

# CAMPBELL HIGH SCHOOL



## PROGRAM OF STUDIES

2017 - 2018

*School Board Approved 1/25/17*

**Campbell High School**

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

**Main Office:** 546-0300 (P) | 546-0310 (F)      **School Office:** 546-0308 (P) | 589-2459 (F)

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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 exhibiting character, courage, respect and responsibility.*

January 2017

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 2017-18 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,

William Lonergan  
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 wide 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 2/19/2014

## **Scheduling Timeline and Procedures**

### **Course Selection Process**

**January 25 – February 6**

Individual and 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.

**February 8-22**

Course Selection Portal is open. Advisors will also meet with grades 9, 10, & 11 during advisory. Grade 9, 10, & 11 students complete online registration through Infinite Campus

**Tues, March 7<sup>th</sup>**

8<sup>th</sup> Grade Parents Information Night

**Thurs, March 9<sup>th</sup>**

Counselors to LMS regarding course selection

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 2017-2018 master schedule. Although Campbell attempts to honor all student requests, course/time conflicts, prerequisites, and/or course enrollments may impact a student's schedule.

## **Transition Activities**

Incoming freshmen will attend an information session and tour at CHS in May. In August, incoming freshman 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](http://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 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 and Film.**

## Course Changes

With serious effort from students, parents, teacher, 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 Counseling 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 & Performing Arts	1 credit
Social Studies	3 credits	Health	.50 credit
Math	3 credits*	Electives	7.50 credits
(Incl. Alg 1; & Geometry begins w/Class of 2018)		Sophomore Project	Pass
*Starting with the Class of 2019, students must take math all four years		Senior Project	Pass
Science	3 credits	CHS Advisory	4 years
Info & Comm Technology (ICT)	1 credit	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 tradition 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% of each competency.

## Competency and Credit Recovery

There are multiple paths for CHS students to recover competencies and to earn 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. C.A.P. meets every day during the designated 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 15<sup>th</sup>. 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 .05 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 Option courses. Distinction is noted on both the transcript and the 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 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 at [www.campbellhs.org](http://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 Website 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<sup>th</sup>. Anticipated courses for the next school year for dual enrollment credit with SNHU are: **Honors Anatomy and Physiology, AP Biology, AP Calculus, and Honors Physics.**

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 transferrable 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 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 demonstrate a student's maturity and willingness to push their intellect and commitment to academic excellence. **AP Biology\* (offered alternating years), AP Environmental Science\* (offered alternating years), AP English Literature, AP U.S. History, AP Statistics, 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 \$93.00 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 bases 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/creditpolicy](http://www.collegeboard.com/ap/creditpolicy) .

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

FRESHMAN			JUNIORS		
Comm. Ind. – English	Full Year	1.0 Credit	American Studies – English	Full Year	1.0 Credit
Comm. Ind. – SS	Full Year	1.0 Credit	American Studies – SS	Full Year	1.0 Credit
Math	Full Year	1.0 Credit	Math	Full Year	1.0 Credit
Freshman Science	Full Year	1.0 Credit	Science	Full Year	1.0 Credit
PE Fundamentals	One Semester	0.5 Credit	Visual & Perform. Arts	One Semester	0.5 Credit
ICT Pathways	One Semester	0.5 Credit	Electives		2.5 Credits
Visual & Perform. Arts	One Semester	0.5 Credit		<b>Total</b>	<b>7.0 Credits</b>
Electives		1.5 Credits			
	<b>Total</b>	<b>7.0 Credits</b>			

SOPHOMORES			SENIORS		
World Studies – English	Full Year	1.0 Credit	English*		1.0 Credit
World Studies – SS	Full Year	1.0 Credit	Math		1.0 Credit
			Electives		
Math	Full Year	1.0 Credit	Senior Project		
Science	Full Year	1.0 Credit	*Seniors are required to take Senior English and an additional English elective if not enrolled in AP English or Honors Senior English		
Health	One Semester	0.5 Credit			
PE	One Semester	0.5 Credit			
ICT	One Semester	0.5 Credit			
Sophomore Project					
	<b>Total</b>	<b>7.0 Credits</b>			

### FOUR YEAR PLANNING WORKSHEET

Required	COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
4.0	<b>English</b>	Community & the Individual English	World Studies English	American Studies	Full Year of English
3.0	<b>Social</b>	Community & the Individual Social	World Studies Social	American Studies (Class of 2016+)	Full Year of Social Studies Recommended
3.0	<b>Math</b>	Full Year Math	Full Year Math Course	Full Year Math	Full Year of Math
3.0	<b>Science</b>	Freshman Science	Biology	Science Course	Full Year of Science
1.0	<b>ICT/Technology</b>	Computer		ICT/Technology	
0.5	<b>Health</b>		Health		
1.0	<b>Physical Education</b>	PE Fundamentals	Physical Education		
1.0	<b>Visual &amp; Performing Arts</b>	Art or Music		Art or Music	
	<b>Sophomore &amp; Senior</b>		Sophomore Project		Senior Project
		Freshman Seminar			

Three to four years of the same World Language is a requirement for admission for most four 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 are given at CHS ONLY once in the spring to all juniors 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 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 specific subject 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 or 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.

