

CAMPBELL HIGH SCHOOL



PROGRAM OF STUDIES

2016 - 2017

School Board Approved 1/6/16

Campbell High School
1 Highlander Court
Litchfield, N.H. 03052
CEEB Code # 300337

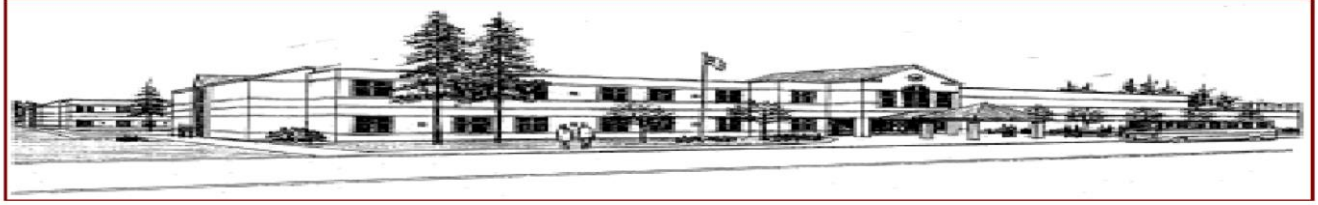
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CAMPBELL HIGH SCHOOL



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Campbell High School's mission is to join together with parents, students, staff and community to become a collaboration of learners born of character, courage, respect and responsibility.

January 2016

Dear Students and Parents,

The selection of courses taken in high school is an extremely important process and should be taken very seriously. The decisions made during this process have a direct bearing on high school graduation, plans for education beyond high school, and future employment goals.

The information contained in this Program of Studies for the school year 2016-17 is intended to assist you, the student, in choosing classes that will prepare you for success after you leave high school. It is extremely important that the courses you choose for the coming school year are carefully selected and are finalized only after discussion with parents, teachers, advisors and school counselors.

With serious effort from you, your parents, teachers and counselors, courses selected will be the appropriate classes that meet your needs. Please understand that the selections made by you are used to determine staffing and the master schedule, and once both are in place, it is extremely difficult to make changes without impacting other students and teachers.

If you have any questions concerning the information in the Program of Studies or about the course selection process, please feel free to contact the school counseling office (546-0308). Thank you for your cooperation and help in this most important effort. We look forward to another productive school year.

Sincerely,
Laurie Rothhaus
Principal

Campbell High School Mission Statement

CORE VALUES

Campbell High School's mission is to join together with parents, students, staff and community to become a collaboration of learners exhibiting character, courage, respect and responsibility in all aspects of life.

BELIEFS

1. All students and staff are capable of engaging in rigorous and challenging educational opportunities in which individual talents, lifelong learning and full potential are fostered.
2. Faculty and staff are committed to encouraging all students to be self-directed learners who can achieve their personal best academically, socially and civically.
3. All students can develop an understanding of their own strengths and learning styles.
4. A safe, supportive and healthy learning environment promotes wellness in spirit and physical, mental, and emotional maturity.
5. All members of the school community promote Campbell pride, spirit and integrity.

LEARNING EXPECTATIONS

Campbell graduates will be college and career ready because they can:

Academic:

1. Read actively and critically for diverse purposes
2. Communicate effectively using a variety of mediums
3. Write effectively for a variety of purposes
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines

Social:

1. Exhibit personal responsibility and initiative
2. Understand, appreciate and respect diversity
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community
2. Demonstrate civic responsibilities

Approved

Student Council 4/19/2013

Leadership Committee 5/1/2013

Faculty 5/7/2013

School Board: 2/19/14

Scheduling Timeline and Procedures

Course Selection Process

Thurs, March 10th	Counselors to LMS regarding course selection
Wed, March 9th	8 th Grade Parent Information Night
January 25 – Feb 19	Individual & small group meetings with Counselors begin. Students will be given a copy of their current transcript and a list of graduation requirements. Counselors will assist students in selecting courses.
Feb 11-18	Course Selection Portal is open. Advisors also meet with Grades 9, 10 & 11 during Advisory. Grade 9, 10 & 11 students complete Online Registration through Infinite Campus

During the scheduling process, school counselors will be available to meet with students by appointment before and after school and during their study halls. Course registration information will be used to develop the 2016-2017 master schedule. Although Campbell attempts to honor all student requests, course/time conflicts, prerequisites and course enrollments all may impact a student's schedule.

Transition Activities

Incoming freshmen will attend an information session and tour at CHS in May. In August, incoming freshmen will attend "Welcome Freshmen Day," which is usually held on the Thursday before school starts. They will meet their advisor and have a tour of the building, locate their locker, and enjoy a welcome cookout sponsored by the student council. Parents will be notified of the date/time in August.

NCAA Eligibility

Student Athletes – NCAA Approved Courses

NCAA Eligibility for Athletics at the Div I and Div II Level

Campbell High School CEEB Code 300337

Student-Athletes pursuing NCAA Division I or Division II participation must be certified by the NCAA Eligibility Center. Students must meet academic qualifications and should consult the NCAA website at www.eligibilitycenter.org for the most up to date requirements and current NCAA approved classes at CHS. Students who wish to continue athletic participation at the college level need to know that only certain courses from CHS are accepted by the NCAA (National Collegiate Athletic Association). Students will need to enter Campbell High School's code (300337) to see the courses that CHS offers that qualify for initial eligibility. Students and parents are reminded that they are ultimately responsible for meeting the NCAA guidelines if they wish to be eligible to play at the collegiate level. The NCAA recommends registering at the beginning of your junior year. For further assistance students should see their school counselor and/or the athletic director. **The following courses DO NOT meet NCAA requirements: Transitions to Algebra, Algebra Daily, Geometry Daily, College Prep Math, Freshmen Science Foundations, Biology Foundations, Literature & Film.**

Course Changes

With serious effort from students, parents, teachers and school counselors, courses selected for each student's schedule will be the appropriate classes that meet the student's needs. Alternate selections will also be valid options for the student if substitutions need to be made.

When students receive a list of their courses it is important that students and their parents review this list for accuracy and completeness. If a class needs to be changed, students or parents should contact the School Office promptly after receiving the schedule. Availability of classes will reduce with the approaching new school year. It is the goal of the CHS School Dept. to have all changes finalized prior to the first day of school.

Full year courses: Each course in the Program of Studies is labeled either a semester course or a full year course. If a student enrolls in a full year course, there is an expectation that the student will complete both semesters of the course to earn the full credit. Once the master schedule is in place it will be extremely difficult to make changes without negatively impacting other students and teachers.

Graduation Requirements for Campbell High School

Campbell High School Diploma

To earn a CHS diploma, students must earn at least 24 credits as follows:

English	4 credits	Visual & Perform Art	1 credit
Social Studies	3 credits	Health	.50 credit
Math	3 credits	Electives	7.50 credits
(incl. Alg 1 & Geometry beginning with class of 2019)	4 credits	Sophomore Project	Pass
Science	3 credits	Senior Project	Pass
Info & Comm Technology (ICT)	1 credit	CHS Advisory	4 years
Physical Education	1 credit		

Credit Requirements for Promotion

To be promoted to the next grade, a student must have earned a specific number of credits:

Sophomore - 6 credits / Junior – 12 credits & completion of Sophomore Project / Senior - 18 credits

Competencies

A competency is the ability to apply **concepts and skills**. They serve as the basis of the curriculum. Students **MUST** pass all of the competencies in order to pass the course.

- A class may have between two and five competencies per semester.
- Competencies for courses with multiple sections are the same, even if the teacher is different.
- Grading is reported using the traditional letter grades of A, B, C, D, and F.
- A student must pass all competencies to pass a course.
- In order to pass a class, students must attain a minimum grade of 65% in each competency.

Competency and Credit Recovery

There are multiple paths for CHS students to make up competencies or to recover credits. Please see your school counselor for the option that best fits your alternative learning plan.

Specialty Programs

Campbell Advisory Program

Every Campbell High School student will be enrolled in an advisory group. The Campbell Advisory Program (C.A.P) is distinct from other courses in that students will stay with the same small groups of students and the same advisor for their entire four years at Campbell High School. CAP meets every day during the designated advisory block. Attendance is taken daily. Each student is expected to attend his/her designated advisory for the full advisory block. More information can be found on the CHS website.

Honors Option

Our intention at Campbell High School is to challenge each student academically. Some students, however, may wish to challenge themselves beyond the general curriculum requirements. For these students, Campbell High School will offer an honors option. Students may choose to complete an honors option in most classes.

An "honors option" proposal must be submitted to the classroom teacher at the start of the semester and a contract must be completed. Completed contracts must be then submitted to the counseling office by September 15th. Examples of the proposal and contract can be found on the Campbell High School website. The teacher will assign rigorous coursework to earn honors credit. If there is not an honors course, students will have the opportunity to complete courses at an honors option level.

Upon successful completion of the honors option (must earn a passing grade), students will receive an honors designation (H) on the high school transcript. Students earning the honors option will have an additional .5 calculated into the GPA.

Diploma With Distinction

Commencing with the Class of 2017, students who demonstrate high levels of scholarship through their coursework will graduate with distinction. "With Distinction" is awarded when students achieve a cumulative GPA of 3.92, earn 30 credits by graduation and have taken 15 AP/Honors/Honors Options courses. Distinction is noted on both the transcript and diploma. Students will be appropriately revered during the commencement ceremony.

Sophomore and Senior Projects

The Sophomore and Senior culminating projects are clear expectations of the educational vision presented by the Litchfield Program and Philosophy Committee and adopted by the Litchfield School Board as a part of the Campbell High School instructional program. All students attending CHS are required to have completed and received a passing grade in both the Sophomore and the Senior Projects in order to be eligible for graduation from Campbell High School. Requirements, assessment tools and guidelines for the Sophomore and Senior Projects are available online www.campbellhs.org.
College Credit Earned at CHS (Dual Enrollment Programs)

Running Start is a dual enrollment/concurrent enrollment program offered through the NH Community College System- Nashua Community College. This program allows CHS to offer high school students college credit for courses offered by the Litchfield School District. Students may elect to enroll in Running Start courses during the first month of school through an application process and a nominal fee (currently \$125.00 for 3 college credits). Anticipated courses for the next school year in the Running Start Program are: *Topics in Applied Math (TAC), Digital Publishing, and Web Site Design.*

Southern New Hampshire University also gives our students the opportunity to earn college credits by taking CHS courses. The fee for a SNHU dual enrollment course is currently \$100.00 for 3 college credits. This fee is due to the classroom teacher by September 15. Anticipated courses for the next school year for dual enrollment credit with SNHU are: *Honors Anatomy and Physiology, AP Biology and AP Calculus.*

Dual Enrollment is open to both juniors and seniors and college credit may be awarded ONLY to juniors and seniors. Students will receive a grade for the corresponding course on the CHS transcript as well as a grade on the college transcript with credit awarded. Credit for courses may be transferable from NCC or SNHU to other 2 and 4 year colleges. It is the students' responsibility to consult with higher educational institutions to determine whether the credits earned through dual enrollment will be eligible for transfer.

Students are encouraged to meet with their school counselor if they have any questions regarding dual enrollment.

Advanced Placement Program at CHS

Advanced Placement courses are designed to challenge highly motivated students who have demonstrated exceptional academic ability and who wish to study at the college level while still in high school. AP courses demand skills that can lead to success in college. Taking rigorous AP courses demonstrates a student's maturity and willingness to push their intellect and commitment to academic excellence. **AP Biology* (offered alternating year), AP Environmental Science* (offered alternating years), AP English Literature, AP US History, AP Statistics, AP Spanish and AP Calculus Daily*** are currently offered at CHS. Courses marked with an * may also be available for dual enrollment credit (for an additional fee) through Southern New Hampshire University. Students are encouraged to discuss taking AP courses with their parents, school counselor, advisor, and teachers. An AP recommendation form must be completed with the proper signatures in order to be considered for an AP class. If applicable, registration preference is given to seniors. AP courses require summer assignments and many instructors give an exam during the first week of school on material covered during summer reading/assignments.

The College Entrance Examination Board provides tests for all Advanced Placement courses. These tests are administered during the month of May. There is a fee of approximately \$91.00 for each AP exam that is due in the school counseling office in February. AP students are required to take mid-year exams as well as the corresponding AP exam. Satisfactory scores on AP Exams offer many benefits which may enhance applications for college admissions, placement, and scholarships. A student may receive college credit based on the AP score. Students enrolled in AP courses should check with the college of their choice to receive information concerning the college's policy regarding Advanced Placement credit and/or standing. For more information go online: www.collegeboard.com/ap/credpolicy

Students must register to take the AP exam in advance and pay the required fee. Information is available in the School Counseling Department. **If this fee will cause financial hardship, students should contact their school counselor for information about financial assistance.**

Outline of Required Courses – Recommended Sequence

FRESHMEN

Comm Ind - English	Full Year	1.0	Credit
Comm Ind - Social Studies	Full Year	1.0	Credit
Math	Full Year	1.0	Credit
Freshman Science	Full Year	1.0	Credit
PE Foundations	One Semester	.5	Credit
Computer Science (ICT)	One Semester	.5	Credit
Visual & Performing Arts	One Semester	.5	Credit
Electives		1.5	Credit
Total		7.0	Credits

JUNIORS

American Studies-English	Full Year	1.0
Credit American Studies-Soc Studies	Full Year	1.0
Credit Math	Full Year	1.0
Credit Science	Full Year	1.0
Credit Visual & Performing Arts	One Semester	.5
Credit Electives		2.5
Credits		
Total		7.0 Credits

SOPHOMORES

World Studies-English	Full Year	1.0	Credit
World Studies-Social Studies	Full Year	1.0	Credit
Math	Full Year	1.0	Credit
Biology	Full Year	1.0	Credit
Health	One Semester	.5	Credit
Physical Education	One Semester	.5	Credit
ICT	One Semester	.5	Credits
Sophomore Project			
Total		7.0	Credits

SENIORS

English*	1.0	Credit
Electives	5.0	Credits
Senior Project		

*Seniors are required to take Senior English course #2122 and an additional English elective if not enrolled in AP Literature or Honors Senior English.

Total 6.0 Credits

FOUR YEAR PLANNING WORKSHEET

Required Credits	COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
4	English	Community & the Individual English	World Studies English	American Studies	Full Year of English
3	Social Studies	Community & the Individual Social Studies	World Studies Social Studies	American Studies (Class of 2016+)	Full Year of Social Studies Recommended
3	Math	Full Year Math Course	Full Year Math Course	Full Year Math Course	Full Year of Math Recommended
3	Science	Freshman Science	Biology	Science Course	Full Year of Science Recommended
1	ICT/Technology	ICT Pathways		ICT/Technology Elective	
0.5	Health		Health		
1	Physical Education	PE Fundamentals	Physical Education Elective		
1	Visual & Performing Arts	Art or Music Elective		Art or Music Elective	
	Sophomore & Senior Projects		Sophomore Project		Senior Project
7.5	Electives**	Freshman Seminar Recommended			

**Three to four years of the same World Language is a requirement for admission for most four year colleges.

Standardized Testing Programs

CHS students should meet with their school counselor to discuss the testing options that fit their individual needs. The following tests are available to Campbell High School students. Please note: SAT's and ACT's are not given at CHS.

All Sophomores and Juniors have the opportunity and are encouraged to take the **Preliminary Scholastic Aptitude Test (PSAT)** in October. The PSAT is an assessment in the areas of critical reading, math and writing and serves as a predictor of performance on the SAT. Students also have access to "My College Quickstart" to help them prepare for the SAT and college planning. Juniors may also be eligible for scholarships with the National Merit Scholarship Program.

All Juniors are required to take the NH state assessment program. The **SAT** will be administered during March of each year. Science NECAP will be administered in the spring of each year.

