LITCHFIELD SCHOOL DISTRICT

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

LITCHFIELD SCHOOL BOARD
SCHOOL ADMINISTRATIVE UNIT NO. 27
Litchfield, New Hampshire 03052

Draft Minutes for December 19, 2018
Held at Litchfield Town Hall

In Attendance:  
Brian Bourque, Chair  
Christina Harrison, Vice Chair  
Robert G. Meyers, III, Board Member  
Elizabeth MacDonald, Board Member  
Tara Hershberger, Board Member  
Dr. Michael Jette, Ph.D., Superintendent  
Cory Izbicki, Business Administrator  
Mary Widman, Director of Curriculum, Instruction & Assessment  
Michele E. Flynn, Administrative Assistant

A. NON-PUBLIC SESSION: RSA 91-A:3II (c) 6:00 p.m.
[Minutes of Non-Public Session are written under separate cover.]

Upon a motion made by Mrs. Harrison, the Board entered into non-public session at 6:00 p.m. under RSA 91-A:3II (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

A. LEA Negotiations

B. ENTER INTO PUBLIC SESSION

Upon a motion made by Mrs. MacDonald, the Board entered into public session at 6:45 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

I. PUBLIC SESSION

A. Call to Order

Mr. Bourque called the meeting to order at 6:48 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

D. Summary of Non-Public Actions from December 5, 2018:

Mrs. Harrison made a motion to approve the non-public minutes of November 14, 2018. Mr. Meyers seconded. The motion carried 5-0-0.

Mrs. Harrison made a motion to approve the non-public minutes of November 28, 2018. Mr. Meyers seconded. The motion carried 5-0-0.

II. NEW BUSINESS

• LEA Tentative Agreement

Dr. Jette presented the 2019-2022 LEA Tentative Agreement to the School Board, which has been ratified by the LEA and requires a vote of the School Board for acceptance.

Mr. Bourque made a motion to ratify the 2019-2022 Tentative Agreement between the Litchfield Education Association and the Litchfield School Board. Mrs. Harrison seconded. The motion carried 5-0-0.
LITCHFIELD SCHOOL DISTRICT

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

E. Presentations and Recognitions
There were no presentations or recognitions.

F. Correspondence
There was no correspondence.

G. Superintendent’s Comments

• NHSBA Delegates’ Assembly and Proposed Resolutions
  In November, the School Board submitted a proposed resolution to the NHSBA for the Delegates Assembly in January 2019. Because the deadline had passed, the NHSBA declined bringing the resolution forward, but invited a representative from the School Board to propose the resolution from the floor of the assembly. A representative from the School Board would be required to attend the NHSBA Delegates Assembly on January 26, 2019.

• Invitation to State Legislators
  Dr. Jette reported we have received responses of availability from Representative Lascelles, Boehm, Proulx and McLean. We are waiting for the Senator’s response and the Governor’s response. That night at CHS and will start in auditorium.

• Follow Up to School Board Inquiries
  o Sophomore and Senior Projects
    Dr. Jette informed the School Board that Mr. Lonergan will address their request at the January 9, 2019 meeting. Believe the two coordinators will be in attendance as well.

  o Dining Services Food Breakdown
    Dr. Jette provided a breakdown of snack bar items and hot lunches. He indicated some Board members attended a lunch at CHS today and spoke to Ms. Crowley about how menus are built, food is ordered, vending machines, etc.

    Mr. Bourque commented that Ms. Crowley is open-minded and willing to try new things to try to meet the requirements for what is mandated. He indicated that she explained what is required to be counted as a reimbursable lunch, different challenges at different schools and she continuously collaborates with the Windham School District Dining Services.

    Mrs. Hershberger commented that the reimbursable rate increased significantly since last year. She noted Ms. Crowley is working with the staff on how they represent the different options for students to try.

    Mr. Bourque commented the same snacks that are sold in the cafeteria are also sold in the school store. He asked why there is a soda machine in the school store and wondered how many students stop at the store before going into the cafeteria.

    Dr. Jette indicated the soda machine is for teachers only. He noted the store also sells hats, sweatshirts, t-shirts, etc.

    Mr. Bourque commented it was refreshing to talk to Ms. Crowley and noted she encourages the students to try different things.

    Mrs. Hershberger mentioned that the staffing shortage in dining services is challenging.

  o CHS Proposed Courses
    Dr. Jette and Ms. Widman presented a summary of the additional proposed courses approved by PERC to the School Board for their approval for inclusion in the 2019-2020 CHS Program of Studies. Ms. Widman explained the courses focus on the application of skills in the real world and work off the 2016 frameworks.

    Mrs. Hershberger asked what the PERC process is for bringing courses to the School Board. She asked about the impacts on teachers.
Ms. Widman explained the deadline for course proposal is set by the high school and if teachers want to propose a new course they turn it in to the high school administration. Administrators review the courses and examine them for redundancy and criteria requirements. Once approved, the courses are moved on to PERC, who then reviews the courses and either approves or does not approve the courses. If they approve the courses, they move on to the School Board.

Mr. Bourque asked if any courses are designated to be eliminated.

Ms. Widman commented some were discussed, but not eliminated.

- Advanced RAD
  Advanced self-defense course builds upon the basics of self-defense taught in the RAD curriculum. The course is designed for females. A course for males will be developed.

- Vietnam War Era
  The Vietnam War Era course goes in depth into the post-WWII era and the American involvement in Vietnam.

- Science of Natural Disasters II
  Science of Natural Disasters II is a continuation of the first course and focuses on more current events.

- Computer Animation
  Computer Animation is a Computer Science course that includes an artistic and creative side and some art standards were integrated.

  Mrs. Harrison made a motion to approve the Advanced RAD course, Vietnam War Era course, Science of Natural Disasters II course and Computer Animation course for inclusion in the 2019-2020 CHS Program of Studies. Mrs. Hershberger seconded. The motion carried 5-0-0.

- Senior English
  Ms. Widman commented on the requirement of Senior English for graduation at CHS. She indicated CHS would like to make Senior English an Honors Senior English course and drop the graduation requirement of the course. She explained this will allow students to take an English elective toward the fourth year of English graduation requirement. She noted that Honors Senior English is a very challenging course. She indicated the change will be presented in the CHS Program of Studies if the Board agrees.

  The School Board was in agreement with the request.

H. Community Forum
Billy Randolph, 9 Perry Court, commented about the Naming of Facilities policy requirements. He did not agree with the minimum of 3 years waiting period for naming core areas. He indicated the students that were impacted from Mr. Martin’s teaching will be gone in three years. He noted the students would prefer it to be two years because some of those students will still be in the high school.

Travis Tucker agreed that the waiting period stated in the draft policy was excessive.

Mr. Bourque explained the decision made will be for a lifetime. He commented that it is believed a waiting period is necessary in order to be sure the decision was the right one.

Mr. Tucker agreed, but commented a shorter period of time is more appropriate because it is a long process and most of his students will be gone in 3 years. He indicated it is more important that the naming occur in less than 3 years to carry on his legacy and so people can learn about him.

Mr. Bourque indicated the policy will be discussed later in the meeting. He suggested reaching out to the Friends of Music for a Scholarship in Mr. Martin’s name so he can still be recognized.
LITCHFIELD SCHOOL DISTRICT

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

Sonia Costinos, 7 Maple Drive, commented it has been a good exercise for the School Board to go through in this situation to establish a policy that did not exist. She indicated the students feel, and many agree, this is a unique situation with Mr. Martin. She noted this is happening now and we have heard the Board mention that policies can be overridden. She commented since there is not current policy in place, we are asking the Board to make a motion to consider naming the auditorium after Mr. Martin.

Mr. Meyers commented this is the third time a request has been made and if there is no policy then we do not do it based on past practice.

Mr. Bourque indicated he reached out to some individuals that were previously on the Board and they stated they would not name anything after anyone in the district. He commented it is unfortunate it took some losses to begin this process.

Mrs. Costinos commented that she understands the process, but there is no policy in place. She asked the Board to make a motion and move forward on this issue.

Mr. Bourque commented it would have to be a Board member that makes a motion and then the Board will vote on it.

Mrs. Harrison expressed support for honoring Mr. Martin by naming the auditorium after him, but believes that there is a need to slow down and provide time to ensure the legacy of the person being memorialized.

Mr. Bourque commented many feel very passionate about Mr. Martin, which will last through the years and he will not be forgotten. He indicated that going through the process will not diminish his legacy. He noted there will be many classes moving through the high school that did not know him.