<b>Spring 2017 SAT Test Dates:</b>	March 11, April 5 <sup>th</sup> (at CHS), May 6 & June 3
<b>Anticipated 2017 PSAT Date:</b>	Saturday, October 14 <sup>th</sup> (register and take the test at CHS)
<b>Spring 2017 ACT Test Dates:</b>	Feb 11, April 8 and June 10

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

**Campbell High School is NOT a testing center for the SAT or ACT test (except for juniors standardized SAT exam in April). 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](http://www.collegeboard.org). ACT: register at [www.act.org](http://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 indicated that a high school diploma is simply no longer enough to attain the high skill level necessary to compete in the 21<sup>st</sup> century”*  
-Fred Kocher, President of 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 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](http://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 a 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 used 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, number 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 Ex. UNH	4	3+	4	4	4
Most selective college Ex. Tufts	4+	3+	4+	4+	4+

(numbers indicate credits)

# Program of Studies

## Business Education

### Accounting I 1 elective credit (Sophs-Senior)

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/repot 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 math credit.**

### Accounting II 1 elective credit (Juniors-Senior)

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 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 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 both semesters of Marketing I.*

### Personal Finance ½ 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 and 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** **1/2 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 days 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 I*

**Family and Consumer Science**

*“Over the years I’ve found that 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 and 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 1*

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

Students learn the skills needed to live on their own. Topics include personal growth, goal setting, decision making, and communication skills for relationships. Career planning, resumé 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 entirely in a computer lab situation.

*One semester*

**Note: Offered alternating years**

**Child Development 1** **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, and newborn care. Students will be required to prepare and present projects, work in cooperative groups, and 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 college credit for a fee through SNHU/Nashua Community College**

**Note: Sophomores must have completed Health**

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

Child Development ages 3-5. If you want to take close look at the world of children ages 3-5m 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 evaluation toys.

*One semester*

*Prerequisite: Child Development 1*

**Note: This course may be eligible for college credit for a fee through SNHU/Nashua Community College**

**Note: Runs alternating years**

**Relationships** **½ 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; communication 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: Offered alternating years**

**Textiles, Fashion, and Apparel** **½ 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*

**Note: Offered 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, 35<sup>th</sup> President of the U.S.*

**P.E. Fundamentals** **½ 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** **½ 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 a 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: P.E. 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 Intro to Strength Training in the concepts of functional training. 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 through a variety of testing modalities.

*One Semester*

*Prerequisite: Intro to Strength Training*

**Sports Strength Training** **1/2 credit in Physical Education** **(Juniors-Seniors)**

This course is a continuation of Intro. To Strength Training with a focus on sport specific lifting and training techniques. Students will explore different modalities of training that include but are not limited to power and explosive plyometrics movements to increase strength. Student development will be assessed based upon the individual student's current level of fitness and skill through a variety of testing modalities.

*One semester*

*Prerequisite: Intro to Strength Training*

**Exercise Walking** **1/2 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: A 1/2 credit of Physical Education*

**Dance Exploration** **1/2 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. This class explores various styles and dance idioms.

*One semester*

*Prerequisite: A 1/2 credit of Physical Education*

**Note: This course may be used to satisfy a performing arts or physical education elective.**

**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 onto 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 to the women who is attacked.”

*One semester*

*Prerequisite: A 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*

**Foundations Community and the Individual 1 credit-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 *Fahrenheit 451*, *Animal Farm*, *To Kill a Mockingbird* and *Romeo and Juliet*, along with a focus on a variety of short stories, poetry and non-fiction selections. The arts focus will be on drama. **While the content of the course is similar to Community and the Individual, students selecting this course will work at a different pace.** 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 prewriting, drafting, revision, proofreading, peer responses, and self-evaluation.

*Full Year*

*Required of all freshmen; by teacher recommendation*

**Note: meets the state requirement for Government and Economics**

**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 *Fahrenheit 451*, *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. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

*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 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. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

**(English and Social Studies)**

**Honors World Studies 1 credit - English and 1 credit - Social Studies (Soph)**

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 focus will be on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and culture. Students will read *Beowulf, The Canterbury Tales, Macbeth, Les Miserables, Cry Freedom 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.

*Full Year*

*Prerequisite: Community and the Individual*

**(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, 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. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

*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. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

*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 literature may include *Tuesdays with Morrie*, *Othello* and excerpts from college-level texts. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

*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. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing.