All students have the opportunity to take the **Scholastic Aptitude Test (SAT)** and/or the **ACT test**. The SAT Reasoning test is a measure of critical reading, mathematical reasoning and writing skills. The SAT Subject tests are one hour long subject specific tests. Some colleges will require that you take two or three SAT Subject tests as well as the SAT Reasoning test. The ACT test is a set of four multiple-choice tests which cover English, mathematics, reading and science achievement. The ACT also offers an optional **Writing Test**. SAT and ACT tests are usually taken in the spring of your junior year the fall of your senior year.

Advanced Placement (AP) tests are administered to students that have completed an Advanced Placement course. These tests are administered in May.

Spring 2016 SAT Test Dates: March 2 (at CHS), March 5, May 7, June 4

Anticipated **PSAT Date:** Saturday, October 15 (register and take the test at CHS)

Spring ACT Test Dates: February 6, April 9, June 11

**Please refer to the School Counseling webpage for the updated test dates.*

Campbell High School is NOT a testing center for the SAT or the ACT test (except for juniors standardized SAT exam in March). When registering for these exams you may select a testing center that is most convenient to you. SAT and SAT Subject Tests- register at www.collegeboard.org. ACT- register at www.act.org.

New Hampshire Scholars

“A good education has a real world payoff for students, businesses, and communities. There’s a strong positive correlation between a student’s academic rigor in high school and the completion of college. Research also indicates that a high school diploma is simply no longer enough to attain the high skill level necessary to compete in the 21st century.” -Fred Kocher, President-New Hampshire High Technology Council

Campbell High School is a part of the NH State Scholars Initiative, a state program designed to encourage and recognize students who achieve a rigorous course of study while in high school. New Hampshire has joined other states in the State Scholars Initiative. This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network.

If students have completed the specific courses needed, they will be recognized as a New Hampshire Scholar by the State in May of their senior year. Campbell High School will also recognize these students on Senior Awards Night with a gold medallion which will be worn at graduation. Seniors who are Pell grant eligible in the college financial aid process may also receive a higher grant due to being a state scholar. For more information about the NH Scholars program please go to www.NHscholars.org or speak with your school counselor. There are multiple pathways now available to students. Please see your counselor for more information.

Post Secondary Admissions

If you are considering post-secondary education the following matrix can be used as a guide. Admissions standards vary from school to school so it is important for you to research the schools that you are interested in pursuing. Our school also uses Naviance, a web-based program that lists all colleges and their recommendations and requirements. Please go to Family Connection to Naviance on the Campbell High School web page. Admission to post-secondary schools is based on several criteria including strength of program, grades, # of AP and Honors classes taken, SAT/ACT scores, co-curricular participation, leadership, and academic recommendations.

Admissions Table

Type of College	English	Social Studies	Math	Science	World Language
2 Year College	4	3	3	2+	-
4 year College/University (Example: UNH)	4	3+	4	4	4
Most Selective College/University (Example: Tufts)	4+	3+	4+	4+	4+

Program of Studies

Business Education

Accounting I 1 elective credit (Sophs - Seniors)

Accounting is an introductory course designed to teach students the basic concepts applied in financial record keeping. The emphasis is on precision and deductive reasoning as students learn skills such as how to record the monthly transactions on ledger accounts and how to summarize/report financial information. Students will be encouraged to discover, understand and apply concepts that lead to accounting careers and related opportunities. Topics may include sole proprietorships, partnerships and corporate forms of business activities.

Full Year

Note: Accounting is an elective credit only, and cannot be used for a math credit

Accounting II 1 elective credit (Juniors -Seniors)

Accounting II is an extension of the Accounting I course. Students will continue to explore the accounting cycle as it relates to accounting for a merchandising business organized as a corporation. The emphasis is on advanced accounting topics such as dividends, plant assets, depreciation and accrued revenue/expenses. Students will use the Century 21 Automated Accounting software to apply concepts to real-life simulations.

Full Year

Prerequisite: Successful completion of both semesters of Accounting I

Marketing I ½ elective credit (Sophs - Seniors)

This Marketing course examines the basic foundations and functions involved in the exchange process ultimately designed to meet customers' needs. Such functions include marketing research, target market selection, product design, promotion and advertising activities, distribution, theories of consumer behavior, and pricing.

One Semester

Marketing II ½ elective credit (Juniors -Seniors)

Marketing II is an extension of the Marketing I course as students will continue to explore the concept that marketing exists within a dynamic environment or rapidly evolving technology and change. While Marketing I focuses on selling, this course will take an in- depth look at promotion, distribution, and pricing as they relate to successful marketing ventures. Key topics will include promotional concepts and strategies, advertising, channels of distribution and price planning.

One Semester

Prerequisite: Successful completion of Marketing I

Business Communications ½ elective credit (Sophs - Seniors)

This course is designed for students who would like to build upon their oral and written communication skills as they relate to business situations. Students will prepare various business documents, present speeches and debates on "hot topics" in business ethics, and complete a Job Search Portfolio, consisting of a cover letter, resume, recommendation request, interview questions and responses, and follow-up letters. This course is highly recommended for students who plan to pursue a degree in business or communications at the college level.

One Semester

Prerequisite: Successful completion of Computer Applications or permission of instructor

Personal Finance 1/2 elective credit **(Sophs - Seniors)**

Mathematics is all around you. To be a smart consumer, good citizen, and have a successful career, you will need to understand mathematics in the context of personal finance. In this course, students will learn financial literacy, which is the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security. Students will learn how to manage money, manage personal expenses, and make sound financial decisions. Topics covered will include checking and savings accounts, charge accounts, credit cards, housing costs and vehicle transportation and insurance.

One Semester

Prerequisite: successful completion of computer applications or permission of instructor

School-based Enterprise 1 elective credit **(Juniors - Seniors)**

Students enrolled in School-based Enterprise will take on full responsibility for running the CHS school store. This class will meet alternating day and will open the school store during all lunches. Students will be divided into small groups to either run the store, complete administrative tasks, or research new products and marketing techniques.

Full Year

Prerequisite: Marketing

Family and Consumer Science

"Over the years I've found that it is only by listening to others that you can leave yourself open to learning." -Julia Child

Foods and Nutrition 1 1/2 elective credit **(Open to All)**

This course offers students basic knowledge in the area of food preparation and nutrition. Curriculum includes equipment use, measurement, kitchen organization, kitchen safety, cooking and baking techniques, meal planning and preparation of recipes. Nutrition is a large part of this course. This is an entry level course. **Lab Fee: \$20**

One Semester

Foods and Nutrition 2 1/2 elective credit **(Sophs - Seniors)**

Creative Foods and Nutrition is designed to explore international and American Cuisine using advanced food preparation techniques and equipment. In addition, students will examine their personal eating habits and explore nutritious diets to create healthy lifestyles. Additional topics examined will include vegetarian and fad diets, convenience foods, nutrition oriented diseases and food-related careers. **Lab Fee: \$20**

One Semester

Prerequisite: Foods and Nutrition I is a prerequisite to Foods and Nutrition II.

Independent Living 1/2 elective credit **(Juniors - Seniors)**

Students learn the skills needed to live on their own. Topics include personal growth, goal setting, decisionmaking, and communication skills for relationships. Career planning, resume writing, employment searching, basic banking and personal finance management are also included. Home skills such as simple meal planning, laundry and hand sewing repairs as well as easy home maintenance repairs will also be taught. Students will learn the basics of car shopping, insurance purchasing and home rental and buying procedures. They will gain an understanding of the elements and principles of design and utilize them to create living spaces (sample rooms and floor plans) while developing skills in space planning. The use of appropriate colors, fabrics, furnishings, lighting and furniture will be considered as students follow their allotted budgets. This course requires a high degree of class participation and is taught in a computer lab situation.

One Semester

NOTE: This course will run alternating years.

Child Development I 1/2 elective credit (Sophs - Seniors)

This fast-paced course is designed for students interested in learning about parenting and parenting skills. The topics covered include: reasons for becoming a parent, parenting skills, prenatal development, preparing for the birth of a child, birth defects, & newborn care. Students will be required to prepare & present projects, work in cooperative groups & listen to guest speakers. In addition, each student will experience what it is like to be a parent by caring for a simulated baby.

One Semester

NOTE: This course may be eligible for dual enrollment college credit for a fee through Southern NH University/Nashua Community College.

Child Development II 1/2 elective credit (Sophs - Seniors)

Child Development Ages 3-5. If you want to take a close look at the world of children ages 3-5, take this exciting course! If you think you will have children someday, or would like to work with younger children, this is a great class for you to find out more! Students in this class will learn how toddlers and preschool aged kids develop mentally, physically, emotionally and socially. Observations of young children will be completed in addition to an "Ages and Stages" project, researching the needs of developing children, adoption, and evaluating toys.

One Semester

Prerequisite: Successful completion of Child Development I.

Note: This course may be eligible for dual enrollment college credit for a fee through Southern NH University/Nashua Community.

Note: Runs alternating years.

Relationships 1/2 elective credit (Sophs - Seniors)

Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project -based approach that utilizes higher order thinking, communication, leadership, and management processes will be taught in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning will be explored.

One Semester

Note: It is recommended that students have completed either health or psychology before enrolling in this course.

Note: This course runs alternating years.

Textiles, Fashion and Apparel 1/2 elective credit (Sophs-Seniors)

This course is for students interested in exploring clothing care and construction as well as how textiles are used in clothing and other products. Topics covered include construction techniques (machine and hand stitching), fabric analysis, color coordination, fads and fashions (present and past), clothing care and repair, and career exploration. Students who desire to use materials that they will keep (such as fabrics for construction/sewing) are responsible for purchasing those supplies.

One Semester, runs alternating years

Health and Physical Education

“Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity.” -John F. Kennedy, 35th President of the U.S.

PE Fundamentals 1/2 credit in Physical Education **(Freshmen)**

This required physical education course is the first of a progression of courses offered at Campbell High School that strives to promote, through total body movement, the health and welfare of all students. An emphasis will be placed on personal fitness, successful teamwork and sportsmanship. The participants will be involved in skill development and learn the rules and strategies in our co-curricular sports offerings including, basketball, badminton, flag football, personal fitness, soccer, track, and volleyball.

Required of all freshmen

One Semester

Health 1/2 credit in Health **(Sophomores)**

Students will learn how their goals and decisions affect their physical and emotional well-being, self-esteem, relationships and life-styles. Topics will include: stress management and teen suicide, family life, sexuality, substance use and abuse, nutrition and diets, first aid skills, and exploring community resources. This course meets the State requirements for Health and is required for graduation.

Required of all sophomores

One Semester

Fit for Life 1/2 credit in Physical Education **(Sophs - Seniors)**

In this course, the emphasis is on fostering students' potential to be fit for life. Participants will be involved in motor skill development and will learn rules/strategies in a variety of individual and team sports. The emphasis is on the development of lifetime fitness skills.

One Semester

Intro to Strength Training 1/2 credit in Physical Education **(Sophs-Seniors)**

This course is designed for students that are highly motivated and have a strong desire to improve their fitness and strength training skills. It will be a high intensity class with the goal of individual improvement. There will most likely be great disparity in the strength and skill level of the students, so best effort will be assessed individually. Students will be expected not only to dress out and participate but to give their best effort every class. Students are expected to support one another; positive comments and holding each other accountable is strongly encouraged. Expectations and physical demands will be at a very high level. Every class will have at least one of the following aspects of athletic enhancement: flexibility, muscular strength, muscular endurance, plyometrics, linear speed development, agility and change of direction. Students will develop a working knowledge of the muscular system and how to create a personal exercise prescription that will meet their needs at various stages of life. Related concepts that will be addressed include nutrition, body composition and supplementation.

One Semester

Prerequisite: Must have successfully passed 1/2 credit of PE Fundamentals and adequate physical health and fitness to perform required strength training exercises.

Lifetime Strength Training 1/2 credit in Physical Education **(Sophs-Seniors)**

This course is intended to help students continue to build the fitness and skills attained in Strength Training I. In this class, students will be capable of more challenging and complex training techniques with regard to muscular strength, flexibility, and movement. Student development will be assessed based upon the

individual student's current level of fitness and skill. Students in this section may work concurrently with students in other levels of strength training.

One Semester

Prerequisite: Intro to Strength Training

Sports Strength Training **½ credit in Physical Education** **(Juniors-Seniors)**

This course is a continuation of strength training I and II with an additional emphasis placed on leadership. Students will be expected to model good training technique in all aspects of the class as well as assist the instructor with improving the technique of less experienced peers.

One Semester

Prerequisite: Intro to Strength Training

Exercise Walking **½ credit in Physical Education** **(Sophs - Seniors)**

Exercise Walking is designed to fit the individual needs of each student. Individual programs will be developed to help students obtain the goals they set for themselves at the beginning of the course. Emphasis will be placed on learning healthy lifestyles through nutrition, exercise, and weight management.

One Semester

Prerequisite: Must have successfully passed ½ credit of Physical Education.

Dance Exploration **½ credit in Physical Education** **(Sophs – Seniors)**

This course is designed to introduce the student to critical aspects of dance: basic movement terminology, the elements of dance, improvisation and movement, problem solving, the fundamentals of composition and choreography and information about understanding and viewing dance. The class explores various styles and dance idioms.

One Semester

Prerequisite: Must have successfully passed ½ credit of Physical Education

Note: This course may be used to satisfy visual or performing arts or physical education.

R.A.D. (Rape Aggression Defense for Women) **½ credit in Physical Education (Juniors – Seniors)**

This is a comprehensive women-only course. The Rape Aggression Defense is not a martial arts program; rather a program that empowers female students to combat various types of assault by providing them with realistic self- defense tactics and techniques. This course begins with awareness, prevention, risk reduction, and risk avoidance while moving on to basic hands-on defense training. Finally, the R.A.D. objective is “To develop and enhance the options of self-defense so they may become viable considerations to the woman who is attacked.”

One Semester

Prerequisite: Must have successfully passed ½ credit of Physical Education

Humanities: English and Social Studies

“What we know about learning indicates that instruction focusing on large, interdisciplinary curricular themes is the most effective way to promote learning” - Robert Marzano, et al Dimensions of Learning

Community and the Individual 1credit-English and 1credit-Social Studies **(Freshmen)**

This interdisciplinary course explores a number of key questions involving community and the individual: What makes a successful community? What is the role of the individual in a community? Where do the rights of the individual end and the responsibilities to the community begin? Using this guiding inquiry, students will read various texts and investigate the concepts of community development, state and national government, domestic economics, personal finance, and comparative government. Literature includes *Lord of the Flies*, *Animal Farm*, *To Kill a Mockingbird* and *Romeo and Juliet* along with a variety of short

stories, poetry and non-fiction. The arts focus will be on drama. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal written research project. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

Full Year

Required of all freshmen

Note: meets the state requirement for Government and Economics

World Studies (Eng & Social Studies) 1 credit/English and 1 credit/Social Studies (Sophs)

This interdisciplinary course explores a number of key questions involving World Studies: This course, for the first semester, is designed to enhance student understanding of World History beginning with the Middle Ages and continuing through the present, with a major focus on European history. Second semester focus will be on Asia, Africa, and the Americas. Students will examine, define and analyze themes that are recurrent throughout the developing world from the Middle Ages to the modern era. Focus will be on understanding historical cultures and how politics, the economy, religion, society, geography, and technology contributed to the growth and development of various civilizations. Artistic study will focus on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and its culture. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations. *Students will read excerpts from Beowulf, & The Canterbury Tales, in addition to Macbeth, Les Miserables, Cry Freedom, The House of the Spirits, The Kitchen God's Wife* and a variety of additional literature culled from historical documents, non-fiction texts, short stories and classic poetry. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal research project. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

Full Year

Prerequisite: Community and the Individual

Note: Required for ALL Sophomores

(English and Social Studies)

American Studies 1 credit - English and 1 credit - Social Studies (Juniors)

This interdisciplinary course explores the American experience through the lenses of both history and literature. Student investigation will be driven by essential questions such as: What does it mean to be an American? How do we deal with difference? What American ideals have yet to become a reality? What is progress? Students will gain core knowledge in American history from the Civil War to Watergate and will connect enduring issues in social studies and literature to life today. Students will read and analyze an array of primary documents from Lincoln's "Gettysburg Address" to King's "I Have a Dream." Literary texts include a range of contemporary and classic voices which may include Twain, Fitzgerald, Hurston, McCourt, Hughes, Sinclair, O'Brien, Vonnegut, and Steinbeck. The yearly arts focus will be on American music, from African-American spirituals to 1960's protest songs. Periodic major projects will enable students to explore course themes with greater depth and choice. Students will complete four- to six-page formal research papers. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through the use of the writing center, pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

Full Year

Prerequisite: Community and the Individual and World Studies

Note: meets the state requirement for U.S. History

Note: Required of all Juniors unless taking Honors American Studies

(English and Social Studies) (Honors Level)

Honors American Studies 1 credit - English and 1 credit - Social Studies (Juniors)

This interdisciplinary course explores the American experience through the lenses of both history and literature. While the content of the course is similar to American Studies, students selecting this course are expected to complete a greater number of independent assignments, including summer reading, leading him or her to a deeper understanding of the course content. Periodic major assignments will include oral presentations, critical analyses of primary source documents, the preparation of a formal research paper, and several position papers regarding the historical events covered in the course. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

Full Year

Prerequisites: Grade of B+ or above in World Studies or permission of instructor, and an excellent writing prompt. Note: meets the state requirement for U.S. History

Senior English ½ credit – English (Seniors)

This Senior English seminar uses literature, social sciences, art, music, and students' experiences to investigate some common themes linking various cultures and peoples, from myth and storytelling to the modern novel. Students will develop a deeper understanding of human nature and its impact on culture. Students will have the opportunity to develop a writing portfolio consisting of a college or personal essay, resume, business letter, and academic essay writings related to the other course material. Oral communication skills will be practiced through class discussion, formal presentations, and cooperative group work. Course materials may include the novels *The Pearl* and *The Hobbit*, as well as excerpts from college-level texts. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation. Students will be expected to complete a major writing assignment.

