

# **PROGRAM OF STUDIES 2022-2023**



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## KRSD VISION AND MISSION STATEMENTS

### Inspiring learners, committing to community, contributing to a dynamic world

We are seven towns, seven schools, and one district committed to partnering with families and community, to support and prepare learners who:

- Pursue academic excellence.
- Are caring, compassionate community members who support each other.
- Make positive contributions to the world and value diversity.
- Promote personal responsibility, accountability, and wellness.
- Value the collaborative process while maintaining a sense of self-advocacy.
- Celebrate creativity.
- Are flexible, resilient, and embrace individual growth.

*Revised 2016*

## TITLE IX - POLICY NOTIFICATION STATEMENT

It is the policy of Kearsarge Regional School District (KRSD) not to discriminate on the basis of sex, race, national origin, or color in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed to: Mr. Michael Bessette, Assistant Superintendent of Schools, 114 Cougar Court, New London, NH 03257 (526-2051); or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, DC 20201.

## USDA NONDISCRIMINATION STATEMENT

**For all other FNS nutrition assistance programs, State or local agencies, and their sub-recipients, must post the following Nondiscrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## RSA 193:1 and RSA 193:2

Every child between 6 and 18 years of age shall attend the public school within the district or a public school outside the district to which he is assigned or an approved private school during all the time the public schools are in session unless he has been excused from attending on the grounds that his physical or mental condition is such as to prevent his attendance or to make it undesirable. Every person having the custody of a child shall cause the child to attend such a school during the time the public schools are in session.

# **COURSE LEVELS AND OPTIONS**

KRHS takes great pride in offering a rigorous curriculum that challenges its students. At Kearsarge, many opportunities exist for students to undertake additional academic challenges.

## **ADVANCED PLACEMENT COURSES (AP):**

Advanced Placement or AP courses allow students to take college-level courses and exams in the high school setting. Students may be able to earn college credit and/or skip introductory college classes upon enrolling in college if they elect to take and pass the corresponding exam. Students who elect to take Advanced Placement courses should be aware that the classes have a nationally standardized curriculum.

Every student who takes an Advanced Placement class is strongly encouraged to complete the exam in May. Students may be responsible for the AP exam fee. **Students taking exams must choose to do so by the end of October.** Specific deadlines are outlined by the AP/College Board. Students that elect to take the exam after the deadline will be charged a \$40.00 late fee. Similarly, students that choose to cancel their exam after the deadline will be charged \$40.00 (per AP guidelines). The school will provide financial assistance to those students who cannot pay the exam fee.

## **COLLEGE PREPARATORY COURSES (CP):**

Courses designated as College Preparatory (CP), are courses that prepare students for future success in a 4-year college/university program. These courses have rigorous academic standards and expectations for work that will help students develop the skills that will be needed at the college level or any post-secondary setting.

## **HONORS DESIGNATION**

An Honors Designation option is offered to all students who wish to pursue advanced academic studies in heterogeneously grouped courses. The student who chooses the honors designation is willing to engage in challenging educational experiences by going beyond the common core standards in the areas of critical thinking, analysis and application of content concepts. Further, their willingness to learn is manifested in a positive attitude and exemplary work habits. Students who accept the challenge that comes with an honors designation will read additional material (novels, articles, essays), write analytical essays, read primary documents, create lab reports that are five (5) to eight (8) pages in length, complete research essays, defend a thesis to a large group and perform a sustainability study. These students will also be assigned more rigorous summative assessments (including final and midterm exams), more ambitious projects and assignments, and they will have to perform at a higher level of mastery of competencies. For course-specific requirements, please contact the instructor.

Honors Designation will be recorded on the student's high school transcript. *Honors Designation will begin for students at the end of the eight (8) weeks of school.* Students must earn a minimum grade of "proficient" on their first progress report for the class, in order to enroll in honors designation and may not choose honors designation after the period in which the honors work has begun. Students that chose to drop an honors designation during any point will have the designation removed from their year-end course title and transcript. For course-specific requirements, please visit the KRHS website.

Honors Designation may be contracted in the following courses: English 9, English 10, Physical Science, World Perspectives, French II, French III, French IV, Latin III, Latin IV, Spanish II, Spanish III, Spanish IV, Chorus and Band.

## **PROJECT RUNNING START (RS) - COURSES FOR COLLEGE CREDIT**

The New Hampshire Project Running Start is an educational initiative for high school students in collaboration with the Community College System of New Hampshire (CCSNH). This program provides students with an opportunity to enroll in specific college courses offered at their high school during the regular school day. Students who choose to enroll in the college course earn high school credit as well as college credit. College credit can be used at any of the community colleges in New Hampshire or sent to other colleges and universities for consideration of transfer. Students must pay a \$150 fee to NHCTC per course to enroll in the program.

## **DUAL ENROLLMENT, FOR COLLEGE CREDIT**

Eligible seniors at KRHS may enroll in courses at New England College and Dartmouth College at no expense. Eligible seniors may also take courses at Colby-Sawyer at a reduced rate. Students will earn college credit for these courses. In order to receive KRHS credit, college-level classes will be recorded as a letter grade and then reported on the student transcript. If a student chooses to audit or enroll in college courses for enrichment purposes only, no KRHS credit will be awarded, nor will the class be recorded on the transcript. Students are responsible for providing the appropriate documentation of credit and grades earned and submitting that information to their school counselor.

## NEW HAMPSHIRE SCHOLARS PROGRAM

New Hampshire Scholars is a community-based program that encourages students to take a more rigorous core course of study in high school. It is based on a partnership between a community's local business leaders and its school district literacy.

The program encourages students to select a curriculum that will adequately prepare them for the challenges they will face in post-secondary pursuits, whether attending a two or four-year college, certificate program, the military or the workplace. Below are the [various pathways and courses needed](#) in order to graduate as a NH Scholar:

<u>NH Scholars Standard</u>	<u>NH Scholars STEM (3.2 Min GPA)</u>	<u>NH Scholars Arts (3.2 Min GPA)</u>	<u>NH Scholars Career Path</u>
4 Years of English	4 Years of English	4 Years of English	4 Years of English
4 Years of Mathematics	4 Years of Mathematics	4 Years of Mathematics	4 Years of Mathematics
3 Years of Science	4 Years of Science	3 Years of Science	3 Years of Science
3.5 Years of Social Studies	3.5 Years of Social Studies	3.5 Years of Social Studies	3.5 Years of Social Studies
2 Years of the same World Language	2 Years of the same World Language 1 Additional Year of a STEM based course	2 Years of the same World Language 2 Years of Art	3 Career Related Experiences: (CTE Program, ELO, Industry Certificate, Work Study, College Credits, Intern, etc)

## STUDENT SUPPORT SERVICES

### SCHOOL NURSE

The school nurse is grounded in ethical and evidence-based practice, is the leader who bridges health care and education, provides care coordination, advocates for quality student-centered care, and collaborates to design systems that allow individuals and communities to develop their full potential. The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all students within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

### SCHOOL COUNSELING

Each student at KRHS works with a school counselor throughout their four years to help them adjust to high school, to develop emotionally and academically, and to assist in post-secondary planning. This is accomplished through classroom presentations, grade-level meetings, evening presentations, small groups, and individual meetings.

The Kearsarge Regional High School School Counseling Office is here to help students in a variety of ways:

- Counseling individuals and groups to help them develop self-understanding and assist them in making decisions
- Assisting in career selection and in post-secondary school and college planning and selection
- Administering and arranging for national and/or state aptitude and achievement tests; interpreting the results of such tests to students, parents, and teachers
- Assisting students and parents in the selection of appropriate courses of study
- Referring students and parents to appropriate agencies outside the school may well serve the needs of students
- Referrals to the Kearsarge Adult Diploma Program (KADP)

### LIBRARY MEDIA CENTER

The KRHS Library Media Center supports the following mission statement provided by the American Library Association: The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

- Providing intellectual & physical access to materials in all formats
- Providing instruction to foster competence & stimulate interest in reading, viewing and using information and ideas by working with other educators to design learning strategies to meet the needs of individual students.

### SPECIAL EDUCATION

In compliance with federal and state special education laws, special educators work with students who have been evaluated, found to be educationally disabled, and in need of specially designed instruction in order to access the general education curriculum. Once a student has been identified, a team composed of the student, parents and staff will meet to establish appropriate goals with measurable objectives, along with classroom modifications and accommodations needed to meet the curriculum requirements. All of this is incorporated into an Individual Education Plan (IEP). Each regular education teacher, in collaboration with the student, the parents and the student's case manager, implements the plan. An identified student may be scheduled for study skills courses where they can receive support in their courses as well as specially designed instruction in their area of disability. The student's IEP team will make the determination for placement in these classes.

# **KRHS GRADUATION REQUIREMENTS**

In order to graduate from Kearsarge Regional High School, a graduating student must earn a minimum of 23 credits. The required subjects and credits for high school graduation are:

<b>Diploma Type</b>	<b>KEARSARGE HS DIPLOMA</b>	<b>NH STATE DIPLOMA</b>	<b>KRHS ALTERNATE DIPLOMA</b>
<b>Eligibility</b>	Any student that can meet the competencies of all requirements as outlined below	Any student that meets the competencies of all requirements as outlined below and has demonstrated a need for reduction to the KRHS diploma requirements through a team meeting	Any student that meets the competencies of all requirements as outlined below dictated through their Individual Education Plan and monitored by their team for progress
<b>Required Subjects for Graduation</b>	<b>KRHS DIPLOMA</b>	<b>NH STATE DIPLOMA</b>	<b>KRHS ALTERNATE DIPLOMA</b>
Fine Arts	.5 credit	.5	.5
English	4 credits	4 credits	4 credits
** Mathematics	3 credits of core Mathematics courses + 1 credit of math related content in an elective offering.	3 credits	3 credits
Physical Sciences	1 credit	1 credit	1 credit
Biological Sciences	1 credit	1 credit	NA
Science Elective	1 credit	NA	1 credit
US History	1 credit	1 credit	1 credit
American Government/Civics	.5 credit	.5 credit	.5 credit
Economics	.5 credit	.5 credit	.5 credit
World Perspectives	1 credit	.5 credit	.5 credit
Fit for Life	.5 credit	.5 credit	.5 credit
Physical Education	.5 credit	.5 credit	.5 credit
Wellness	.5 credit	.5 credit	.5 credit
Open Electives	Accumulation of 7.5 credits (1 must include a mathematics-related offering satisfying the fourth credit in mathematics)	6 credits	6 credits
Digital Literacy	Grade 8 Digital Portfolio or 0.5 credit equivalent	Grade 8 Digital Portfolio or 0.5 credit equivalent	Grade 8 Digital Portfolio or 0.5 credit equivalent
* Advanced Digital Literacy	.5 credit	NA	NA
Senior Project	Completed	NA	NA
Community Service	20 Hours Completed	NA	NA
<b>Required Credits:</b>	<b>23 credits</b>	20 credits	20 credits

\* If a student has not met the K-8 DIGITAL LITERACY requirements, the digital portfolio will be completed in grade nine, or a second digital literacy credit will be required.

\*\* Including Algebra credit that can be earned through a sequential, integrated, or applied program, and a fourth year of math-related course.

For those students who enter Kearsarge Regional High School having demonstrated proficiency in the State Digital Literacy Standards at the middle school level by completing the digital portfolio, the graduation requirement will be a half (0.5) credit of a course with Advanced Digital Literacy Standards embedded within the curriculum. Those students who enter KRHS without demonstrating proficiency in Digital Literacy Standards at the middle school level will be required to successfully complete a digital portfolio in their 9<sup>th</sup> grade year. **Courses are noted with an asterisk (\*) in this program fulfill this requirement.**

Students must participate in a mathematics course or mathematics-related course (**look for the ⚙ before each course to indicate which courses are eligible**) in each of the years they attend high school.

## **AWARDING OF CREDITS**

Credit will be awarded in accordance with Policy IK, *Earning of Credit*. Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined as, "a high level of demonstrated proficiency with regard to a competency."

Assessment of student mastery of learning is the responsibility of the building principal. Principals may award a student course credit upon the student's satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards or District Competencies. Credit will be awarded based upon the requirements of Ed. 306.27(f).

## **AUDITING A COURSE**

Students desiring to retake a course for enrichment or to further their knowledge may choose to audit the course. Students who fail to earn a prerequisite level of knowledge may also audit a course before moving on to the next level of a course. Students that audit a course are required to complete all assignments and assessments unless exempted by the teacher, and the grade will be reported but no credit or GPA points will be earned. Attendance follows the same protocols as all courses taken for credit.

## **COURSE COMPETENCIES**

Through course-specific competencies and school-wide learning expectations, students at Kearsarge Regional High School are evaluated on what they know (content information) and what they can do (skill development). In accordance with Ed. 306.27, the New Hampshire Department of Education mandated that "local school boards shall require that a high school credit (may) be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel." Furthermore, the New Hampshire Department of Education mandated that "local school board shall require that a high school have in place competency assessments for all courses offered through the high school."

At Kearsarge High School, mastery of a course is defined as having met all course competencies at a minimum level of Basic Proficiency.

The faculty at Kearsarge Regional High School have developed individual course competencies and competency-based assessments that reflect the following:

- The most central, essential skills which a student must demonstrate in order to receive credit for a course
- Academic ideas/themes/skills that a student must demonstrate in order to pass the course
- Common expectations for all courses including the rigor of assessments
- Guided by the New Hampshire Common Core Standards and the NH Curriculum Frameworks.

