will focus on representational and abstract subject matter, and give students exposure to historical and contemporary artists. This course will broaden and reinforce the students' understanding of elements and principles of design. The important learning processes of creative problem solving and critical thinking will be emphasized.			
FHS School Wide Academic Expectations: 3, 4, 6 and 7				

Course Title	Course#	Level	Length	Credit
Advanced Studio Art H	05154-2	H	Full Year	1.0
Meets Graduation Requirement in: <i>Electives</i>	The goal of this course is to provide an opportunity for artistically gifted and motivated students to satisfy advanced requirements for an art portfolio and to assist them in considering a career in art or an art related field. Students learn techniques in matting artwork, in photographing artwork, and in preparing artwork for college applications. <i>Prerequisite: Portfolio review and teacher recommendation</i>			
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Yearbook	11152	Standard	Full Year	1.0
Meets Graduation Requirement in:	Students will study applications utilizing all components of desktop publishing via online publishing sites and/or desktop software. Students will be responsible for creating the Yearbook. This will include editing, graphics, photography, and fundraising. A strong background in English, Art and Design is helpful.			

Elective	<i>Prerequisite: This course is for senior class members only.</i>
FHS School Wide Academic Expectations: 1, 2, 3, 4, 5, 6 and 7	

SCHOOL-BASED COUNSELING DEPARTMENT

Fitchburg High School's Vision for School-Based Counseling – A comprehensive school-based counseling program is an integral component of Fitchburg High School's academic mission. The program is driven by student data and based on standards adopted by the American School Counselor Association and the Massachusetts Model in School Counseling that include cognitive, career, and socio-emotional development.

The various school counselors provide a comprehensive school counseling program through leadership, advocacy, and collaboration to enhance student learning. A collaborative effort among the counselors, parents/guardians, and other stakeholders creates an environment that promotes student achievement while valuing and responding to the diversity and individual needs of the school and community. The team strives to support the school mission of College and Career Readiness to ensure equitable access to opportunities and a rigorous curriculum.

Course Title	Course#	Level	Length	Credit
Library Assistant (IT Help Desk)	22053	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	This class is a hands-on course that focuses on problem solving, research, and training. Members of the tech team serve as first-level technology support for all teachers and students, assessing problems and identifying the best approaches to solving the problems. In addition to solving problems for their classmates and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. As part of this course, students will pursue an independent learning endeavor (ILE) in one of four areas: innovation, design, entrepreneurship, or applications. <i>Prerequisite: Successful completion of Freshman Seminar</i>			
<i>FHS School Wide Academic Expectations: 2, 4 and 7</i>				

Course Title	Course#	Level	Length	Credit
Office Assistant	22051	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	Overseeing clerical tasks, such as sorting and maintaining files and welcoming visitors to the office. Answering phone calls, taking and delivering messages. They represent Fitchburg High School responsibly, ethically, and professionally while portraying a positive and accurate image of the Red Raider Community. <i>Prerequisite: 11-12th Grade</i>			
<i>FHS School Wide Academic Expectations: 2, 4 and 7</i>				

ENGLISH LANGUAGE LEARNERS (ELL) DEPARTMENT

The English Language Learner (ELL) Department consists of a seven-person teaching team with a dedicated guidance counselor who implement a sequential and challenging sheltered English Immersion program that enhances the acquisition of English. These instructors are often joined by partner teachers who provide additional content expertise in science and literature. The ELL program provides English as Second Language (ESL) and Sheltered English Content Courses for students who are learning English. Courses in ESL are offered at four levels based on a student's ACCESS test results, and focus on developing the speaking, listening, reading and writing skills of students. Sheltered Math, History and Biology/Engineering for the Future courses enable students to learn subjects at an appropriate pace through a variety of strategies and methods designed for English Language Learners. These courses satisfy English, History and Math requirements.

Who is an English Language Learner?

An English language learner (ELL) is a student who speaks a language other than English at home and scores below proficient on state and local assessments.

Every parent enrolling a child at Fitchburg High School must complete a home language survey. If the survey indicates that the child might qualify for the Sheltered English Immersion program, the district then assesses the child's English proficiency in the four domains of listening, speaking, reading, and writing using the IPT and the MODEL tests.