One Semester

Note: Required of all Seniors unless enrolling in Honors Senior English or AP English Literature

English Electives

(Honors Level)

British Literature ½ credit – English (Juniors - Seniors)

Designed for the exceptionally motivated student, this course will serve as a historical journey along a fantastic literary and intellectual tradition, as well as provide a close look into the intricate cultures of the Middle Ages, the Renaissance, the Enlightenment, and the Romantic and Victorian periods. Students are expected to develop an extensive vocabulary, critically analyze major themes and motifs within the texts and supplemental materials, and craft a variety of written work. Students will scrutinize fine works by authors such as Shakespeare, Austen, and Hardy. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

Prerequisite: Grades of B or equivalent in all previous English classes or permission of instructor. Note: This course is recommended for students considering majors in English or History.

Creative Writing Workshop ½ credit – English (Juniors - Seniors)

In this course students will refine skills in essay writing and thesis development as well as different forms of

fiction, poetry, and practical writing. The analysis of writing through reading various types of pieces as well as practical skills in grammar and mechanics are essential components in this course. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

Note: This class requires a great deal of out-of class writing.

It's a Mystery! **½ credit – English** **(Juniors - Seniors)**

Students will read, analyze, and discuss a variety of mystery stories by such authors as Sir Arthur Conan Doyle, Agatha Christie, and Ed McBain. Students will be able to identify the elements of a mystery story and will compare and contrast the elements of the stories studied, as well as the authors' writing styles. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through prewriting, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

The Short Story **½ credit – English** **(Juniors - Seniors)**

Students will read, analyze, and discuss short stories by classic and contemporary authors. Students will be able to identify the elements of a short story including plot, setting, character, point of view, and both implicit and stated themes. The roles of protagonist and antagonist will be studied along with opportunities to compare and contrast various stories. The Short Story class combines both classic and contemporary stories and deals with a variety of themes and topics. Students and parents should be advised that stories involving gender and sexuality, drug use, the Holocaust, profanity and the supernatural, are on the reading list. This is an elective English class, however, parents may request different assignments should any of the above conflict with personal values. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

Journalism **½ credit – English** **(Juniors – Seniors)**

This course will focus on the various elements of journalism including style, hard vs. soft news, and the effects of mass media on contemporary issues. Students will be expected to read a variety of periodical literature and to practice writing extensively for publication, following traditional journalistic guidelines. Students will also be encouraged to participate in all aspects of publishing the school newspaper. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

Note: Strong writing skills are necessary. This class requires a great deal of out-of-class writing.

Public Speaking and Speech Writing **½ credit – English** **(Juniors - Seniors)**

Students in this course will view and examine history's greatest speeches and speakers. They will analyze the components of great speeches and the techniques great speakers use. Students will write and deliver a variety of speeches to both their class and to larger audiences. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

One Semester

(Honors Level)

Honors Senior English: Connections, Choices, and Life's Big Question 1 credit – English (Seniors)

This Senior English seminar uses literature, social sciences, art, music, philosophy, contemporary issues and students' experiences to investigate the big ideas and themes linking various cultures and peoples, from myth and storytelling to philosophy and the modern film and novel. Students will develop a deeper understanding of human nature and how our choices impact our global culture. Students will have the opportunity to develop their own philosophical views through their writing, class discussions, and projects based on the literature and films. Course materials may include the novels *Memoirs of a Geisha*, *The Hobbit*, *Tuesday's with Morrie* and *Autobiography of a Face* as well as various films and excerpts from college-level texts. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation.

Full Year

Prerequisite: Grades of B+ or above in all previous English classes or permission of instructor Note: Students are required to complete summer assignments which are handed out in June. Note: This course may be taken in place of #2122 Senior English.

Advanced Placement English Literature and Composition 1 credit – English (Seniors)

This highly rigorous course is designed to be equivalent to a college freshman seminar English course. The expectation in quality and quantity of work is high, and a serious commitment on the student's part is essential. The course will provide intensive instruction in writing and in the critical reading of literature. College level vocabulary and literary terms will also be emphasized. Authors for the course may include the following: Joyce, Shakespeare, Mary Shelley, Conrad, Rushdie, Marquez, McCann, Kingsolver, Nafisi, and King. Students will take practice College Board examinations, write reader response papers, analytical essays, as well as one major term paper each semester. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation. Students will receive a required summer reading list. This course is considered to be a culmination of the knowledge and skills obtained in all previous English courses. For this reason, this course is limited to seniors.

Full Year

Prerequisite: Grades of B+ or above in all previous English classes or permission of instructor.

Note: Students are required to complete summer assignments which are handed out in June.

Note: Students who take AP Courses will be required to take both mid-year exams as well as the corresponding College Board AP exam in May.

Literature and Film* ½ credit – English (Juniors - Seniors)

Stories are an essential part of every human culture; they help us to make meaning and to understand ourselves, each other, and our place in the world. The means by which these stories are told – whether they are written, spoken, or acted on stage or screen – influences the way we approach and interpret them. Film, while it may be influenced by written work, should always be considered an entirely unique piece of art for the purposes of critique and analysis. This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities—and problems—involved in the transposition to film. We will also investigate films that do not have written work as their inspiration to discover the ways in which these stories work in terms of our understanding of the nature of literature and the role it plays in our lives. This course requires extensive reading and writing in addition to viewing films and taking part in class discussions.

One Semester

NOTE: This course does not meet NCAA eligibility requirements for English. See Counselors for information.

NOTE: This course will not run in the 2016-2017 school year.

Contemporary Literature ½ credit – English (Juniors-Seniors)

This course explores a number of key questions related to the themes and content of the novels: What are the issues found in contemporary literature and in contemporary society? How do people and characters gain a sense of identity through experiences? In which ways does guilt and the past define the individual? To what extent should people be defined by the choices that they make? How are advances in science and technology affecting the way we define our humanity? What strengths and weaknesses exist in the lives and/or hearts of mankind? What does it mean to find happiness in contemporary life? Using this guiding inquiry, students will read various texts and investigate the major issues found in contemporary literature. The course will feature a selection of bestselling works of literature such as *Atonement*, *Never Let Me Go*, *The Age of Miracles*, *Unaccustomed Earth*, *All the Light We Cannot See* and *State of Wonder*, and a variety of additional literature culled from historical documents and non-fiction texts. Periodic major projects will enable students to explore course themes with greater depth and choice. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation.
One Semester

Social Studies Electives

These courses may run alternating years

(Honors Level)

Foreign Relations ½ credit - Social Studies (Juniors - Seniors)

In this course emphasis will be placed on the foreign policy of the United States, with particular stress on international political events from the Spanish American War to the present. The course will focus on the machinery and techniques of diplomacy and international relations. Current world affairs will be studied in depth.

One Semester

Prerequisite: Grades of B+ or above in all previous social studies classes or permission of instructor

Law and Ethics ½ credit - Social Studies (Juniors - Seniors)

This course will enhance each student's understanding of the United States legal system, focusing primarily on the areas of criminal and juvenile law. Topics covered include the rights and responsibilities of adults and minors, the United States court system, the United States penal system, the problems of establishing authority in a free society, crime and its causes, effective punishment, law enforcement, individual conscience and the law, the rights of citizens, and arrest procedures. The distinction between criminal and civil law will be posed, along with the examination of felonies and misdemeanors, search and seizure rights and other Constitutional and ethical issues.

One Semester

Advanced Applied Economics ½ credit - Social Studies (Sophs - Seniors)

This course expands on the knowledge gained in the required humanities offerings in ninth and tenth grades. An in -depth study of supply, demand, and scarcity is presented as students are guided through the study of the international marketplace. Topics include the fundamentals of economics, economic systems, international trade, stock markets, currency exchange, the International Monetary Fund, and current issues.

One Semester

Psychology ½ credit - Social Studies (Juniors - Seniors)

Psychology is the study of human behavior. By analyzing psychological theories, learning, intelligence, creativity, human development, personality, behavior, and abnormal behavior, students will gain insight into behavioral patterns and acquire knowledge of behavioral modification techniques.

One Semester

Sociology ½ credit - Social Studies (Juniors - Seniors)

Students will examine how the basic nature of human relationships, customs, institutions, social structure, and culture affect our beliefs and behavior, express our fundamental concerns and indicate our values. The course teaches the basic concepts, methods and perspectives of sociology as a social science; it uses them to consider such topics as family life, groups and organizations, gender and age roles, minorities and social classes, religious and political movements, and social problems.

One Semester

Contemporary Issues ½ credit - Social Studies (Juniors - Seniors)

Contemporary Issues is offered to students with a broad interest in social issues and current events. The course may include an in-depth inspection of current national and international events as well as a close look at some of the major social issues facing Western society in the world today. These issues may include homelessness, atmospheric warming and ecological issues, nuclear power and alternative forms of power, and war in a nuclear age.

One Semester

Lincoln Reconstructed ½ credit - Social Studies (Juniors- Seniors)

Students will explore the life and impact of Abraham Lincoln by examining and analyzing his speeches, letters, and executive proclamations. Special emphasis will be placed on investigating the enduring legacy of America's sixteenth President.

One semester

Prerequisite: Grades of B or equivalent in all previous Social Studies classes or permission of instructor.

The Economics of Recycling ½ credit - Social Studies (Sophs - Seniors)

Students will explore the economics of recycling and the recycling process. Members of the class will also run the CHS Recycling Program. Credit is earned on a pass/fail basis. This course satisfies the requirements of the sophomore project IF not taken for credit. Limit of 20 Students.

One Semester

Advanced Placement United States History 1 credit - Social Studies (Seniors)

This highly rigorous course is intended to be equivalent to a first year college history course. Students in this course are expected to complete in a high quality fashion an extensive number of difficult assignments. A serious commitment by the student to the rigorous study of United States History from pre-colonial times to the present date is essential. Students can expect to receive a required summer reading list. Students will take practice College Board exams, write document based question responses and analytical essays, as well as one major formal research paper each semester. Students enrolled in this class are required to take mid-year final exams. This course is considered to be a culmination of the knowledge and skills obtained in all previous social studies courses. For this reason, this course is limited to seniors.

Full Year

Prerequisites: Grades of B+ or above in all previous social studies courses or permission of instructor

Note: Students are required to complete summer assignments which are handed out in June.

Note: Students who take AP Courses are required to take the mid-year exams and will be expected to take the corresponding College Board AP exam in May.

Social Entrepreneurship in the 21st Century ½ credit - Social Studies (Juniors - Seniors)

The modernization of human ability and motivation has led us to a Renaissance of sorts in how we identify, approach, and solve real problems. This course will dig into the methods and process of applying psychology, Sociology, the Arts, and Economic principles to create possible solutions to problems we see and feel that hinder our growth and advancement. Using a combination of theory and application, students

will tackle a big idea, ponder on possible solutions, create a plausible solution, and illicit feedback in developing their ideas. The culminating assessment will be a final product and path in making their concept a reality.

One Semester

The Constitution: A Close Reading ½ credit – Social Studies (Juniors – Seniors)

Students will participate in a close reading of the United States Constitution and related texts in a seminar format. Students will strengthen their understanding of the basic functions of our federal government as outlined in the Constitution along with a deeper comprehension of the Bill of Rights and other Amendments.

One Semester

Information and Communication Technologies (ICT)

“Good teaching is more a giving of the right questions than a giving of the right answers.” -J. Albers

"f u cn rd ths, u cn gt a gd jb n cmpr prgmng."

Anonymous

Campbell students learn how to use computer technology as part of the core program. All students learn word processing skills, database, spreadsheet, and the incorporation of ideas and presentations into a visual format. Applying technology as a tool to learning is an integral part of student work and continues in more sophisticated applications as students’ master additional software. At the conclusion of each computer education course, it is the intent of the instructor to see that each student would have a passion for technology!

Students transferring into Campbell High School from another high school may take computer applications or submit a portfolio, demonstrating competency in each of the following:

- I. Word processing
- II. Information gathering through database management
- III. Information Processing through the use of a spreadsheet
- IV. Presentation using a presentation software application
- V. Ethical Use of Technology
- VI. Reflection

Transfer students should consult with their school counselor to discuss their options.

Engineering Pathway

The Engineering Pathway is a combination of courses that strengthen student preparation for the workplace and post - secondary opportunities in engineering and engineering-related fields. The following courses provide pre-engineering skills and are recommended for students wishing to follow the Engineering Pathway: Technology Design, Drafting, Computer Programming and Principles of Engineering. These courses will be marked with an (EP*) next to their course name.

ICT Pathways ½ credit in ICT/Technology (Open to All)

This Information Communication Technologies (ICT) course builds upon K-8 experiences as an exploratory experience of wider computer technologies within the Campbell curriculum. The course is segmented into six modules: computer programming, digital media, graphic design, technical design technology, computer software applications and web design.

One Semester

Note: This is a graduation requirement

Note: This course is a pre-requisite for other computer courses. It is recommended that you select this course prior to junior year.

Note: Students who have taken Computer Applications CANNOT take this course.

Multimedia Authoring ½ credit in ICT/Technology (Sophs – Seniors)

Students will learn how to capture and edit video using the Adobe premiere software application. Students will learn how to link sound, video, text and images in ways that can engage, move and/or persuade an audience. Students will also experiment with other Multimedia software applications to have a practical knowledge of variety of Multimedia Authoring software applications.

One Semester

Prerequisite: Successful completion of ICT Pathways or permission of instructor

Web Site Design ½ credit in ICT/Technology (Sophs – Seniors)

Students will learn and apply the concepts and language needed to create web sites. Emphasis will be given to scripting web sites using HTML. Students will tackle authentic, challenging tasks: for instance, simulating their own version of a Campbell High School web site that incorporates both their personal, career and academic interests. Students will be expected to use current technology to enhance their web sites. Honors Option is available for this course. Students will be expected to complete at least 40 hours of work outside of the classroom to be proficient in the course core competencies for this option.

One Semester

Prerequisite: Successful completion of ICT Pathways or permission of instructor

Note: This course is eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently \$125 for 3 credits).

Note: College course credit can only be given to Juniors and Seniors.