In addition to individual course competencies, the 21st Century Learning Expectations guide curriculum, assessment and instruction at KRHS. Identified by the Kearsarge Community as skills paramount to one's academic and social development, these skills will be cultivated and assessed in every course at Kearsarge. These targeted skills include the following: initiative and productivity, responsibility and accountability, and collaboration.

## **SCHEDULE REVISION REQUESTS**

Students may change a course only prior to the first class. For the following extenuating circumstances, students may apply for a schedule change by using an Add/Drop form that can be obtained by meeting with their school counselor. Reasons to change a course may include:

- Incorrect placement,
- Too few courses on a schedule,
- Graduation requirement errors,
- Course was completed already
- Prerequisite not met

Students may not change their course for reasons such as teacher preference, GPA concerns, or course failure. A course drop must be approved by the teacher, the school counselor, and administration. Courses dropped after the first week (prior to the 4th class meeting) will result in a "W" (withdrawal) on the transcript. No GPA points will be calculated. Any exceptions to the above list may be requested through building administration.

# COURSE DESCRIPTIONS

## ALTERNATIVE LEARNING PLANS

All Alternative Learning Plans for credit are subject to prior approval by the Principal. See Alternative Learning Plan (ALP) application for details, procedures, and requirements. **These courses cannot be signed up for during the scheduling process.**

### EXTENDED LEARNING OPPORTUNITIES

Extended Learning Opportunities (ELOs) are independent educational activities that provide credit-bearing opportunities to supplement regular academic courses and/or promote the individual educational goals of the student. Students are overseen by a certified educator, supported by the ELO Coordinator, and a community mentor as needed. ELOs are student-driven and student-designed courses that begin with an application found in the Counseling Center.

### (NC200) ONLINE LEARNING OPPORTUNITIES

Online courses may be taken for credit recovery, enrichment or when a student's schedule does not allow them to take a particular course through the traditional school program. Any attempted online course regardless of the final grade will be placed upon a student's transcript in the same manner as all transfer credits. Online courses (VLACS) to be taken during the school day, will only be approved for students that wish to take a course outside of the KRHS program of studies or if a schedule conflict exists and has received permission from a building administrator.

### (ELC100) INTERNSHIP

0.5

Internships offer the opportunity to observe and explore a potential career interest. Students must complete an application process to include an ALP application, a professional resume, applicable recommendations, and an interview with a prospective employer. Placement is contingent upon approved application, and availability prior to the start of the internship. Credit may be obtained if an ELO Plan is developed and approved (See ELO Application). **Requirements:** Students must obtain administrative approval, have proof of auto insurance, and dependable transportation. All job sites must be NH Department of Labor approved.

### (ELC101) WORK-STUDY

0.5

Work-study is a program of paid employment on school time and/or after school, with minimal school supervision. Although desirable, this program is not required to be directly related to the student's career goal. Participation in this program provides opportunities for high school students to develop into responsible adults in the working world. Credit will be awarded on time spent on the job, good work habits (positive employer evaluations), meeting deadlines, and a final project. Students may earn a maximum of one credit and will be recorded as an elective pass/fail credit only. **Requirements:** Students must obtain administrative approval, have proof of auto insurance, and dependable transportation. All job sites must be NH Department of Labor approved.

### (HS150) FRESHMAN SEMINAR

0.5

Freshman seminar is a directed study hall course offered to all freshmen in lieu of a study hall. This course is designed to support freshmen students in meeting social, emotional, and academic success by focusing on and developing students' personal goals and a connection with the community. Any freshman desiring a study hall will be placed into this class. Any freshman failing a course(s) during the second semester will be assigned to this course for support.

## STUDENT SUPPORT COURSES

### (SPE135) CAREER READINESS WORKSHOP

1.0

Recommended students in the 11th and 12th grades will explore a variety of educational and occupational opportunities, learn skills and dispositions necessary for success in the workplace, and identify both the technical skills and individual qualities needed to succeed in their field of interest. **Prerequisite:** Case Manager assignment.

### (ESL100) ESOL: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

0.5

ESOL class focuses on developing and expanding both social and academic English so that EL students will be able to communicate effectively with peers and teachers in mainstream classes. Instruction is provided in all language domains: speaking, listening, reading, and writing. In this course, EL students will build on basic interpersonal communication skills and cognitive academic language proficiency. Lessons and assessments are based on the individual, personalized language goals and WIDA's English Language Development (ELD) Standards: English language learners communicate information, ideas, and concepts necessary for academic success in the content areas of science, math, social studies, and language arts. English language learners will also communicate for social and instructional purposes within the school setting. **Prerequisites:** ESOL teacher assignment.

### (SPE102) INDIVIDUALIZED READING

0.5

This course will be assigned to students based on individual need, and is designed to support literacy in the classroom. This one-on-one support explicitly teaches reading strategies to improve fluency and comprehension to struggling readers. **Prerequisite:** Case manager assignment.



**(SPE100A) STUDY SKILLS – SEMESTER 1****0.5****(SPE100B) STUDY SKILLS – SEMESTER 2****0.5**

Study Skills is based upon student needs with the main objectives to support and develop the following competency areas: executive functioning skills and transition/post-secondary skills. The course is designed to reinforce and build upon the student's previously learned organizational, study, test-taking and self-advocacy skills. Specific objectives for each student are integrated into the framework of this class as well. Students will work on individual and group skills to enhance their learning, and they will be asked to develop their own personal goals each semester. **Prerequisite:** Case Manager recommendation

**(SPE125) TRANSITION****0.5**

This course personalizes the career and/or college readiness process for students by integrating individual academic profiles as well as career interests to inform transitional pathways. Students will participate in self-awareness activities, explore and research the world of work and demonstrate job-seeking skills through academic and project-based learning opportunities. All components of the course enhance opportunities for success after high school, and outcomes for students with individualized education plans will also be monitored through the Indicator 13 process. **Prerequisite:** Case manager recommendation

**(SPE140) TOPICS IN MATH****1.0**

This class is an individualized approach to the concept of variables and how they are used in expressions and equations. Students will be expected to solve problems using a variety of methods, including but not limited to: graphing, algebra and technology. Topics in Math will be individualized to meet each student's IEP goals. Topics in Math course will meet the state requirement for math. \*Prior approval from the Associate Director of Student Services required for enrollment. **Prerequisite:** Case Manager and IEP Team recommendation.

**(SPE141) TOPICS IN ENGLISH****1.0**

This class is an individualized approach to reading and writing fiction, non-fiction, short stories and poetry. The students may take part in reading texts and class discussions. The small group design of the course will also strive to encourage students to work towards completion of presentations, research, and to work on a variety of writing and reflection based pieces. Topics in English will be individualized to meet each student's IEP goals. Topics in English Language Arts course will meet the State requirement for ELA. \*Prior approval from the Associate Director of Student Service required for enrollment. **Prerequisite:** Case Manager, IEP Team recommendation.

**(SP142) TOPICS IN SOCIAL STUDIES****1.0**

This class is an individualized approach to expose students to the history of the State of New Hampshire and the United State of America; as well as exploration of Government and Politics at the local, state, country and international levels; and Economics is the study of the allocation and utilization of scarce resources to meet unlimited wants and needs of society. Topics in Social Studies will be an individualized approach to meet student's unique IEP goals. Topics in Social Studies course will meet State requirements for US History, American Government/Civics, and Economics. \*Prior approval from the Associate Director of Student Services required for enrollment. **Prerequisite:** Case Manager and IEP Team recommendation.

**(SP143) TOPICS IN SCIENCE****1.0**

This class is an individualized approach to expose students to Physical Sciences. Students will be exposed to basic physical and earth/space science information such as: scientific inquiry, atomic theory, properties of matter, chemical reactions, force, energy, light, origins of the universe, star cycles, plate tectonics, and Earth cycles. Topics in Science will be an individualized approach to meet student's unique IEP goals. Topics in Science course will meet State requirements for Physical Science and a Science Elective. \*Prior approval from the Associate Director of Student Service required for enrollment. **Prerequisite:** Case Manager, IEP Team recommendation.

## **BUSINESS**

**(BU107) ✶ ACCOUNTING I****0.5**

This semester-long class is an introduction to accounting principles and procedures covering the accounting cycle, accounting for service and merchandising businesses, special journals, control over cash, receivables and inventories. The college textbook and syllabus will be used. This class is strongly recommended for students who plan to pursue a business program in college. ✶ Meets fourth year of mathematics-related course requirement. **Open to:** Grades 10 through 12.

**(BU108) ✶ ACCOUNTING II****0.5**

Accounting II is a semester-long class and a continuation of the fundamentals of accounting concepts and procedures covered in Accounting I. The following topics will be covered: depreciation, payroll, notes payable, bonds, partnerships and corporations. ✶ Meets fourth year of mathematics related course requirement. **Prerequisite:** Successful completion of Accounting I.

**(BU100) ✶ PERSONAL FINANCE****0.5**

This semester-long course is designed to introduce students to basic personal finance skills. Students will learn about investing, managing their money, credit, buying a home/vehicle, risk management and consumer rights. Students will learn the use of checking and savings accounts and become knowledgeable in the process of planning for retirement. This course is also a Family and

Consumer Science course. ☼ *Meets fourth year of mathematics related course requirement.* **Note:** Personal Finance will fulfill the 0.5 credit Economics requirement.

### **(BU102) ☼ PRINCIPLES OF BUSINESS MANAGEMENT**

**0.5**

This class will introduce students to the concept of entrepreneurship and explore it as a career path worthy of consideration. Upon completion of the course, students will have a complete business plan for an enterprise they might wish to start. This project-oriented course will cover such topics as: business philosophy and ethics, analysis of markets and competitors, planning all aspects of a new enterprise, marketing products and services, pricing, advertising and sales promotion, financing a business and the outlook for entrepreneurship. Students will create a small business of their own choosing. ☼ *Meets fourth year of mathematics-related course requirement.* **Recommendation:** Juniors and seniors, successful completion of Algebra I and teacher recommendation.

## **ENGLISH**

### **(EN100) ENGLISH 9**

**1.0**

This course stresses skills in reading, writing, speaking and listening, and language. This course will be approached through both small and large group discussions, large group presentations, and individual work. An overview of the more common literary genres will be offered. Grammar and usage will be taught primarily through writing and instruction. Frequent journal entries and homework will be required in each competency.

### **(EN101) ENGLISH 10**

**1.0**

English 10 is the sophomore level course designed to introduce students to essential themes of the American experience. The course focuses on understanding, analyzing and synthesizing the literary movements that have helped shape and define America. In seeking to define American character and the American dream, students will explore and develop an understanding of the role literature has had for our nation's ideals, institutions and collective experiences. **Prerequisite:** Successful completion of English 9.

## **Required Writing Course Options**

### **(EN108) COLLEGE COMPOSITION I (RS)**

**0.5**

This course is designed for the serious student of writing. During the first part, emphasis will be placed on improving writing style by working on the finer points of grammar, sentence structure, and word choice through essay composition. In the second part of the course, students will learn research methods and organizational skills required for the proper construction of research documents. Class time will be spent writing, revising, researching and conferencing. Writing outside of class will be required. Students who enroll in College Composition will, upon successful completion of the class, earn a half (0.5) KRHS English elective credit. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. This is a Running Start course. To be successful in this course, students are expected to exhibit proficiency in 21st Century Work Habits in skills. **Recommendation:** Prior English teacher recommendation.

### **(EN102) COMPOSITION AND CRITIQUE**

**0.5**

The course focuses on writing essays in a variety of forms. Students will focus on the basic requirements of descriptive, narrative, informative, argumentative and research-based writing as well as study the mechanics and fundamentals of writing sentences, paragraphs and short papers. Emphasis will be on the organization of ideas, use of supporting details and development of the writing process. Work on grammar, punctuation, fiction, and usage will be included. **Recommendation:** Prior English teacher recommendation.

### **(EN103) LITERARY COMPOSITION AND CRITIQUE (CP)**

**0.5**

The course will focus on writing essays in a variety of forms, including literary and media critiques. Students will focus on the basic requirements of descriptive, narrative and expository writing as well as study the mechanics and fundamentals of writing sentences, paragraphs and short papers. Emphasis will be on the organization of ideas and development of the writing process. Some work on grammar, punctuation, diction and usage will be included. Challenging reading selections will be included and sophisticated writing will be expected. **Recommendation:** Prior English teacher recommendation.

## **Required Literature Course Options**

### **(EN116) AFRICAN AMERICAN LITERATURE (CP)**

**0.5**

This course includes reading and discussion of drama, poetry, fiction and autobiographies by African Americans. Writers include Douglass, Dunbar, Hughes, Cullen, Morrison and Gaines. Requirements include 25-30 pages of reading between classes, formal analytical papers, participation in class discussion and individual and group research presentations.

### **(EN119) BRITISH LITERATURE (CP)**

**0.5**

British Literature takes students on a tour of British literary movements and authors from the Early Epics through Postmodernism. While the readings are varied, authors that will be covered may include Chaucer, Shakespeare, Swift, Blake, Byron, Carroll, Doyle,

Kipling, Joyce, Woolf and McEwan. The reading is rigorous and assignments will include 20-30 pages per night. Assignments include participation in discussions, tests, researching and writing, including literary analysis.