Mrs. Costinos commented that the frustration is the result of the establishment of a policy after the request has come forward. She indicated in recent times decisions were made quickly when brought forward.

Mr. Bourque commented that other decisions were not rushed. He indicated in light of the recent request to name the library after Dr. Ange and then receiving the request to name the auditorium after Mr. Martin, the Board felt the need for a policy and process.

Mrs. Harrison expressed that she recognizes the validity and honor for Mr. Martin. She indicated she pushed for a procedure because the past practice was not naming anything at all.

Mrs. MacDonald commented that Mr. Martin retired two years ago and asked if we only have to wait one more year.

Mr. Bourque indicated he retired June 30, 2017.

Mr. Tucker commented that he is in agreement with many of the people here that a waiting period is important, but there is a feeling of hesitation in the interpretation of the language of the policy. He indicated he is speaking on behalf of the Student Council to suggest that the proposed policy will come forward each year and is based on lasting contributions.

I. School Board Comments
   • 2019 Budget Hearings Date
     Mr. Bourque announced the 2019 Budget Hearing date is set for Thursday, January 10, 2019, at 7:00 pm in the CHS Auditorium.
   • 2019 Deliberative Session Date
     Mr. Bourque announced the 2019 School District Deliberative Session date is set for Saturday, February 9, 2019, at 10:00 am in the CHS Auditorium.
LITCHFIELD SCHOOL DISTRICT

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

III. GENERAL BUSINESS
A. Public Minutes:
   - December 5, 2018

Mrs. Harrison made a motion to approve the public minutes of December 5, 2018. Mrs. MacDonald seconded. The motion carried 5-0-0.

IV. REPORTS
A. Business Administrator’s Report
Mr. Izbicki provided the financial report to the School Board.
   - FY20 Budget Update
   Mr. Izbicki provided an update on the FY20 budget and noted the Budget Committee reduced the budget by $240,000.

   - FY20 Default Budget
   Mr. Izbicki indicated that after completing the default budget calculations and reviewing those calculations to ensure the budget is accurate, the FY20 Default Budget is $24,000 lower than the Recommended Budget. He noted that no increases in salaries or transportation are included in the default budget.

   Mr. Izbicki commented that the State Stabilization Fund will decrease over several years and will impact the district budget. He noted that the estimated tax impact over several years would be $0.24 on the tax rate, which means the budget will increase even if it is level funded.

   Mr. Izbicki reported that he and Dr. Jette met with the representatives from First Student to discuss negotiation of the transportation contract. He indicated that they are working and reviewing the contract language and will send it over to First Student for their review.

   Mr. Izbicki reported on the security projects for LMS and CHS. The district submitted two applications for the State Infrastructure Grant. Both the applications for CHS and LMS were recommended. The CHS grant will be funded at 80%; however, the LMS grant will only be funded at $100,000, which is not enough to cover the project.

B. FY20 Warrant Articles
Mr. Izbicki provided the 2019 School District draft warrant to the School Board. School Board members reviewed the warrant articles and provided recommendations.

Article 1: FY20 Proposed Budget
Mrs. Harrison made a motion to recommend Article 1. Mr. Meyers seconded. The motion carried 5-0-0.

Article 2: LEA Collective Bargaining Agreement
Mrs. Harrison made a motion to recommend Article 2. Mrs. Hershberger seconded. The motion carried 5-0-0.

Article 3: LSSA Collective Bargaining Agreement
This article is on hold as there is no tentative agreement at this time.

Article 4: LMS Part Time Enrichment Tutor
Mr. Meyers made a motion to recommend Article 4. Mrs. Harrison seconded. The motion carried 5-0-0.

Article 5: LMS Part Time Math Tutor
Mrs. Harrison made a motion to recommend Article 5. Mr. Meyers seconded. The motion carried 5-0-0.

Article 6: Creation of Personnel Hiring Expendable Trust Fund
Mr. Bourque made a motion to recommend Article 6. Mrs. Harrison seconded. The motion carried 5-0-0.
Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

Article 7: Building Maintenance Capital Reserve Fund
Mrs. Harrison suggested a cap or goal be placed on this fund and that the district stop requesting funds once the goal is reached.

Dr. Jette commented that is a question for the Capital Planning Committee to address.

Mrs. Harrison made a motion to recommend Article 7. Mrs. Hershberger seconded. The motion carried 5-0-0.

Dr. Jette asked Board members if they would like to add an article after the LEA Collective Bargaining article for a special meeting in the event the teachers’ contract fails.

Mr. Meyers made a motion to recommend the addition of the suggested article. Mr. Bourque seconded for discussion.

Mr. Bourque commented he does not support adding an article for a special meeting because he believes that the Board has negotiated a contract with the LEA in good faith.

Mr. Meyers agreed with Mr. Bourque. He commented not having this article will give us the option to request a special meeting from the courts.

Mr. Meyers withdrew his motion. Mr. Bourque withdrew his second.

V. OLD OR UNFINISHED BUSINESS
A. CHS Robotics Handbook
The CHS Robotics Handbook has been revised to address the concerns of the School Board. Approval of the handbook is required.

Mrs. Harrison made a motion to approve the CHS Robotics Handbook as revised. Mr. Meyers seconded. The motion carried 5-0-0.

B. Policies:
   • FF, Naming of Facilities
Dr. Jette indicated that the policy has been revised to reflect School Board suggestions. He noted the process has been clarified and the policy language has a better flow.

Mr. Meyers commented he understood the pre-existing buildings language was stricken from the policy.

Mr. Bourque indicated that the policy does reflect the Board has the final option on naming a building.

Dr. Jette commented the history shows that when the land for CHS was purchased an addendum to the deed states if a school is built on the land that it would be named after Percy Campbell. He reported that GMS was renamed Griffin Memorial School in 1971 due to the donation of land from relatives of the Griffin family. He noted with the language in the policy a future Board would have to decide on a request for naming a facility.

Mrs. Hershberger asked for a definition of the core areas. She asked if building level approval is by the principal exclusively and suggested adding volunteers and community leaders to the dedication definition.

Mrs. Harrison asked if the proposal to name the auditorium after Phil Martin can be expedited since the time the policy was introduced to the Board.

Mr. Bourque believes the proposal should still go through the process as a paper trail is needed.
LITCHFIELD SCHOOL DISTRICT

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)

Review:
- KCD, Public Gifts and Donations

This policy is being provided for the School Board because an interest was raised regarding contributions for naming rights for school facilities. This is only provided as a reference.

VI. MANIFEST
The manifest was circulated and signed by the School Board.

VII. PUBLIC INPUT
A. Community Forum

There was no public input.

VIII. NON-PUBLIC SESSION: RSA 91-A:3II (a-c)
[Minutes of Non-Public Session are written under separate cover.]

Upon a motion made by Mrs. Harrison, the School Board entered non-public session at 8:30 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

IX. RETURN TO PUBLIC SESSION
Upon a motion by Mr. Bourque, the Board returned to public session at 9:20 p.m. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

X. ADJOURN
Mr. Bourque made a motion to adjourn the meeting at 9:20 p.m. Mr. Meyers seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board
## January 2019 Enrollment Update

<table>
<thead>
<tr>
<th>Grade</th>
<th>Jan 8</th>
<th>Total</th>
<th>Dec 2018</th>
<th>Total</th>
<th>Nov 2018</th>
<th>Total</th>
<th>Oct 2018</th>
<th>Total</th>
<th>Sep 2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>43</td>
<td>43</td>
<td>42</td>
<td></td>
<td>41</td>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>86</td>
<td>83</td>
<td>82</td>
<td></td>
<td>82</td>
<td></td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91</td>
<td>90</td>
<td>90</td>
<td></td>
<td>89</td>
<td></td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>72</td>
<td>71</td>
<td>71</td>
<td></td>
<td>70</td>
<td></td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89</td>
<td>90</td>
<td>90</td>
<td></td>
<td>91</td>
<td></td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>471</td>
<td>89</td>
<td>466</td>
<td>89</td>
<td>464</td>
<td>89</td>
<td>462</td>
<td>89</td>
<td>460</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td></td>
<td>90</td>
<td></td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>84</td>
<td>83</td>
<td>83</td>
<td></td>
<td>84</td>
<td></td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>112</td>
<td>111</td>
<td>111</td>
<td></td>
<td>111</td>
<td></td>
<td>111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>117</td>
<td>403</td>
<td>117</td>
<td>401</td>
<td>117</td>
<td>401</td>
<td>119</td>
<td>404</td>
<td>119</td>
<td>404</td>
</tr>
<tr>
<td>9</td>
<td>101</td>
<td>101</td>
<td>101</td>
<td></td>
<td>101</td>
<td></td>
<td>101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>109</td>
<td>109</td>
<td>109</td>
<td></td>
<td>109</td>
<td></td>
<td>109</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>108</td>
<td>108</td>
<td>107</td>
<td></td>
<td>108</td>
<td></td>
<td>108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>122</td>
<td>440</td>
<td>122</td>
<td>440</td>
<td>122</td>
<td>439</td>
<td>121</td>
<td>439</td>
<td>121</td>
<td>439</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1314</strong></td>
<td><strong>1307</strong></td>
<td><strong>1304</strong></td>
<td></td>
<td><strong>1305</strong></td>
<td></td>
<td><strong>1303</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Litchfield School District