**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 authors such 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 author's 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 pre-writing, 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 the protagonist and the 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 English elective 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 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 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 Senior English: Connections, Choices, and Life's Big Question (Honors Level)** **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 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 of 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 freshmen 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 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 compete 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 historic 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*

**Foreign Relations (Honors Level)** **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 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 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 topics such 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 event. 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 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** **(Juniors-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** **½ 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 exams. This course is considered to be a culmination of the knowledge and skills obtained in all previous social studies courses. For this reason, the 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 reading assignments which are handed out in June.**

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

### **Social Entrepreneurship in the 21<sup>st</sup> 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 prgmmng” – 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 course 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: Computer Programming and Drafting. These courses will be marked with an (EP\*) next to their course name.**



**ICT Pathways** **½ credit ICT/Technology** **(Open to all)**

This Information Communication Technologies (ICT) course builds upon K-8 experience as an explanatory 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 prerequisite for other computer courses. It is recommended you select this course prior to junior year.**

**Note: Students who have taken computer applications CANNOT take this course.**

**Graphic Design** **½ credit – Art or ICT** **(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 and performing arts or technology.**

**Advanced Graphic Design** **½ credit – Art or ICT** **(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*

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

**Digital Art** **½ credit – Art or ICT** **(Sophs-Seniors)**

This course will encompass an advanced application of Photoshop skills. The emphasis is in creating fine artwork 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 phot and drawing papers, silk, muslin, and other printable materials.

*One semester*

*Prerequisite: Graphic Design*

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

**Drafting (EP\*)** **½ credit – Art or ICT** **(Sophs-Seniors)**

This course is an introduction to basic skills and techniques of drafting and 3D 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 3D 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 ICT credit.**

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

**Digital Multimedia** **½ credit 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.*

**Website Design (Honors Level) ½ credit in ICT/Technology (Sophs-Seniors)**

Students will learn and apply the concepts and language needed to create websites. Emphasis will be given to scripting websites using HTML. Students will tackle authentic, challenging tasks. For instance, simulating their own version of a Campbell High School website that incorporates both their personal career and academic interests. Students will be expected to use current technology to enhance their websites. Honors option is available for this course. Students will be expected to complete at least 40 hours of work outside 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).**

**Programming 1: Intro to Programming (EP\*) (Honors Level) ½ credit 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: (EP\*) 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 eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently \$125 for 3 credits).**

**Programming 2: Computer Science & Software Engineering (Honors Level) ½ credit ICT/Tech (Juniors-Srs)**

Using Python® as a primary tool incorporating multiple platforms and languages for computation, this course aims to develop computation 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 Sciences. 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. This 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.**

**Note: This is a Project Lead the Way (pre-engineering program) course.**

**Programming 3: Computer Science Applications (Honors Level) ½ 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.

*Full year*

*Prerequisite: Successful completion of Principles of Engineering and Programming 2*

**Digital Publishing & Design (Honors Level) ½ credit 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 and 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.**

**Advanced Website Design (Honors Level)      ½ credit ICT/Technology      (Sophs-Seniors)**

This course will give students an opportunity to learn and apply the professional level website application *Dreamweaver*. Students will be able to transfer their knowledge from Website Design to build productive and efficient websites. These websites 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 website.” In order for students to increase productivity within their websites 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 websites. 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 competencies.

*One semester*

*Prerequisite: Grade of B or above in Website Design or permission of instructor.*

**Note: Possible Running Start course.**

**Advanced Applications      ½ credit ICT/Technology      (Sophs-Seniors)**

Our Advanced Software Applications course will give students a formal presentation the use of Google Docs and managing other Google Apps. At the end of this unit students will know how to create, collaborate and integrate Google Docs and Apps into their academic courses and personal lives. Most of the course will be dedicated to learning and applying advanced techniques using the Microsoft Office applications of MS Word, Excel and Access. Students will be able to integrate these software applications and create capstone projects that will be driven by their academic courses. The content for the course will align with the college curriculum and as a result this course is designated as a Dual Enrollment / Running Start course. A key skill for this class is for students to be able to work independently since we are looking to see after completing this course students could apply for Microsoft certification.

*One semester*

**Note: 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.	Alg. I Daily	Geometry Daily	College Prep Math	TAC	Pre-Calc
	Alg. I	Geometry	Algebra II	TAC	Calculus
		Honors Geometry	Honors Algebra II	Pre-Calc	AP Calc

**Transition to Algebra      1 credit – Mathematics/1 credit 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, ratios, and proportions. Students will 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, writing linear equations, solving linear inequalities, and solving systems of linear equations.

*Full year*

**Note: Students 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, quadratic 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** **(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, and exponential and logarithmic functions and their properties. Students explore 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 permission of instructor.*

**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, and their graphs and 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 permission of instructor.*

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

Students extend and solidify declarative and 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 and modeling, limits of functions, rational functions, and some introduction of calculus concepts such as the slope at a point, limits, etc.

*Full year*

*Prerequisite: Grade of B+ or above in Honors Algebra II or Advanced Math Topics or TAC or Permission of Instructor*

**Calculus** **1 credit – Mathematics** **(Juniors-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, and 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 or Permission of Instructor*

**AP Calculus Daily** **2 credit – 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-



## 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/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/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 improve his/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 are required. Participation in regional and state festivals is strongly suggested.