### **(EN106) CHILDREN'S LITERATURE**

**0.5**

A brief study of the history of children's literature introduces a more detailed look at what types of books are most appropriate for children during specific developmental stages. From fairy tales to contemporary authors and illustrators, the course presents material for enjoyment as well as analysis. Presentations by professionals in the field of children's literature will occur when possible. Reading assignments average 20-30 pages per night to allow completion of numerous children's books during the semester. Frequent quizzes on reading will be given. All students are also expected to complete supplemental projects including oral presentations. Additionally, each student will write, illustrate and publish an original children's book. **This course may not be accepted as English credits at some colleges and universities and may therefore have a negative impact upon admissions and participation in college athletics.**

### **(EN114) CLASSICAL WORLD LITERATURE (CP)**

**0.5**

This course is a study of classical literature in translation with an emphasis on epic poetry, Greek and Roman drama, the Bible and classical literature from other cultures. Reading materials are challenging and will average 20-25 pages. At least one major research project and multiple class presentations, along with multiple major papers and essay tests will be required of all students.

### **(EN123) ENGLISH LITERATURE (AP)**

**1.0**

This is a full year, college-level literature course designed to develop independent thought through avid critical inquiry, to enhance writing skills through frequent, challenging assignments and to create a committed, focused, collaborative community of learners. Students will be expected to become discerning readers of a variety of texts, to be attentive to the nuances of language, voice and style in literature, to develop independent interpretations and to express their thinking in rigorous writing assignments, discussions and presentations. Summer work will be an integral part of Advanced Placement English; all students must read three texts and complete an analytical essay on each before returning to school in the fall. Participants in Advanced Placement English should plan to take the AP examination in May. To be successful in this course, students are expected to exhibit proficiency in 21st Century Work Habits in skills. **Recommendation:** 85% average in a CP Literature course and teacher recommendation. Completion of three English courses (these credits must include English 9, English 10, junior writing credit and one elective CP literature course and completion of all summer assignments by the first day of school.

### **(EN117) MODERN WORLD LITERATURE (CP)**

**0.5**

This rigorous course allows students to experience the literature of the modern world. Through reading and critical writing, students will gain insight into the forces that continue to shape literature and culture around the world. Essays, reflections, discussions, presentations/projects and one major paper will be required.

### **(EN109) MULTI-ETHNIC AMERICAN LITERATURE**

**0.5**

In this course students will explore the lives of minorities in America by reading literature by modern ethnic Americans. Reading selections will come from a variety of sources throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries. Cultures that will be studied include Asian-American, African-American, Latina/Latino and Native American. The focus of this course will be the diversity of America and how it shapes our country and its people.

### **(EN105) OUTDOOR LITERATURE**

**0.5**

This course will look at poetry, short stories, novels and essays focusing on man's relationships to various wilderness environments including mountains, forests and seas. Writers include Thoreau, London, Mowat, Dillard, Leopold, Abbey, Melville, Crane and others. Requirements include approximately 20 pages of reading between classes, frequent short writing assignments, participation in discussion, essay tests, quizzes, an analytical and narrative essay, class presentations and projects. It should be noted that this course may not be accepted at some colleges.

### **(EN104) SCIENCE FICTION LITERATURE**

**0.5**

Students will read classic and contemporary science fiction including authors such as Isaac Asimov, Ray Bradbury and Orson Scott Card. Students will read and analyze literature including novels, short stories and current essays. At least one film critique will be required as well as collaborative projects and critical analysis essays. Average reading assignments will be 25-30 pages per night.

### **(EN107) SHORT FICTION**

**0.5**

This course will focus on modern and contemporary short stories. Students will read a varied collection of short fiction as well as nonfiction by culturally diverse writers. Stories will cover a variety of themes including sports in literature, hero's journey, mystery and coming of age. Requirements include the reading of four to five stories per week, frequent journal responses, quizzes, tests, projects and classroom discussion. This course counts as a literature course.

## **English Elective Options**

### **(EN120) CREATIVE WRITING (CP)**

**0.5**

This class is an individualized approach to writing poetry and fiction. Part of the course will be the compilation and publication of a class literary magazine. Requirements include frequent writing exercises, writing in a variety of genres, the compilation of a personal portfolio, group critiques of individual work, and reading samples of professional writers' work in various genres. Students are expected to write in class every day and writing outside of class will also be required.

**(EN113) FILM STUDIES (CP)****0.5**

This course explores film as a distinct art form. Through this course students will develop criteria for aesthetic awareness so that they may evaluate film. Additionally, students in this course will increase their perceptive skills and understand the language of film. Students will view significant films of the past and/or present and analyze these films from several perspectives. Written critical evaluations of films are required on a regular basis. Supplemental projects may also be required.

**(EN115) JOURNALISM****0.5**

Students will learn the basics for publication, focusing on writing skills and editing. Extensive writing will be required for this course including working with strict Literacy deadlines and completing a variety of individual assignments. All students in the class will regularly write articles for possible publication. Students will cover local, town, school, and state stories. Journalism ethics will also be covered. Students will learn in depth and investigative reporting, newspaper design, and the advertising aspects of putting together and newspaper publication.

**(DR108) PLAYWRITING****0.5**

Ever wanted to be a writer for SNL? Want to go beyond improvised YouTube videos? This class is an introductory exploration of approaches to theatrical writing rooted in the creation of character and narrative structure. We will examine the structure of scenes and plays to introduce the concept of goals and obstacles, the nature of conflict, the revelation of character, and the progression of an action. Our emphasis will be on experimentation in the creative process, and the development of an original student written One Act play festival. This may also be applied as an English elective credit.

**(EN121) PUBLIC PRESENTATIONS (CP)****0.5**

The major focus of this course is to provide each student with a wide variety of speaking situations from which he/she can gain confidence and experience. Group activities may include the interview, panel discussions and debates. Individual assignments may include the informative speech, the persuasive speech, the extemporaneous speech, the impromptu speech, the special occasion speech and the manuscript. Students may learn to use a lectern, a microphone and related technology. Students will also assist with peer reviews. Students will be required to produce outlines and written work to accompany the presentations and to complete quizzes on material from the textbook.

**(EN118) SHAKESPEARE (CP)****0.5**

A brief study of the life and times of William Shakespeare will serve as background for the reading of several representative plays and other works. Professional live performances will be attended when possible. Requirements include the reading of four to six plays and a selection of sonnets, daily journal entries, frequent impromptu group scene work, three major papers, participation in discussion and one formal group scene presentation.

**(EN126) WOMEN'S STUDIES (CP)****0.5**

This rigorous course includes reading and discussion of fiction, memoir, poetry, essays, and other texts by and about women. Through reading and critical writing, students will explore and gain insight into the forces that shape our thinking and writing about women and women's issues. Authors may include, but are not limited to, M. Angelou, M. Atwood, J. Austen, A. Carter, K. Chopin, S. Cisneros, E. Dickinson, J. Didion, E. Ferrante, D. Lessing, T. Morrison, S. Plath, A. Tan, A. Walker, and V. Woolf. Essays, reflections, discussions, presentations/projects, and several major papers will be required.

**(EN110) WRITING FOR SELF-EXPRESSION****0.5**

This class is designed for the student who wishes to explore forms of writing that encourage understanding of one's self; it is an individualized approach to writing poetry, fiction and non-fiction pieces. Requirements for this class include frequent writing assignments, weekly journals, critiques/editing of work and reading example pieces for each genre. Students will be expected to extensively revise pieces and follow the writing process.

## **FAMILY & CONSUMER SCIENCE**

**(FCS106) CHILD DEVELOPMENT****0.5**

This course provides an overview of the theory and principles of human growth and development from early life through adolescence. Content includes an in-depth study of the physical, cognitive, social and emotional aspects of development and how these impact the context of our everyday lives, families and communities. Special emphasis will be on the major developmental theories of Erikson, Piaget, Bandura, Vygotsky, and Gardner. Field observations, creating activities and lessons as well as demonstrating oral and written communication skills in analyzing the content of lifespan development will be expected. This course is for students whose future lives will involve children: childcare providers, coaches, teachers, counselors and nurses. A college textbook is used in this course, along with discussions on how the study of psychology and sociology play a large part in development. There are no prerequisites for this course, but students should have a BP or higher in their current social studies class.

**(FCS112) INTERIOR DECORATING AND DESIGN****0.5**

Discover your creative side! This course gives students the opportunity to learn about the various components of interior decorating, specifically how to apply the elements and principles of design to create attractive, functional living spaces as well as master techniques for making a room appear larger, brighter or cozier. Create functional and decorative accessories that will pull a room together. Depending on student interest, additional topics such as architecture, reading blueprints, effective lighting and furniture design will be incorporated. This course is project based.

**(FCS107) INDEPENDENT LIVING****0.5**

Do you ever think about the practical things you need to know as you prepare to enter the next stage of life? Independent living will cover topics ranging from planning a career and guidelines for apartment hunting to communicating effectively and understanding gender differences. This is a great opportunity for a fun and engaging class exploring topics related to adult roles and responsibilities. This course is suggested for junior and senior students.

**(FCS113) TEXTILES****0.5**

This is a course designed to teach the basic skills necessary to complete items that use different fibers and fabrics. A wide range of projects will be explored and students will have the opportunity to master many of them. Some of the activities include: using patterns, quilting, weaving, counted cross stitch, rug hooking, knitting and crochet. By the end of the course, the student will be comfortable using a sewing machine. Students may be responsible for the purchase of some supplies. The suggested course prerequisite is Interior Decorating and Design.

## **MATHEMATICS**

**(MA118) ALGEBRA IA****1.0**

This course will cover all concepts through quadratics, but over a two-year period. To fulfill the state requirement of a course in Algebra I, students will need to successfully complete the two-year course. Students will learn about the concept of variables and how they are used in expressions and equations. Students will be expected to solve problems using a variety of methods, including but not limited to: graphing, algebra and technology with an emphasis on algebraic skills. Concepts in Part A will include, but not be limited to: signed numbers, simplifying expressions, working with equations and formulas, rates, ratios, proportions, solving inequalities, functions, statistics and linear equations. This course requires a recommendation from a math teacher.

**(MA119) ALGEBRA IB****1.0**

This course is a continuation of Algebra IA. Successful completion of CP Algebra IA is a prerequisite for taking this course. Concepts studied will continue through quadratics. Completion of both Algebra IA and IB will fulfill the Algebra I NH state requirement.

**(MA102) ALGEBRA I (CP)****1.0**

Students will learn about the concept of variables and how they are used in expressions and equations. Students will be expected to solve problems using a variety of methods, including but not limited to: graphing, algebra and technology. Concepts in this course will cover through quadratics and include statistics. This Algebra I course will meet the state requirement.

**(MA103) ALGEBRA I HONORS****1.0**

This course integrates geometry, statistics, probability, problems relative to real-world situations and the use of the graphing calculator where appropriate. Strong arithmetic and critical thinking skills are required due to the rigor and pace of the class.

**(MA150) THE ART OF GEOMETRY****1.0 or 2.0**

*This course meets both a math and art credit, up to 2 credits in one period.* Taking numbers and shapes from Geometry and translating them to works of art! Students will demonstrate an understanding of a variety of mathematical competencies while creating original pieces of two- and three-dimensional artwork. Students will work their way toward a self-directed exploration of their own design as the course progresses.

**(MA105) GEOMETRY (CP)****1.0**

The focus of this course is on applications of geometry and problem solving. Content focuses on arithmetic operations, problem solving, estimation, measurement skills, data handling, basic statistics, coordinate geometry, introduction of proofs, right triangle trigonometry and algebra concepts. Computer-based exploration will also be introduced and practiced. A non-CP version of the course is available at teacher and counselor recommendation only.

**(MA106) GEOMETRY HONORS****1.0**

This is a rigorous course in which structure and logical proof will be emphasized. Right triangle and non-right triangle trigonometry will be introduced.

**(MA108) ✧ ALGEBRA II (CP)****1.0**

This course is intended for students who have passed Geometry and Algebra I. Students will study the topics of: transformations of graphs, quadratics, polynomials, exponential and logarithmic functions and radical and rational functions. Probability and statistics will be woven throughout the course. A non-CP version of the course is available at teacher and counselor recommendation only.

**(MA109) ✧ ALGEBRA II HONORS****1.0**

This fast-paced, rigorous course combines the ideas of Honors Algebra with those of analytic geometry. Students will study the topics of: transformations of graphs, quadratics, polynomials, exponential and logarithmic functions, radical and rational functions and conics. Probability and statistics will be woven throughout the course.



**(MA120) ✦ PROBABILITY, STATISTICS AND OTHER FUNCTIONS (CP/RS)****1.0**

This course introduces the student to the basic topics of probability and statistics found in a variety of subject areas. Technology use and project based learning are a core part of learning throughout the course. Topics include descriptive and inferential statistics, counting principles, confidence intervals and finite and discrete math topics will be woven into the course. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. **Prerequisite:** *Open to Juniors and Seniors Only.*

**(MA114) ✦ STATISTICS (AP/RS)****1.0**

To be successful in this course, students are expected to exhibit proficiency in 21st Century Work Habits in skills. Students will be exploring data through patterns and departure from patterns, making conjectures and using statistical inferences through hypothesis testing. Many formulas will be studied and applied along with the integration of probability. Technological approaches will be emphasized and students should have a graphing calculator, preferably a TI-84. Students must successfully complete the class with a 70% or higher, and have paid a tuition fee to River Valley Community College to earn three college credits. Students are strongly encouraged to take the AP Exam. Other mathematics classes may be taken concurrently with this course. **Prerequisites:** *P (Proficient) or better in Algebra II or higher.*

**(MA116) ✦ SENIOR MATH****1.0**

This elective class is designed for **seniors** that want to better prepare for postsecondary schooling or work, solidify high school math skills and/or take a fourth credit of math. The course will consist of, but not be limited to: skill building in Algebra I and geometry concepts, consumer mathematics, basic probability and statistics and the underlying concepts of Algebra II. Technology use, project-based learning and an emphasis on real-world skills will be embedded throughout the class. Students must have a teacher recommendation to enroll in this course.