### Enrollment

<table>
<thead>
<tr>
<th></th>
<th>PreK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>S-TOT</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>S-TOT</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>S-TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffin Memorial</td>
<td>43</td>
<td>83</td>
<td>90</td>
<td>71</td>
<td>90</td>
<td>89</td>
<td>466</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litchfield Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>83</td>
<td>111</td>
<td>117</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>401</td>
</tr>
<tr>
<td>Campbell High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>101</td>
<td>109</td>
<td>108</td>
<td>122</td>
<td></td>
<td>440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>440</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1307</td>
</tr>
</tbody>
</table>

### Monthly Enrollments 2018/2019

<table>
<thead>
<tr>
<th>Date</th>
<th>PreK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>S-TOT</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>S-TOT</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>S-TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28, 2018</td>
<td>40</td>
<td>80</td>
<td>90</td>
<td>70</td>
<td>91</td>
<td>89</td>
<td>460</td>
<td>90</td>
<td>84</td>
<td>111</td>
<td>119</td>
<td>404</td>
<td>101</td>
<td>109</td>
<td>108</td>
<td>121</td>
<td></td>
<td>439</td>
</tr>
<tr>
<td>October 26, 2018</td>
<td>41</td>
<td>82</td>
<td>89</td>
<td>70</td>
<td>91</td>
<td>89</td>
<td>462</td>
<td>90</td>
<td>84</td>
<td>111</td>
<td>119</td>
<td>404</td>
<td>101</td>
<td>109</td>
<td>108</td>
<td>121</td>
<td></td>
<td>439</td>
</tr>
<tr>
<td>November 30, 2018</td>
<td>42</td>
<td>82</td>
<td>90</td>
<td>71</td>
<td>90</td>
<td>89</td>
<td>464</td>
<td>90</td>
<td>83</td>
<td>111</td>
<td>117</td>
<td>401</td>
<td>101</td>
<td>109</td>
<td>107</td>
<td>122</td>
<td></td>
<td>439</td>
</tr>
<tr>
<td>December 21, 2018</td>
<td>43</td>
<td>83</td>
<td>90</td>
<td>71</td>
<td>90</td>
<td>89</td>
<td>466</td>
<td>90</td>
<td>83</td>
<td>111</td>
<td>117</td>
<td>401</td>
<td>101</td>
<td>109</td>
<td>108</td>
<td>122</td>
<td></td>
<td>440</td>
</tr>
<tr>
<td><strong>Dec. minus Sept.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

- Kindergarten Registrations: 0
- 1st Grade Registrations: 4
2017 LITCHFIELD SCHOOL DISTRICT WARRANT
STATE OF NEW HAMPSHIRE

To the inhabitants of the School District of the Town of Litchfield in the County of Hillsborough and the State of New Hampshire, qualified to vote upon district affairs:

FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE)

You are hereby notified that the first session of the annual meeting of the School District of the Town of Litchfield will be held at Campbell High School, 1 Highlander Court, in said Litchfield on Saturday, February 9, 2019, at 10:00 o’clock in the forenoon for explanation, discussion, and debate of warrant articles number 1 through number 6. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

SECOND SESSION OF ANNUAL MEETING (VOTING)

You are hereby notified that the second session of the annual meeting of the School District of the Town of Litchfield will be held at Campbell High School, 1 Highlander Court, in said Litchfield on Tuesday, March 12, 2019, at 7:00 o’clock in the forenoon for the choice of School District Officers elected by official ballot, to vote on questions required by law to be inserted on the official ballot, and to vote on all Warrant Articles from the first session on official ballot per RSA 40:13, VII. The polls for the election of School District Officers and other action required to be inserted on said ballot will open on said date at 7:00 o’clock in the forenoon and will not close earlier than 7:00 o’clock in the evening.

ARTICLE A
To elect by ballot the following School District Officers:

- School Board Member 3-Year Term
- School Board Member 3-Year Term
ARTICLE 1
Shall the Litchfield School District vote to raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by the vote at the first session of the annual school district meeting, for the purposes set forth herein, totaling $22,865,429? Should this article be defeated, the default budget shall be $22,824,871, which is the same as last year, with certain adjustments required by previous action of the Litchfield School District or by law; or the School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only.

Estimated Tax Impact: $0.46 (Operating Budget) Estimated Tax Impact: $0.43 (Default Budget)
Recommended by the School Board Not / Recommended by the Budget Committee
Vote 5-0-0 Vote

ARTICLE 2
Shall the Litchfield School District vote to approve the cost items included in the collective bargaining agreement reached between the Litchfield School District and the Litchfield Education Association, which calls for the following increases in salaries and benefits at the current staffing level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>$394,429</td>
</tr>
<tr>
<td>2020-2021</td>
<td>$374,294</td>
</tr>
<tr>
<td>2012-2022</td>
<td>$346,391</td>
</tr>
</tbody>
</table>

and further to raise and appropriate the sum of $394,429 for fiscal year 2020, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels.

Estimated Tax Impact: $0.43
Recommended by the School Board Not / Recommended by the Budget Committee
Vote 5-0-0 Vote

ARTICLE 3
Shall the Litchfield School District vote to raise and appropriate the sum of $28,490 to be added to the operating budget for the purpose of funding salary and benefits for a part time Enrichment Tutor position at Litchfield Middle School to support high achieving learners?

Estimated Tax Impact: $0.03
Recommended by the School Board Not / Recommended by the Budget Committee
Vote 5-0-0 Vote
ARTICLE 4
Shall the Litchfield School District vote to raise and appropriate the sum of $28,490 to be added to the operating budget for the purpose of funding salary and benefits for a part time Math Tutor position at Litchfield Middle School to support struggling and resistant learners?

Estimated Tax Impact:  $0.03

Recommended by the School Board
Not / Recommended by the Budget Committee
Vote  5-0-0

ARTICLE 5
Shall the Litchfield School District vote to establish a teacher hiring expendable trust fund under the provisions of RSA 198:20-c for the purpose of hiring additional teachers for unexpected increases in enrollment and to raise and appropriate the sum of $75,000 to be placed in this fund. This sum to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised from taxation. Further, to name the School Board as agents to expend from the fund.

Estimated Tax Impact:  $0

Recommended by the School Board
Not / Recommended by the Budget Committee
Vote  5-0-0

ARTICLE 6
Shall the Litchfield School District vote to raise and appropriate up to $50,000 to be added to the Building Maintenance Capital Reserve Fund established in 2004 with this sum to come from the June 30 unreserved fund balance available for transfer on July 1 of this year?

Estimated Tax Impact:  $0

Recommended by the School Board
Not / Recommended by the Budget Committee
Vote  5-0-0
GIVEN UNDER OUR HANDS AT SAID LITCHFIELD THIS ___ DAY OF JANUARY 2019.

______________________________
Brian Bourque, Chair

______________________________
Christina Harrison, Vice Chair

______________________________
Elizabeth MacDonald

______________________________
Robert G. Meyers, III

______________________________
Tara Hershberger

Litchfield School Board
Curriculum, Instruction and Assessment Update
January 9, 2019

Curriculum and Instruction:

- PERC (Program Evaluation and Review Committee)
  - Will be meeting again on 1/16.
- Curriculum review/revision process
  - The process is ongoing.
  - Trying to think of ways to be creative with scheduling in order to maximize work and minimize the need for subs.

Professional Learning

- Book Study
  - We had our first face to face book study group meeting before break. This sparked great discussion and sharing of ideas across levels.
- Bill Atwood
  - Our day with Bill on 12/5 was met with great energy and enthusiasm. The teachers walked away not only with some new ideas, but an energy and commitment to bring their learning into their classes. A shared google folder has been created where teachers can share activities and things they are trying. Teachers also have access to grade level videos demonstrating math vocabulary with kinesthetic movements. Bill will be back to work with GMS again on 1/24. We are working with our secondary math teachers and Bill to get the first meeting with this group solidified in the very near future as well.