*Full year*

*Prerequisite: Chorus with a C or higher and/or permission of instructor.*

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

### Concert Band 1 credit – Visual/Performing Arts (Open to All)

The Concert Band welcomes all high school students who play band instruments. The ensemble will include musicians with and 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/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, and 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*

### Introduction to World Drumming ½ credit – Visual/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 ½ credit – Visual/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** **½ credit – Visual/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 a C or higher and/or permission of instructor.*

**Guitar Ensemble** **1 credit – Visual/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 higher and/or permission of instructor.*

**Advanced Studies in Music (Honors Level)** **1 credit – Visual/Performing Arts** **(Open to All)**

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: Students considering music as a major in their senior year are not given the opportunity to take this course if they are in the “alternating” year.**

**Jazz Ensemble** **1 credit – Visual/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** **½ credit – Visual/Performing Arts** **(Open to All)**

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 improve both verbal and non-verbal communication through the study and performance of exemplar scripts and acting methods. Students in this course will learn theatre 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 performance.

*One semester*

**Dance Exploration** **½ credit – Visual/Performing Arts** **(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 and Performing Arts or physical education.**





sources to research, analyze, and evaluate scientific advances, discoveries, current issues, or other topics of interest, and in formal research reports. Students will be required to keep and maintain an Interactive Science Notebook.

*Full year*

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

**Note: May be taken concurrently with Freshman 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  $\frac{1}{2}$  credit – Science (Sophs-Seniors)**

Forensic Science emphasizes hands-on, project-based inquiry. Students will explore core scientific concepts while using the scientific methods 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 finger prints, 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*

*Prerequisite: Successful completion of Biology.*

**Astrobiology  $\frac{1}{2}$  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 will 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*

**Science of Natural Disasters  $\frac{1}{2}$  credit – Science (Juniors-Seniors)**

The design of the course *The Science of Natural Disasters* uses the two sides of a coin philosophy of matching Overarching Understandings with Essential Questions. Once students begin to see the interconnectedness of one topic with that of another essential questions, ultimately developed by the student, begins to bring clarity and purpose to the study at hand. Student learning moves to a higher level as they begin to make connections with what they are learning in other subject areas. This learning is then transferred to what they are being exposed to in The Science of Natural Disasters. The essence of this approach and philosophy is highlighted in the first of three units that will be explored within this class.

*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*

*Prerequisites: 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, and 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 and/or current enrollment in Algebra II 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 of 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, and light and optics. This course will meet the general physics requirement for health and science-related careers.

*Full year*

*Prerequisites: Successful completion of Biology and Algebra II.*

**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 in an investigation of phenomena in the physical world. The intensive honors-level course is fast-paced 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*

*Prerequisite: Concurrent enrollment in Pre-Calculus, or successful completion (B+ or above) in Pre-Calculus, Calculus, or AP Calculus.*

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

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

This course will explore the basic principles of various disciplines of engineering. Through hands-on exploration and design challenges, you will explore the disciplines of mechanical, electrical, civil and chemical engineering. The class will explore multi-disciplinary projects such as the construction of software controlled machines using active sensors and actuators for controls, robotics; reverse engineer components, such as loud speaker systems; material testing and structural design and testing of bridges and other members, Digital and Analog circuit design and research projects in fields of student interest. 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*

*Prerequisite: Successful completion of Freshman Science. Concurrently taking or successful completion of Algebra II. Concurrently taking 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 the post-secondary opportunities in engineering.**

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

**Honors 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 a 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. Students will be required to keep and maintain an Interactive Science Notebook.

*Full year*

*Prerequisite: Successful completion 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 worldwide 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 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*

*Prerequisite: Successful completion of Biology.*

**AP Environmental Science    1 credit – Science    (Seniors or permission of instructor)**

This is a highly rigorous college level course that incorporates both physical and biological sequences 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 of Biology and Chemistry (concurrent enrollment in Chemistry with 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.**

**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 Daily    2 credits – Science    (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, which students are encouraged to take.

Full year

Prerequisites: Successful completion in all previous science courses or permission of instructor. Successful completion or concurrently taking Chemistry.

**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).**

**Principles of Biomedical Science (Honors) 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 may 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.

Full year

Prerequisites: 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 course provides pre-engineering skills and is recommended for students wishing to follow the Engineering Pathway: Technology Design. This course will be marked with an (EP\*) next to its course name.**

**Basic Woodworking ½ 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 ½ 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.**

**Technology Design ½ elective credit (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: (EP\*) 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 electromagnetic 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/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. Students 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/Performing Arts (Open to All)**

Students work with pencil, colored pencil, 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*

**Painting ½ credit – Visual/Performing Arts (Open to All)**

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: Skillful drawing is strongly recommended*

**Black and White Photography ½ credit – Visual/Performing Arts (Open to All)**

An introduction to 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 35mm film camera and will be expected to buy their own photographic paper and film.