**(MA125) ✦ PRE-CALCULUS (CP)****1.0**

This course is open to any student who has successfully completed Algebra II and one year of geometry. It naturally follows Algebra II and includes a significant amount of trigonometry. Other topics may include sequences and series, exponents and logarithms, vectors, and complex numbers. **Prerequisite:** *Students should have successfully completed Honors Algebra II or Algebra II.*

**(MA111) ✦ PRE-CALCULUS HONORS****1.0**

This is a continuation of Honors Algebra II with heavy emphasis on trigonometry. **Prerequisite:** *Students should have successfully completed Honors Algebra II*

**(MA115) ✦ CALCULUS AB (AP/RS)****1.0**

This course prepares students to take the Advanced Placement Calculus AB Examination in May, which may allow them to be awarded credit or a course waiver in college. The material covered in this course is the Calculus AB curriculum published by the College Board. The basic ideas of differential and integral calculus are developed. Work is assigned for the student to do during the summer before he/she takes the course. Technological approaches will be emphasized and students should have a graphing calculator, preferably a TI-84. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. This is a Running Start course. Students are strongly encouraged to take the AP exam. **Prerequisites:** *Completion of Honors Pre-Calculus and teacher recommendation*

**(MA124) ✦ CALCULUS BC (AP)****0.5**

This course prepares students to take the Advanced Placement Calculus BC Examination in May, which may allow them to be awarded credit or a course waiver in college. The material covered in this course is the second half of the Calculus BC curriculum published by the College Board. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. Work is assigned for the student to do during the summer before he/she takes the course. Technological approaches will be emphasized and students should have a graphing calculator, preferably a TI-84. Requirement: Completion of Calculus AB (AP). Students are expected to take the AP exam. The AP BC Exam covers all content from both AB and BC courses.

**(MA126) ✦ CALCULUS HONORS (RS)**

This course is designed for students who have completed Precalculus. The course is not bound by the pace of an AP Calculus course although it includes all topics needed to be successful in a first year college calculus course. Topics to be covered include: limits and continuity, derivatives and their applications, anti-differentiation, the definite integral and its applications, and techniques of differentiation and integration. This is a Running Start course. **Prerequisites:** *Completion of Pre-Calculus H.*

## **PHYSICAL EDUCATION AND HEALTH**

**(PHE100) PHYSICAL EDUCATION****0.5**

Physical Education emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. These courses provide students with the opportunity to achieve and maintain a health-enhancing level of physical fitness. The program includes skill development and the application of rules and strategies in the following units: fitness activities, invasion games, net games, striking games and target games.

**(PHE103) WELLNESS (Health)****0.5**

Wellness provides basic information and discussion on important wellness topics including consumer health, nutrition & lifestyle, disease, sexuality & reproduction, substance misuse, tobacco use, mental health, and relationship development. This course is an indispensable tool to combat obesity and teach students about the importance of healthy decision-making, and its impact on their future.

**(PHE102) FIT FOR LIFE****0.5**

This required course is designed to help students better understand the interrelationship of exercise, nutrition and overall wellness for life. The course will teach students the concepts of the five areas of fitness and the fundamentals of good nutrition and how they relate to quality of life. Based on information learned in the class each student will develop a plan to stay *fit for life*. This course will be a combination of both physical as well as classroom activities. Students will also become CPR / First Aid certified. **Prerequisite:** *Junior or Senior*

## **SCIENCES**

### **PHYSICAL SCIENCES**

**(SC100) PHYSICAL SCIENCE****1.0**

The purpose of the course is to present basic physical and earth/space science information. Topics include: scientific inquiry, atomic theory, properties of matter, chemical reactions, force, energy, light, origins of the universe, star cycles, plate tectonics, and Earth cycles. Science process skills developed in this course encompass scientific method, communication, measurement, and graphing. This course also promotes the safe and correct use of equipment. Emphasis will be placed on the development of appropriate laboratory skills.

**(SC109) ☼ ASTRONOMY****0.5**

This introductory astronomy course explores the modern tools and techniques used to study our closest neighbor planets, stars, extrasolar planets and distant galaxies. Emphasis is placed upon the search for habitable planets and the likelihood and possible nature of extraterrestrial life. Basic algebra skills will be utilized as we explore light data and mathematical models associated with planetary and stellar motion. **Prerequisite:** Successful completion of the Physical Science requirement and Algebra I.

☼ *Meets fourth year of mathematics related course requirement*

**(SC103) ☼ CHEMISTRY****1.0**

This is a science course for students who want to gain basic knowledge in the field of chemistry. Topics include solutions, water quality, structure and function of materials, natural resources and chemical reactions. Applications of chemistry principles to everyday situations will be stressed. Laboratory work will be an essential component of the course. **Recommendation:** *Successful completion of Biology.*

☼ *Meets fourth year of mathematics related course requirement.*

**(SC104) ☼ CHEMISTRY (CP)****1.0**

Chemistry (CP) is a one-year College Preparatory laboratory course concerned with the fundamental nature of matter. The core objectives of this course are identified as being more challenging and mathematically based than those that are in the non-CP chemistry course. This class is appropriate for potential majors in the science, engineering and biology fields as well as students applying to selective colleges. The course stresses a comprehensive study of scientific measurement, quantitative relationships in chemical reactions, stoichiometry, reaction kinetics, atomic and molecular structure and chemical equilibrium. The content includes a strong emphasis on measurement and calculation and therefore requires the student to apply basic algebraic skills to events observed through laboratory experimentation and data analysis. **Recommendation:** *Successful completion of Biology (CP) or Biology with a "P" or higher, as well as Algebra I with a grade of "P" or higher. Co-enrollment in Algebra II or higher is recommended.* ☼ *Meets fourth year of mathematics related course requirement*

**(SC114) ☼ CHEMISTRY (AP)****1.0**

This course is designed to be the equivalent of the general chemistry course taken during the first college year. Students will attain an in-depth understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics include intermolecular forces, periodic trends, thermal chemistry, structure of matter and chemical reactions; laboratory investigations supported by technology will be used for exploration. The course will contribute to the development of the student's ability to think clearly and to express ideas, orally and in writing, with clarity and logic. **Requirement:** *Successful completion of Chemistry (CP).*

☼ *Meets fourth year of mathematics related course requirement*

**(SC106) ☼ PHYSICS (CP)****1.0**

This course is offered primarily to those students anticipating further work in scientific, technical and related fields. Topics may include kinematics, Newton's Laws, energy, thermodynamics, optics and electric circuits. The course will involve considerable laboratory work, leading to an understanding of basic principles of physics. **Recommendation:** *Successful completion of or concurrent enrollment in Algebra II or Pre-Calculus. Exceptions may be made based upon the strong recommendation of both the Grade 10 science and math instructors.* ☼ *Meets fourth year of mathematics related course requirement*

**(SC120) ☼ PHYSICS C: MECHANICS (AP)****1.0**

This is an advanced course for students with a strong interest and demonstrated ability in physical sciences. It includes topics in kinematics, Newton's Laws, energy, and momentum. It is roughly equivalent to a first-semester course in calculus-based physics at the university level. Understanding of the basic principles of physics and the ability to apply these principles will be the major goals of the course. Emphasis will be on the development of conceptual understanding and problem-solving ability. Students completing this course will have been exposed to the topics tested on the AP Physics C: Mechanics Exam. **Recommendation:** Before enrolling in this course, students should successfully complete Physics (CP). Co-enrollment in Pre-Calculus is also recommended. ☼ Meets fourth year of mathematics related course requirement.

### **(SC105) ☼ THE SCIENCE OF INNOVATION AND DESIGN**

**1.0**

This is a project-based course where students will design, create, and analyze functional and fun objects as well as explore new ideas for invention and design of everyday objects. It is for any student who is likely to attend a four-year college without majoring in science or who is likely to attend a technical school. Application of physics principles to everyday situations will be stressed. Topics may include but are not limited to; kinematics, Newton's Laws, energy and thermodynamics, and optics and electrical circuits. Laboratory work will be an essential component of the course. Students will need to use basic algebraic and geometric principles. **Recommendation:** Successful completion of the Physical Science requirement. ☼ Meets fourth year of mathematics related course requirement

## **LIFE SCIENCES**

### **(SC101) BIOLOGY**

**1.0**

Students will learn about the flow of matter and energy through ecosystems, ecological principles, genetics, and evolution. Demonstrating competency in Biology is a graduation requirement and a prerequisite for many science electives offered.

### **(SC118) BIOLOGY (CP)**

**1.0**

Biology (CP) is a College Preparatory class that requires a significant amount of reading and in-depth understanding of concepts. Students will learn about the flow of matter and energy through ecosystems, ecological principles, genetics, and evolution. Demonstrating competency in Biology is a graduation requirement and a prerequisite for many science electives offered.

### **(SC111) ANATOMY & PHYSIOLOGY (CP & RS)**

**1.0**

Anatomy and Physiology (CP) is a year-long College Preparatory class for students with a strong interest in life science. This course will emphasize a study of human anatomy and general principles of physiology. Topics will include the anatomy and physiology of: the skeletal, muscular, integumentary, circulatory, respiratory, immune, digestive, excretory, nervous, endocrine and reproductive systems. Reading level will be high and in-depth understanding of concepts will be expected. This course is offered as a Running Start program. **Recommendation:** Successful completion of Biology (CP) with a "P" or better.

### **(SC135) ANATOMY & PHYSIOLOGY**

**1.0**

This is a hands-on course for students interested in understanding the structures and functions of major organ systems in the context of their normal and diseased states. This class may pull in related topics in health, nutrition, growth and development, and emergency first aid to support student interest. **Recommendation:** Successful completion of Biology.

### **(SC125) BIOLOGY (AP)**

**1.0**

The intent of AP Biology is to provide the equivalent of a first-year college-level biology course in the high school environment for students who have a demonstrated ability in and the desire to pursue a career in the biological sciences. The challenge of AP Biology aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students develop a conceptual understanding for modern biology using personal experience in scientific inquiry, recognize unifying themes that integrate the major topics in biology and apply biological knowledge and critical thinking to environmental and social concerns. A student must be willing to work above and beyond that which is normally expected in a regular college preparatory course in preparation for the AP Biology Exam. Laboratory investigations will emphasize the requirements set by the College Board. The topics will include, but are not limited to: the molecular and biochemical pathways, cellular processes, heredity, and diversity of life and population studies. **Recommendation:** Successful completion of Biology (CP) and Chemistry (CP).

### **(SC116) BOTANY (CP)**

**0.5**

Botany (CP) is a College Preparatory class that covers concepts of plant biology focusing on plant characteristics, diversity, growth and reproduction. Class discussion may cover current ideas in agriculture, horticulture, medicine, biotechnology, ecology, conservation and environmental issues. Laboratory work will include greenhouse management and field studies, targeting identification of common plant species. **Recommendation:** Successful completion of Biology or Biology (CP) with a "P" or higher

### **(SC108) ZOOLOGY (CP)**

**0.5**

Zoology (CP) is a College Preparatory class for students with an interest in animal science. A variety of topics including the phylogeny and diversity of animals, ecological relationships, and the development of major organ systems will be presented. **Recommendation:** Successful completion of Biology or Biology (CP) with a "P" or higher.

## **INTEGRATIVE SCIENCES**

### **(SC128) ENVIRONMENTAL SCIENCE (AP)**

**1.0**



The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Recommendation:** Successful completion of Physical Sciences, Biology (CP), Algebra, and teacher recommendation.

#### **(SC132)\* GIS MAPPING OF NATURAL RESOURCES (CP)**

**0.5**

GIS Mapping of Natural Resources (CP) is a College Preparatory class where you will practice ecological field techniques and generate digital maps of your field data using the state-of-the-art Geographic Information System (GIS) program. You will spend significant time in the field gathering data and sampling plant and habitat types (forests, wetlands, and vernal pools). Upon mastery of field and mapping techniques you will create thematic and analytical maps using your own data as well as state and national data. These maps will be used to understand various concerns relating to resource management and the relationship between natural resources and expanding human needs. 0.5 ICT Credits may be earned through this hybrid course. **Recommendation:** Successful completion of Biology with a P or higher.

#### **(SC137) HUMANS AND THE ENVIRONMENT (CP)**

**0.5**

Humans and the Environment (CP) is a College Preparatory class where you will explore the complex relationships within biological systems, large-scale earth systems, and between humans and the environment. You will work with real-world environmental and humanitarian problems to create solutions that take into consideration the economic, societal, environmental, and ethical impacts of change. You will develop deep thinking skills as you practice analyzing and interpreting data, modeling interactions, and engaging in evidence-based discussion and argument. **Prerequisite:** Successful completion of Physical Science and Biology with a P or higher.

#### **(SC134) MARINE SCIENCES (CP)**

**0.5**

Marine Sciences (CP) is a hands-on College Preparatory class where you will explore the complex relationships within biological systems, large-scale earth systems, and between humans and the environment, as it relates to the marine ecosystem. You will engage deeply with an in-class 180 gallon tropical reef tank, which will act as a model for understanding the flow of energy and matter through ecosystems among other key topics. You will work with real-world environmental problems to create solutions that take into consideration the economic, societal, environmental, and ethical impacts of change. You will develop deep thinking skills as you practice analyzing and interpreting data, modeling interactions, and engaging in evidence-based discussion and argument. **Prerequisite:** Successful completion of Physical Science and Biology with a P or higher.