Programming 1: Intro to Programming (EP*) ½ credit in ICT/Technology (Sophs – Seniors)

Students enrolling in the “Programming 1” course will learn the fundamentals of a computer language such as Java which will provide a foundation for programming techniques. Students will be challenged to think logically in solving problems and producing practical applications. At the conclusion of the course, students will be able to discern if programming is a professional skill they wish to pursue. Honors Option is available for this course. Students will be expected to complete at least 40 hours of work outside of the classroom to be proficient in the course core competencies for this option.

One Semester

Prerequisite: Successful completion of ICT Pathways or permission of instructor

Note: This course is part of the Engineering Pathway that provides students with pre-engineering skills for post-secondary opportunities in engineering.

(Honors Level)

Programming 2: Computer Science & Software Engineering 1 credit in ICT/Technology (Jrs - Seniors)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles.

One Semester

Prerequisite: Grade of B or above in Programming 1 or permission of instructor

Note: Possible Running Start course.

(Honors Level)

Programming 3: Computer Science Applications 1 credit ICT/Technology (Juniors-Seniors)

Computer Science Applications focuses on integrating technologies across multiple platforms and networks,

including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science-A course.

Prerequisite: Successful completion of Principles of Engineering and Programming 2

Digital Publishing ½ credit in ICT/Technology (Sophs - Seniors)

In this course, students will learn how to use computers to manipulate images and text to create a desired effect in multiple applications. Images and text will be manipulated using the latest computer software. Students will gain a deeper understanding of desktop publishing and page layout. Ultimately, students will create demonstrative products such as calendars and mouse pads using digital publishing technology. In addition to computers, students will learn how to use a digital camera a scanner and how they are applied to desktop publishing and page layout.

One Semester

Prerequisite: Successful completion of ICT Pathways or permission of instructor

Note: This course is eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently \$125 for 3 credits).

Note: College course credit can only be given to Juniors and Seniors.

(Honors Level)

Advanced Web Site Design ½ credit in ICT/Technology (Sophs – Seniors)

This course will give students an opportunity to learn and apply the professional-level web site application *Dreamweaver*. Students will be able to transfer their knowledge from Web Site Design to build productive and efficient web sites. These web sites will incorporate databases that will provide an interactive environment to produce efficient communication process on the World Wide Web. Topics of discussion will include forms, drop down menus, behaviors and what goes on “behind the web site”. In order for students to increase productivity within their web sites they will see how professional templates are used by seasoned webmasters. Students will be expected to use the current available technology to enhance the appearance and productivity of their web sites. Given that this is an honors course students will be expected to complete at least 40 hours of work outside of the classroom to be proficient in the course core competencies.

One Semester

Prerequisite: Grade of B or above in Web Site Design or permission of instructor

Note: Possible Running Start course.

Mathematics

“...The universe, which stands continually open to our gaze...cannot be understood unless one first learns to comprehend the language and interpret the characters in which it is written. It is written in the language of mathematics...” Galileo Galilei

The staff of Campbell High School is committed to ensuring that our students graduate with the skills, knowledge, and understanding necessary to succeed in the Information Age. This includes mathematical numeracy and the effective reading, writing, and communication of mathematical ideas and concepts. Completion of Algebra 1 is required for graduation for all grades. Geometry is required for graduation beginning with the class of 2018.

CHS Math Course Sequencing

Transition to Alg	Algebra I Daily	Geometry Daily	College Prep Math	TAC	
	Algebra I	Geometry	Algebra II	TAC	Pre-Calculus
		Honors Geometry	Honors Algebra II	Pre-Calculus	Calculus
					AP Calculus

Transition to Algebra 1 credit–Mathematics/1credit - Elective (Freshmen)

A daily course that is designed to provide students with the understanding of the concepts and skills needed to be successful in Algebra I. The students study quantitative relationships and learn to simplify and evaluate numerical expressions and solve equations. Students will analyze situations, including real-life situations, verbally, numerically, graphically, and symbolically. In addition, students will review fractions, decimals, percent's, ratio, and proportions. Students follow this course with Algebra I or Algebra I Daily.

Full Year

Prerequisite: Recommendation of grade eight and CHS staff chaired by curriculum facilitator.

Algebra 1A 1 credit – Mathematics (Freshmen-Sophs)

Algebra 1A is the first course in a two course Algebra 1 sequence that will emphasize arithmetic and basic algebraic concepts. This course is designed to give students more time to spend with each concept to ensure comprehension. Topics include: solving linear equations, graphing linear equations, writing linear equations, solving linear inequalities, and solving system of linear equations.

Full Year

Note: Student must take Algebra 1B in order to complete the Algebra 1 graduation requirement.

Algebra 1B 1 credit – Mathematics (Freshmen-Sophs)

Algebra 1B is the second course in a two course Algebra 1 sequence that will strengthen algebraic skills before taking geometry. This course will cover topics studied in Algebra 1A in more depth and expand to cover topics including: exponents, polynomial equations, quadratics equations, radical functions, and data analysis.

Full Year

Prerequisite: Algebra 1A

Note: Students must take this course in order to complete the Algebra 1 graduation requirement.

Algebra I 1 credit – Mathematics (Freshmen- Sophs)

Algebra I is a course that implements the shift from concrete basic skills to abstract algebraic representations. This course offers students the chance to explore the language of algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model and analyze patterns and relationships with variables and functions. Graphing calculators and computers are used as problem-solving tools. Topics include linear functions and graphs, writing and evaluating expressions, polynomials, exponent expressions, inequalities, and other traditional Algebra I topics.

Full Year

Prerequisite: Recommendation of grade eight math teacher or CHS staff chaired by curriculum facilitator.

Note: meets the Algebra I requirement for graduation

Geometry 1 credit – Mathematics (Freshmen - Sophs)

Geometry is a course that allows students to study geometric concepts and applications. Students develop the geometric structure through theorems, postulates, properties, and definitions and apply these concepts to solve geometric problems. General course topics will include lines and planes, angles and triangles, congruence and similarity, perpendicular and parallel lines, coordinated graphing area and volume of polygonal regions, circles and sectors, and properties of special right triangles. Proof is studied through both formal and informal methods. Since Honors Geometry is available, there is no honors option.

Full Year

Prerequisite: Algebra I

Note: meets the Geometry requirement for graduation

Honors Geometry 1 credit – Mathematics (Freshmen - Sophs)

Honors Geometry is a course that allows students to study geometric concepts and applications. Students develop the geometric structure through theorems, postulates, properties, and definitions and apply these concepts to solve geometric problems. General course topics will include lines and planes, angles and triangles, congruence and similarity, perpendicular and parallel lines, coordinated graphing area and volume of polygonal regions, circles and sectors, and properties of special right triangles. Proof is studied through

both formal and informal methods. This course will include the concepts in the Geometry course, but will proceed at a faster pace, study the concepts in more depth, and complete additional topics.

Full Year

Prerequisite: Grade of B+ or above in Algebra I

Note: Meets the Geometry requirement for graduation

Geometry Daily 1 credit – Mathematics/1 credit – Elective (Sophs-Juniors)

Geometry is a course that allows students to study geometric concepts and applications. Students develop the geometric structure through theorems, postulates, properties, and definitions and apply these concepts to solve geometric problems. General course topics will include lines and planes, angles and triangles, congruence and similarity, perpendicular and parallel lines, coordinated graphing area and volume of polygonal regions, circles and sectors, and properties of special right triangles. Proof is studied through both formal and informal methods. (This class will meet daily throughout the year.)

Full Year

Prerequisite: Recommendation of CHS staff chaired by curriculum facilitator.

Note: Meets the Geometry requirement for graduation

Algebra II 1 credit – Mathematics (Sophs - Seniors)

Students investigate linear, piecewise, quadratic, exponential and logarithmic functions and their properties. Students explore the graphs, inverses and translations of functions, finding solutions through symbolic manipulation and graphical methods, and fitting curves to data. Periodic functions, trigonometry, sequences and series will be introduced. Students seeking to be prepared for Pre-Calculus and higher levels of mathematics must take the Honors Algebra II course (2311) instead of this course. Honors Option is not available for this course.

Full Year

Prerequisite: Grade of C+ or above in Algebra I or Geometry or instructor's permission

Honors Algebra II 1 credit – Mathematics (Sophs - Seniors)

This course will include the concepts in the Algebra II course, but will proceed at a faster pace, study the concepts in more depth, and complete additional topics. These include circular, periodic and trigonometric functions, their graphs and their inverses. Further trigonometric concepts will be explored including radian measure, matrices, complex numbers and functions. This course will prepare students for Pre-Calculus.

Full Year

Prerequisite: Grade of B+ or above in Algebra I or instructor's permission

Pre-Calculus (Honors Level) 1 credit – Mathematics (Juniors and Seniors)

Students extend and solidify declarative & procedural knowledge acquired in previous years of the mathematics program, i.e. , functions, trigonometry, discrete mathematics and data analysis. Students develop a mathematical foundation that prepares them for calculus, i.e. limits. *Math topics:* Transformations of functions, polynomials, functions and their inverses, exponential functions, logarithmic functions in several bases; analytical geometry, conics, trigonometric functions and their inverses, periodic functions, trigonometric models, polar coordinates, powers and roots of complex numbers, DeMoivre's Theorem, vectors, curve fitting & modeling, limits of functions, rational functions, & some introduction to calculus concepts such as the slope at a point, limits, etc.

Full Year

Prerequisite: Grade of B+ or better in Honors Algebra II or Advanced Math Topics or TAC

Calculus 1 credit – Mathematics (Juniors and Seniors)

In this course students will be introduced to the basics of calculus at a slower pace than the Advanced Placement Calculus course. Introduction to Calculus will cover introductory topics in differentiation and integration. Students will learn about derivatives and their applications, including curve sketching, function analysis and related rates, anti-differentiation techniques, integrals and their applications. The course

focuses on giving students exposure to calculus concepts in preparation for a college-level curriculum. Graphing calculators will be used in this course.

Full Year

Prerequisite: Pre-Calculus

AP Calculus Daily 2 credits – Mathematics (Seniors or permission of Instructor)

Advanced Placement Calculus is a rigorous, fast-paced course it is the equivalent of a college-level calculus curriculum, covering introductory topics in differentiation and integration. Students will learn about the theory of limits, continuity, derivatives and their applications, including curve sketching, maximum/minimum problems and related rates, anti-differentiation techniques, integrals and their applications, as well as how to solve differential equations graphically and symbolically. The course focuses on giving the students the training and knowledge necessary to pass the AP Calculus exam, which can earn students college credit. Graphing calculators are required for the AP exam. Students looking for a challenge who have demonstrated a serious interest and aptitude in advanced math should take this course. Registration preference is given to seniors. (This class will meet daily throughout the year.)

Full Year

Prerequisite: Grade of B+ or better for Pre-Calculus or instructor's permission

Note: Students who take AP Courses will be expected to take midyear exams as well as the corresponding College Board AP exam in May.

College Prep Math* 1 credit – Mathematics (Juniors and Seniors)

College Prep Math is focused specifically for students who need to strengthen their algebra and geometry skills for community college and the workplace. At the end of the course, students are eligible to take the *Accuplacer* math test used for college placement, at no cost. Students taking this course, endorsed by the New Hampshire Community College System, have a much greater chance of qualifying for entrance to a college level math course rather than a remedial math course (which carries a cost and offers no college credit). With an appropriate score on the *Accuplacer*, students may then take Topics in Applied College Mathematics either at CHS for dual enrollment credit or at the college upon acceptance. Students considering four year colleges are recommended to take Algebra II.

Full Year

Prerequisite: Geometry

***This course does not meet NCAA eligibility requirements. See your School Counselor.**

Topics in Applied College Mathematics (TAC) 1 credit – Mathematics (Juniors and Seniors)

This course focuses on the computational skills and mathematical topics that a college-educated citizen should possess. The topic areas include: Number Theory and Systems, Algebra, Finance, Geometry, and Probability and Statistics. There is a strong emphasis on critical thinking skills and the use of that discipline to solve real life mathematical problems.

Full Year

Prerequisite: College Prep Math (course # 2327) or Algebra II or higher & a passing score on the Accuplacer Exam. This course is eligible for Running Start/dual enrollment college credit through Nashua Comm. College for a nominal fee.

AP Calculus BC 1 credit – Mathematics (Seniors or permission of Instructor)

AP Calculus is a rigorous, fast-paced course it is the equivalent of a college-level calculus curriculum, covering introductory topics in differentiation and integration. Students will learn about the theory of limits, continuity, derivatives and their applications, including curve sketching, maximum/minimum problems and related rates, anti-differentiation techniques, integrals and their applications, as well as how to solve differential equations graphically and symbolically. The course focuses on giving the students the training and knowledge necessary to pass the AP Calculus BC exam, which can earn students college credit. Graphing calculators are required for the AP exam. Students looking for a challenge who have demonstrated a serious interest and aptitude in advanced math should take this course. Registration preference is given to seniors.

Full Year

Prerequisite: Grade of B+ or better in AP Calculus AB or instructor's permission

Note: Students who take AP Courses will be expected to take midyear exams as well as the corresponding College Board AP exam in May.

AP Statistics 1 credit - Mathematics (Seniors or permission of Instructor)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Full Year

Prerequisite: Grade of B+ or better in Honors Algebra 2

Music

"In music the dignity of art seems to find supreme expression. There is no subject matter to be discounted. It is all form and significant content. It elevates and ennobles whatever it expresses." -Johann Wolfgang von Goethe

Chorus 1 credit - Visual and Performing Arts (Open to All)

The Campbell High School Chorus is for any student interested in improving his/her musical and singing abilities to get involved. The course will emphasize music fundamentals, including vocal technique, rehearsal etiquette, basic music theory, sight singing and performance techniques. Participation in periodic public performances is required; participation in area festivals is encouraged. No previous singing experience is required.

Full Year

Note: Students are allowed to take this course each year for credit

Concert Choir 1 credit - Visual and Performing Arts (Sophs – Seniors)

Students in Concert Choir will have the opportunity to further improve and refine their musical abilities. This course reinforces a student's music fundamentals and improves his or her vocal technique, rehearsal etiquette, sight singing, performance techniques, and understanding of music theory in its relation to choral literature. The Campbell High School Concert Choir encourages any student interested in improving his/her musical abilities to get involved. Participation in periodic public performances is required. Participation in regional and state festivals is strongly suggested.

Full Year

Prerequisite: Chorus with at least a C and/or permission of instructor

Note: Students are allowed to take this course each year for credit.

Concert Band 1 credit - Visual and Performing Arts (Open to All)

The Concert Band welcomes all high school students who play band instruments. The ensemble will include musicians with an interest in learning more about brass, woodwind and/or concert percussion instruments. Individuals will develop performance and instrumental skills as the band studies quality concert band literature. All band members are required to perform at several public concerts during the year. Band members are also eligible to participate in area festivals, to join specialty ensembles that may develop and to audition for the All-State Band.

Full Year

Note: Students are allowed to take this course each year for credit

Music Exploration ½ credit - Visual and Performing Arts (Open to All)

This course is designed for students to take a broad survey of musical topics including, but not limited to: film music, world music, instruments, notation, careers & jazz. This hands-on course will encourage

students to become critical consumers of music with appreciation for the people and processes which create it.

One Semester

Note: This course will run again in 2017-2018 and in alternating years after that.

Introduction to World Drumming $\frac{1}{2}$ credit - Visual and Performing Arts (Open to All)

This course will serve as an introductory course in music as well as music performance. It will be a “hands on” approach to learning percussion techniques. Students will learn a variety of musical styles as well as learn about drums and drumming of various cultures around the world. They learn music as an oral art form that is passed on from generation to generation. They will understand and demonstrate the value and techniques of cooperative teamwork and learn to listen actively and critically to various styles of music.

One Semester

Introduction to Guitar $\frac{1}{2}$ credit - Visual and Performing Arts (Open to All)

This class is designed to offer each student the chance to master the fundamentals of guitar. Aside from improving their ability to read music, students will learn basic chords, tuning and fingerpicking. Each student will have the opportunity to develop skills, compose, perform and record. No previous guitar experience is necessary. All you need is the desire to learn and your own acoustic guitar.