*One semester*

**Crafts ½ credit – Visual/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 aesthetic qualities from various cultural craftsmen throughout history. Weaving, batik, papermaking, printmaking, bookmaking, marbling, jewelry, puppetry are some of the areas that may be explored.

*One semester*

**Ceramics ½ credit – Visual/Performing Arts (Open to All)**

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

*One semester*

**Sculpture** **½ credit – Visual/Performing Arts** **(Open to All)**

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*

**Portfolio Studio (Honors)** **½ credit – Visual/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)*

*Prerequisite: Successful completion (B+ or above) of Drawing or permission of instructor.*

*Requirements: Sketchbook and portfolio*

**Digital Photography** **½ credit – Visual/Performing Arts** **(Open to All)**

The digital photography course focuses on traditional skills in photography, combined with advanced 21<sup>st</sup> 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/Performing Arts or ICT** **(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/Performing Arts or ICT** **(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. There is an honors option available for this class.

*One semester*

*Prerequisite: Successful completion of graphic design*

**Digital Art** **½ credit – Visual/Performing Arts** **(Open to All)**

This course will encompass an advanced application of Photoshop skills. The emphasis is in creating fine artwork 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 two-dimensional media (if available). Possible media may include photo and drawing papers, silk, muslin, and other printable materials.

*One semester*

**Drafting (EP\*)** **½ credit – Visual/Performing Arts or ICT** **(Sophs-Seniors)**

This course is an introduction to basic skills and techniques of drafting and 3D 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 3D 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: (EP\*) This course is part of the Engineering Pathway that provides students with pre-engineering skills for post-secondary opportunities in engineering.**

## **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: Grade of C or above in 8<sup>th</sup> 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. Students are exposed to a variety of readings, culture, and history.

*Full year*

*Prerequisite: Successful completion of French I*

#### **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 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 7<sup>th</sup> or 8<sup>th</sup> 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 will 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, and culture and history. This alternates on a two-year cycle.

*Full year*

*Prerequisite: Successful completion of French 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: Grade of C or above in 8<sup>th</sup> 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 the 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 developed 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

$\frac{1}{2}$  elective credit

(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 small classroom learning facilitated by teachers in a two week topic and rotation format.

*One semester*

**Note: This course is highly recommended for all freshman. This course may be taken in place of a study hall.**

## Virtual Learning Academy Charter School (VLACS)

Virtua Learning Academy Charter School (VLACS) is an accredited New Hampshire online high school. Campbell students may choose from a wide range of  $\frac{1}{2}$  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 administration 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](http://www.vlacs.org).

## High School Credit Earned in Middle School

Students can earn credit for high school level work in Algebra I and Spanish I, completed during middle school years, so that students can take more advanced and/or more diverse courses during high schools. 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 “transfer credit” with grade of “P” for pass with 1 credit awarded. These courses have no standing in the 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 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](http://www.alvirnehs.org) and [www.pinkertonacademy.org](http://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 six 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 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





## 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 instruction 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, and ornamental horticulture enterprises. This two year course will prepare students for entry level jobs or further education leading to employment in the green industry.

*Full year*

*Prerequisite: Successful completion of Horticulture I.*

## Business Technology

### Marketing I (School Store) 2 credits (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.

*Full year*

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

### Marketing II (School Store) 2 credits (Juniors-Seniors)

Students will further evaluate 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 three college credits through Nashua Community College for Marketing I.**

*Full year*

*Prerequisite: Successful completion of Marketing I.*

### 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 coursework based on 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 I** **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 1 competencies to advance to year 2.*

### **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 1 competencies to be eligible to continue into year 2.*

## 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 the PLTW. Project Lead The Way (PLTW) is the leading provider of rigorous and innovative programs used in middle school 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 school 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 technology education (CTE), but at the same time integrates national academic and technical learning standards and STEM principles. Reference: [www.pltw.org](http://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 product. 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 U.S.

### **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 U.S. 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 I and Introduction to Engineering Design.**



## Courses Offered



## CENTER FOR CAREER AND TECHNICAL EDUCATION (CTE)

Pinkerton Academy's Center for Career and Technical Education (CTE) is one of twenty-six regional CTE centers in New Hampshire. We are proud of our curriculum and excellent 37-member faculty and staff. Between introductory career discovery courses and in-depth career focused programs, Pinkerton's CTE programs offer over 60 different subjects per year serving more than 3100 students. Of that number, over 920 upperclassmen are enrolled in the 19 career-focused programs.

The majority of CTE content is designed using competencies that are aligned with industry standards and published by the New Hampshire Department of Education. In order to accomplish these, many courses include school-based enterprises such as Campus Corner, the Astro Café, Career and Technical Student Organizations (CTSOs) and a variety of workplace learning opportunities.