## **SOCIAL STUDIES**

### **WORLD HISTORY/GEOGRAPHY:**

#### **(SS100) WORLD PERSPECTIVES**

**1.0**

World Perspectives is a course that combines World History and Cultural Geography integrating major political, social, economic, religious and cultural developments in human history. The course explores interrelated thematic strands of history and geography through the study of the major regions of the world. Students will be assessed using formal written essays, projects, tests, quizzes, homework and class work. Students will utilize basic methods of historical analysis incorporating the history and geography themes of study. This is a requirement of all ninth-grade students and a graduation requirement.

#### **(SS130) WORLD HISTORY: MODERN (AP)**

**1.0**

AP World History is a rigorous, college-level course designed to explore human history from 1200 C.E. to the present. The course is broken up into four time periods with a focus on examining six themes central to the development of the modern world. There will be an emphasis on the analytical and writing skills necessary for success at the collegiate level. The course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (the principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. Students are assessed on their mastery of the course goals when they take the College Board exam in May. **Prerequisite:** Completion of all summer assignments by the first day of school.

### **UNITED STATES HISTORY:**

#### **(SS140) BUILDING AN AMERICAN IDENTITY (US History Course)**

**1.0**

**SEMESTER 1 FOCUS: ANTEBELLUM AMERICA TO RECONSTRUCTION:** This semester students to the birth of a Republican nation and the time period that defines what it means to be American. The themes of conflict and compromise will be used to explore our relationship with other nations and within our own. Beginning with the Louisiana Purchase and moving through the War of 1812, westward expansion and the American Civil War, students will see how the nation adapts to growth. Students will also trace the impact of unifying experiences like the Era of Good Feelings, Clay's American System, and the reform era. The study of New Hampshire history is embedded within this course by investigating the role of New Hampshire and its citizens in this time period of growth, disunion, and Reconstruction. The course concludes with an investigation into how reunification and Reconstruction shape the future of our country. **SEMESTER 2 FOCUS: WORLD WARS AND THE YEARS BETWEEN:** This semester of the course analyzes

the causes and effects of the First World War, post war social and cultural changes, causes and effects of the Great Depression, the New Deal, the rise of totalitarianism, the Second World War, and its aftermath. World Wars and the Years Between, is important in helping students understand and appreciate the legacy of America's role on the international stage, and to develop empathy, analytical, and cultural skills. The study of New Hampshire history is embedded within this course by investigating the experiences of New Hampshire citizens and communities during this unique period of history including the state's hosting of multiple international conferences as well as seeing the direct impact of New Deal programs and the war efforts.

### **(SS141) CENTURIES OF SOCIETAL CHANGE (US History Course)**

**1.0**

**SEMESTER 1 FOCUS: AMERICA CHANGES WITH THE TURN OF THE CENTURY:** This semester of the course explores life in the United States between 1877 and 1920. Students will follow the building of an industrial base, the rise in immigration, and the building of modern cities. Students will investigate our foreign relations and the growth of imperialism. They will learn the importance of the melting pot as well as westward expansion in defining our national character. Students will also explore the progressive movement from problems in the cities, the division that occurs between rural and urban America, the fight for women's suffrage, and prohibition. The study of New Hampshire history is embedded within this course by investigating the social and economic changes experienced in New Hampshire at the turn of the Century. **SEMESTER 2 FOCUS: 20TH CENTURY AMERICAN LIFE:** This semester of the course explores daily life and changes for Americans from different walks of life. This will include social history from women in the workplace to the Civil Rights movement to the age of the Internet. Students will examine how our nation grows in diversity through the Great Migration, changes in immigration and naturalization law, family structure, and the development of the LGBTQ community. This course also focuses on the role of sports and entertainment in transforming American society. Other topics may include: The Cold War, environmental movement and changes in labor. The study of New Hampshire history is embedded within this course by investigating the unique social development of the Granite State.

### **(SS142) FROM DEPENDENCE TO POWER PLAYER (US History Course)**

**1.0**

**SEMESTER 1 FOCUS: FOUNDATIONS OF THE UNITED STATES:** Foundations of U.S. History exposes students to the time period of 1600 to 1800 by exploring the enduring themes of English foundation of American civilization, original settlement and colonization, the development of republican government, causes and events of the American Revolution, and the development of the new nation. The course will explore life in colonial America and the changes that took place as the United States became an independent nation. The course seeks to support an understanding and appreciation of the early history of the American republic, and to develop empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. The study of New Hampshire history is embedded within this course by studying New Hampshire's development as a colony and its integral role in the founding of the country. **SEMESTER 2 FOCUS: THE COLD WAR AND THE AFTERMATH:** This semester exposes students to the time period of 1945 to present day and focuses on the impact of global competition on the lives of Americans. Students will study domestic and international changes that result from social, cultural, and geopolitical shifts in power. Topics of study will include: the Cold War, Civil Rights, international alliances, globalization, international and domestic terrorism, technological advances, the U.S. involvement in the Middle East, and contemporary social changes. This course emphasizes connecting events of the second half of the 20th Century to contemporary American life and demonstrates the importance of understanding the past and its impact on the contemporary world. The study of New Hampshire history is embedded within this course by investigating the role of New Hampshire and its citizens in this dynamic period including the state's contributions to technological advancement and political change.

### **(SS105) UNITED STATES HISTORY (AP)**

**1.0**

This course may be taken either to fulfill the requirement of U.S. History or as an elective after students have already completed their U.S. History requirement. The Advanced Placement Program (AP) offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. History. The AP US History Exam presumes at least one year of college-level preparation. The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

**Prerequisite:** Completion of all summer assignments by the first day of school.

## **UNITED STATES GOVERNMENT:**

### **(SS110) AMERICAN GOVERNMENT (RS - "Survey of American Gov")**

**0.5**

This course will expose students to the study of Government and Politics at the local, state, country and international levels. Students will study the workings of local government institutions, the structure of the New Hampshire and United States governments. This course is designed to develop an understanding of constitutional democracy in the United States. Students will study the purpose, structure, and functions of government, as well as the political process, the role of law, and international affairs. Students will gain an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. This is a Running Start course.

### **(SS116) COMPARATIVE GOVERNMENT (AP)**

**1.0**

**Prerequisite:** Recommendation of previous social studies teacher and completion of all summer assignments by the first day of school. *This course may be taken either to fulfill the requirement of American Government or as an elective credit after students have already completed the American Government requirement.* The AP course in Comparative Government and Politics introduces

students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes and to communicate to students the importance of global, political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Additionally, the course covers the major concepts that are used to organize and interpret specific countries and their governments. Six countries form the core of the AP Comparative Government course: China, Great Britain, Iran, Mexico, Nigeria and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

## **ECONOMICS:**

### **(SS111) ◉ ECONOMICS**

**0.5**

Economics is the study of the allocation and utilization of scarce resources to meet unlimited wants and needs of society. This course is designed to provide students with a foundation in the areas of microeconomics, macroeconomics and personal finance. Students will become familiar with the role of incentives in decision-making, cost benefit analysis, the flow of economic activity within and between societies and how their personal decisions are both influential on the economy and influenced by the current economic conditions. ◉Meets fourth year of mathematics related course requirement. **Note:** (BU100) Personal Finance also fulfills the 0.5 credit Economics requirement.

### **(BU100) ◉ PERSONAL FINANCE**

**0.5**

This semester-long course is designed to introduce students to basic personal finance skills. Students will learn about investing, managing their money, credit, buying a home/vehicle, risk management and consumer rights. Students will learn the use of checking and savings accounts and become knowledgeable in the process of planning for retirement. This course is also a Family and Consumer Science course. ◉ Meets fourth year of mathematics related course requirement. **Note:** Personal Finance will fulfill the 0.5 credit Economics requirement.

### **(SS106) ◉ MACROECONOMICS (AP)**

**0.5**

This course may be taken either to fulfill the requirement of Economics or as an elective after students have already completed their Economics requirement. This course follows a rigorous national curriculum that includes basic economic principles such as scarcity, opportunity cost, supply and demand, and then moves on to the measurement of economic performance including GDP, unemployment and inflation, aggregate demand and supply, fiscal and monetary policy, investments in economic growth and productivity, and international trade and finance. This course will challenge students to use and improve their critical thinking skills and will require them to apply quantitative and mathematical skills. **Prerequisite:** Strong math aptitude and completion of all pre-class assignments by the first day of the semester. ◉Meets fourth year of mathematics related course requirement.

### **(SS117) ◉ MICROECONOMICS (AP)**

**0.5**

This course may be taken either to fulfill the requirement of Economics or as an elective after students have already completed the Economics requirement. Microeconomics studies the behavior of households, firms and the government in a market economy given scarcity and uncertainty. In this course students will gain a thorough understanding of the nature and functions of product markets, including supply and demand, consumer choice, production costs and firm behavior within the four market structures. Students will also study factor markets including derived factor demand and market distribution of income, market failure and the role of government including externalities, public goods and public policy. Students taking this course are expected to take the Advanced Placement Exam in May. **Prerequisite:** Strong math aptitude and completion of all pre-class assignments by the first day of the semester. ◉Meets fourth year of mathematics related course requirement.

## **SOCIAL STUDIES ELECTIVES:**

### **(SS108) PSYCHOLOGY**

**0.5**

Students in this course will study personality development, human relationships, normal and abnormal behavior as well as those elements constituting good mental health. There is an emphasis on class participation in this class. Students will be assessed through exams, projects and papers.

### **(SS109) PSYCHOLOGY (AP)**

**1.0**

The yearlong Advanced Placement course in Psychology will introduce students to the systematic and scientific study of behavior and the mental processes of human beings. Students will be exposed to the psychological facts, principles and phenomena associated with the major field of psychology. Students will also learn the methods that psychologists use in their research and practice. In addition, the course will provide students with the learning experience equivalent to an introductory college course in psychology. Students are required to meet the level of effort and performance necessary to be prepared for the Advanced Placement Exam that occurs in the spring. **Prerequisite:** Students are required to complete summer readings consisting of two novels: one class novel and one chosen novel. Students are required to write a book report for their novel and a reflection paper for the "class" novel. These papers are due on the first day of class.

### **(SS114) CULTURAL ANTHROPOLOGY**

**0.5**

This course introduces the major concepts, theories and methods employed by anthropologists to understand social and cultural aspects of human experience. The course will explore world views and belief systems of different people within topics such as religion and ritual, language and symbols, gender and families, individual and cultural identity, power and control, violence, conflict and social change. By examining the character of other cultures students will become more conscious of the character of one's own

culture and develop a new and critical perspective of cultural assumptions and biases. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. This is a Running Start course.

### **(SS143) SOCIOLOGY I (FUNDAMENTALS OF SOCIOLOGY)**

**0.5**

This sociology course will introduce the fundamentals of sociology by focusing on the theories that build the foundation for this social science. Looking at experiments in sociology and research by famous sociologists will be the first focus, as the sociological perspective and the sociological imagination are introduced. Next, the study of culture and social structure will be used to analyze the development and importance of culture with an in-depth look at social norms and values. Social structure and interactions within society will also be examined using both group dynamics and the bystander effect. Lastly, the importance of socialization and deviance in society will be studied looking at everything from our agents of socialization and privilege to the causes and impacts of deviant behaviors. Criminal behavior, the psychology of the criminal, profiling and incarceration are only a few of the additional topics that will also be investigated. Students will be able to research, write and think like a sociologist by the end of this course.

**Prerequisite:** Having a BP or better in your most recent social studies course(s)

### **(SS144) SOCIOLOGY II (APPLYING SOCIOLOGY)**

**0.5**

This sociology course will introduce the three sociological perspectives (functionalism, conflict theory and symbolic interactionism) and apply how these three theories relate to our society and everyday life. The first focus of this course will be on using research methods and critical thinking skills to understand sociology by looking at surveys, case studies, and both qualitative and quantitative research. The second focus will be how to write like a sociologist, by creating essential questions, thesis statements and how to research and write about a central issue in society. The rest of the semester will be using these skills to apply sociological perspectives to family, education, sports, demographics and collective behavior in society. Student choice will drive subtopics in these areas, while the same textbook that will be used from the Fundamentals of Sociology course will also be used to teach and guide this class. **Prerequisite:** Having a BP or better in your most recent social studies course(s) \*Fundamentals of Sociology is NOT required as a prerequisite to take this course.

### **(SS113) WORLD, NATIONAL & LOCAL ISSUES**

**0.5**

This course is a survey of major problems confronting the world and the United States with emphasis on the many points of view concerning each of the issues. Topics facing state and local governments will also be addressed with extensive outside reading on current issues being required. Students will have the opportunity to conduct in-depth research on a topic of choice within each area of study: world, national and local. Students will be engaged with extensive writing regarding analysis of world and local issues. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. This can be offered as a Running Start course.

### **(SS112) LAW STUDIES**

**0.5**

This course provides an introduction to law and the American legal system with an emphasis on the judicial branch at the federal and state level as well as criminal, civil and constitutional law, and legal process and procedure. Additional focus is given to the citizen's role in lawmaking and the judicial process as well as the extent to which law affects our daily lives. Students will be expected to analyze law cases, current events articles and participate in mock trials. Law Studies involves active student participation in their learning.