Assessment and Grading

- Grading and Reporting
  - We met on 12/18 to continue our revision of Work Study Practices. The meeting started with an open dialogue on current grading systems and practices that need to be addressed by the committee and wrapped with continued group work on WSP. We will be meeting 1/15 to continue the work.
- Assessment
  - All schools have put out their parent notification letters in regards to state testing. They also can be found on the school websites and includes protocols if a parent wants to opt out per the new RSA. NOTE: We are required to have 95% participation in each building. If we are under that percentage, the state will average in zeros for non-participating students to get us to the mandated completion rate.

Respectfully Submitted by Mary Widman
Director of Curriculum, Instruction and Assessment
Griffin Memorial School

PRINCIPAL’S REPORT

Submitted by Scott Thompson
For the January 9, 2018 Board Meeting

Current Enrollment (1/3/19)
- PreK – 43 (increase of 2 since December report)
- Kindergarten – 86 (increase of 4 since December)
- Grade 1 – 91 (increase of 1 since December)
- Grade 2 – 72 (increase of 1 since December)
- Grade 3 – 89 (decrease of 1 since December)
- Grade 4 – 90 (increase of 2 since December)
- Total enrollment – 471 (increase of 9 since December)

Recognitions:
- I’d like to recognize Mary Lou Saxton and Lauren West (Jingle and Jangle!) and their team of helpers who created a short play to help celebrate the holiday season – the Elfie Selfie, modeled after The Wonky Donkey. Participating elves were Kristen Starrett, Marie Polichronopoulos, Peggi Sawicki, Susan Jozitis, Maura McCullough Hein and Judi Peterson. The entire staff participated in a short assembly on Friday, December 21, 2018, to kick off the Holiday Break. The central office staff joined us, and we also participated in a sing-along with the students.
- I’d also like to recognize Jessica Sibona and Kristen Starrett, who continue to demonstrate great leadership in moving our FIRST Lego League program forward for the second year.

Instructional Highlights:
- NHSAS Interim and Benchmark Assessments – Our third and fourth grade teachers are learning about the NHSAS Interim and Benchmark assessments, a companion tool to the NH State Assessments.
  - The Comprehensive Interim Assessments are grade specific, computer adaptive, and have approximately 30 items per test. They can be given an unlimited number of times. They are machine scored and reported in the state assessment system as interim tests. Interim assessments allow teachers to gather evidence of student learning to inform teaching and learning. They help teachers deepen their
understanding of content knowledge and state standards. In addition, they give both teachers and students a low-stakes opportunity to work with the testing platform and accessibility supports.

- The benchmark assessments are fixed form tests focused on specific areas of instruction. They have only about 12-15 questions per test and give immediate feedback to teachers. They can also be given an unlimited number of times, so can be used as pre-tests and post-tests for a unit of instruction. Students can test off grade level, if there is a need for that. These tests are not used by the state for accountability.

Program Update:

**FIRST Lego Robotics Teams** – The six FIRST Lego Robotics teams have been chosen. Our FIRST Lego teams were started as a school-sponsorded activity last year following approval of a state grant to fund them. The grant was written by teachers Jessica Sibona and Kristin Starrett. All of our coaches from last year are returning for a second year: Teresa Planty, Sarah Quimby, Kristin Starrett, Sandra MacMullin, Kristen Patten and Jessica Sibona. Each of the teams includes students from grades 1-4. The theme this year will be *Into Orbit*, simulating real-life problems in traveling to and living in outer space. The teams operate under the FIRST Core Values: discovery, teamwork and gracious professionalism.

**Learning Commons**: Our media specialist and enrichment coordinator have worked with our IT department to design a digital broadcast system, with the goal of involving students in doing in-house broadcasts to the school. Items have been ordered and purchased using funds from a technology-related student activities account. We’ve ordered:

- A Samsung Galaxy Tablet with case
- A Tripod
- A portable Green Screen
- A Microphone

Mrs. Prevel Turmel will be spearheading the project. She will learn about the WeVideo software that we’ll use, and work with students to develop content and record broadcasts, then edit and share within the school community. We do not currently plan to have these broadcasts air outside of school, but it is a future possibility.
Following our December 5 in-service with Bill Atwood, our teachers have begun using quick writes, interactive learning strategies, including math games to reinforce key skills, math vocabulary hand motions and individual white boards to check for understanding. These are some of the strategies presented by Mr. Atwood, and we have shared Google documents where teachers can record and share their ideas for implementation. We are planning to have Mr. Atwood back on January 24. He will be visiting classrooms and meeting with grade level teams.

Several members of our Special Education team are attending a conference on January 7 on the legal requirements and best practices for Written Prior Notice, an important part of the Special Education process.

During the month of January the 4th graders are participating in the Granite State Fit Kids Program. This is a seven session program specifically designed for fourth grade students by pediatrician Dr. Cappetta and his colleagues in order to teach students about systems of the body and the benefits of good nutrition and exercise. This program is supported by the GMS PTO.

On January 23 the NH Historical Society Traveling Program will be presenting "Along the Abenaki Trail" to our fourth graders. During the presentation students learn about our state's early history as well as examine Abenaki artifacts.

In Math, the fourth graders are focusing on long division and problem solving. We are excited about incorporating some of the Bill Atwood and Greg Tang strategies in our lessons.

The Kindergarten team is beginning a unit on polar animals for January.

Upcoming Events

- January 11, 2019 – Site visit by Primex to review Playground Committee options.
- January 15, 2019 – PTO meeting, 6:30 p.m. One planned agenda item is a proposal for playground improvements
- January 16, 2019 - We begin the registration process for incoming K and (new-to-GMS) grade 1 students (2019-20 SY) by opening the office for evening hours, 5:00-7:00 p.m.
- January 21, 2019 – Martin Luther King, Jr. Day – No School
- February 6, 2019 – Two hour delay
- February 8, 2019 – PTO Father Daughter Dance
- February 12, 2019 – anticipated 100th day of school.
- February 14, 2018 – Valentine’s Day – Classroom parties
Litchfield Middle School  
Tom Lecklider  
January 2019

LMS Principal’s Report

Recognitions:

● We held our first pep rally of the 2018-2019 year on Friday, December 21st. There was fantastic spirit throughout the school and the pep rally culminated in staff “sumo suit” matchups. We also recognized many groups of students including athletics, performing arts, lego robotics, Doing Your Best recognees.

● Congratulations to our LMS Geography Bee Finalists. Each of these students have qualified for our School Bee to take place on January 9th:
  ○ Grade 5: Daniel Shesterkin, Lyla Masson, Kasey Lemire
  ○ Grade 6: Bailey Cayer, Kyle Maillot, Logan Rice
  ○ Grade 7: Drew Avitabile, Lucas Chew, Allie Columbus
  ○ Grade 8: Sean Follis, Ryan Guerrette, Ryan MacKinnon

● In the final act, LMS had two, two-person, teams qualify for the CRCC finals held December 15th at the University of New Hampshire. The competition involved three phases, each building on the problem solving and cooperation among the two person teams. Both teams worked well together and, most importantly, had fun discovering their own programing skills while as working as a team. The Boys’ team ended the competition in 2nd place after a very exciting final phase. These young men work great as team to solve some really great challenges while still having fun. Litchfield’s teams were easy to recognize with their flashing reindeer glasses and positive attitudes. Litchfield Middle School also received the Grace Hopper award for having such a large percentage of girls involved in the Boot camp phase of the competition.

● Thank you to the Litchfield Police Association for their incredibly generous donations of Target gift cards to needy families in our LMS (and Litchfield) community.

● Our PTO was busy again in December, sponsoring our school dance on December 7th and fifth grade holiday movie night on December 14th. We had a great turnout at both events! Also, Santa appeared in our faculty room at front entrance on December 21st to distribute staff holiday gifts. We are very appreciative!

● Congratulations to our band and chorus members on terrific performances at our holiday concert in December.

● Thank you to our LMS community for your generosity for our annual Giving Tree fundraiser. We raised over $2500 for toys for needy families in our community. This has been a wonderful tradition at LMS for decades and this year was a record-breaker!