### **EARN COLLEGE CREDIT!**

Several CTE programs have "Running Start" and articulation agreements with colleges and universities including Rivier, the NH Community College system, Southern New Hampshire University, and more. Through the "Running Start" program of the NH Community College system, students have the opportunity to earn college credit in addition to regular high school credit. Course are offered to students at a reduced rate of \$150. Credits are transferable to many colleges and universities throughout the country. **Students can earn college credit in the following Career & Technical Education courses:**

Accounting 1, 2	Electrical Technology 2
Automotive Systems Technology 2	Global Business
AP Computer Science A	Health Science Technology 1
APP Development	Intro to Engineering and Design
Child Development	Marketing and Business Management 1
Computer Applications in Business	Personal Finance
Computer Integrated Manufacturing	Principles of Engineering
Computer Programming 1, 2	Teacher Prep 1
Computer Systems-Maintenance & Networking	Video Production 2

**For more information, speak to the Assistant CTE Director in the Career & Technical Education office.**

## CAREER & TECHNICAL EDUCATION CLASSES AT PINKERTON ACADEMY

### **CT0648 COMPUTER SYSTEMS 1 - MAINTENANCE (double period)**

This full-year (2 credit) the first half of a 2-year program, is focused on PC operating systems and hardware configuration, installation and maintenance. Students will work in a fully-equipped, state-of-the-art lab to develop the skills to configure

and install hardware components in a PC system as well as to troubleshoot and diagnose hardware problems. The course will also include an introduction to Windows and UNIX operating systems from the technician's point of view, which will be the focus of the second year of the program. The desired outcome of this course is for the student to be prepared to take the A+ certification test. A fee may be required for students interested in obtaining industry-recognized certifications. [DOE CIP Code is 110901 Computer Systems Networking & Telecommunications. *Eligible for Running Start credit.* **This course fulfills the 0.5 technology credit required for graduation.**

NOTE: Registration through the CTE Office is required.

### **CT0649 COMPUTER SYSTEMS 2- NETWORKING (double period)**

The focus in the second-year (2 credits) of this program is on network systems. The demand for network technicians is growing tremendously and exciting career opportunities in this field of information technology abound. Students will acquire a solid foundation in network topology, routing and switching theory, and basic network design. Students will then design, install and maintain a local area network within the lab. The LAN will provide students with experience in monitoring overall network operation, troubleshooting basic problems, and implementing administrative functions. The desired outcome of this course is for the student to be prepared to take the Network certification test. *Eligible for Running Start credit.*

PREREQUISITE: Successful completion of Computer Systems 1-Maintenance with a grade of 75 or better and permission from the CTE Director.

### **CT0651 COMPUTER PROGRAMMING 1**

This full-year (1 credit) course introduces students to the philosophy, theory, and practice of computer science. Students examine possibilities and implications of computer technology, tenets of computation and algorithms, and the design and development of software applications. A hands-on and team-oriented approach is emphasized, and various desktop and web-based software will be used to support learning and collaboration. Primary programming topics include: syntax and semantics, control flow, data structures, modules, objects and classes. Students will create both interpreted and compiled programs. *Eligible for Running Start credit.* [DOE CIP Code is 110201 Computer Programming, General.] **This course fulfills the 0.5 technology credit required for graduation.**

PREREQUISITE: Completion of Algebra 1 with an 80 or better. NOTE: Registration through the CTE Office is required.

### **CT0653 COMPUTER PROGRAMMING 2**

This full-year (1 credit) course expands on the concepts of computer programming developed in level 1, with the emphasis turned toward software design. Topics include: algorithm development and analysis, data abstraction/data structures, debugging, and object-oriented design principles. Students are introduced to the UML software modeling language and graphical user interface (GUI) programming libraries, and will utilize content management systems (CMS) to facilitate collaboration. **This is an approved math-related course.** *Eligible for Running Start credit.*

PREREQUISITE: Successful completion of Computer Programming 1 and permission of CTE Director.

### **CT0654 AP COMPUTER SCIENCE A**

This full-year (1 credit) course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. *Eligible for Running Start credit.* **This is an approved math-related course.** The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. [Collegeboard.com]

### **CT0658 VIDEO PRODUCTION 1 (double period)**

This full-year (2 credits) program provides the student interested in video and television production an opportunity to advance their media production skills and techniques. Attention is paid to camera and audio shooting and capturing techniques in the creation of various video and television projects; including music videos, movie trailers, and short narrative films. An emphasis is placed on planning and organizational skills to include storyboarding and script writing. Non-linear editing skills are explored with an in-depth exploration of Final Cut Pro X editing software. Students will learn the

importance of planning ahead and meeting deadlines. [DOE CIP code is 100202 Radio & Television Broadcasting.] **This course fulfills the 0.5 technology credit required for graduation.**

NOTE: Registration through the CTE Office is required.