One Semester

Advanced Guitar $\frac{1}{2}$ credit - Visual and Performing Arts (Open to All)

The course is for students of guitar who wish to further their ability to play the guitar in a number of styles. Students will continue to develop their standard notation and tablature note reading ability. They will continue to gain experience in ensemble playing. The students will learn scales, arpeggio playing and playing the guitar up through the fifth position. Students will need an acoustic guitar.

One Semester

Prerequisite: Introduction to Guitar with at least a C and/or permission of instructor.

Guitar Ensemble 1 credit - Visual and Performing Arts (Open to All)

Students in Guitar Ensemble will have an ensemble experience that is the equivalent of performing in band or chorus. The Campbell High School Guitar Ensemble encourages any student interested in improving his/her musical abilities to get involved. The course will emphasize music fundamentals, basic music theory, and performance techniques. Individuals will develop performance and instrumental skills as the ensemble studies quality guitar literature. Students will need an acoustic guitar. Participation in periodic public performances is required.

Full Year

Prerequisite: Intro to Guitar and Advanced Guitar with a grade of C or better and/or permission of instructor

(Honors Level)

Advanced Studies in Music 1 credit - Visual and Performing Arts (Sophs – Seniors)

Students who foresee music in their post-secondary plans and/or students with a strong interest in music should enroll. Students will develop their understanding of topics such as notation, intervals, chord theory, harmony and ear training. Students will also learn and apply skills in areas such as music history, composition, formal analysis, transposition and arrangement. Students may choose to take the AP Music Exam in May.

Full Year

Prerequisite: Substantial training in music and/or permission of instructor

Note: This course is offered in 2016-2017 and in alternating years after that.

Jazz Ensemble 1 credit - Visual and Performing Arts (Open to All)

Students in Jazz Ensemble will have an ensemble experience that is the equivalent of performing in Band, Chorus or Guitar Ensemble. The Campbell High School Jazz Ensemble encourages any student interested in improving his/her musical abilities to get involved. The course will emphasize jazz fundamentals, basic

jazz theory, and jazz performance techniques. Individuals will develop performance and instrumental skills as the ensemble studies quality jazz literature. Participation in periodic public performances is required.

Full Year

Prerequisite: One year of Band and/or private lessons on wind, percussion, bass guitar, drum set or piano and permission of instructor.

Introduction to Acting $\frac{1}{2}$ credit – Visual and Performing Arts (Soph-Srs)

This course is intended for all students who see a need to improve their personal presentation skills—skills essential to “real world” success. During this semester, students will have multiple opportunities to improve both verbal and non-verbal communication through the study and performance of exemplar scripts and acting methods. Students in this course will learn theater conventions as they prepare and perform monologues and duet acting scenes in various styles. In addition, students will grow in their ability to “think on their feet” with the help of various improvisation activities. Emphasis will also be placed upon audition/interview skills and critical evaluation of peer performances.

One Semester

Dance Exploration $\frac{1}{2}$ credit – Visual and Performing Arts/PE (Open to All)

This course is designed to introduce the student to critical aspects of dance: basic movement terminology, the elements of dance, improvisation and movement, problem solving, the fundamentals of composition and choreography and information about understanding and viewing dance. The class explores various styles and dance idioms.

One Semester

Note: This course may be used to satisfy visual or performing arts or physical education.

Science

“The most beautiful thing we can experience is the mysterious. It is the source of all true art and science.”
-Albert Einstein

The science department courses are designed to prepare our students for science for the 21st Century. Science instruction encourages students to exhibit critical thinking and problem solving skills. Additionally, given the ever-increasing importance on scientific research, our courses foster the development of skills in data acquisition and interpretation. The use of observations and hands-on inquiry-based activities will be utilized in order to support a greater understanding of scientific principles, analysis and science literacy.

Campbell High School requires a minimum of three years of science education for graduation. Students must obtain two credits by passing the Freshman Science and Biology courses.

CHS Science Course Sequencing

Freshman Science Foundations	Biology Foundations Environmental Science	Astrobiology/Forensic Science
Freshman Science	Biology Chemistry or CP Physics	Hrs Anatomy or Hrs Physics
Freshman Science	Honors Biology Hrs Chemistry or Hrs Physics	AP Biology or AP Enviro

Engineering Pathway

The Engineering Pathway is a combination of courses that strengthen student preparation for the workplace and post-secondary opportunities in engineering and engineering-related fields. The following courses provide pre-engineering skills and are recommended for students wishing to follow the Engineering Pathway: **Technology Design, Drafting, Computer Programming and Principles of Engineering**. These courses will be marked with an (EP*) next to their course name.

Freshman Science 1 credit – Science (Freshmen)

This course examines the principal foundations of chemistry, geology, and physics, and provides the basic skill sets necessary to continue achievement in other disciplines of science. Topics include laboratory investigation techniques, the collection, analysis, and presentation of data, the classification, states, and properties of matter, the structure and nature of the atom, chemical interactions, and fundamental principles of gravity, force interactions, energy, waves, and the electromagnetic spectrum. Students will analyze the origin, evolution and physical interactions of the properties of matter; including the motion and forces between earth and space systems through evidence, models and explanations.

One Year

Prerequisite: Concurrent enrollment in Algebra 1 or higher is required.

Biology 1 credit – Science (Sophomores)

This course is designed to provide students with a strong background in the fundamental concepts of biology. Topics covered will include classification of biodiversity, ecology, chemical properties of life, cellular structure and function, biochemical pathways, genetics, evolution, comma, and the systems of living organisms. Laboratory activities will be used to reinforce these topics. Students will analyze and evaluate scientific literature to determine what kind of impact science has on the community, the environment, and/or the economy. Students will present their findings in the form of projects or papers.

Full Year

Note: Required for all sophomores and meets the state requirement for Biology

Honors Biology 1 credit – Science (Sophomores)

Honors Biology is designed for college-bound students who are interested in pursuing a major in the sciences. This course presents a rigorous treatment of the following topics: classification of biodiversity, ecology, chemical properties of life, cellular structure and function, biochemical pathways, genetics, evolution, and systems of living organisms. The above topics will be studied and investigated through three lenses of inquiry. These lenses or modes of inquiry are the biochemical, genetic, and evolutionary applications that will relate student understanding to the general concepts of Biology. Laboratory investigations will be used to reinforce the concepts covered. Students will use the web and other sources to research, analyze, and evaluate scientific advances, discoveries, current issues, or other topics of interest, and in formal research reports.

Full Year

Prerequisite: Grade B+ or above in Freshmen Science, or permission of instructor.

Note: May be taken concurrently with Freshmen Science.

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week in September on the assigned work.

Forensic Science ½ credit – Science (Sophs - Seniors)

Forensic Science emphasizes hands-on, project-based inquiry. Students will explore core scientific concepts while using the scientific method to help solve crimes. In this course students will be analyzing physical evidence, such as that likely found at crime scenes, assessing it, and then reaching a supportable conclusion through deductive reasoning. ‘Evidence’ could include fingerprints, hair or fiber samples, soil, insects, and handwriting samples. Evidence will be obtained by examining scenarios such as accidents, explosions, arson and poisonings.

One Semester

Prerequisites: Successful completion of Biology.

Astrobiology ½ credit – Science (Sophs- Seniors)

This course emphasizes hands-on, project-based inquiry. Astrobiology is the study of life in the universe. This course explores basic concepts in Astronomy to support the investigation of the origin, distribution and future of life on earth and beyond. Students learn about how the sun and stars have influenced life on earth throughout the millennia, conditions for life within our solar system, the status of our space program, the SETI (Search for Extra-Terrestrial Intelligence) project, and current NASA research in astrobiology. Students examine such issues as: Are there signs of any life on Mars or elsewhere in our solar system?

Could there be intelligent life elsewhere in the universe? What conditions would be necessary for life to exist? How could humans colonize environmentally hostile planets?

One Semester

Prerequisites: Successful completion of Biology.

Chemistry 1 credit – Science (Juniors - Seniors)

This course is designed to provide students with a strong background in the fundamental concepts of chemistry. Topics covered will include the structure and properties of matter, chemical bonding, nomenclature, mole concept, solution chemistry, and the gas laws. Laboratory investigations will be used to reinforce content material. This course is intended for students applying to college. Students will analyze and evaluate scientific literature for contributions to, or for the impact they have had or may have on, the community, the environment, and/or the economy. Students will present their findings in the form of projects or papers. *Full Year*

Prerequisite: Successful completion of Biology as well as successful completion of/or concurrent enrollment in Algebra II

Honors Chemistry 1 credit – Science (Juniors - Seniors)

Honors Chemistry is designed for college bound students who are interested in pursuing a major in the sciences and as such is only suitable for students who exhibit high levels of motivation, commitment, academic maturity and who are self-directed. Throughout this course, you will encounter scientific concepts and physical relationships expressed mathematically. Honors Chemistry presents a rigorous treatment of the following concepts: the nature of matter; The Quantum Model; The Kinetic Molecular Theory; bonding; the gas laws; chemical kinetics; chemical equilibrium; thermodynamics; acids and bases; oxidation-reduction; and an introduction to Organic and Nuclear Chemistry. Laboratory experiments will be used to reinforce the concepts covered. Students will use the web and other sources to research, analyze, and evaluate scientific advances, discoveries, current issues, or other topics of interest and in formal research reports will describe the impact they have had in the past or may have in the future.

Full Year

Prerequisite: Successful completion of Biology. Successful completion of or concurrent enrollment in Algebra 2. (Or permission of instructor)

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week in September on the assigned work.

Principles of Physics 1 credit – Science (Juniors - Seniors)

The course explores the major topics in physics such as motion and forces, gravity, energy and thermodynamics, waves and sound, electricity and magnetism, light and optics. This course will meet the general physics requirements for health and science-related careers.

Full Year

Prerequisites: Successful completion of Biology and Algebra 2.

Note: This course is eligible for dual enrollment college credit through Southern NH University for a nominal fee (currently \$125 for 3 credits).

Honors Physics 1 credit – Science (Juniors - Seniors)

Physics is an investigation of phenomena in the physical world. The intensive honors-level course is fastpaced and demands significant fluency in the areas of applied mathematics (algebra, geometry, and trigonometry) and fundamental investigation practices in the sciences (laboratory protocols, data collection, and analysis). Topics in the first semester focus primarily on Mechanics – which includes the study of kinematics (one and two dimensional motion), dynamics (the study of forces), and concepts in gravitational interactions, work, energy, impulse, rotational mechanics, and momentum. In the second semester, students will investigate topics in waves (propagation, reflection, and refraction phenomena) as applied to sound and light, as well as electrostatics, electricity, magnetism, and AC and DC circuit theory. Students will perform frequent laboratory experiments that either investigate or reinforce concepts and will be required to generate effective formal reports. Graphing calculators are used throughout the course. This course is intended for students planning to pursue engineering, mathematics or sciences.

Full Year

Prerequisites: Successful completion of (B+ or above), or concurrent enrollment in Pre-calculus, or successful completion of (B+ or above) in Pre-calculus, Calculus or AP Calculus.

Note: This course is a dual enrollment opportunity through Southern NH University for a nominal fee (currently \$125 for 3 credits).

(Honors)

Principles of Engineering (EP*) 1 credit – Science (Juniors - Seniors)

This course will explore the basic principles and various disciplines of engineering. Through hands-on exploration and design challenges, you will explore the disciplines of robotics engineering, mechanical engineering, structural engineering, and electrical engineering. A significant portion of this course will explore mechanical and electrical engineering through the use of radio -controlled robots. You will learn to build and program your robot and how to use electronic sensors to ultimately compete in a fast paced game against other teams in the class. Other projects will involve local or national engineering competitions such as the West Point bridge design competition or the NH science and engineering fair, where students will have the opportunity to compete with students from other schools. In addition, engineering principles such as deterministic design and documentation in an engineering notebook will be woven throughout the year.

Full Year

Prerequisites: Successful completion of Freshman Science. Concurrently taking or successful completion of Algebra 2. Current enrollment or successful completion of Physics or Honors Physics is recommended.

Note: This course is part of the Engineering Pathway that provides students with pre-engineering skills for post-secondary opportunities in engineering.

Note: This course is a dual enrollment opportunity through Southern NH University for a nominal fee (currently \$125 for 3 credits).

Human Anatomy & Physiology 1 credit – Science (Juniors - Seniors)

The purpose of this course is to provide a detailed study of the structure and function of all the human body systems. Disorders and diseases associated with the systems will be emphasized. Scientific anatomical terminology will be applied to diagrams, models, and dissection specimens. The dissection of the cat will be used to reinforce the anatomy of the human body systems. The skills of scientific problem solving, critical thinking, laboratory observations, and reporting techniques will be emphasized. Students will be expected to apply concepts acquired in class to all laboratory work.

Full Year

Prerequisites: Successful completion of Biology and Chemistry (concurrent enrollment in chemistry with permission of the instructor).

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week in September on the assigned work.

Note: This course is eligible for dual enrollment college credit through Southern NH University for a nominal fee (currently \$125 for 3 credits).

Environmental Science 1 credit – Science (Juniors - Seniors)

This science elective is designed for those students who are seriously concerned about the environment and wish to further their knowledge and understanding of environmental issues. Topics will include the study of world-wide ecosystems, pollution of air, water and soil, toxic wastes, agriculture, pest control, natural resources, energy, and environmentally sound lifestyles. A hands -on approach involving laboratory analysis and research will be emphasized. Participants will be expected to prepare research reports and develop or contribute to on-going environmental projects. Good organizational skills, a cooperative team attitude, and a productive and independent learning style are a must. This course is strongly recommended for those students who are thinking of pursuing a post-secondary program of study leading to a career, which may be affected by environmental issues. Students will be required to spend time outdoors in ALL KINDS of weather. They must also be prepared to work with their hands and tools and to “get dirty.” Students collect and analyze water and soil samples, identify flora and fauna, and participate in a variety of other activities. Environmental Science is not eligible for the Honors Option.

Full Year

Prerequisites: Successful completion of Biology

AP Environmental Science 1 credit – Science (Juniors - Seniors, or permission of instructor)

This is a highly rigorous college level course that incorporates both physical and biological sciences in the study of the environment. Topics include the interdependence of Earth's systems, human population dynamics, renewable and non-renewable resources, environmental quality, global changes, and their consequences, environment and society, and choices for the future. The course will include quantitative analysis of data and significant laboratory and field investigations and project components. Students are required to complete three hours of community service on an environmental project. Registration preference is given to seniors.

Full Year

Prerequisites: Successful completion (B or above) of Biology and Chemistry (concurrent enrollment in chemistry with permission of the instructor).

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week in September on the assigned work.

Note: Students who take AP Courses will be required to take mid-year exams, and expected to take the corresponding College Board AP exam in May.

Note: This course is eligible for dual enrollment college credit through Southern NH University for a nominal fee (currently \$125 for 3 credits).

AP Biology 1 credit – Science (Juniors – Seniors, or permission of instructor)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. In addition, the course will prepare students to succeed on the AP Biology exam (May 2017), which students are encouraged to take.

Full Year

Prerequisites: Successful completion (B or above) in all previous science courses or permission of instructor. Successful completion, or concurrently taking Chemistry.

Note: This course will be offered in 2015-2016.

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week in September on the assigned work.

Note: Students who take AP Courses will be required to take mid-year exams, and expected to take the corresponding College Board AP exam in May.

Note: This course is a potential dual enrollment opportunity through Southern NH University for a nominal fee (currently \$125 for 3 credits).

(Honors) Principles of Biomedical Science 1 credit – Science (Juniors-Seniors)

In the introductory course of the Project Lead the Way Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Prerequisite: Successful completion of Biology.

Technology Education

Engineering Pathway

The Engineering Pathway is a combination of courses that strengthen student preparation for the workplace and post - secondary opportunities in engineering and engineering-related fields. The following courses provide pre-engineering skills and are recommended for students wishing to follow the Engineering Pathway: Technology Design, Drafting, Computer Programming and Principles of Engineering. These courses will be marked with an (EP*) next to their course name.