Curriculum, Instruction, and Assessment Highlights:

● Professional Learning
  ○ We had a very successful day of professional development on 12/5, including interacting with the presentation from this McAuliffe Technology Conference keynote Tom Murray on Future Ready Schools. We also did some work with Randy Pierce on team-building and maintaining a positive climate in our schools.
  ○ 15 LMS staff are involved in the District book study on The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity.

● 1:1 Technology
  ○ We continue to be very pleased with our students and their care for the technology and expectations.
  ○ One of the digital tools we are using, grades 5-8, with students this year is Newsela (www.newsela.com)
Learning Commons
- Mrs. Provencal continues to re-shelve dozens of books over the course of the past week as she recently accepted the donation of bookshelves from the CHS library.

PBIS:
- Our quarterly "Doing Your BEST Breakfast" was held on Thursday, December 6th.

Assessment:
- Our school has been selected to take the NAEP assessment again this year, 8th grade-only, in February.
- We are exploring the possibility of giving the interim SAS assessment this winter in late January/February.

Items of Note:

8th Grade Washington DC Trip
- Fundraising for the DC trip begins in January with our Super Subs

LMS-CHS Mentor Program
- Bill Hicks and Elin Pelland have launched a new mentoring program at LMS over the course of the past month. There are roughly 10 trained mentors from CHS who are working with LMS students on academics and social connections.

Athletics
- Girls Basketball - 4-3
- Boys Basketball - 3-4

Student Drop-Off
- The driveway at LMS was repaired in December. We now have a designated drop-off zone on the driveway next to the gymnasium. A big thank you to Dave Ross for seeing this work to completion. The reports have been very positive on the change to our drop-off protocol.

Master Calendar
- In an effort to better communicate with our school community we now have an embedded Google Calendar on our homepage. This calendar will be updated with all events LMS!

Upcoming Dates:

January:
- 8 - School Geography Bee
- 21 - MLK/Civil Rights Day
- 29 - End of Term 2
Month: December 2018
Principal: Bill Lonergan
School: CHS

Enrollment: As of December 22, 2018
- Class of 2022: 101 students
- Class of 2021: 109 students
- Class of 2020: 108 students
- Class of 2019: 122 students
  Total: 440 students

Recognitions:
- Student of the Month for December is senior Maddie Greenhalgh who has been an outstanding aide to helping other students. Stars of the Month are Emma Montenero and Emily Gamache, two terrific young leaders at CHS.
- Senior Noah Vaughn took advantage of an extended advisory on December 6 to rally his schoolmates to take steps to support recognition of Phil Martin for his hard work on behalf of students at CHS and on behalf of the music education community in the state of NH.
- The CHS Key Club took a visit on Saturday, December 1 to the Kiwanis Pediatric Trauma Institutes in Boston. The CHS and Alvirne Key Clubs worked together to make and donate 35 no-sew blankets and 70 no-slip socks. They also assisted with the Town of Litchfield Tree Lighting ceremony, running an Ugly Sweater Contest and raising money for the Thirst Project. They also made Christmas decoration to donate to Easter Seals in Manchester.
- Our Winter Concert was held on December 4, and special thanks go out to Carolyn Leite and Jill Pennington and the band and chorus students for their seasonal celebration. It was also a tribute to Phil Martin, and his family appreciated our sharing memories of Phil as they joined us in the celebration.
- CHS senior Garrett Walker will be inducted into the Pinkerton Academy National Technical Honor Society on Tuesday, Jan 8 for his work in their welding program. Congratulations to Garrett on the honor!
- Social Studies Teacher David Gingras was the CHS Golden Bell Faculty/Staff recipient for December. Congrats to David on the honor.
- Our annual Alumni Panel of returning CHS graduates provided information to current students in late December about their lives after high school. Special thanks to alumni Morgan Kidwell, Jake Scapardi, Lindsey James, Alec Bonvouloir, David Vecchiarello (Alvirne HS 2016), Jakob Scopelites, Ella Hogan, Luke Hogan, and Jake Bumbaca. Thanks also go out to Jodi Callinan and Michelle Vecchiarello for coordinating.
- The CHS We’re All The Same (WATS) club met on December 19 after school for a Gingerbread House Building Event, and much thanks to volunteer Advisors Jill Deslauriers and Maggie Brady for supporting the students.
- Bill Hicks, CHS Counselor, has all of his peer mentors trained and assigned to specific roles. Going to LMS two days a week after school are Mason Jeffrey, Jonah Crema, Nico
Heller, Emma Montenero, Jianna Ramos, Julia Noury, and Emily Gamache. Working with Special Educator Amy Paradise are Jordan Kanaley, Ally McKenna, and Maddie Greenhalgh. Working in room 248 to assist Case Managers and Special Education students are Jade Rath and Sydney Ryan. Mentors working with students at CHS are Vanessa Mangiafico, Killian Franklin, Liz Descheneau, Kasey Boschi, Jaylen Owen, Devin Clark, Leah Sylvain, and Haley DeMarco. Thanks to Bill and his volunteers for their good work.

- Numerous organizations at CHS provided support during the holiday season. Our Annual Tree Lighting Ceremony and Winter Concert for students occurred on Friday December 21 and was sponsored by the Student Council and Advisor Shawn McDonough and music teachers Jill Pennington and Carolyn Leite and the music students. This event provides holiday cheer to the students and staff and also provides honor and remembrance of those who have been a positive influence in our lives over the past years as well as raising money for student scholarships.
- Our CHS Key Club provided a “Giving Tree” in the front lobby which allowed students, staff, and family to provide holiday assistance to all of our needy families during the holiday period. We are thankful to Advisor Heather Davis and her students for coordinating that and to Administrative Assistant Sarah Smart for bringing in the tree.
- SADD, with the support of Advisor Dawn Parker, again raised money and sent care packages to troops who will not be home for the holidays.
- Finally, the staff was provided the opportunity to wear jeans the two weeks before the holidays for only $1 per day to provide support to the Faculty/Staff Sunshine Fund and support our needy students during the holidays.
- We received a very generous donation from the Litchfield Police Department to our Holiday Sunshine Fund which allowed us to aid an additional ten families who needed assistance from the community.
- The CHS PTO provided all of our students with gift CHS “Paws” charms on December 22. They also walked through the hallways delivering hot chocolate to faculty and staff as well during Advisory celebrations that day. We truly appreciate all their support.
- Closure to our Make-a-Difference week collection took place in early December as CHS was awarded the trophy for having the most donations to the Litchfield Food Pantry. Thanks to LMS staff and Tom Lecklider and GMS staff and Scott Thompson for ongoing support of this generous tradition in Litchfield.
- Carolyn Leite brought our Tri-M Honor Society Band Members to an Acquired Brain Trauma Facility in Westford MA on an after school field trip to visit with patients and bring them some holiday cheer on December 20. Thanks to the students and Carolyn for giving up their time to these needy patients.
- We had a final member of the Class of 2018 meet the Litchfield School District graduation requirements, and great thanks are extended to Bill Hicks, Michelle Vecchiarello, and Elana Ayer for assuring a graduation ceremony in the main office after the student completed credits through Nashua Night School.
- Several of our students who are bused to Alvirne noticed a classmate off the road who had been involved in a serious car accident (without any injury to the student) on the
way home. They wisely called CHS so that we were aware and could notify parents. We appreciate their support of their peers and notifying the school in that situation.

- The Nashua Telegraph honored their All Region Teams for girls soccer and Karleigh Schultz, Kate Stoncius, and Mackenzie Wagner were recognized for First-Team. Second team included Autumn Thompson. Honorable mentions include Sara Keane and Josephine Oberto.
- USA Today Newspaper named junior student athlete Keegan Mills as one of its second team honorees at his linebacker position for its 2018 ALL USA NH All Star Teams.
- Also honored by the Telegraph for the boys team included Player of the Year, Justin Furlong, and Coach of the Year, Bill and Aaron Miller. First Team were Matt Rollend and Zach Kirby. Second Team honoree was David Latsha, and honorable mention were Brendan Douglas, Ethan Burns, and Tyler St. Onge.
- Para-educator Kelly Frazer regularly educates our students about veterans affairs and his Pearl Harbor announcement on the 77th anniversary of the attack ensures our students remember to recognize and appreciate the service of our nation’s soldiers.
- Kelsey Sullivan and her theater students presented their fall performance of The Scheme of the Driftless Shifter to the delight of two great crowds in the CHS Auditorium on December 6 & 7.
- Our performing arts students attended the annual presentation of A Christmas Carole at the Palace Theater in early December thanks to Jill Pennington for providing the opportunity and Sarah Smart for chaperoning.
- Thanks to the CHS Student Council and Advisor Sean McDonough for supplying teachers and staff with a Homemade Christmas Breakfast on Friday, Dec 21 with an excellent menu and holiday cheer in the Faculty South Conference room. We are really appreciative of the holiday sendoff.