Students who score a level 6 on the MODEL or annual ACCESS test are considered proficient in English, and are no longer in need of ESL instruction, but they continue to be monitored for a two-year period in case they need additional learning support.

ELL Programs at Fitchburg High School

Content-Based English as a Second Language (ESL) Classes: ESL classes provide intensive instruction in listening, speaking, reading and writing to ensure that students develop English proficiency rapidly. Academic content areas of English/language arts, social studies, science, and mathematics are frequently used as the vehicle for language learning and to ensure that students master academic content and performance standards. ESL Instruction is provided in English, although native language support is often available in these classes taught by ESL-certified teachers.

Sheltered Content: The goal of Sheltered Content classes is for the students to learn academic content knowledge while they are developing English proficiency. Sheltered classes are currently taught in math, history and biology and are taught by either a dually certified teacher who holds licenses both in ESL and in the content being taught, or a content-certified teacher who meets state guidelines for the SEI endorsement through intensive professional development.

ACCESS Test

The *Assessing Comprehension and Communication in English State to State* (ACCESS for ELLs™) test places students in English language proficiency (ELP) levels 1 to 6.

See the chart below for an explanation of the six scoring levels. It is expected that at level 6, students are ready to meet state academic content standards with no language support services. ACCESS for ELLs™ measures language across the four domains: listening, speaking, reading, and writing, and across the following content areas: social and instructional English, language arts, math, science, and social studies.

Level	Name	Description
1	Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2	Beginning	Knows and uses some social English and general academic language with visual and graphic support
3	Developing	Knows and uses social English and some specific academic language with visual and graphic support
4	Expanding	Knows and uses social English and some technical academic language.
5	Bridging	Knows and uses social English and academic language working with modified grade level
6	Reaching	Knows and uses academic language at the highest level

For more information, visit the WIDA website at www.wida.us

ELL COURSES (*Unless otherwise noted, may be taken only once for credit*)

Course Title	Course#	Level	Length	Credit
Academic Support ESL	22005-AS-ESL	Standard	Full Year	1.0

Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	Academic Support is designed for students with disabilities who require support beyond what can be provided in the general education setting in order to successfully access the grade appropriate curriculum in the content areas. Students are taught strategies to assist them with their individual needs (organization, test-taking, time-management, math, reading, etc.). Each student's Individualized Education Program determines the focus of what will be addressed.
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>	

Course Title	Course#	Level	Length	Credit
Action Civics and Financial Literacy	04151-2-SI	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Government</i>	This U.S. Government course examines our democracy at the federal, state and local levels and studies the three branches at each level with their checks and balances. Current leaders and issues are discussed.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Algebra 1	02052-SI	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Algebra 1</i>	This course is for students who successfully completed a course in Principles of Algebra and Principles of Geometry. Typical topics include: properties of real numbers, solving equations, inequalities, word problems, functions, relations and graphs, systems of equations, polynomials, basic factoring, quadratic equations and radicals.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Algebra II	02056-SI	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Algebra 2</i>	Topics covered in this course include polynomial, rational, and radical relationships, trigonometric functions, modeling with functions, inferences and conclusions from data. <i>Recommendation: Successful completion of Algebra I and/or teacher recommendation.</i>			

FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7

Course Title	Course#	Level	Length	Credit
Biology II	03051-2S	CPA	Semester	0.5
Meets Graduation Requirement in: <i>Life Science</i>	In Biology 2, students will apply the content and skills previously learned to the study of genetics, ecology, evolution, and the anatomy and physiology of the human body. Labs and projects will be a part of this course. Accommodations will be made to develop English language skills and content and academic vocabulary through the sheltered instruction approach.			
<i>FHS School Wide Academic Expectations:</i> 1, 2, 3, 4, 5 and 7				

Course Title	Course#	Level	Length	Credit
Biology w/Lab	03051-SI	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>Life Science</i>	This course teaches students to identify the common characteristics of all living organisms, basic principles of heredity and evolution, and the interdependent nature of ecosystems. Students will examine the structure and function of living things from cellular organization to metabolism, growth, reproduction, and response to environmental conditions. Accommodations will be made to develop English language skills and content and academic vocabulary through the sheltered instruction approach.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
ESL III (by grade)	01008-3	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	ESL English III is a continuation of ESL English II and is intended for the ELL student who is at the intermediate stage of language acquisition. Although oral skills continue to be developed, the emphasis is on improving competency in reading comprehension and writing to enable students to participate successfully in an academic environment. <i>Recommendation: ESL II or equivalent.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
--------------	---------	-------	--------	--------