## **WORLD LANGUAGES**

### **(ILF100) EXPLORING FRENCH**

**1.0**

This course introduces students to the French language and the cultures of various French-speaking parts of the world. It is designed to generate enthusiasm for learning the language through a visual approach to language, with lots of pictures. Comprehensible input will also be emphasized, introducing students to messages that students hear and understand. These messages are repeated, in different contexts, at different times, and in different ways. **This course will not count as a language requirement for some colleges and universities.**

### **(ILF101) FRENCH I (CP)**

**1.0**

French I students learn basic verbs, vocabulary and grammar and begin developing proficiency through listening, speaking, reading and writing practice activities. Students also research francophone cultures and compare French and Canadian teen life and interests to their own.

### **(ILF102) FRENCH II (CP)**

**1.0**

More grammatical concepts are introduced in French II while continuing emphasis is given to oral fluency and comprehension. Reading begins to play a more important part in the curriculum in the form of supplementary readers and readings from the textbook. Some structured writing is also conducted.

### **(ILF103) FRENCH III (CP)**

**1.0**

The course of French III emphasizes language proficiency through immersion in the language by daily speaking French in class, reviewing that which has already been learned, introducing advanced grammatical concepts and developing further vocabulary skills. Reading various short stories, expanding the knowledge of verb tenses and applying this knowledge in order to communicate will also

be expected. In addition, cultural awareness will be encouraged through the study of daily life activities, history and art. The teacher will speak in French, and the students will be expected to do the same. Willingness of the students to speak and listen to French will be an important part of the grade.

#### **(ILF104) FRENCH IV (CP)**

**1.0**

During this course, language proficiency, through immersion, is further developed. Students are expected to speak French almost exclusively in class. Students in this course will learn the remainder of the most commonly used tenses and many of the remaining grammar concepts not discovered in previous years; and vocabulary learning will continue. Culture will be explored through history, art and French literature. The practice of all six skills: listening, speaking, reading, writing, performing and observing will be coordinated on the fourth level. This is a class in which the students should expect one half hour of homework each night.

#### **(ILF106) FRENCH V (CP)**

**1.0**

French V continues to explore culture and history through authentic written, oral and video texts in the French language. Classroom discussions, entirely in French, focus on these exemplars. Students also increase their focus on writing with the emphasis no longer on learning grammar, but with applying it and perfecting their writing through the revision process.

#### **(ILF105) FRENCH (AP)**

**1.0**

The emphasis of this course is to bring to full proficiency the French already learned. Grammar will continue to be taught and mastered, but the emphasis will be toward ability to converse using the target grammar skill. We will study the history and culture from the beginning of pre-history through modern times. Expect many oral activities, reading at an advanced level and lots of conversational-based exercises. The AP Language Course is designed to prepare the student to succeed on the Advanced Placement Exam offered by the College Board in May. As required by the College Board, the course provides students with a learning experience equivalent to that of a third-year college course in French language. To succeed on the AP French Language Exam, the student must be able to understand spoken French in various contexts; develop a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts and other non-technical writings without a dependence on a dictionary and be able to express themselves coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken French.

#### **(ILL110) EXPLORING LATIN**

**1.0**

Great Caesar's Ghost! Caesar's ghost makes an appearance in Shakespeare's *Julius Caesar*, written 15 centuries after the Roman dictator's death; he haunts us still. This class looks at the continuing influence of the language, literature and culture of ancient Rome over more than two millennia, up until the present day. This is not a language class, but you will get a taste of the Latin Language (as well as some classical Greek), some great literature, and various other (sometimes surprising) ways in which the world of ancient Rome is still with us today. **This course will not count as a language requirement for some colleges and universities.**

#### **(ILL101) LATIN I (CP)**

**1.0**

The goal of Latin I is to introduce the student to the Classical World (the source of many things in our world today) through the language of Ancient Rome: Latin. To that end, students will begin to acquire a foundational knowledge of grammar (both Latin and English), build a base vocabulary, and begin the process of understanding how Romans expressed themselves in writing and speaking. Through the study of Latin, students will also explore the many ways in which Latin language and literature have continued to shape the language and culture of our world, up until the present day.

#### **(ILL102) LATIN II (CP)**

**1.0**

The goal of Latin II is to continue to acquire mastery of the grammar and vocabulary of Latin so that Latin literature may be read and enjoyed in the original language. To that end, students will learn more advanced syntactical concepts, increase their depth of vocabulary and begin to translate short excerpts from real authors (and examine the impact of all of these on modern language, literature, and society). In essence, they will complete their formal study of Latin grammar and attain a working vocabulary set so that they can read unabridged Latin literature.

#### **(ILL103) LATIN III (CP)**

**1.0**

Latin III is an introduction to the world of Classical Latin prose and poetry, with such authors as Caesar, Catullus, Cicero, Ovid, Sallust, Lucretius, Horace, and Vergil, inter alios. Students will read excerpts from some of the great works by these authors and examine the influence of those works on more recent authors. Additionally, students will master some of the rhetorical terms and poetic meters used by these authors. Along the way, grammatical concepts and forms learned in the first two years of study will be regularly reviewed. In addition, elements of Ancient Greek may periodically be introduced.

#### **(ILL104) LATIN IV (CP)**

**1.0**

Latin IV, the culmination of a career of studying Latin at Kearsarge, will involve more in-depth readings of major works of Classical Roman literature, such as Vergil's Aeneid or Ovid's Metamorphoses. Major themes and ideas will be analyzed as well as comparable literature and mythology from the period. The art of translation will become more refined and efficient at this stage as well as the student's grasp of vocabulary. Proper recitation of Latin verse from the poem will be a feature. In addition, exploratory elements of Ancient Greek will be periodically featured.

#### **(ILL106) LATIN (AP)**

**1.0**



The AP Language Course is designed to prepare the student to succeed in the Advanced Placement Exam offered by the College Board in May. As required by the College Board, the course provides students with a learning experience equivalent to that of a second or third-year college course in Latin literature. Students in Latin III who are interested and motivated to take this college level course may be recommended for it. AP Latin involves a comprehensive reading of two Latin works in-depth, including translation, literary analysis and essay writing. Students ultimately become proficient in two major Roman authors. Readings include significant portions of Julius Caesar's **Gallic War** and Vergil's **Aeneid**. The course culminates in the taking of the Advanced Placement Exam. Students are expected to work at the level of a college course including significant work outside of class (approximately ten hours a week).

### **(ILS100) EXPLORING SPANISH**

**1.0**

This course introduces students to the Spanish language and the cultures of various Spanish-speaking parts of the world. It is designed to generate enthusiasm for learning the language through a visual approach to language, with lots of pictures. Comprehensible input will also be emphasized, with the teacher introducing students to messages that students hear and understand. These messages are repeated, in different contexts, at different times, and in different ways. There will not be a lot of homework in this course although there will be project work that some students may want to finish at home. **This course will not count as a language requirement for some colleges and universities.**

### **(ILS101) SPANISH I (CP)**

**1.0**

In Spanish I, emphasis is placed on building vocabulary and mastering present tense verbs as well as introducing the preterit and future tenses. Students also learn about various aspects of Hispanic culture in context and begin to develop reading, writing, listening and speaking skills to lead towards a communicative competency.

### **(ILS102) SPANISH II (CP)**

**1.0**

In Spanish II vocabulary is expanded and conversational skills are further developed through skits, student presentations, interviews and real language practice. Teachers will use Spanish as much as possible. Students will be encouraged to speak more Spanish in the classroom. More complicated grammatical concepts are investigated and reading and writing skills are improved. The study of Spanish-speaking cultures is continued through short readings, presentations, films, skits and discussion.

### **(ILS103) SPANISH III (CP)**

**1.0**

Spanish III begins with a review of Spanish II grammar and vocabulary after which students further expand their Spanish skills with thematic vocabulary and more advanced grammatical structures. The teacher will speak increasingly more Spanish and it will be expected students do the same in class. Conversational skills are developed through peer dialogues, class discussions and oral reports, and writing is improved through short student papers and research projects.

### **(ILS104) SPANISH IV (CP)**

**1.0**

Spanish IV students are expected to communicate in Spanish to the best of their ability. Further, students will develop a cultural competency of Spanish-speaking cultures including, but not limited to, the United States, Mexico, Spain and parts of the Caribbean. Students are introduced to various genres and styles of Hispanic literature including essays, short stories, poems and news articles. Students review grammatical concepts to refresh study skills. Discussions, essays, oral reports and art projects serve to consolidate conversational and writing skills as well as develop concepts and foster original thought in Spanish thus increasing a student's proficiency. Successful participation in this class with the honors option is a recommendation for AP Spanish.

### **(ILS105) SPANISH V (CP)**

**1.0**

Spanish V students continue to study Spanish-speaking countries in Central and South America, extending their cultural competencies through short readings, listening, speaking and advanced grammatical exercises. The course culminates with an authentic text project in June.

### **(ILS106) SPANISH LANGUAGE & CULTURE (AP / RS)**

**1.0**

The AP Spanish Language and Culture course is comparable to a high intermediate or advanced low level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing your abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening your cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature. Grammar and vocabulary are developed through contextualized study. This is a Running Start course. Students also have the opportunity to pay \$150 tuition to River Valley Community College and, upon successful completion of the class (70% or higher), earn three college credits that are transferable to many four-year colleges. To be successful in this course, students are expected to exhibit proficiency in 21st Century Work Habits in skills.

### **(ILS107) SPANISH LITERATURE & CULTURE (AP)**

**1.0**

The AP Spanish Literature and Culture course is designed to provide you, the student, with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces you to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate your proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities).

### **(SS200) MYTHOLOGY I (CP)**

**0.5**

In this course students explore the mythology of the ancient world, a world of gods, heroes and monsters. By reading and interpreting these stories students will discover different universal mythological types: etiological, utopian, hero's quests and

historical. They will meet famous heroes of antiquity: Gilgamesh, Rama, Achilles, Perseus, Theseus and all the rest. Students will also explore the beliefs and myths of different cultures in antiquity (Sumerians, Babylonians, Greeks, Egyptians etc), how they influenced each other, and how their mythology is a part of our own culture today. **This course will not count as a language requirement for some colleges and universities.**

### **(SS201) MYTHOLOGY II (CP)**

**0.5**

A continuation of Mythology I, this course explores the world of Norse and Celtic myth, from the Ginnungagap to the Ragnarok. Ice giants and the halls of Valhalla, the Dagda and King Arthur, students will meet all of these on their quest and discover the mytho-historic time period between the fall of Rome and the rise of the Carolingian kingdom, explore how historical occurrences inspire myth, and how these stories helped to create our own literary world. **This course will not count as a language requirement for some colleges and universities.**

## **STEAM ACADEMY**

Courses in this area may meet core course requirements in one or more areas. These are project based and non-traditional offerings in science **(S)**, technology **(T)**, engineering **(E)**, mathematics **(M)**, as well as courses in the arts **(A)**, including studio, graphic, performing and musical arts. Students may also choose to learn and meet competency areas in 1 or more core subjects by developing their own inquiry based course, led and guided by a certified educator.

### **INTERDISCIPLINARY AND PROJECT BASED COURSES**

**Inquiry Education and STEAM Ed.**

**Up to 2.0 Credits**

**(HS100) INQUIRY EDUCATION AND STEAM ED. COURSE A**

**1.0**

**(HS101) INQUIRY EDUCATION AND STEAM ED. COURSE B**

**0.5**

Inquiry Academy is an opportunity for students to earn up to 2.0 credits in multiple academic disciplines per year. Students may enroll in this program in multiple ways as indicated in the chart below. With the assistance of the course instructors, Inquiry Academy empowers students to develop their own inquiries and investigations into compelling questions that they create and want to learn about. Student work will be interdisciplinary in nature engaging with Science, Technology, Engineering, The Arts and Math (STEAM) as well as the Humanities (English and Social Studies disciplines). Students will be encouraged to connect their projects with local community resources, creating a hands-on student-centered approach to learning.

The competencies mastered through the student generated inquiries will determine the awarding of academic credit. The course instructors will assist students in creating a plan to merit credit in the desired academic areas.

**Ways in which students can enroll in the Inquiry Academy:**

<b>Select One of the Following:</b>	<b>Awarding of Credits</b>
Year Long, 2.0 Credits	Students may earn 0.5 Elective Credits in up to FOUR disciplines.
Year Long, 1.5 Credits	Students may earn 0.5 Elective Credits in up to THREE disciplines.
Year Long, 1.0 Credit	Students may earn 0.5 Elective Credits in TWO disciplines.
1 Semester, 0.5 Credit	Students may earn 0.5 Elective Credits in ONE academic discipline.

**Examples of student inquiries and credits earned:**

<b>Topic/Compelling Question Studied</b>	<b>Credits Earned</b>
In what ways has literature impacted the public's perception of war?	English and Social Studies Credits
The Science of Baking through math & chemistry	Mathematics and Science Credits
What does having a 504 Plan mean for my future?	Social Studies Credit
Policy and Practice of Ice Fishing	Social Studies and Tech Ed.
Creating a training/agility course for a dog	Engineering/Tech Ed

### **(MA150) THE ART OF GEOMETRY**

**1.0 or 2.0**

**This course meets both a math and art credit, up to 2 credits in one period.** Taking numbers and shapes from Geometry and translating them to works of art! Students will demonstrate an understanding of a variety of mathematical competencies while creating original pieces of two- and three-dimensional artwork. Students will work their way toward a self-directed exploration of their own design as the course progresses.

**(ST110) \* ☼ MODERN MANUFACTURING****0.5**

A capstone course that combines engineering, woodworking, CNC, 3D printing, Vinyl cutting, and electronics. This course will be co-taught to offer students a wide variety of inquiry options throughout the semester. Students will develop their own concepts, designs and follow projects from the design process to a final product. The course will engage students in the creative aspects of multiple fields by allowing them to develop skills based on their level of interest. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems.