Instructional, Assessment & Curriculum Highlights
- Jodi Callinan, Mary Widman, and I met with the Curriculum Facilitators, Unified Arts Team Leader, and individual department members to review the offerings for course sign-ups and prepare the course catalog for the process. Their assistance is appreciated.
- Social Studies Teacher, Nate Cooper, and his students conducted their first semester Psychology Fair and allowed faculty and students to come visit his room and share in some common psychology tests demonstrating mainstream psychological theory and application. Thanks to Nate and his students for that opportunity.
- A number of events have been held to provide information on student PSAT scores. When scores were available electronically, students were sent an email with instructions to create a College Board account, directions to access their online score report and using their access code to view them. Student presentations were provided on Dec. 7 for freshmen, and Dec 12 for sophomores and juniors. Parents were provided a presentation on Dec 11 from 6:30-7:00 pm for understanding the scores and options moving forward. Students were also provided had copies of their results as they arrived at CHS.
Senior Project Rubrics were due on Thursday, Dec 21 at 11:59 pm on the Senior Projects Google Classroom. To this point, only three students have not proposed their Senior Projects yet. A sizeable number still have to complete their rubrics, but the exact information has not been reported yet.

Midterm Exams will be held January 22-25 with /AB exams on the 22nd, C/D on the 23rd, E/F on the 24th, and G/H on the 25th. The second semester will begin on Monday, January 28th.

Science teachers led by Cate Devine and Bill Pothier will be conducting their annual science assessment for incoming 9th grade students in late January to ensure students and families understand the rigorous expectations they will face as some choose to take sophomore Honors Biology for freshman year science.

Math teachers Diane Angelini, Dala Johnson, and Kim Barnett hosted former student Ricky Parenti as an observer in their classes as he was performing observation hours for his coursework to become a mathematics teacher. Thanks to all for providing the opportunity.

The District PERC committee approved all four classes CHS has proposed through PERC in their winter session: Advanced RAD, Computer Animation, Science of Natural Disasters, and The Vietnam Era. We are appreciative that the School Board has voted in support of those additional courses as well.

CHS has elected to participate in the Youth Risk Behavior Assessment in the Spring of 2019. Counselor Bill Hicks will be administering the YRBS which provides important data on student health decisions. Of particular concern are statistics related to student vaping that showed higher levels at CHS than other schools in the region and state.

CHS emailed out the annual required State Assessment Letter to parents and guardians informing them of the State expectations regarding SAT testing and dates and the NH SAS Science Assessment expectations and scheduling for all juniors in NH. This notification letter is also available on the CHS website.

Professional Development & other work:

We received very positive news that CHS has been awarded continued Accreditation by the NEASC Committee on Public Schools. The hard work of all our staff from the past two years has paid dividends. They were impressed by many of our programs and services and commend us on our good work in many areas. The notification came with the suggestion that we continue to commit to the hard work improving the areas of recommendation.

School Psychologist Stephanie Wales has provided the first of three anticipated student support groups at CHS. This first one is a 3-week program for students who have struggle with Substance Abuse Disorders.

School Counselors will begin meeting with juniors individually starting in mid-January to discuss senior year classes and post-high school plans. Tuesday Feb 19 will be Junior College Information Night.
We regularly remind parents and students that CHS sponsors a Homework Club Monday-Thursday after school for one hour, supported by teachers Wendy Langelier and Denise Freeman and held in Denise’s art room.

On January 30th during an Extended Advisory, freshmen, sophomores, and juniors will be provided an opportunity to attend an Electives Fair in the hallways of the first floor. This will give them a chance to talk to teachers in various departments about some of the elective courses they might take that they may not otherwise consider. Thanks to Jodi Callinan and all of the teachers for facilitating this opportunity.

School Library & Media Specialist Julie Green is assisting the counseling department in adding their curriculum as well as career options information for those students not attending college to the counseling website. That information on career options is available in the following link.

https://mail.google.com/mail/u/0?ui=2&ik=03435c136c&attid=0.1&permmsgid=msg-f:1620306919684699480&th=167c7c8f06e9f558&view=att&disp=safe&realattid=f_jpvj04fzo.

In addition, in mid-March, the counseling department is anticipating providing a “Career Breakfast” event for students to meet with individual community members to discuss career opportunities and requirements in work that does not necessarily require traditional two and four year college preparation. More information on this will be forthcoming.

We received several positive emails recently that ought to be mentioned. We had a parent rave about the support provided by our School Counselors to students involved in the college application process, particularly for her child. She was very clear in emphasizing that she has heard numerous negative reports about counselors at other schools not making time to work with students on this. She was thrilled with the work we have done with her child. We also have had an email talking about a recent graduate’s passion for art that was encouraged by Denise Freeman which led to the student received a full scholarship to New Hampshire Institute for Art to start in January. It is always good to hear these praises for our staff.

Professional Development at the recent Delayed Opening involved work on Advisory and the School Schedule. A second section of the PD work was postponed due to illness.

Upcoming Events

- Jan 7: Faculty meeting
- Jan 8: Grading & Reporting
- Jan 9: Assessment & Data Committee
- Jan 9: Coffee with Administration (7:00-7:30 AM) Learning Commons
- Jan 10: Leadership Team
- Jan 16: PERC
- Jan 16: Department Meetings
- Jan 17: Safety Committee
- Jan 21: Martin Luther King’s Birthday/Civil Rights Day
Jan 22: Advisory Committee
Jan 22-25: Mid-Term Exams (early release at 12:30)
Jan 23: Professional Learning
Jan 28: Semester 2 begins
Jan 30: Extended Advisory for Course Electives Fair
Sophomore Project
What is the Sophomore Project?

- The Sophomore Project is a chance for the students to express his/her interests and talents in a unique way that is of value to another person, organization, or community.
- Minimum of 30 hours of community based service under the guidance of the contact person which is chosen by the student.
Process of Sophomore Project

- Beginning May of Freshman year through October 1st of sophomore year, students submit a proposal form via google classroom.
- Upon proposal approval, students work on completing the required hours.
- Once completed with hours, students begin to prepare their presentation and written reflection.
- Students present to their own advisory by March 31st of their Sophomore year.
Roles of Advisor

CLEARINGHOUSE ADVISOR ROLE:

- Revise Sophomore project guidelines
- Approve all project topics and applications starting in May of Freshman year through October of Sophomore Year.
- Maintain topic approval spreadsheet
- Maintain communication with class advisors for due dates, etc
- Maintain communication with students through google classroom
- Provide updates about incomplete projects, missing materials, forms, etc

SOPHOMORE ADVISOR ROLE:

- Ensure that all advisee’s have a project that meets the guidelines.
- Communicate out any changes or requirements from the clearinghouse.
- Reviewing and assessing the students overall project and presentation.
- Coordinate an advisory schedule during given time for presentations.
- Submit final grading status to the clearinghouse for input into IC
Typical Project Topics

- “Fun In The Sun” community service project.
- Work Camp
- Variety of Animal Shelters/Rescue league
- Lichfield Recreational Sport volunteer coaches (Basketball, Softball, Soccer, etc.)
- Food Pantry/Soup Kitchens
- Aaron Cutler Library/School (all three) volunteer
- CHS Band Camp
- CHS Cheer Camp
- Griffin After School Program
- Volunteer at local child care facilities
- Individualized Project around CHS under guidance of Administration
Sources of Opportunities For Projects

- Litchfield School District
- Town of Litchfield Recreation Department
- Amatuer Athletic Union type programs from neighboring towns
- Aaron Cutler Library
- Nashua/Manchester shelters/soup kitchens
- Nashua/Manchester Nursing Homes
- Bedford Animal Rescue League
- Manchester Animal Shelters
- Kiddie Connection
- St. Francis Parish
- Work Camp NE
SENIOR PROJECTS
AT CAMPBELL HIGH SCHOOL

School Board Meeting – January 9, 2019
What Are Senior Projects?
Competencies
Earning Credit Hours
The Support Team
Since 2003, senior projects have been a requirement for a Campbell High School diploma.

A Senior Project is a student-selected exploration of a topic that results in a formal project and presentation. Each project must be proposed and approved, and students are given a detailed timeline with checkpoints and deadlines for the submission of materials throughout the year.

This experience moves students away from departmentalized learning and toward a more interdisciplinary approach, preparing them for post-grad experiences.