ESL Language I	01008 RW I	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This course covers the basics of grammar, reading, writing, speaking and listening comprehension of the English language. There is an emphasis on identifying and decoding sight words and every day vocabulary in order to begin reading basic sentences, short paragraphs and stories. In addition, students begin to write basic sentences using the correct word order in order to write short paragraphs often using a model and sentence frames.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
ESL Language II	01008 RWII	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This course continues the skill development in ESL Language I and emphasizes reading of short stories and the writing of expository paragraphs, while focusing on syntax, vocabulary acquisition, verb conjugation, and basic grammar and spelling.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
ESL Learning Lab	01001 S-01	CPA	Semester	0.5
Meets Graduation Requirement in: <i>English</i>	ESL students enrolled in general education courses may have the option of an academic support course designed to reinforce language acquisition and skills necessary for success in the academic courses.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
ESL Literature I	01008-1	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This course is designed for limited English speaking students who are in the beginning stage of language acquisition. Students entering this course have minimal or no skills in English. The course emphasizes on the speaking and listening components of English with gradual integration of reading and writing as the year progresses.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
ESL Literature II	01008-2	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>	This is a continuation of ESL Literature I and is intended for the student who is at the second stage of language acquisition. It provides students with continued practice in perfecting aural/oral English skills while developing reading comprehension and writing skills. <i>Recommendation: ESL Literature I or equivalent.</i>			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Geometry	02072-SI	CPA	Full Year	1.0
Meets Graduation requirement in: <i>Geometry</i>	For students who successfully completed Principles of Algebra with an introduction to key geometry principles. Topics include: angle measurements, triangle properties, topics on parallel lines, proportion problems, perimeter, area, volume of polygons and circles, transformations, Pythagorean Theorem, congruency, constructions, and coordinate plane.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
U.S. History I	04102-SUSI	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>US History 1</i>	This U.S History course offers a complete vision of the history of the United States, beginning with the first explorations, the establishment of the first towns and colonies, the birth of independence and the development of the US as a nation, westward expansion, Sectionalism and the Civil War.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
U.S. History II	04103-SUSII	CPA	Full Year	1.0

Meets Graduation Requirement in: <i>US History 2</i>	The course is a survey of U.S. History from 1900 to the present. The following topics will be considered: Progressivism, American Imperialism and Foreign Policy, World War I, the Twenties, the Great Depression, The New Deal, World War II, the Cold War, the Eisenhower Era, The Great Society, Civil Rights, The Vietnam War, Watergate and the Reagan-Bush Era.
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>	

Course Title	Course#	Level	Length	Credit
World Studies 1 & 2	04053-SI	CPA	Full Year	1.0
Meets Graduation Requirement in: <i>World History</i>	This course is a survey of World History 1750 to the present. Topics will include The Enlightenment, The Age of Revolution, Nationalism and Imperialism, World War I, the Russian Revolution, World War II, The Cold War, Vietnam, Human Rights, The Technological Revolution, and Global Economy. This course is designed for ELL students.			
<i>FHS School Wide Academic Expectations: 1, 2, 3, 4, 5 and 7</i>				

Special Education Services

The goal of Special Education is to foster increased independence while providing access to the general education curriculum. Students' needs are met on an individual basis to best ensure success in school and beyond in the least restrictive environment. The Team will develop Individualized Education Programs (IEPs), in accordance with state and federal laws and guidelines, for students found eligible for services. Eligibility is determined by the Team following an evaluation process. Fitchburg High School provides a wide range of services for students with disabilities.

Each student's Team determines all Special Education services, and classes are scheduled accordingly.

Guided Learning Program– The Guided Learning Program is a Special Education program designed to service students with intellectual disabilities. The Guided Learning Program is a substantially separate setting, serving students with intensive needs in the areas of functional academics, activities of daily living, and social/ vocational skill development within the school and community settings. Therapies are provided in the areas of speech/language, physical and/or occupational therapy. Students in this program participate in statewide assessment as outlined in their IEPs.