☼ Meets fourth year of mathematics related course requirement.

**(SC105) ☼ THE SCIENCE OF INNOVATION AND DESIGN****1.0**

***This course may meet both a science and art credit, up to 2 credits in one period.*** This is a project-based course where students will design, create, and analyze functional and fun objects as well as explore new ideas for invention and design of everyday objects. It is for any student who is likely to attend a four-year college without majoring in science or who is likely to attend a technical school. Application of physics principles to everyday situations will be stressed. Topics may include but are not limited to; kinematics, Newton's Laws, energy and thermodynamics, and optics and electrical circuits. Laboratory work will be an essential component of the course. Students will need to use basic algebraic and geometric principles. **Recommendation:** *Successful completion of the Physical Science requirement.*

☼ Meets fourth year of mathematics related course requirement

**(SC150) THE SCIENCE OF ART****1.0 or 2.0**

***This course meets both a science and art credit, up to 2 credits in one period.*** This STEAM class uses wonder and inquiry to connect Art + Science! It will include experiential learning, innovation and problem solving to create works of art. Students will demonstrate an understanding of a variety of Science competencies while creating original pieces of two- and three-dimensional artwork. Students will work their way toward a self-directed exploration of their own design as the course progresses. This course may be taken as a year long course or a semester course. Students on a year-long track would receive 1 full credit in Art and 1 full credit in Science. Students on a semester track would receive ½ credit in Art and ½ credit in Science.

**(SC132)\* ☼ GIS MAPPING OF NATURAL RESOURCES****0.5**

In this hybrid course you will practice ecological field techniques and generate digital maps of your field data using the state-of-the-art Geographic Information System (GIS) program. You will spend significant time in the field gathering data and sampling plant and habitat types (forests, wetlands, and vernal pools). Upon mastery of field and mapping techniques you will create thematic and analytical maps using your own data as well as state and national data. These maps will be used to understand various concerns relating to resource management and the relationship between natural resources and expanding human needs.

**Recommendation:** *Successful completion of Biology and teacher recommendation.*

**COMPUTER SCIENCE & ENGINEERING****(ST102) \* ☼ COMPUTER SCIENCE PRINCIPLES (AP)****1.0**

The AP Computer Science Principles course is a full year, introductory course designed to be equivalent to an introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. This course meets every other year and rotates with Computer Science A. ☼ Meets fourth year of mathematics related course requirement.

**(ST104) \* ☼ COMPUTER SCIENCE A (AP)****1.0**

***This course will not be offered in 2022-2023 (Rotates w/ Computer Science Principles)***

AP Computer Science A is for students with familiarity in computer science and is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. **Game Programming or Computer Science experience strongly recommended.**

☼ Meets fourth year of mathematics related course requirement.

**(ST107) \*☼ FUNDAMENTALS OF ENGINEERING****0.5**

Fundamentals of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills involved in postsecondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about and to answer the question, "Is a career in engineering or engineering technology for me?"

☼ Meets fourth year of mathematics related course requirement.

**(ST109) \*☼ GAME PROGRAMMING****1.0**



This is a basic computer-programming course and will center on designing and building small text driven games using the Python programming language. The course will also introduce graphical applications and show how the skills learned can be applied to modern games. No previous programming experience is required. ☸ *Meets fourth year of mathematics related course requirement.*

### **(ST110) \* ☸ MODERN MANUFACTURING**

**0.5**

A capstone course that combines engineering, woodworking, CNC, 3D printing, Vinyl cutting, and electronics. This course will be co-taught to offer students a wide variety of inquiry options throughout the semester. Students will develop their own concepts, designs and follow projects from the design process to a final product. The course will engage students in the creative aspects of multiple fields by allowing them to develop skills based on their level of interest. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. ☸ *Meets fourth year of mathematics related course requirement.*

### **(ST112) \* ☸ ROBOTICS I**

**0.5**

This is a course that offers an overview of robotics. The class will discuss robotics ethics and the three components that make up robotic systems. These three components are mechanical, electronic and control. The class will discuss theory and students will build projects to demonstrate an understanding of the concepts covered. No prior knowledge of robotics is required. ☸ *Meets fourth year of mathematics related course requirement.*

### **(ST114) \* ☸ ROBOTICS II**

**0.5**

This course offers advanced concepts in the field of robotics. The class will focus on digital electronics and programming. The students will discuss advanced topics and build projects that show understanding of the concepts covered. During the course the students will build and modify an actual robot. Robotics I is recommended, but not required. ☸ *Meets fourth year of mathematics related course requirement.*

### **(ST100) \* ☸ THREE DIMENSIONAL MODELING AND PRINTING**

**0.5**

This is an introductory course which develops student problem solving skills with emphasis placed on the concept of developing a 3-D model and then producing the model on a 3D printer. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software (Autodesk Inventor). This modern computer-based process replaces the traditional hand drawing methods. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated using a computer aided design system and rapid prototyping technology. Various design applications will be explored with discussion of possible career opportunities. This course fulfills Family and Consumer Science standards for design. **Recommendation:** *Concurrent enrollment in college preparatory mathematics.* ☸ *Meets fourth year of mathematics related course requirement*

## **CULINARY ARTS**

### **(FA173) ☸ BAKING BITES**

**0.5**

Get a Taste (literally) of what it is like to work in a commercial bakery! You will learn the functions of ingredients, proper measuring, mixing and baking of various items such as quick breads, yeast breads, cookies, pies and cakes. ☸ *Meets fourth year of mathematics related course requirement.*

### **(FA230) ☸ BAKING AND PASTRY ARTS (RS)**

**1.0**

Discover the world of Baking & Pastry by exploring all aspects of the industry through daily hands-on experience and sampling of your creations! Students will learn the functions of ingredients, proper measuring and creation of various items such as Croissants, Danish, Bagels, Eclairs, cakes and more. \*Students also have the opportunity to earn college credits in "Bakery Production" that are transferable to many four-year colleges through Lakes Region Community College upon successful completion of the class (70% or higher). ☸ *Meets fourth year of mathematics related course requirement.*

### **(FA115) ☸ INTRODUCTION TO CULINARY ARTS**

**0.5**

Learn how to cook! This course introduces a variety of cooking techniques through daily hands-on activities. You will not only learn how to cook for yourself but will get to sample everything you make! ☸ *Meets fourth year of mathematics related course requirement.*

### **(FA130) ☸ CULINARY ARTS I (RS)**

**1.0**

Learn to cook like a Chef! Students will learn knife skills, how to prepare restaurant quality meals, American Regional cuisines and secrets of the industry through daily hands-on activities and operations of The Kearsarge Cafe.

\*Students that also have the opportunity to earn college credits in "Culinary Fundamentals", and "Sanitation and Safety" that are transferable to many four-year colleges through Lakes Region Community College upon successful completion of the two classes (70% or higher). ☸ *Meets fourth year of mathematics related course requirement.*

### **(FA170) ☸ HOT AND COLD PLATED DESSERTS**

**0.5**

Learn to create and plate high end restaurant quality desserts. Students will explore various components, flavor combinations and plating techniques through daily hands-on experience while getting to sample their delicious masterpieces! ☸ *Meets fourth year of mathematics related course requirement.*

## **DIGITAL AND GRAPHIC ARTS**

### **(FA162) \* DIGITAL PHOTOGRAPHY**

**0.5**

Photography has entered the digital age. This class will focus on looking through the lens of the camera more creatively. Students will learn technical skills in photo enhancement, editing, cropping, manipulation, composition, presentation and organization through the use of digital cameras and computer software. The assignments each week will explore a new theme or focus as well as experiment with different subject matter. This class will encourage and expand the student's creativity through photography and Adobe Photoshop.

### **(FA138) \* GRAPHIC ARTS**

**0.5**

Do you like to use digital media to make art and design or do you want to learn how? This course is designed to introduce and apply principles of good design in order to effectively communicate with others in our digital world. Students will explore creative techniques and solutions to design problems through a variety of media, as well as explore electronic design through learning basic computer skills and effects for digitized graphics and software.

### **(FA238) \* ADVANCED GRAPHIC DESIGN**

**1.0**

This course will further develop students' visual design skills through a variety of techniques. Students will be given a multitude of design tasks to create a digital arts portfolio. Students will have the opportunity to design in their areas of interest as well as work within the school and community. Design tasks may include the creation of digital illustrations, logo designs, web sites, photo manipulations, page layout, typography, digital painting and more. Students will learn to use software (programs, online art storage, digital art sharing sites) and hardware (digital drawing tablets, styluses, computers, cameras, printers) to bring their ideas to completion.

### **(FA133) \* YEARBOOK**

**1.0**

**Prerequisites:** *Successful completion of English 9 and at least one Studio or Graphics Arts course*

This is a yearlong course designed to create, publish and distribute the school's annual yearbook. Students in this course are required to learn basic elements of design, layout and photography. They will become familiar with the Adobe InDesign CS program and Photoshop programs. Students learn techniques of selling advertisements to both the business community and to senior parents. Students will create layouts and complete pages of the yearbook and distribute the yearbook to the school population.

## **INDUSTRIAL ARTS**

### **(FA163) ⚙ BUILDING AND DESIGN**

**0.5**

This class will explore the building and design process. Students should be self-directed and have an interest in the building and manufacturing industry. This is a project-based class that will engage students in one large group project involving building sheds. Students will also be working on smaller individual projects throughout the semester. Students will be held to strDigital Literacy deadlines and be required to work both independently and collaboratively on multiple aspects of each project. In this class students will be exposed to the following machines/equipment: handheld power tools, table saws, air powered nail guns, lathes, and more.

### **(FA164) ⚙ EXPLORING THE TRADES**

**0.5**

This is an introductory course for students to explore some of the basic components of home improvement and repair. Through the project method students will learn the basics of plumbing and heating, electrical, carpentry, masonry, tile and plaster, painting, door, window and screen repair as well as other common home repairs. Along with the skills to perform improvements and repair, safety, work ethic, self-sufficiency, critical thinking and frugality will be emphasized during the course. ⚙*Meets fourth year of mathematics related course requirement*

### **(FA135) ⚙ INTRODUCTION TO WOODWORKING**

**0.5**

This is an exploratory course for the beginning woodworker to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. The projects will also cover as many aspects of the building and woodworking industries as is possible in an entry level course.

### **(ST110) \*⚙ MODERN MANUFACTURING**

**0.5**

A capstone course that combines engineering, woodworking, CNC, 3D printing, Vinyl cutting, and electronics. This course will be co-taught to offer students a wide variety of inquiry options throughout the semester. Students will develop their own concepts, designs and follow projects from the design process to a final product. The course will engage students in the creative aspects of multiple fields by allowing them to develop skills based on their level of interest. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems

## **MUSICAL ARTS**

### **(FA250) INTRODUCTION TO BAND**

**1.0**

This class is for students who have taken over one year off playing their band instrument and would like to get back into playing in a low pressure environment. Additionally, this class can be used to help students transition to playing a new instrument. We work on how to read music, playing the instrument correctly, how to take care of an instrument, and the components of playing. Students are not required to own the instrument but be aware the school may not be able to provide any instrument requested.

- (FA155) BAND (Daily)** **1.0**  
**(FA217) BAND and CHORUS (Simultaneous enrolled, rotating daily)** **1.0**  
 The Kearsarge Regional High School Band is a performing organization open to all students who play a wind or percussion instrument, meet the minimum performance requirements of the band and are willing to commit themselves to disciplined practice for the improvement of their performing ability and that of the whole band. Students will have an opportunity to perform a variety of band music, in many different styles, historical to modern, and classical to popular. The band will perform publicly several times during the school year including parades and concerts for the school and for the public. Sectionals will be offered on a regular basis to enhance playing ability and technique. Participation in scheduled performances is mandatory.
- (FA154) CHORUS (Daily)** **1.0**  
**(FA217) BAND and CHORUS (Simultaneous enrolled, rotating daily)** **1.0**  
 The Kearsarge Regional High School Chorus is a performing group open to all students who desire to sing in the chorus, meet the minimum performance requirements and are willing to commit themselves to disciplined practice. Singing in the chorus will give the students the opportunity to express themselves musically while improving their skills in reading and interpreting music, and developing proper techniques of voice placement, diction and choral tone. The chorus will sing music both sacred and secular, from the 14th century to the present, in a wide variety of styles. Sectionals will be offered on a weekly basis for all chorus members. The chorus will perform publicly several times during the year for the school and for the public. Participation in scheduled performances is mandatory.
- (FA113) GUITAR** **0.5**  
 This course is designed for the beginner guitar player; no previous experience is necessary. Students will learn how to read basic music notation and the corresponding notes in first position, fundamental chords, strumming patterns, picking patterns and introductory music theory. There are a limited number of acoustic guitars available to loan to students on an as needed basis. It is preferred that students supply their own guitar.
- (FA112) HISTORY OF ROCK & ROLL** **0.5**  
 This course will examine the many historical aspects and influences of the genre. Students will explore technological and societal influences on the art form as well as the different eras of music and will include a critical listening component.
- (FA213) JAZZ LAB BAND** **0.5**  
 Jazz Lab Band is the development of an instrumental ensemble, striving to improve the concepts of pitch, tone production, blend, balance, dynamics, phrasing, articulation, rhythm, posture, tone color, breathing, music theory, fingerings and concert etiquette. Musical styles include jazz, swing, jazz-rock, pop, blues, funk and fusion. This group is designed to challenge student musicians. Students must be enrolled in Concert Band to participate in Jazz Lab Band. Exceptions are guitar, piano and bass guitar and must be approved by the instructor.
- (FA209) MUSIC IN FILM** **0.5**  
 In this course, we will study the role of music in the film industry, and its influence on pop culture; concentrating on the last 50 years. This course will satisfy the National Standard (Competency) of Music being used with other art forms (in this case, film). Various ensemble formats will be shown (orchestral/choral, electronic, etc.)
- (FA210) MUSIC THEORY I** **0.5**  
 Music theory is the study of construction of music both aurally and visually. The following topics will be covered: staves, clefs, intervals, major scales, key signatures, minor scales, triads, chords, rhythm, note values, time signatures, ear training and diction.
- (FA211) \* MUSIC THEORY II** **0.5**  
 Music theory is the study of construction of music both aurally and visually. The following topics will be covered: vocal ranges, four part voice leading, four part writing, inversions, non harmonic tones, transpositions, orchestrations, conducting, computer skills, ear training and diction. Students must have completed Music Theory 1 to enroll in this class. This course fulfills the 0.5 required credit in Advanced Digital Literacy. **Prerequisite:** Students must have successfully completed FA210 prior to taking this course.
- (FA161) PIANO** **0.5**  
 This course is open to students interested in learning to play the piano as well as students who already studied piano and would like to improve their piano skills. Students will work at their own individual pace to develop proficiency on the piano and will be evaluated based on their individual growth. Various musical styles will be performed and students will be introduced to basic music theory including note and rhythm reading. Piano keyboards will be provided for student use.
- (FA212) PERCUSSION ENSEMBLE** **0.5**  
 Percussion Ensemble is a chamber ensemble focusing on improving percussion techniques like: stickings, rudiments, mallet grips, rhythm, blend, correct way to play auxiliary percussion/non traditional instruments, balance, dynamics, phrasing, articulation, posture, music theory and concert etiquette. Students will also learn about basic maintenance of percussion equipment. We will be playing music designed for percussion ensembles. This group is designed to enhance percussionists' understanding of advanced techniques. Students must be enrolled in Concert Band or have instructor approval to participate in Percussion Ensemble.