Upon completion of their Senior Project experience, students have learned more about their chosen topics, their community and, most importantly, themselves.
PREVIOUS EXAMPLES OF PROJECTS

- Congressional Intern
- Coaching Youth Soccer
- Lighting Design for Drama and Musical
- VFW Life Assistant for Veterans
- Building a Guitar with Parts
- Organizing a Walk to End Alzheimer’s
- Elementary School Teaching Assistance
- Rebuilding a Chevy Malibu
- Shadowing an Occupational Therapist
- Hospice Training
- Art School Portfolio Development
- Teaching a Self-Defense Seminar
- Rewiring Home Electric
- Making a Dirt Bike ‘Street-Legal’
- IT Internship
1. **PLANNING:** Students plan a learning experience that is specific to their needs as learners.

2. **PERSEVERANCE:** Students track over 40 hours of learning experience, perhaps the longest-term project they will have worked toward to date.

3. **PERFORMANCE:** Students produce written, oral and visual materials that demonstrate the depth of their learning experience.
Elective credit is available for all successfully completed projects, provided students have kept a detailed log of all hours, as required by the NH Department of Education.

- ½ Elective Credit: 67.5 Hours
- ¾ Elective Credit: 101.25 Hours
- Full Elective Credit: 135+ Hours

Credit will only be assigned to students whose projects were approved by the final full-approval deadline and completed (including evaluation) by the Senior Project Evaluation Day. Partner projects seeking elective credit will require separate, detailed logs demonstrating the required hours for credit from each individual.
THE SUPPORT TEAM

• **The Mentor**: an adult who has proven expertise in the field related to the student’s project and is readily available to guide the student throughout the process.
  - Students are advised to choose a neighbor, friend, teacher, advisor or community member. Mentors must be 21 years of age or older.
  - The Mentor must review and sign the following documents: throughout the project: Topic Approved Form, Rubric, Project Log and Reflection Essay
  - Parents may not serve as mentors. Adult family members may be mentors only if they have proven expertise in the field related to the project.
THE SUPPORT TEAM

• **The Advisor:** CHS faculty member who is the go-to between the student and the Clearinghouse for questions, forms and deadline reminders.

• **The Clearinghouse:** CHS faculty in charge of approving, organizing and facilitating all steps of the Senior Project process,
  • Meets with the student to assist in selecting topics for the project, as well as finding a suitable mentor.
  • Remains in-contact with the Mentor and Advisors regarding progress.
  • Checks Project Rubrics and Logs for progress toward deadlines.
  • Answers questions concerning the progress and process throughout the experience.
  • Contacts the Mentor and parents regarding progress of project.
  • Meets with parents during the October Open House to discuss project status.
  • Checks student Project Logs throughout the experience.
Students are given a comprehensive timeline of progress points and deliverables prior to beginning their experience. Key dates include:

10/12: Project Proposals Due (must be signed by mentor, guardian & advisor)

11/2: First Quarter Grades Close. F on transcript & ineligibility for failure to submit Proposal by this date.

11/16: First Log Check

12/21: Rubric Check

1/18: First Semester Ends F on transcript & ineligibility for failure to submit First Log and/or Rubric by this date.

2/15: Second Log Check

4/5: Third Quarter Grades Close. F on transcript & ineligibility for failure to submit Second Log by this date.

TBA: Date for final “Look-See” of projects prior to evaluations, etc.

5/30: Senior Project Evaluations & Community Night
SUMMARY OF Changes to 2019-2020 Program of Studies

Removed Table of Contents and added an Index

Letter to parents/students - changed 2018-2019 to 2019-2020

Scheduling Procedures - changed 2018-2019 to 2019-2020

NCAA Eligibility - added History of Hip Hop to list of ineligible classes

Dual Enrollment - Added Honors Physics to Running Start list and added AP Environmental Science to SNHU Dual Enrollment list

Early College Program
All new

Standardized Testing Programs
Removed dates

Family and Consumer Science
Child Development 1
Removed Note: that says that the course may be eligible for college credit for a fee through SNHU/Nashua Community College

Health & Physical Education
opened R.A.D. to sophomores
added a new class (Advanced R.A.D.)

Humanities/English
Senior English
Removed: Students will have the opportunity to develop a writing portfolio consisting of a college personal essay, resume, business letter and academic essay writings related to the other course material.
Removed: This class is a graduation requirement

Added: The focus of student writing will revolve around the six traits of writing and will include several formal and informal responses to literature and personal compositions.

Humanities/Social Studies
The History of Hip Hop
Added note: This class is not NCAA approved

Added new course: The Vietnam War Era
**Information and Communication Technologies (ICT)**
Updated the 6 competencies that students must show competency in from another high school.

**ICT Pathways**
Changed the list of competencies from six to five (removed technical design technology)

Added the word Education in the note that says that this class is a prerequisite for other Computer Education courses

**Digital Multimedia**
Removed Multimedia Authoring from the last sentence and added Digital Multimedia

**Website Design (Honors Level)**
Added Note: Fee MAY be reimbursed through the state of NH. See the instructor.

**Programming 1**
Added Note: Fee MAY be reimbursed through the state of NH. See the instructor.

**AP Programming 2**
Added that the class is a full year course and is worth 1 credit (not ½)

**AP Programming 3**
Completely new course description

**Digital Publishing & Design**
Added Note: Fee MAY be reimbursed through the state of NH. See the instructor.

Advanced Website Design
Changed last sentence from “...proficient in the course competencies.” to “...proficient in this honors level course.”

**Advanced Applications**
Added the following notes:
Note: This course is eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently $150 for 3 credits).
Note: College course credit can only be given to juniors and seniors.
Note: Fee MAY be reimbursed through the state of NH. See the instructor.

**Computer Animation**
This is a new class and description

**Mathematics**
Removed the class Transitions to Algebra
Honors Algebra 1
Added the word Honors to the title

Added the sentence: This course will include the concepts in the Algebra 1A/Algebra 1B course but will proceed at a faster pace, study the concepts in more depth and complete additional topics.

Pre-Calculus
Added the final sentence “A solid foundation in all Algebra concepts is essential for this course.

Advanced Math Topics
Changed the name to Advanced Math Topics from Topics in Applied College Mathematics (TAC) and added a new description and prerequisites.

Statistics
Made this sentence bold “To develop effective statistical communication skills, students are required to prepare frequent skills, students are required to prepare frequent written and oral analyses of real data.”

Science
Reformatted the Traditional Science Course Sequencing to make it easier to read

Added new course and description for Science of Natural Disasters 2

Honors Physics
Added note: This course is eligible for Running Start Credit through Nashua Community College

Removed the course Environmental Science

AP Biology Daily
Changed prerequisite to completion of Chemistry (no longer taking it concurrently)

Technology Education
Wood & Construction Technology
Added Geometry as a prerequisite

Advanced Woodworking
Added Geometry as a prerequisite

Intermediate Woodworking (new name, was Tech Design)
New description
Electricity & Home Improvement
Added Geometry as a prerequisite

**Alvirne CTE Programs**
Added new courses:
- Welding Technology
- Computer Science
- AFJROTC

Removed: Modern Agriculture 1 and 2 and Horticulture 1 and 2
CAMPBELL HIGH SCHOOL

PROGRAM OF STUDIES

2019 - 2020
January 2019

Dear Students and Parents,

The selection of courses taken in high school is an extremely important and serious process. Your decisions will have a direct bearing on your high school graduation, plans for education beyond high school, and future employment goals and opportunities.

The information in our 2019-2020 Program of Studies is designed to familiarize students and parents with school courses and programs, scholastic requirements, policies, and other general information. We hope this will provide you the right information to make the best decisions about courses, programs, and opportunities. We urge you to read carefully the information under “Specialty Programs,” “New Hampshire Scholars,” and the “Graduation Requirements for Campbell High School” as well to inform these decisions. It is extremely important that course selections are finalized only after discussion with parents, teachers, advisors and school counselors. It is our hope these decisions will result in preparation for success at CHS and after you graduate.