Graphic Design 1/2 credit - Visual and Performing Arts/Tech **(Open to All)**

This course is designed to introduce students to the fundamentals of graphic design. Students will learn how to use industry-standard imaging tools from Adobe, adapt images for both print and screen use; use a scanner, and more. Basic materials are provided, but students will be expected to pay a fee for additional use beyond the requirements of the class.*

One Semester

Note: This course may satisfy either visual or performing arts or technology.

Advanced Graphic Design 1/2 credit – Visual and Performing Arts/Tech **(Sophs - Seniors)**

Skills learned in Graphic Design including fundamental graphic design, InDesign, and Photoshop applications will be utilized along with more advanced knowledge of Adobe software (Photoshop, Illustrator, and InDesign), graphic design and advertising, printing, and digital camera application. Strong layout skills, logo design and personal style will be developed by using Adobe software applications as the tools to convey students' ideas. Honors option is available for this class.

One Semester

Prerequisite: Successful completion of Graphic Design.

Digital Art 1/2 credit – Visual and Performing Arts/Tech **(Sophs – Seniors)**

This course will encompass an advanced application of Photoshop skills. The emphasis is in creating Fine Art work using the computer as the medium with Photoshop as the main software. Students must understand and apply the elements and principles of art in their works. Students will be expected to use digital cameras in the creation of artworks. Photography class is also a plus. Students will create large scale artwork and will explore 2 dimensional media (if available) Possible media includes photo and drawing papers, silk, muslin and other printable materials.

One Semester

Prerequisite: Graphic Design

Basic Woodworking 1/2 elective credit **(Open to All)**

This course is designed so that a beginning student will be introduced to basic wood hand and machine tools. Students will be able to design and build projects of increasing complexity. Basic materials are provided, but students are expected to pay for the materials they use.

One Semester

Wood & Construction Technology 1 elective credit **(Sophs – Seniors)**

This course will provide the student with a chance to become more skilled in working with wood and machine tools. Students will be able to design and build structures. They will also learn basic framing techniques and masonry.

Full Year

Advanced Woodworking 1/2 elective credit **(Sophs - Seniors)**

This course focuses on traditional skills, techniques and processes using various woods as the medium. Projects will be determined by the instructor with regard for student interest and capacity. This course will include an examination of different species and properties of wood. Students are expected to pay for the materials they use.

One Semester

Prerequisite: Successful completion of Basic Woodworking or permission of instructor

Note: Students will be expected to work independently in a studio setting and exhibit their work in a solo show. The college, career, and portfolio process in studio experience will be explored.

Drafting (EP*) 1/2 credit – Technology **(Sophs-Seniors)**

This course is an introduction to basic skills and techniques of drafting and 3-D modeling. Students will become familiar with, and demonstrate the proper use of, hand drafting by completing a variety of drafting problems. In addition, students will use SolidWorks software to create and become familiar with 3-D

modeling and computer aided drafting. Students will also be introduced to Architectural Lettering and Technical Drawing. Students will learn the basic principles in Chief Architect and design a small house.

One Semester

Note: This course can also satisfy computer education/technology credit.

Note: This course is part of the Engineering Pathway that provides students with pre-engineering skills for post-secondary opportunities in engineering.

Technology Design (EP*) ½ credit – Technology (Open to All)

This course utilizes the engineering design process to problem-solve a variety of challenges where materials and processes are used to build solution. Challenges will be determined by student interest but some examples are: bridge building, catapults, transport challenges, solar energy driven devices, gears, flight, and the Rube Goldberg devices. This course can also satisfy computer education/technology credit. *

One Semester

Note: This course is part of the Engineering Pathway that provides students with pre-engineering skills for post-secondary opportunities in engineering.

Electricity & Home Improvement ½ elective credit (Open to all)

Electrical devices and their increasing use for Home Repair are rapidly improving the efficiency of energy use and quality of life at home. This course is designed to familiarize students with electro-magnetic theory, electric generation, circuits, safety, hand and power tools, schematics, simple plumbing and home improvement projects. Home appliances and equipment repair may be included in this introductory course.

One Semester

Visual Arts

Studio Art ½ credit - Visual and Performing Arts (Open to All)

This foundation course will introduce students to the works of famous artists, their styles, and philosophies. This course will focus on the elements of art including line, form, color, texture, shape, value and space as well as the principles of design. Student s will be introduced to many areas of studio art including drawing, painting, sculpture, printing and pottery. Students will have the opportunity to express themselves through different mediums. Students' artwork will be displayed throughout the semester.

One Semester

Drawing ½ credit - Visual and Performing Arts (Sophs - Seniors)

Students work with pencil, colored pencils, charcoal, pastel, conté, pen and ink and other media to learn the technical, observational, and creative skills needed to render the observed world on paper. This course allows the student who has completed the Studio Art or has substantial background in drawing, to work with more advanced artistic subjects.

One Semester

Prerequisite: Successful completion of Studio Art

Painting ½ credit - Visual and Performing Arts (Sophs – Seniors)

Temperas, acrylics and watercolors are used to build an understanding of color, volume, light, and space, in painting that reflects various historical styles. Students will work in both real subject matter and from their imaginations to create images with this versatile medium. Students will learn painting techniques within each medium.

One Semester

Prerequisite: Successful completion of Studio Art (skillful drawing is strongly recommended)

Black and White Photography ½ credit - Visual and Performing Arts (Sophs - Seniors)

An introduction to the visual methods and technical skills needed to create, develop and print black and white photographs. Photo composition, history, and the aesthetics of effective visual images will be explored. Students should have access to a 35 -mm film camera and will be expected to buy their own photographic paper and film.

One Semester

Crafts **½ credit - Visual and Performing Arts** **(Open to All)**

This course is a study of both two-dimensional and three-dimensional art. Students will recognize, experience and develop an understanding and appreciation of the aesthetic qualities from various cultural craftsmen throughout history. Weaving, batik, papermaking, printmaking, bookmaking, marbling, jewelry and puppetry are some of the areas that may be explored.

One Semester

Ceramics **½ credit - Visual and Performing Arts** **(Sophs - Seniors)**

This course will introduce students to three-dimensional ceramic design. Students will develop skills in the hand building of clay including pinch, coil, and slab techniques. Students will have an introduction to “throwing” simple pots on the potters’ wheel. Glazing and decorative processes will also be taught.

One Semester

Prerequisite: Successful completion of Studio Art

Sculpture **½ credit - Visual and Performing Arts** **(Sophs - Seniors)**

This course will introduce students to three-dimensional design. Focus will be on design elements including form, shape, texture, and proportion. A variety of media will be explored including paper, clay, foamcore, wire, plaster, paper maché and various synthetic materials.

One Semester

Prerequisite: Successful completion of Studio Art

Portfolio Studio (Honors) **½ credit - Visual and Performing Arts** **(Juniors/Seniors)**

An honors level intensive half year long studio experience for students that plan to continue to further their studies of art and begin the process of building a portfolio in preparation for college. Students must have strong studio skills and be willing to spend a minimum of daily class time outside on studio work. Students will be expected to work semi-independently and exhibit their work in a “solo” show. The college portfolio process and studio experience will be explored.

One Semester (Semester 1 only) Requirements: sketchbook and portfolio

Prerequisite: Successful completion (B+ or above) of Studio Art or Permission of Instructor

Digital Photography **½ credit - Visual and Performing Arts/Tech** **(Sophs-Seniors)**

The digital photography course focuses on traditional skills in photography, combined with advanced 21st Century skills using digital processes. Students will learn basic to advanced techniques of the camera, composition, shooting and lighting techniques. Students will work on building a body of work as they increase their technical understanding of the media. Critical analysis of photographic work will be explored, and students will investigate careers in commercial and creative photography. **Students must provide their own digital or digital SLR camera.**

One Semester

Graphic Design **½ credit - Visual and Performing Arts/Tech** **(Open to All)**

This course is designed to introduce students to the fundamentals of graphic design. Students will learn how to use industry-standard imaging tools from Adobe, adapt images for both print and screen use; use a scanner, and more. Basic materials are provided, but students will be expected to pay a fee for additional use beyond the requirements of the class.

One Semester

Advanced Graphic Design **½ credit – Visual and Performing Arts/Tech** **(Sophs - Seniors)**

Skills learned in Graphic Design including fundamental graphic design, and Photoshop applications will be utilized along with more advanced knowledge of Adobe software (Photoshop, Illustrator), graphic design and advertising, printing, and digital camera application. Strong layout skills, logo design and personal style will be developed by using Adobe software applications as the tools to convey students’ ideas.

One Semester

Honors Option available

Prerequisite: Successful completion of Graphic Design

Digital Art ½ credit – Visual and Performing Arts **(Sophs–Seniors)**

This course will encompass an advanced application of Photoshop skills. The emphasis is in creating Fine Art work using the computer as the medium with Photoshop as the main software. Students must understand and apply the elements and principles of art in their works. Students will be expected to use digital cameras in the creation of artworks. Photography class is also a plus. Students will create large scale artwork and will explore 2 dimensional media (if available). Possible media may include photo and drawing papers, silk, muslin and other printable materials.

One Semester

Prerequisite: Graphic Design

World Languages

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us." -Sandra Savignon, Educational Researcher

French

French I 1 elective credit **(Open to All)**

Students will be introduced to the language and culture of the French-speaking world. The focus is on gaining the knowledge of grammar and vocabulary needed to converse in everyday situations. Students are exposed to the language through reading and listening, and practice the language through speaking and writing.

Full Year

Prerequisite: Recommendation of a Grade of C or above in 8th grade Language Arts

French II 1 elective credit **(Sophs - Seniors)**

While continuing to use the knowledge gained in French I, students will learn more complex grammar structures. Oral proficiency is emphasized. Little English is used in French II. Students are exposed to a variety of readings, culture and history.

Full Year

Prerequisite: Successful completion of French I or the equivalent

French III 1 elective credit **(Juniors - Seniors)**

This class is conducted largely in French and instructions in the text are also in French. In addition to learning a variety of new tenses and other grammar structures, students are putting what they have previously learned together in more complex ways. Communication in a variety of settings is emphasized, and conversations become more detailed. Readings include poetry, news articles and literature.

Full Year

Prerequisite: Grade of C or above in French II or permission of instructor

French IV 1 elective credit **(Seniors)**

This class is conducted in French. The main text combines French history, art and grammar review. Within this framework, students prepare to take the SAT II subject test (recommended) by becoming proficient with grammar structures. Use of the language becomes more spontaneous and creative. Readings will include novels, literature, poems, fables, and plays.

Full Year

Prerequisite: Grade of C or above in French III or the equivalent or permission of instructor

French V **1 elective credit** **(Seniors)**

French V is taught in conjunction with French IV. It is available to students who began their study of French in 7th or 8th grade. The SAT II subject test is strongly recommended if not done the previous year. The class is conducted in French, with an emphasis on creative and individual expression. Independent work will include reading a variety of types of literature, writing responses, and creative writing. Students have the opportunity to explore a topic or topics that are of interest to them. Units with French IV will include movies, writing and speaking, culture and history, which alternate on a two-year cycle.

Full Year

Prerequisite: successful completion of levels I-IV or permission of instructor

Spanish

Spanish I **1 elective credit** **(Open to All)**

This course introduces students to both the Spanish language and the culture of the Hispanic world. The focus is on the everyday Spanish that students would need to communicate with a Spanish speaker, whether in the United States or abroad. Vocabulary and grammar concepts are introduced in context and linked to real life situations. Students delve into the four basic language skills - listening, speaking, reading and writing - while learning more about the diverse cultures of the Spanish-speaking world.

Full Year

Prerequisite: Recommendation of a Grade of C or above in 8th grade Language Arts

Spanish II **1 elective credit** **(Open to All)**

Students continue to develop the skills and knowledge in listening, speaking, reading and writing that are necessary for fundamental communication. Students learn increasingly sophisticated grammar and vocabulary that enable them to take on more linguistic challenges using the Spanish language. Hispanic cultural studies remain an emphasis. Students will be asked to make every attempt to communicate in Spanish during class.

Full Year

Prerequisite: Grade of C or above in Spanish I or permission of instructor

Spanish III **1 elective credit** **(Sophs - Seniors)**

Students develop skills in reading, writing, listening, and conversing in order to communicate more effectively in Spanish. Students learn increasingly sophisticated grammar and vocabulary that enable them to take on more linguistic challenges using the Spanish language. Students use authentic materials on a variety of topics to apply skills to real world situations. Hispanic cultural studies remain an emphasis. Classroom conversation will be conducted **primarily** in Spanish.

Full Year

Prerequisite: Grade of C or above in Spanish II or permission of instructor

Spanish IV **1 elective credit** **(Juniors - Seniors)**

Students refine skills in reading, writing, listening, and speaking in order to attain a Intermediate level of proficiency in Spanish. Vocabulary and grammar will be reviewed and expanded upon as a means to increase accuracy and effectiveness of communication. Students further explore the Spanish language and the products, practices, and perspectives of its cultures through authentic materials. Students have the opportunity to converse and write about topics that are of interest to them. Use of the language becomes more spontaneous and creative. The class is conducted **entirely** in Spanish.

Full Year

Prerequisite: Grade of C or above in Spanish III or permission of instructor

Advanced Placement Spanish Language 1 elective credit (Seniors or permission of instructor)

The AP Spanish Language and Culture course has been designed to provide a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes of communication (interpersonal, interpretive and presentational) in the Intermediate to Pre-Advanced range and to compare the products, practices, and perspectives of Spanish-speaking cultures with their own culture. The course themes that are explored are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. This course prepares students to take the AP Spanish exam in May conducted by the College Board. The class is conducted entirely in Spanish.

Full Year

Prerequisite: Grade of B+ or above in Spanish IV or permission of instructor

Additional Credit Offerings

Freshman Seminar 1/2 credit elective (Freshmen)

Recommended for all incoming freshman, this course helps students transition from middle school to a competency based learning environment. In this course, students cultivate organization and planning skills, receive training on note-taking and development of good study habits, learn how to self-advocate for resources needed, improve research, and information evaluation skills for better test, project, and assessment outcomes. Course implementation will consist of large group activities facilitated by administrative staff and smaller classroom learning facilitated by teachers in a two week topic and rotation format.

One Semester

Note: This course is highly recommended for all freshmen. This course may be taken in lieu of a study hall.

Virtual Learning Academy Charter School (VLACS)

Virtual Learning Academy Charter School (VLACS) is an accredited New Hampshire online high school. Campbell students may choose from a wide range of ½ or 1 credit online courses that are not offered at CHS or take courses for credit recovery, enrichment, dual enrollment, or to relieve scheduling conflicts with prior administrative approval.

Some competencies may be made up with corresponding VLACS course work. Not all competencies are available through VLACS, such as Investigation competencies utilizing lab work or Research competencies. In order to complete a CHS competency more than one VLACS module may be necessary. Competency credit recovery must have prior administrative approval.

Examples of courses that CHS students have been enrolled in are Latin, Mandarin Chinese, Marine Science, Computing for College and Careers, and Thinking and Learning Strategies. For further information or to view a complete course catalog you may see your school counselor or visit www.vlacs.org.

High School Credit Earned at Middle School

Students can earn credit for high school level work in Algebra 1 and Spanish 1, completed during middle school years, so that students can take more advanced and/or more diverse courses during the high school years. These credits may be substituted for required high school courses or used to satisfy graduation requirements.

A recommendation by the middle school Algebra or Spanish teacher is required for high school credit to be awarded. These courses will appear on the high school transcript and will be designated as a “transfer

course” with a grade of “P” for pass with 1 credit awarded. These courses have no standing in CHS Grade Point Average calculations.

Extended Learning Opportunities

It is the policy of the Litchfield School Board to allow extended learning opportunities at the high school level as a means of meeting the diverse instructional needs of students with different talents, interests, and development. The Board’s intent is to allow opportunities for extensions beyond those addressed in the regular classroom.