### **CT0659 VIDEO PRODUCTION 2 (double period)**

This full-year double-period (2 credits) program is for the serious video production student who is interested in pursuing a career in media production. Students will use Cinema quality production equipment, 1080P HD cameras, lighting equipment, high end microphones, and professional editing software to produce projects for local cable television, film festivals, and competitions. Students fill the roles of producer and or director, discovering what it takes to create their own independent films. The business side of the film making industry is explored as students discover what steps need to be taken to fund and produce an independent film project or start and maintain a professional production company. Students will prepare for video production beyond high school creating portfolios and reels for college and careers in the video/television industry. Many will have an opportunity to test and become Apple Certified Professional editors, their names added to the professional registry searched by companies looking to hire editors. A fee may be required for students interested in obtaining industry-recognized certifications. *Eligible for Running Start credit.*

PREREQUISITE: Successful completion of Video Production 1 and permission from the CTE Director.

### **CT0665 INTRODUCTION TO ANIMAL SCIENCE**

This half-year (0.5 credits) 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.

NOTE: This course is a prerequisite (with a grade of 85 or better) for students planning to continue on to Animal Business Management.

### **CT0667 ANIMAL BUSINESS MANAGEMENT**

In this full-year (1 credit) course, students will learn to manage a successful grooming business, Pinkerton Pet Palace, as well as learning software used in veterinarian offices and grooming businesses. Students will become proficient in learning how to properly operate a veterinarian or grooming office and keep proper records and accounts. [DOE CIP code is 010901 Animal Sciences, General.]

PREREQUISITE: Successful completion of Introduction to Animal Science with a minimum grade of 85.

NOTE: Registration through the CTE Office is required.

### **CT0666 ANIMAL HEALTH AND VETERINARY TECHNOLOGY (double period)**

This full-Year (2 credits) 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 but are not limited to; Introduction to veterinary technology, Veterinary terminology, veterinary technology skills, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise “The Pinkerton Pet Palace”.

PRE-REQUISITE: successful completion of Animal Business Management with a minimum grade of 80 and permission from the CTE director.

### **CT0671 FORESTRY TECHNOLOGY (double period)**

This full-year (2 credits) 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, and responsible management practices. 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. [DOE CIP code is 030101 Natural Resources/Conservation.] NOTE: Introduction to Natural Resources is NOT a prerequisite for this course.

NOTE: Registration through the CTE Office is required.

**CT0672 ENVIRONMENTAL STUDIES/OUTDOOR SKILLS (double period)**

This full-year (2 credits) program is designed for students interested in 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, invasive species. 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. [DOE CIP code is 030101 Natural Resources/Conservation.]

NOTE: Registration through the CTE Office is required.

**CT0696 COSMETOLOGY 1 (double period)**

In this full-year (2 credits) 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 \$100 plus \$25 State apprentice license with fundraising and payment plan options available. [DOE CIP code is 120401 Cosmetology.] NOTE: All absences must be made up with physical hours per the requirement of the State Board of Cosmetology.

Registration through the CTE Office is required.

**CT0697 COSMETOLOGY 2 (double period)**

In the second year of this full-year, two-credit 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 (cost is approximately \$75, financial aid and/or payment plans are available.)

PREREQUISITE: Successful completion of Cosmetology 1 and with a grade of 75 or better **and** completion

**CT0745 AUTOMOTIVE SYSTEMS TECHNOLOGY 1 (double period)**

This full year (2 credits) course is the first half of a 2 year program that subscribes to the training certification program of ASE. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study: Safety; Three C's (Concern, Cause, Correction); Tools, Equipment, and Measuring Skills; Basic Engine/Maintenance; Tires; Steering and Suspension; Brakes; Electrical Charging and Starting Systems. The program is aligned with the NATEF certified automotive programs of the NH Community College system. The Automotive Maintenance and Light Repair 1 (MLR) program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). Eligible students may have the opportunity to participate in a paid internship at a dealership during the summer between the first and second year of the program. [DOE CIP code 470604 Automotive Mechanics Technician]

NOTE: Registration through the CTE Office is required.

**CT0746 AUTOMOTIVE SYSTEMS TECHNOLOGY 2 (double period)**

This full year (2 credits) course is the second half of a 2 year program and intensifies, follows through and elaborates on material covered in Automotive Systems Technology 1. The curriculum subscribes to the training certification program of ASE. Students study: Safety including Hybrids and SRS (Safety Restraints Systems); General Engine and Repair; Engine Performance; Electrical and Electronic Systems; Heating and Air Conditioning; Manual Drivetrains and Axles; Automatic

Transmissions/Transaxles; and Employability Skills. The Automotive Maintenance and Light Repair 2 (MLR) program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). The program is aligned with the NATEF certified automotive programs of the NH Community College system. *Eligible for Running Start credit*

**PREREQUISITE:** Successful completion of Automotive System Technology 1 with a minimum grade of 80 (which corresponds with ASE standards) and permission from the CTE Director.