Learning Perspectives Program– The Learning Perspectives Program serves students identified as having an emotional disability who require intensive behavioral and social support as well as therapy in order to successfully access the grade appropriate curriculum. Services are provided in a smaller setting where behavioral supports are provided by teachers, a clinician, and support staff that collaborates to support the unique needs of the students. Electives may be in the general education setting.

Pathways Program: The Pathways Program is specifically designed to service students on the Autism Spectrum. Instruction is delivered in a small group, separate setting by a Board Certified Behavior Specialist (BCBA) and is supported by a paraprofessional. Instruction in Math, Science, Social Studies and English is delivered in accordance with the student's Individual Education Program. Students take a class in social and adaptive skill development. Elective courses are specifically chosen to meet the needs of the students in the program.

Inclusion

Inclusion classes are designed for students who have an Individualized Education Program and have demonstrated the ability to successfully access appropriate general education standards with classroom accommodations. These classes may be co-taught. In the co-taught class, a general education teacher and a special education teacher are responsible for providing classroom accommodations as outlined in the student's Individualized Education Program.

General Special Education Services

Course Title	Course#	Level	Length	Credit
Academic Support	22005-AS	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	Academic Support is designed for students with disabilities who require support beyond what can be provided in the general education setting in order to successfully access the grade appropriate curriculum in the content areas. Students are taught strategies to assist them with their individual needs (organization, test-taking, time-management, math, reading, etc.). Each student's Individualized Education Program determines the focus of what will be addressed. Curriculum may support areas of skill development as indicated in the student's IEP.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Learning Lab	220	Ungraded	Semester	0.0
Meets Graduation Requirement in:				
FHS School-Wide Academic Expectations:				

Course Title	Course#	Level	Length	Credit
Foundations of Reading -180	01068-A/01068-B	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>				
<i>FHS School-Wide Academic Expectations: 1,2,3,4, 5 and 7</i>				

Course Title	Course#	Level	Length	Credit
Foundations of	01068-1/01068-2	Standard	Full Year	1.0

Reading -Code				
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>				
<i>FHS School-Wide Academic Expectations: 1,2,3,4, 5 and 7</i>				

Guided Learning

Course Title	Course#	Level	Length	Credit
English	01999-LS2	Standard	Full year	1.0
Meets Graduation Requirement in: <i>English</i> <i>May be taken for credit more than once</i>	This course covers English Language Arts skills in accordance with the Common Core standards for literacy (Reading, Writing, Listening, Speaking and Thinking) in functional situations. Each student will access the essence of these standards at their individual instructional level as indicated in their Individualized Education Program.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Math	02999-LS2	Standard	Full year	1.0
Meets Graduation Requirement in: <i>Math</i> <i>May be taken for credit more than once</i>	This course covers Math skills in accordance with the Common Core standards for Mathematics, including functional calculation and application of mathematical skills. Each student will access the essence of these standards at their individual instructional level as indicated in their Individualized Education Program.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Science	03999-LS2	Standard	Full year	1.0

Meets Graduation Requirement in: <i>Science</i> <i>May be taken for credit more than once</i>	This course covers topics in Science in accordance with the Common Core standards, specifically the functional applications of Earth, Physical and Life Science. Each student will access the essence of these standards at their individual instructional levels as indicated in their Individualized Education Program.
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>	

Course Title	Course#	Level	Length	Credit
Social Studies	04999-LS2	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Social Studies</i> <i>May be taken for credit more than once</i>	This course covers topics in Social Studies in accordance with the Common Core standards. Each student will access the essence of the standard at their individual instructional level as indicated in their Individualized Education Program.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Daily Living/ Vocational Skills	22206-LS2	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Elective</i> <i>May be taken for credit more than once</i>	This course focuses on four broad domains: Personal Living Skills, Home Living Skills, Community Living Skills and Employment Skills, providing students with the knowledge and skills necessary to function as competent workers, consumers and responsible citizens in today’s society. To assist students in becoming as independent as possible in adult life, they participate in frequent trips into the community sites (grocery stores, department stores, restaurants, and various work sites) where they’re provided opportunities to apply what they have learned in class. Students in this course will be prepared for transition to life after high school.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Learning Perspectives

Course Title	Course#	Level	Length	Credit
English I	01999-1-LP	Standard	Full Year	1.0

Meets Graduation Requirement in: <i>English</i>	
<i>FHS School-Wide Academic Expectations:</i>	