All such opportunities must be aligned with the school’s educational goals and objectives. Such opportunities may provide high school credit (under provisions of Policy IMBC) or supplement regular academic courses. Credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study. Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student’s demonstration of mastery of core competencies, as approved by a certified District educator designated by the principal and free from conflict of interest, for courses included in the Campbell High School Program of Studies.

Examples of Extended Learning Opportunities at Campbell High School have included: FIRST Robotics, Adventure Education Program, educational field trips, and EMT & LNA courses. For more information, make an appointment with your school counselor.

Career & Technical Education Courses

Open to Campbell High School

Juniors and Seniors

When possible, it is important to complete graduation requirements early in your high school career if you intend to take a CTE course. Please note that transcripts, attendance, and discipline records are requested at the time of your application. Please see your counselor with any questions regarding the CTE opportunities at Alvirne High School and Pinkerton Academy. Information can also be found at www.alvirnehs.org or www.pinkertonacademy.org ; link to CTE Center and Programs.

The following courses are available to students through an application process that begins in February of the sophomore year. At the end of the sophomore year, CHS students can apply for enrollment in a CTE program at either Alvirne High School or Pinkerton Academy (See specific courses offered at each school listed below under the related school heading.). Transportation to and from Hudson and/or Derry is provided by the Litchfield School District, however, students can opt to self-transport (see counselor). All course requirements and changes for the following CTE courses are made by the Hudson and Pinkerton School Districts.

Alvirne Career & Technical Education Courses

Culinary Arts I **2 credits** **(Juniors – Seniors)**

The Culinary Arts I program allows students interested in a career in the culinary arts field to explore and gain knowledge and information on a large spectrum of culinary field. Students will have the opportunity to learn to develop a professional manner. Students will learn basic culinary skills along with instructions in theory and will learn to use proper cooking and food preparation techniques, along with the understanding of equipment and utensils as well as the importance of safety procedures. Students **MUST** successfully complete all the competencies for the Culinary Arts I program in order to advance to Culinary Arts II.

Full Year

Culinary Arts II **2 credits** **(Juniors – Seniors)**

Culinary Arts II students will further develop their understanding of skills and theories by applying what they learned in Culinary Arts I. Areas of instruction will include sanitation standards and procedures, baking, sauces, classical cuisine, and garde manger. Students in this class are also responsible for the operation of Alvirne's own "Checkers" restaurant where each student has the opportunity to become Chef of the Week, and create a menu, order food, and oversee the full operation of the restaurant.

Students will have the opportunity to earn up to 6 college credits through Nashua Community College for Basic Food Preparation and Food Safety & Sanitation.

Full Year

*Prerequisite: Students **MUST** successfully complete all the competencies for the Culinary Arts I program in order to advance to Culinary Arts II.*

Building Trades

Building Trades I **2 credits** **(Juniors – Seniors)** In this

course, students will erect utility buildings to practice construction skills. These future tradesmen will attend demonstrations and lectures, and will also receive hands-on experience through building construction. All phases of the housing industry will be explored. Guest speakers will help students discover what employment opportunities await them after graduation. Students should leave this course with the ability to construct sheds and other small buildings, as well as perform basic household repairs.

Full Year

Building Trades II **2 credits** **(Juniors – Seniors)**

In this course, students will be led through the different phases of construction. Students will learn about site preparation, footings and foundations, framing, roofing, and interior and exterior finish. Students will be introduced to basic topics in concrete work, masonry, electrical wiring, and plumbing. Upon successful completion of this course, students will have the entry-level skills necessary to begin a carpentry career or progress to a postsecondary institution. Students will participate in OSHA 10 training and receive their OSHA 10 card upon successful completion of the program.

Full Year

Prerequisite: Successful completion of Building Trades I

Health Science and Technology

Students are eligible to earn 9 college credits through Project Running Start for Medical Terminology, Medical Law and Ethics, and Exercise Physiology.

Health and Science Technology I **2 credits** **(Juniors – Seniors)**

Health Occupations I is an introductory course for students interested in healthcare fields. Students will learn about the human body and disease, as well as medical terminology and healthcare skills. This knowledge will help students pursue careers in areas such as nursing, physical and occupational therapy, medicine, and surgical technology. Students will also gain the entry-level skills necessary to obtain a job in healthcare immediately after high school in jobs such as medical secretary, pharmacy technician, dental assistant and nursing assistant. Students will have the opportunity to work hands-on with the disabled and elderly at our on-site Adult Day Service Program. Students will be certified in CPR and First Aid during this year. Students MUST successfully complete all year one competencies to advance to year two. Recommended grade of C or better to proceed to Health Science II.

Full Year

Health and Science Technology II **2 credits** **(Juniors – Seniors)**

Health Occupations II continues with anatomy and physiology, medical terminology, and the disease process. Students will intern with healthcare professionals at local healthcare facilities. Students will be responsible for organizing Blood Drives at Alvirne. Through the HOSA curriculum, students will gain leadership skills and will be involved in community projects and State and National HOSA competitive event programs. This course has a Licensed Nursing Assistant component. Students interested in a nursing career can acquire the skills necessary to be eligible for certification through the State of NH Board of Nursing. Students interested in other health care related fields, such as physical therapy, athletic training, EMT, dental hygiene, etc. may complete their clinical hours at a related site. Students will continue to practice their skills at the ADSP, at Alvirne.

Full Year

Prerequisite: Successful completion of Health Science & Technology I. Students successfully completing Health Occupations I and II may receive credit for Life Science or Health toward graduation requirements. Students enrolled in this course are eligible to earn up to 9 college credits through Manchester Community College for Medical Terminology, Medical Law and Ethics, and Exercise Physiology. Due to the academic rigor and competitive nature of the program it is recommended applicants have an overall GPA of 3.00 or higher.

Environmental Science

Forest and Wildlife Management I & II **2 credits** **(Juniors – Seniors)**

This course is designed for students with an interest in a career in the outdoors. Students will gain an understanding of all aspects of forest ecosystems including; conservation, ecology, botany, wildlife, forest health issues, environmental law, economics, and harvesting and production of forest products. Use and maintenance of heavy machinery and chainsaws will be taught as students actively manage the Alvirne Tree Farm through their coursework. Considerable amount of time will be spent outdoors in the course in all

weather conditions and steel toed boots are required. This course will prepare students for entry level work or further education in forest management, wood harvesting, parks and recreation, environmental conservation, wildlife management, and arboriculture.

Students must successfully complete all year 1 competencies to advance to year 2.

Full Year

Careers in Education

Careers in Education I & II **2 credits/2 credits** **(Juniors – Seniors)** Does a future working in education sound appealing to you? Our two year program will give you the opportunity to explore different avenues available in education, at all levels. Your time will be divided between classroom instruction and hands on learning experience in the Little Broncos Laboratory Preschool, and additional experiences with various grade levels. You will plan, create, and implement developmentally appropriate activities in a variety of learning centers including: art, music, math, science, and language arts. A portfolio illustrating your work over the two years will serve as a tool for college studies or possible job opportunities. You will be expected to model professional behavior at all times. This includes appropriate language, attire, time management, cooperative behavior, positive attitude, and consistent attendance. At the conclusion of the program, you will be able to write lesson plans, facilitate learning, practice positive discipline, ethical behavior, and complete a portfolio, along with a resume.

Students MUST successfully complete all year one competencies to advance to year two. Recommended grade of C or better to proceed to Careers in Education II.

Full Year

Animal Science Technology

Veterinary Technology I **2 credits** **(Juniors – Seniors)** The first year of this two-year program introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences relating to safety, animal behavior, breed and species identification, animal health, welfare and client relations. Additionally, through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, breed selection, cleaning, disinfection, training, and recordkeeping on a variety of large and small animals. Students will practice developing professional skills through proper telephone etiquette, as well as face-to-face customer service. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization.

A biology course taken previously or concurrently is highly recommended. Students in class will now have the opportunity to compete in the National FFA Veterinary Science Competition! Full Year

Veterinary Technology II **2 credits** **(Juniors – Seniors)**
In the second year of the Veterinary Technology program students will continue to build on their knowledge and skills gained in the first year. Using the kennel's small animals and the farm's large animal species (Donkeys and Dairy Cattle) advanced topics will be addressed and include; nutrition and anatomy, animal health and diseases, veterinary terminology, and business management. Continued hands-on skills will be developed in laboratory procedures, to include equipment and tool identification. Additionally, students will develop animal health/disease protection and prevention skills by providing vaccinations, de-worming, grooming and critical care assessment signs. This course will provide students with entry level skills and knowledge for employment as veterinary assistants, pet shop workers, humane society assistants or assistant groomers. Upon completion of this two-year program, a student's potential for success in a postsecondary education or in an entry level job in an animal science field is greatly enhanced. As in the first year of the Veterinary Science program, students will continue to develop their leadership skills and veterinary skills and opportunities through their involvement in the National FFA youth organization.

Prerequisite: A chemistry course taken previously or concurrently is highly recommended. Students successfully completing Veterinary Science 1 and 2 may earn 3 college credits at Great Bay Community College.

Full Year

Modern Ag. (Agriculture) I & II 1 Credit (Juniors - Seniors)

Have you ever asked yourself these questions: Are organic foods the healthier choice? Where does your food come from? Have fun with food! Modern Agriculture is an exciting new course that will explore genetic modifications of our food, biosecurity and health, food labels, emerging trends in farming and more. Students will also learn what it takes to start their own agriculture based business. The curriculum utilizes the school farm as a teaching laboratory.

Full Year

Plant Science

Horticulture Operations I 2 credits (Juniors – Seniors)

This two year program offers an in-depth look into the field of Horticulture. This course will offer instruction on greenhouse operations and plant propagation as well as various growing techniques. Students will also be introduced to other disciplines in the field of horticulture by exploring landscape maintenance and design. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining greenhouse crops; designing landscapes; landscape maintenance, preparing designs, sales and management; participating in personal and community leadership development activities; and participating in FFA activities.

Full Year

Horticulture Operations II 2 credits (Juniors – Seniors)

The Horticulture Operations II course is a continuation of Horticulture Operations I. This course includes organized subject matter and practical experiences related to plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining and managing, ornamental horticulture enterprises. This two year course will prepare students for entry level jobs or further education leading to employment in the green industry.

Prerequisite: Successful completion of Horticulture I Full Year

Business Technology

Marketing I (School Store) 1 credit (Juniors – Seniors)

HALLMARK SCHOOL STORE on location at Alvirne

In this project-based course students will explore an introduction to marketing including the functions of marketing, economics, selling, pricing, and the interpersonal skills necessary to work successfully in the real world. In this course students will complete a comprehensive sales training manual as well as career exploration project where they will have the opportunity to explore various careers available in the world of marketing. Students who participate in DECA will have the opportunity to travel and experience other parts of the United States.

Students MUST successfully complete all year one competencies to advance to year two. Full Year

Marketing II (School Store) 1 credit (Juniors – Seniors)

Students will further their development of marketing skills in this course. Students will complete an extensive marketing research project where they will have the opportunity to work with companies in the community. Students will also complete projects demonstrating competency in the areas of promotion and entrepreneurship. During the promotion unit students will create print advertisements for the Hudson Litchfield News. Students will also work closely with the Hudson Chamber of Commerce to help plan and

execute the annual Community Expo. **Students are able to earn 3 college credits through Nashua Community College for Marketing I.** *Prerequisite: Successful completion of Marketing I.*
Full Year

Marketing LAB **1 credit** **(Juniors – Seniors)**

STUDENTS MUST BE ENROLLED IN MARKETING II – Once students have successfully completed Marketing I and are enrolled in Marketing II they are eligible to participate in the Marketing Lab where they will have the opportunity to operate the only Hallmark School Store in the United States. Students will use skills they have learned in Marketing I/II to make decisions regarding the store, such as ordering, stocking, promotion, and advertising.

Academy of Finance **2 credits** **(Juniors-Seniors)**

Courses are designed to help students make informed decisions relating to careers in finance and business. Students participate in a variety of work-based learning activities, including an internship. Students who complete the program earn a Certificate of Financial Studies. *Full Year*

Heavy Duty Mechanics

Heavy Duty Mechanics Tech 1 **2 credits** **(Juniors – Seniors)**

This course is designed to give students an understanding of large diesel and gasoline engines, as related to construction and agricultural equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, and welding. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking.

Full Year

Prerequisite: Students MUST successfully complete all year one competencies to advance to year two.

Heavy Duty Mechanics Tech II **2 credits** **(Juniors – Seniors)**

This course allows students to apply and expand upon skills and knowledge gained in the first year of the program. Students will work on construction and agricultural equipment performing repair, overhaul, diagnostics, and troubleshooting. Students will become independent through projects requiring record keeping, disassembly, analysis, replacement of parts, and final reassembly to a working condition. Students will troubleshoot basic diesel engine malfunctions using the latest computer technology. This course will help prepare students for an entry-level job in heavy equipment maintenance or a technical school program in mechanics.

Full Year

Prerequisite: Students must successfully complete ALL year one competencies to be eligible to continue into year two.

Project Lead the Way

Project Lead the Way **(Juniors - Seniors)**

Alvirne High School offers a pre-engineering program called Project Lead The Way (PLTW). Alvirne's Project Lead The Way program is certified by PLTW. Project Lead The Way (PLTW) is the leading provider of rigorous and innovative programs used in middle and high schools across the U.S. PLTW's comprehensive curriculum for engineering and biomedical sciences has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals and school administrators to promote critical thinking, creativity, innovation and real-

world problem solving skills in students. The hands-on project-based engineering courses for high schools and middle schools engage students on multiple levels, expose them to areas of study that they typically do not pursue, and provide them with a foundation and proven path to college and career success. The PLTW curriculum is founded in the fundamental problem-solving and critical-thinking skills taught in traditional career and technical education (CTE), but at the same time integrates national academic and technical learning standards and STEM principles. **Reference:** www.pltw.org

Introduction to Engineering Design 1 credit (Juniors – Seniors)

Students will develop three-dimensional solid models by sketching simple geometric shapes and using a solid modeling computer software package. Students will work within a problem solving design process and learn how it is used in industry to manufacture a product. Use a ComputerAided-Design System (CAD) & Inventor™ (CS) to analyze and evaluate the product design. The techniques learned and equipment used is state-of-the-are and currently being used by engineers throughout the US.

Principles of Engineering 1 credit (Juniors – Seniors)

Students will develop the basic skills used in the engineering field to solve problems. They will use a Computer-Aided Design System (CAD) & Inventor™ (CSG) to analyze and evaluate the product design. The techniques learned and equipment used is state-of-the-art and currently being used by engineers throughout the US. The use of math as well as modeling skills will be employed to solve problems along with skills honed from IED.

Prerequisite: Successful completion of Algebra 1 and Introduction to Engineering Design

<u>Courses Offered at Pinkerton Academy:</u>

Animal Science 1.5 credits Grade 11 only

Introduction to Animal Science - This half-year (0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoonoses, reproduction, digestive systems, and nutrition of companion and livestock animals.

Animal Management - In this full-year (1 credit) course students learn to manage a successful grooming business, Pinkerton Pet Palace, as well as how to use software used in veterinarian offices and grooming businesses. Students become proficient in learning how to properly operate a veterinarian or grooming office, keep proper records and accounts. *Prerequisites: Application*

Animal Health & Veterinary Technology 2.0 credits Grade 12 only

This full-year (2 credit) course is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include Nutrition, Animal Diseases, Animal Welfare Ethics and Treatment, Animal First Aid, Animal Grooming Operation, Veterinary Technology skills and terminology, FFA and All Aspects of Industry. Classroom lab animals will be used to gain valuable skills needed to advance in the industry.

Prerequisite(s) : Application

Cosmetology I 2.0 credits Grade 11 only

In this full-year (2 credit) course, cosmetology students receive comprehensive training in all areas of hairdressing and related fields while earning hours on their cosmetology apprentice license.