**CT0749 ELECTRICAL TECHNOLOGY 1 (double period)**

This full-year (2 credits) 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. Students will be required to obtain the NH Apprentice Electrical license—approximate cost is \$30. [DOE CIP code is 460302 Electrician.]

**NOTE:** Registration through the CTE Office is required.

**CT0750 ELECTRICAL TECHNOLOGY 2 (double period)**

This full-year (2 credits) 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. *Eligible for Running Start credit*

**PREREQUISITE:** Completion of Electrical Technology 1 and permission from the CTE Director.

**CT0755 WELDING TECHNOLOGY 1 (double period)**

This full-year (2 credits) 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. Personal protective equipment required to be worn. [DOE CIP code is 480508 Welding Technology.]

**NOTE:** Registration through the CTE Office is required.

**CT0756 WELDING TECHNOLOGY 2 (double period)**

This full-year (2 credits) 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. Personal protective equipment required to be worn.

**PREREQUISITE:** Successful completion of Welding Technology 1 and permission from the CTE Director.

## Campbell High School – School Wide Writing Rubric

Score	Ideas	Organization	Word Choice	Sentence Fluency	Voice	Conventions and Presentation
<b>Distinguished</b>	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 strength 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, vibrate, electric, compelling	A. Thoroughly edited, conventions enhance meaning. Voice B. All spelling, grammar, and usage is correct C. Ready to publish
<b>Proficient</b>	A. Clear, focused main idea B. Reflects in-depth knowledge of topic C. Authentic and convincing information from experience and 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. Words 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
<b>Competent</b>	A. Clear and focused more often than not B. Writer knows topic well enough to write in broad terms C. Some new information, 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 also 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 cliché 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
<b>Limited</b>	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 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 at 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
<b>No Credit</b>	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 an out of focus	A. Hard to follow B. Lead and/or conclusion missing, or minimally helpful C. Transitions missing, no points connected D. Signification re-organization needed, disjointed – no structure	A. Overworked language, words used incorrectly, thesaurus overload, modifier avalanche B. Words chosen at random, filter, 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-on, choppy sentences, non-sentences, or other problems C. Minimal variety in style or 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 or purpose D. Distant, missing, encyclopedic, or inappropriately formal	A. Frequent errors make reading difficult B. Numerous errors even on basics, obscure meaning - spelling, grammar, usage C. Like-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 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.

*February 2007*

# Research Rubric

## Grade 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 citations
- 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

*February 2007*



# Reading Rubric

## Grades 9-12

### **The Distinguished Student (A)**

- 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 (B)**

- 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 (C)**

- Demonstrates the ability to read the 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 critically thinking skills in comparing authors' ideas and conventional ideas

### **The Limited Student (D)**

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

*February 2007*

# 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 the 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

*February 2007*

## General Assessment Rubric

Campbell High School General Assessment Rubric (Rev 1/20/2011)				
Grade	D	C	B	A
	Limited	Competent	Proficient	Distinguished
Understanding	<ul style="list-style-type: none"> <li>- Student work demonstrates a rudimentary understanding of the identified knowledge and skills of the course.</li> <li>- Student work demonstrates basic connections among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work demonstrates a command of the identified knowledge and skills of the course.</li> <li>- Student work demonstrates concrete connections among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work demonstrates a deep understanding of the identified knowledge and skills.</li> <li>- Student work demonstrates complex and diverse connections among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work demonstrates a clear and integrated understanding of the identified knowledge and skills.</li> <li>- Student work demonstrates abstract connections among ideas.</li> </ul>
Application	<ul style="list-style-type: none"> <li>- Student work recognizes problems and seeks assistance in finding solutions.</li> <li>- Student generally attempts and completes work on time.</li> <li>- Student participates appropriately in class.</li> <li>- Student attends class regularly.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work recognizes problems and potential solutions</li> <li>- Student regularly attempts and completes work on time.</li> <li>- Student participates appropriately in class.</li> <li>- Student attends class regularly.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work reflects careful consideration of problems and solutions.</li> <li>- Almost all work is attempted and completed on time.</li> <li>- Student participation furthers class development of ideas.</li> <li>- Student attends vast majority of classes</li> </ul>	<ul style="list-style-type: none"> <li>- Student work demonstrates resolution of ideas.</li> <li>- All student work is attempted and completed on time.</li> <li>- Student participation provides insight to the class.</li> <li>- Student attend the vast majority of classes.</li> </ul>
Quality	<ul style="list-style-type: none"> <li>- Student work approaches identified criteria.</li> <li>- Student demonstrates growth in communication and understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work meets identified criteria</li> <li>- Communication is clear and demonstrates an understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work elaborates upon identified criteria in an original way.</li> <li>- Communication recognizes the audience and is clear, direct, and concise.</li> </ul>	<ul style="list-style-type: none"> <li>- Student work elaborates upon identified criteria in a creative and elegant manner.</li> <li>- Communication engages the audience in an effective, detailed way.</li> </ul>

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.