Course Title	Course#	Level	Length	Credit
English II	01999-2-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>English</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Integrated English	01999-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>English</i> <i>May be taken for credit more than once</i>	This course covers Literacy skills (Reading, Writing, Listening, Thinking, and Speaking) in accordance with the Common Core standards for English while addressing the individual needs of each student as outlined in their Individualized Education Program. Instruction is provided in a small group setting with dedicated paraprofessional support.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Algebra I	02052-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Math</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Geometry	02072-LP	Standard	Full Year	1.0

Meets Graduation Requirement in: <i>Math</i>	
<i>FHS School-Wide Academic Expectations:</i>	

Course Title	Course#	Level	Length	Credit
Algebra II	02056-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Math</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Probability and Statistics	02201-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Math</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Biology	03051-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Biology II	03051-LP-10	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i>				

FHS School-Wide Academic Expectations:

Course Title	Course#	Level	Length	Credit
Conceptual Physics	03161-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
World Studies	04053-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Social Studies</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
U.S. History I	04102-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Social Studies</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Integrated Social Studies	04305-LP	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Social Studies</i> <i>May be taken for credit more than once</i>	This course covers topics of World History, American History, Government and Social Science in accordance with the Common Core standards. Instruction is provided in a small group setting with attention to individual student needs as outlined in their Individualized Education Program.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Pathways

Course Title	Course#	Level	Length	Credit
English 9/10 or 11/12	01009-LS1	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>English</i> <i>May be taken for credit more than once.</i>	Pathways English is designed for students on an active IEP. The course is an English class where general education standards for English are addressed at each individual student's ability level. Students develop functional skills in reading, writing, listening, speaking and thinking. An emphasis is placed on developing students' social and expressive skills.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Math 9/10 or 11/12	02999-LS1	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Math</i> <i>May be taken for credit more than once.</i>	Pathways Math is designed for students on an active IEP. The course is a math class where general education standards for mathematics are addressed at each student’s ability level. Students develop skills in numeration, computation, problem solving, functional math and consumer math.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Science 9/10 or 11/12	03999-LS1	Standard	Full Year	1.0
Meets Graduation Requirement in: <i>Science</i> <i>May be taken for credit more than once.</i>	Pathways Science is designed for students on an active IEP. The course is a science class where general education standards for science are addressed at each student’s ability level. Students develop knowledge based skills on animals, plants, hygiene, nutrition, weather, and the human body.			
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>				

Course Title	Course#	Level	Length	Credit
Social Studies 9/10 or 11/12	04305-LS1	Standard	Full Year	1.0

Meets Graduation Requirement in: <i>Social Studies</i> <i>May be taken for credit more than once</i>	Pathways Social Studies is designed for students on an active IEP. The course is a social studies class where general education standards for social studies are addressed at each student's ability level.
<i>FHS School-Wide Academic Expectations: 1,2,3,4, and 5</i>	

Course Title	Course#	Level	Length	Credit
Daily Living 9/10 or 11/12	22206-LS1	Standard	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Course Title	Course#	Level	Length	Credit
Vocational Skills 9/10 or 11/12	22152-LS1	Standard	Semester	0.5
Meets Graduation Requirement in: <i>Elective</i>				
<i>FHS School-Wide Academic Expectations:</i>				

Online Credit Recovery Courses:

Students who need to recover credits due to previous failures or loss of credit due to excessive unexcused absences in high school classes can take advantage of online courses offered at Fitchburg High School through Edgenuity. Edgenuity courses allow students to make up course credits in Math, Science, English, Social Studies, World Languages, Health, and electives while working at their own pace. Students will complete the work online but may be assisted by an Instructional Assistant through the after school program and/or Saturday School. The Edgenuity program is accredited and students will receive credits for each course successfully completed through the program. Support is accessible at school, but due to the online nature of the learning program, students can also work independently and at their own pace.

If you have any questions about Edgenuity and recovering credits online, please contact your guidance counselor or an administrator.

Compliance Statement- Fitchburg High School does not discriminate on the basis of race, religion, color, national origin, sex, gender identity or handicap in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Acts of 1973, as amended; and Title II of the American with Disabilities Act. Fitchburg High School does not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the American with Disabilities Act (ADA) interested persons should contact the school. Fitchburg High School will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational programs.