Cosmetology 1 students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, nail design and proper sanitation. Students will need to register and pay for an apprentice license and purchase a personal tools/supply kit and wear a uniform when in the classroom/lab. Total costs range from \$85-\$100 with fundraising and payment plan options available. Registration through the CTE office is required.

Cosmetology II **2.0 credits** **Grade 12 only**

In the second year of this full-year class, students will continue learning and mastering their skills from the previous year as well as cultivating new skills in the areas of advanced hair cutting, facials, hair design, hair coloring and chemical texture. In addition, students will learn about the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and to job shadow professional cosmetologists. Upon successful completion of this two-year program and state competency exam, students will be able to transfer hours to a post-secondary school. Second year students will need to purchase additional tools/supplies (costing approx.. \$65-\$75, financial aid and/or payment plans available).

Prerequisite: Successful completion of Cosmetology I with a 75 or better & completion of state required lab hours.

Electrical Technology I **2.0 credits** **Grade 11 only**

This full-year (2 credit) course is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, special tools, and test equipment, blueprint reading, and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a realistic residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment.

Prerequisite(s) : Application

Electrical Technology II **2.0 credits** **Grade 12 only**

This full-year (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers small appliance repair, industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

Prerequisite (s) : Completion of Electrical Technology 1 and permission from the CTE Director.

Environmental Studies/Outdoor Skills **2.0 credits** **Grades 11 - 12**

This full-year (2 credit) program is designed for students interested in the environmental sciences and natural resource management. Active learning and hands-on activities assist the student to better understand and work in outdoor environments. Topics include plant and wildlife studies, habitat types, weather patterns, outdoor recreation and ecotourism, conservation and protection of natural resources, ecology, open space preservation, environmental ethics and legal responsibilities, wetland studies, resource management organizations and agencies, invasive species, natural history of New England, and outdoor career opportunities. The student will develop the skills and attitude necessary to function successfully in an outdoor setting. Outdoor skills include map, compass, and GPS use; knots; snowshoeing; first aid; survival training;

low-impact hiking and camping techniques; outdoor equipment selection and use; and backcountry travel and safety. Special emphasis is placed upon dealing with weather-related dangers, insect pests, terrain hazards, poisonous plants, and recognizing unsafe situations. The student will participate in the New England tradition of making maple syrup by helping to operate the Academy's sugar house. Development of the Forsaith Forest Nature Trail in Chester is also an ongoing class activity. The student must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom.

Prerequisite(s): Application

Forestry Technology

2.0 credits

Grades 11 - 12

This full-year (2 credit) active-learning program is designed to develop the skills, knowledge, and attitude necessary for pursuing a successful career in forestry, environmental science and natural resource conservation. Topics include tree identification, protecting forests from diseases, insects and fire, surveying, wildlife management, ecology, timber harvesting and reforestation, urban forestry/arboriculture, measurement and marketing of forest products, NH timber harvesting laws, public relations, sustainable forestry, outdoor recreation, responsible management practices, and outdoor career opportunities. Students must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom. Unique opportunities exist through use of the program's 66-acre Forsaith Forest Area in Chester, our own Christmas tree farm, a firewood business, and one of the few operating sugar houses in the area. NOTE: Introduction to Natural Resources is NOT a pre-requisite for this course.

Prerequisites: Application

Welding Technology I

2.0 credits

Grade 11 only

This full-year (2 credit) course is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, gas welding, arc welding, and metal- fabrication.

Prerequisites: Application

Welding Technology II

2.0 credits

Grade 12 only

This full-year (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives.

Prerequisite (s): Completion of Welding Technology I and permission from the CTE Director

Campbell High School: School-Wide Writing Rubric

Score	Ideas	Organization	Word Choice	Sentence Fluency	Voice	Conventions and Presentation
Distinguished	A. Clear, focused and compelling-holds reader's attention B. Striking insight, impressive knowledge of topic C. Clear main idea and significant, intriguing details	A. Thoughtfully structured B. Provocative opening-enlightening conclusion C. Well-crafted transitions give piece cohesion D. Structure enhances reader's understanding	A. Everyday, original language; little to no cliché/stock phrases B. You want to read it more than once-quotable C. Every word carries weight D. Words evoke vivid sensory images	A. Easy to read with inflection B. Stunning variety in style and length C. Fragments are rare and effective; dialogue is authentic and dramatic	A. Unique to author B. Begs to be read aloud-reader can't wait to share C. Uses voices as tool to enhance meaning D. Passionate, vibrant, electric, compelling	A. Thoroughly edited-conventions enhance meaning, voice B. All spelling, grammar, and usage is correct C. Ready to publish
Proficient	A. Clear, focused main idea B. Reflects in-depth knowledge of topic C. Authentic and convincing information from experience, research D. Well supported by details	A. Purposeful organization draws attention to key ideas B. Strong lead-conclusion provides closure C. Transitions clearly connect ideas D. Structure helps reader process ideas	A. Natural language used well B. Engaging C. Concise, clear D. Word create clear, appealing sensory images	A. Can be read with feeling B. Easygoing rhythm and flow C. Effective variety in style, length D. Rare fragments for emphasis; authentic dialogue	A. Original and distinctive B. Good read aloud candidate C. Voice well suited to topic/audience D. Spontaneous, lively, expressive/enthusiastic	A. Minor errors in spelling, grammar, and usage that are easily overlooked B. Already edited-conventions support meaning/voice C. Ready to publish with touch-ups
Competent	A. Clear and focused more often than not B. Writer knows topic well enough to write in broad terms C. Some new info, some common knowledge D. Main idea inferred, quality details outweigh generalities	A. Organization works in harmony with ideas B. Functional lead and conclusion C. Transitions often suggest connections D. Structure helpful, but often predictable	A. Functional, clear language used correctly—meaning clear B. Some eye-catching phrases C. Vague words/wordiness or overworked modifiers D. Some strong verbs E. Strong moments outweigh clichés or over-written text	A. Naturally easy-to read B. Rhythmic flow dominates-few awkward moments C. Some variety in style, length D. Fragments not a problem; dialogue natural	A. Sparks of individuality B. Reader might share a line or two C. Voice fades at times-acceptable for audience/topic D. Pleasant, sincere, emerging, earnest	A. Noticeable errors- message stays clear B. Edited for general readability C. Shows control over basic spelling, grammar, and usage D. Good once-over needed prior to publication
Limited	A. Clear, focused moments overshadowed by undeveloped, rambling text B. Writer needs greater knowledge of topic-gaps apparent; mostly common knowledge, guesses and generalities C. Weak grip on the main idea	A. Reader must be attentive-organization loose, or out of sync with ideas B. Lead and/or conclusion needs work, formulaic C. Transitions missing or formulaic D. Structure relies too much on formula or re-reading	A. Generally clear, but imprecise language B. Vague words or wordiness water down the message C. Overused modifiers/weak verbs outnumber strong moments D. Reader may encounter clichés, over-written text	A. Mechanical, but readable B. Gangly, never-ending or choppy text common C. Repetitive beginnings, little variety in length D. Fragments do not work; dialogue a little stiff	A. Voice emerges sporadically-not strong or distinctive B. A share aloud moment C. Voice is distant, not directed to audience D. Quiet, subdued, restrained, inconsistent	A. Noticeable errors get in way of message B. Problems even with basic conventions C. Thorough, careful editing and layout needed prior to publication
No Credit	A. Writer lacks clear vision-still defining topic, key question B. Writing struggles with main idea due to insufficient knowledge C. Broad, unsupported, or invented observations and random details D. Main idea in and out of focus	A. Hard to follow B. Lead and/or conclusion missing, or minimally helpful C. Transitions missing; points disconnected D. Significant re-organization needed; disjointed—no structure	A. Overworked language, words used incorrectly, thesaurus overload; modifier avalanche B. Words chosen at random—filler; apparent struggle to get words on paper C. Word choice clouds, buries, or confuses message D. Language is not functional	A. Hard to read B. Many run-ons, choppy sentences, non-sentences or other problems C. Minimal variety in style, length D. Fragments impair readability; dialogue hard to perform or read	A. No sense of person behind words B. Text not ready for sharing C. Voice faint-or not right for audience, purpose D. Distant, missing, encyclopedic, or inappropriately informal	A. Frequent errors make reading difficult B. Numerous errors even on basics obscure meaning— spelling, grammar, or usage C. Line-by-line editing and layout needed before publication

Speaking Rubric

Grades 9 - 12

The Distinguished student (A)

- Consistently uses accurate information to address the topic and answer questions
- Speaks in a logical sequence using strong details and examples
- Consistently engages the audience
- Consistently speaks clearly and audibly with varied tone and volume
- Consistently maintains good posture, eye contact, and poise
- Uses visual aids to enhance the presentation

The Proficient student (B)

- Uses accurate information to address the topic and answer questions
- Speaks in a logical sequence using details and examples
- Engages the audience most of the time
- Speaks clearly and audibly with some variation of tone and volume
- Maintains good posture and eye contact most of the time
- Uses visual aids to enhance the presentation

The Competent student (C)

- Uses accurate information to address the key points of the topic and attempts to answer questions
- Attempts to speak in a logical sequence using some details or examples
- Speaks with some awareness of the audience
- Requires some prompts for clarity and volume
- Maintains good posture or eye contact some of the time
- Attempts to use appropriate and relevant visual aids

The Limited student (D)

- Uses inaccurate information to address the key points of the topic or does not attempt to answer questions
- Speaks in a disorganized, confusing manner with few or no details or examples
- Demonstrates little or no awareness of the audience
- Disregards prompts about clarity and volume
- Disregards prompts about poor posture and lack of eye contact
- Uses irrelevant, inappropriate, distracting, or few visual aids

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Research Rubric / Grades 9 - 12

The Distinguished student (A)

- Clearly defines a sophisticated topic
- Critically compares, contrasts, and evaluates a variety of resources
- Selects accurate and compelling information
- Synthesizes and organizes information insightfully
- Paraphrases information and selectively chooses significant quotations
- Correctly cites all information according to MLA format
- Selects a vehicle that enhances the presentation of information

The Proficient student (B)

- Clearly defines a specific topic
- Compares, contrasts, and evaluates a variety of resources
- Selects accurate information
- Organizes and synthesizes information correctly
- Paraphrases information and selectively chooses relevant quotations
- Correctly cites all information according to MLA format
- Selects an appropriate vehicle to allow for a clear presentation of information

The Competent student (C)

- Defines a specific topic
- Explores and evaluates resources
- Selects accurate information
- Organizes information correctly
- Paraphrases information and chooses appropriate quotations
- Cites all information with minor MLA formatting errors
- Selects an appropriate vehicle for presenting information

The Limited Student (D)

- Selects a relevant topic
- Chooses a sufficient number of resources
- Selects basic information
- Organizes information
- Paraphrases information
- Cites all information with some MLA formatting errors
- Selects an appropriate vehicle for presenting information

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Reading Rubric / Grades 9-12

The Distinguished student

- Demonstrates the ability to read a wide variety of materials
- Comprehends an extensive vocabulary
- Consistently applies strategies to comprehend material
- Thoroughly interprets multiple levels of meaning
- Consistently evaluates quality and accuracy
- Connects new reading to previous knowledge, experiences, and ideas
- Uses critical thinking skills in comparing authors' ideas with conventional ideas

The Proficient student

- Demonstrates the ability to read a variety of materials
- Comprehends an expanded vocabulary
- Usually applies strategies to comprehend material
- Interprets multiple levels of meaning
- Evaluates quality and accuracy
- Connects new reading to previous knowledge, experiences, and ideas
- Usually uses critical thinking skills in comparing authors' ideas with conventional ideas

The Competent student

- Demonstrates the ability to read required materials
- Comprehends grade-appropriate vocabulary
- Applies limited strategies to comprehend material
- Interprets the literal meaning
- Occasionally evaluates quality and accuracy
- Sometimes connects new reading to previous knowledge, experiences, and ideas
- Occasionally uses critical thinking skills in comparing authors' ideas with conventional ideas

The Deficient student

- Rarely reads required material
- Comprehends limited vocabulary
- Rarely applies strategies to comprehend, interpret and evaluate material
- Rarely connects new reading to previous knowledge, experience, and ideas
- Rarely uses critical thinking skills in comparing authors' ideas with conventional ideas

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Critical Thinking and Problem-Solving Rubric

Grades 9 - 12

The Distinguished student (A)

- Identifies and describes the problem thoroughly
- Organizes and synthesizes information insightfully
- Develops innovative and fluent strategies for solving the problem
- Implements strategies efficiently
- Compares, contrasts, and evaluates information critically
- Develops, justifies, and evaluates conclusions comprehensively

The Proficient student (B)

- Identifies and describes the problem effectively
- Organizes and synthesizes information systematically
- Develops fluent strategies for solving the problem
- Implements strategies effectively
- Compares, contrasts, and evaluates information analytically
- Develops, justifies, and evaluates conclusions effectively

The Competent student (C)

- Identifies and describes the problem
- Organizes information logically
- Develops reasonable strategies for solving the problem
- Applies established strategies for solving the problem
- Compares, contrasts, and evaluates information
- Develops, justifies, and evaluates working conclusions

The Limited student (D)

- Identifies the problem but has difficulty describing it
- Gathers and lists relevant information
- Develops potential strategies for solving the problem
- Applies established strategies for solving the problem with direction
- Compares and contrasts information
- Develops working conclusions

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General Assessment Rubric

Rev 1/20/11

Campbell High School General Assessment Rubric

Grade	D	C	B	A
	Limited	Competent	Proficient	Distinguished
Understanding	<input type="checkbox"/> Student work demonstrates a rudimentary understanding of the identified knowledge and skills of the course. <input type="checkbox"/> Student work demonstrates basic connections among ideas.	<input type="checkbox"/> Student work demonstrates a command of the identified knowledge and skills of the course. <input type="checkbox"/> Student work demonstrates concrete connections among ideas.	<input type="checkbox"/> Student work demonstrates a deep understanding of the identified knowledge and skills. <input type="checkbox"/> Student work demonstrates complex and diverse connections among ideas.	<input type="checkbox"/> Student work demonstrates a clear and integrated understanding of the identified knowledge and skills. <input type="checkbox"/> Student work demonstrates abstract connections among ideas.
Application	<input type="checkbox"/> Student recognizes problems and seeks assistance in finding solutions. <input type="checkbox"/> Student generally attempts and completes work on time. <input type="checkbox"/> Student participates appropriately in class. <input type="checkbox"/> Student attends class regularly.	<input type="checkbox"/> Student work recognizes problems and potential solutions. <input type="checkbox"/> Student regularly attempts and completes work on time. <input type="checkbox"/> Student participates appropriately in class. <input type="checkbox"/> Student attends class regularly.	<input type="checkbox"/> Student work reflects careful consideration of problems and solutions. <input type="checkbox"/> Almost all work is attempted and completed on time. <input type="checkbox"/> Student participation furthers class development of ideas. <input type="checkbox"/> Student attends the vast majority of classes.	<input type="checkbox"/> Student work demonstrates resolution of problems. <input type="checkbox"/> All student work is attempted and completed on time. <input type="checkbox"/> Student participation provides insight to the class. <input type="checkbox"/> Student attends the vast majority of classes.
Quality	<input type="checkbox"/> Student work approaches identified criteria. <input type="checkbox"/> Student demonstrates growth in communication and understanding of concepts.	<input type="checkbox"/> Student work meets identified criteria. <input type="checkbox"/> Communication is clear and demonstrates an understanding of concepts.	<input type="checkbox"/> Student work elaborates upon identified criteria in an original way. <input type="checkbox"/> Communication recognizes the audience and is clear, direct and concise.	<input type="checkbox"/> Student work elaborates upon identified criteria in a creative and elegant manner. <input type="checkbox"/> Communication engages the audience in an effective, detailed way.

INC— Incomplete / The student has the opportunity to demonstrate competency within a time specified by the teacher, or a grade of “F” will be applied.
 F—Failure / Students who do not meet the above criteria for achievement of curriculum mastery will receive an “F”. A zero will be averaged into the student’s GPA, and the course will appear on the permanent transcript.