## **THEATER ARTS**

### **(DR112) ACTING AND DIRECTING - FULL YEAR**

**1.0**

We will investigate the artistic questions: What does it mean to take action in a situation? How do we communicate ideas and directions effectively? Developing understanding of diverse performance and training philosophies to facilitate a personal understanding of the craft of theater. Students will be encouraged to be creative and experimental, to discover their own voice and express it in new and challenging ways. The foundation of Acting and Directing is communication and through collaboration with each other students will present scenes and/or monologues in class, but the final project will be wholly original pieces developed in collaboration with each other.

### **(DR110) IMPROVISATION FOR THE THEATER**

**0.5**

The objectives of this course are to discover the fundamentals of improvisational comedy, improve your storytelling skills, learn techniques to think quickly on your feet and to be more creative. This spirited, fun course is designed for the actor or comedian who wants to learn the essentials of good scenic improvisation or anyone who wants to improve their teamwork or communication skills. Through coaching, warm-up exercises, creative performance games and basic short-form scene-work, you will learn how to be more spontaneous, trusting and cooperative and how to listen in a fun, creative atmosphere.

### **(DR104) THEATER ARTS**

**0.5**

In this course we will discover the fundamentals of theatrical performance, and survey a range of existing styles and mediums in the performing arts. Creativity and collaboration are concepts found in all disciplines and students will have the opportunity to develop creative abilities through experiences in performance-based arts, and apply these in a collaborative project. Emphasizing that theater is to be experienced, not simply read, students will act out their own scenes as well as existing texts to explore both the history and future of the theatrical art form.

### **(DR108) PLAYWRITING**

**0.5**

Ever wanted to be a writer for SNL? Want to go beyond improvised YouTube videos? This class is an introductory exploration of approaches to theatrical writing rooted in the creation of character and narrative structure. We will examine the structure of scenes and plays to introduce the concept of goals and obstacles, the nature of conflict, the revelation of character, and the progression of an action. Our emphasis will be on experimentation in the creative process, and the development of an original student written One Act play festival. This may also be applied as an English elective credit.

### **(EN118) SHAKESPEARE (CP)**

**0.5**

A brief study of the life and times of William Shakespeare will serve as background for the reading of several representative plays and other works. Professional live performances will be attended when possible. Requirements include the reading of four to six plays and a selection of sonnets, daily journal entries, frequent impromptu group scene work, three major papers, participation in discussion and one formal group scene presentation.

### **(DR106) \* STAGECRAFT: TECHNOLOGY IN THE THEATER**

**0.5**

Students will learn a practical approach to technical and production aspects through hands-on applications of each of the elements of theater: Scenery, Lighting, Sound, Costuming, and Special Effects. Researching the history of theatrical design we will conceptualize our own designs to bring to fruition in collaboration with other classes and the Kearsarge Actors Guild productions. This course fulfills the 0.5 required credit in Advanced Digital Literacy.

## **STUDIO ARTS**

### **(FA216) ADVANCED OPEN STUDIO**

**1.0**

This course is open to students who have completed either Drawing or Introduction to Art and at least one other art course. Students will be given projects to further their skills, techniques and critical thinking. Students will be required to prepare a portfolio with a variety of pieces over the semester. Students will explore a variety of media and techniques and continue to develop their art style. Students will also be exposed to class critiques to further enhance their understanding of their art and the art around them. Students will be required to purchase a roll of slide film and pay for developing their portfolio. **Recommendations:** Juniors or seniors who have successfully completed two art / graphic design courses with a grade of P or better. Students need to have taken either Intro to Art or Drawing.

### **(FA136) CERAMICS AND THREE DIMENSIONAL ART**

**0.5**

This is a course in three-dimensional art. Students will be given a variety of challenges to create three-dimensional artwork in a variety of materials: clay, wire, glass, plaster, etc. Students will explore a variety of topics, exercises and processes in each individual medium. Students will learn how to work with clay using the basic hand building techniques of pinch, coil, extruded and slab ceramics as well as the potter's wheel. While there are required techniques to learn, students will have enough freedom to express their individual style. Each student will have the opportunity to exhibit his/her work and will be graded on the quality, effort, topic/theme and technique of work.

### **(FA123) DRAWING**

**0.5**

This course focuses on developing fundamental drawing skills for the student with little or no previous studio experience. Basic concepts of form and composition will be taught through exercises based on the basic elements and principles of art. This course contains journaling, critiques and sketching assignments. This course explores various drawing media, techniques and compositional elements with special emphasis on portrait and life drawing. No prerequisite required.

### **(FA122) INTRODUCTION TO ART**

**0.5**

This course is open to all students who would like to learn the basic elements of design in two-dimensional and three-dimensional art. Students will be exposed to a series of exercises and learn a variety of techniques with an array of mediums. Students will also be taught to analyze and view their art as an artist through the critique process. There will be numerous opportunities to explore a variety of media and techniques to express their ideas and explore mediums. Students will have the opportunity to learn basic drawing skills and three-dimensional basics through a variety of projects and exercises. Composition and critiques will help students develop strong analytical skills. No prerequisite required.

### **(FA124) PAINTING**

**0.5**

This course is designed to bring the focus on the use of color in art. Emphasis will be on exploring a wide variety of painting materials, surfaces, equipment, and techniques. Some of the painting mediums used in this class will be watercolor, spray paints, acrylic and oils. Students will learn color theory, composition and techniques through a wide variety of projects. Art history and appreciation will be an integrated part of this course. **Recommendation:** Students must have successfully completed Introduction to Art or Drawing.

### **(FA125) JEWELRY I**

**0.5**

Jewelry I is a metal-smith course using silver, brass, copper, semi-precious stones and a wide variety of other materials to create jewelry. Techniques include fabricating, soldering, stone setting, forging and coiling as well as some surface techniques. The focus will be on jewelry designs, materials, methods, techniques and current and historical references. Peer critiques will help students develop critical thinking skills. Student projects require a \$30 fee for metals and stones. No prerequisite required.

### **(FA225) JEWELRY II**

**0.5**

This course is offered to students who have completed the Jewelry I Class. This class will incorporate more advanced designing, soldering, and finishing assignments. This class will continue to involve working with metals and also mixed media, which may include some of the following: gemstones, glass, enamel, metal clay, wood, etc. This class will involve completing a body of work, photographing your pieces, art critiques, journals and labs. Student projects require a \$30 fee for metals and stones.

### **(MA150) THE ART OF GEOMETRY**

**1.0 or 2.0**

***This course meets both a math and art credit, up to 2 credits in one period.*** Taking numbers and shapes from Geometry and translating them to works of art! Students will demonstrate an understanding of a variety of mathematical competencies while creating original pieces of two- and three-dimensional artwork. Students will work their way toward a self-directed exploration of their own design as the course progresses.

### **(SC150) THE SCIENCE OF ART**

**1.0 or 2.0**

***This course meets both a science and art credit, up to 2 credits in one period.*** This STEAM class uses wonder and inquiry to connect Art + Science! It will include experiential learning, innovation and problem solving to create works of art. Students will demonstrate an understanding of a variety of Science competencies while creating original pieces of two- and three-dimensional artwork. Students will work their way toward a self-directed exploration of their own design as the course progresses. This course may be taken as a year long course or a semester course. Students on a year-long track would receive 1 full credit in Art and 1 full credit in Science. Students on a semester track would receive ½ credit in Art and ½ credit in Science.

## **CONCORD REGIONAL TECHNICAL CENTER (CRTC)**

One of 27 high school Career and Technical Education [centers across New Hampshire](#), the Concord Regional Technical Center ([CRTC](#)), since 1980, has helped thousands of students from nine Concord-area high schools to earn a tremendous head start, as well as a competitive edge, as they move towards developing and then implementing their own personalized college and career plan. Because of the level of preparation received, CRTC graduates stand out to college and military recruiters, employers and career professionals.

The CRTC, as part of our [mission, vision and core beliefs](#), utilizes a robust Career Pathway model to help students reach their goals in the most strategic manner possible. Opportunities for CRTC students include:

- Engaging in meetings, internships and job shadows with career professionals
- Earning nationally recognized industry certificates and/or licensure
- Completing numerous dual enrollment college classes (with transcripts)
- Acquiring (with evidence) industry-ready technical skills
- Demonstrating (with evidence) employability/workplace-ready professional skills
- Attaining targeted, career-specific writing, presentation and math skills
- Working in an entry-level position in the industry
- Developing the beginnings of a professional network

Students are required to apply to their desired CRTC program. The application, available at <http://theCRTC.net>, involves students telling us a bit about themselves; in addition, we also review attendance, transcripts and other information as part of the application process. The gross majority (95%) of new CRTC applicants apply by late-February and are notified of their status in mid-April. Completed applications should be given to school counselors except during the summer, when students should contact our office directly. The majority of new applicants are sophomores (who will be juniors when they start at the CRTC in September). Current freshmen who have demonstrated maturity, are also strongly urged to apply especially in Construction Trades, Auto Tech and Culinary & Pastry Arts. We also always have a handful of seats available for seniors in our level I classes.

Enrolling in the CRTC is a significant commitment and we want to help students make the right personal decision. To do so, there are many formal opportunities to learn about the CRTC, especially during the months of January and February. Events include informational assemblies, CRTC Preview Days, lunch informational tables as well as classroom visits and 1:1 teacher talks. All information, including a calendar and an overview brochure, are available [online](#). Our job is to help students and parents in every manner possible learn about the CRTC. In most cases this involves meeting current students, alumni, industry partners and of course, our industry-proven teachers.

#### **Year I**

Automotive Technology I  
Business I  
Computer Engineering I  
Construction Trades I  
Cosmetology I  
Criminal Justice I  
Culinary & Pastry Arts I  
Education & Behavioral Science I  
Emergency Services I  
Graphic Design & Creative Media I  
Health Science I  
Theater & Film: Acting I  
Theater & Film: Production and Design I

#### **Year II**

Automotive Technology II  
Business II  
Computer Engineering II  
Construction Trades II  
Cosmetology II  
Criminal Justice II  
Culinary & Pastry Arts II  
Education & Behavioral Science II  
Emergency Services II  
Graphic Design & Creative Media II  
Health Science II  
Theater & Film: Acting II  
Theater & Film: Production and Design II

***All CRTC classes include embedded and applied math to meet the state's "4 years of math" requirement (except Education & Behavioral Science)***

#### **CRTC+ (Additional CRTC opportunities)**

- Replace regular high school class(es) with on-campus "Early College" CCSNH class(es) specifically in your career pathway.
- Work an expanded internship or pre-apprenticeship.
- Pursue an advanced industry-recognized certificate.
- Assume an expanded role in our in-house businesses: Automotive Technology Shop (Auto Tech+), Crimson Tide Preschool (Education and Behavioral Science +) and Crimson Cafe (Culinary & Pastry Arts +) by doubling class time in your senior year.
- Enroll in our customized CRTC Career Communication English class for .5 or 1 English credit.

#### **DUAL CREDIT ENROLLMENT:**

Many of the Concord Regional Technical Center programs offer a dual credit option. Dual credit is the optional opportunity for students to earn college credits while in high school. One such program is the NH Community College System's Project Running Start. With Running Start, a relationship is formalized between one of our programs and a particular community college course. Once established, students pay at most \$150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. STEM courses can also be free when covered by the Governor's STEM Scholarship. Once satisfactorily completed, the course and grade is listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to Project Running Start, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate. All relationships are re-established on an annual basis and are not guaranteed until the start of the school year.

Find the full CRTC Program of Studies on their website, or by [clicking HERE](#).