With serious effort from you, your parents, and your teachers and counselors, courses selected will be the appropriate classes that meet your needs. Please understand that the selections you make 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 talent, 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:
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 Procedures
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 2019-2020 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 website 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: Algebra 1a and Algebra 1b, Geometry, College Prep, Math, Freshmen Science Foundations, Biology Foundations, Literature and Film & History of Hip Hop.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Math</td>
<td>3.5 credits*</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>Health</td>
<td>.50 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>7 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Info &amp; Comm Tech</td>
<td>0.50 credit</td>
</tr>
<tr>
<td>CHS Advisory</td>
<td>4 years</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

* Incl. Alg 1; & Geometry

*Students must take math all 4 years

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

4th Year Math Embedded Courses:
A math or math-embedded course must be taken each year a student is enrolled. The following courses have been approved to meet this 4th year requirement:

1. Accounting 1
2. Accounting 2
3. Personal Finance
4. Advanced Applied Economics
5. Drafting
6. Programming 1
7. Programming 2
8. Programming 3
9. Chemistry
10. Honors Chemistry
11. Principles of Physics
12. Honors Physics
13. Principles of Engineering
14. AP Environmental Science
15. Principles of Biomedical Science
16. Wood & Construction Technology
17. Advanced Woodworking

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 15th. Examples of the proposal and contract can be found on the Campbell High School website. The teacher will assign rigorous coursework to earn honors credit. If there is not an honors course, students will have the opportunity to complete courses at an honors option level.

Upon successful completion of the honors option (must earn a passing grade), students will receive an honors designation (H) on the high school transcript. Students earning the honors option will have an additional .50 calculated into the GPA.

**Diploma with Distinction**

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 Project**

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**, **Website Design** and **Honors Physics**.

**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 15th. Anticipated courses for the next school year for dual enrollment credit with SNHU are: **AP Biology**, **AP Environmental Science** and **AP Calculus**.

Dual enrollment is open to both juniors and seniors and college credit may be awarded ONLY to juniors and seniors. Students will receive a grade for the corresponding course on the CHS transcript as well as a grade on the college transcript with credit awarded. Credit for courses may be transferable from NCC or SNHU to other 2 and 4 year colleges. It is the students’ responsibility to consult with higher educational institutions to determine whether the credits earned through dual enrollment will be eligible for transfer. Students are encouraged to meet with their school counselor if they have any questions regarding dual enrollment.

**Early College Program**

Early College pathways enables students to jump start their college education by earning college-level credits during their high school years. Students are integrated into regular college classes on the MCC or NCC campus or online. With guidance from your school counselor and community college advisers, students select courses from the general education program or take a sequence of courses in a particular curriculum. This opportunity is available for Campbell High School juniors and seniors. Students are allowed to take two early college courses each academic year. Students must provide the school counseling office with a college transcript upon completion. Students will be awarded one credit at CHS for each class. See your school counselor for more information.

**Honors & Advanced Placement courses at CHS**

Honors and Advanced Placement (AP) 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. These courses demand skills that can lead to success in college. Taking rigorous Honors and AP courses demonstrate a student’s maturity and willingness to push their intellect and commitment to academic excellence. Students are encouraged to discuss taking Honors and AP courses with their parents, school counselor, advisor, and teachers. For Honors and AP courses, a teacher recommendation is needed and will be entered into the Infinite Campus portal. In additional, 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. Many Honors and all 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 $98.00 for each AP exam that is due in the school counseling office in January. AP students are required to take mid-year exams as well as the corresponding AP exam. Satisfactory scores on AP Exams offer many benefits which may enhance applications for college admissions, placement, and scholarships. A student may receive college credit based on the AP score. Students enrolled in AP courses should check with the college of their choice to receive information concerning the college’s policy regarding Advanced Placement credit and/or standing. For more, go online: 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.

Prerequisites for AP and honors courses are as follows:
1. A minimum grade of B+ in previously completed course
2. Completion of AP/Honors summer work packet
3. Must sign an AP course contract
4. Must be recommended for Honors and AP course by teacher in Infinite Campus
# Outline of Required Courses – Recommended Sequence

**FRESHMEN YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm. Ind. - English</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Comm. Ind. - SS</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Freshman Science</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>PE Fundamentals</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>ICT Pathways</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Visual &amp; Perform. Arts</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7.0</strong></td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies- Eng</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>American Studies-SS</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Visual &amp; Perform. Arts</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7.0</strong></td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Studies-English</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>World Studies-SS</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
<td>1.0</td>
</tr>
<tr>
<td>Health</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>PE</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>ICT</td>
<td>One Semester</td>
<td>0.5</td>
</tr>
<tr>
<td>Sophomore Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7.0</strong></td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>Senior Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7.0</strong></td>
</tr>
<tr>
<td>Required</td>
<td>COURSE</td>
<td>GRADE 9</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>4.0</td>
<td>English</td>
<td>Community &amp; The Individual English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Social</td>
<td>Community &amp; The Individual Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Math</td>
<td>Full Year Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Science</td>
<td>Freshmen Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>ICT/Technology</td>
<td>ICT Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>Physical Education</td>
<td>PE Fundamentals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>Visual &amp; Performing Arts</td>
<td>Art or Music</td>
</tr>
<tr>
<td></td>
<td>Sophomore &amp; Senior</td>
<td>Sophomore Project</td>
</tr>
<tr>
<td>7.5</td>
<td>Electives**</td>
<td>Freshman Seminar Recommended</td>
</tr>
</tbody>
</table>
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 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. Freshmen take the PSAT 8/9. These tests are also used for progress monitoring and to allow students/staff to identify areas or strength and challenges. 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 through taking the PSAT.

All juniors are required to the NH state assessment program. The SAT will be administered during March or April of each year. The SAS AIR Science assessment is 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.

*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 junior’s standardized SAT exam in March). When registering for these exams you may select a testing center that is most convenient to you. SAT and SAT Subject tests: register at www.collegeboard.org. ACT: register at www.act.org.
New Hampshire Scholars

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

<table>
<thead>
<tr>
<th>Type of College</th>
<th>English</th>
<th>Social Studies</th>
<th>Math</th>
<th>Science</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year College</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2+</td>
<td>-</td>
</tr>
<tr>
<td>4 Year College Ex. UNH</td>
<td>4</td>
<td>3+</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Most Selective college Ex. Tufts</td>
<td>4+</td>
<td>3+</td>
<td>4+</td>
<td>4+</td>
<td>3+</td>
</tr>
</tbody>
</table>

(numbers indicate credits)
Program of Studies

BUSINESS EDUCATION

Accounting 1                                          1 elective credits                                               (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/report financial information. Students will be encouraged to discover, understand, and apply concepts that lead to accounting careers and related opportunities. Topics may include sole proprietorships, partnerships, and corporate forms of business activities.

Full Year
Note: This is an approved math-related course.

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.
Note: This is an approved math-related course.

Marketing 1                                        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 Marking I focuses on selling, this course will take an in-depth look at promotion, distribution, and pricing as they relate to successful marketing ventures. Key topics will include promotional concepts and strategies, advertising channels of distribution, and price planning.

One semester
Prerequisite: Successful completion of Marketing I.

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 ICT Pathways or permission of instructor.

Note: This is an approved math-related course.

School-Based Enterprise ½ 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 ½ 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.

One semester

Prerequisite: Foods and Nutrition 1

Foods and Nutrition 2 ½ elective credit (Sophs-Seniors)

Foods and Nutrition 2 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. Further topics examined will include vegetarian and fad diets, convenience foods, nutrition oriented diseases, and food-related careers.

One semester

Prerequisite: Foods and Nutrition 1

Independent Living ½ elective credit (Juniors-Seniors)

Students learn the skills needed to live on their own. Topics include career planning, resume writing, employment searching, basic banking, and personal finance management. 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 also learn the basics of car shopping, insurance purchasing, and home rental and buying procedures. This course requires a high degree of class participation.

One semester
Note: Offered alternating years
Child Development 1  ½ 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: Sophomores must have completed Health

Child Development 2  ½ elective credit  (Sophs-Seniors)
Child Development ages 3-5. If you want to take close look at the world of children ages 3-5 take this exciting course! If you think you will have children someday, or would like to work with younger children, this is a great class for you to find out more! Students in this class will learn how toddlers and preschool aged kids develop mentally, physically, emotionally, and socially. Observations of young children will be completed in addition to an “Ages and Stages” project, researching the needs of developing children, adoption, and evaluation toys.
One semester
Prerequisite: Child Development 1
Note: Runs alternating years

Relationships  ½ elective credit  (Juniors-Seniors)
Relationships addresses the knowledge, skills, attitudes, and behaviors all students need to participate in positive, caring, and respectful associations 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 used in order to integrate suggested areas into the study of individual and family issues. Topics will include components of healthy relationships, roles and responsibilities, functions and expectations; ethics, and factors that impact relationships (e.g. power, conflicting interests, peer pressure, life events).
One semester
Note: It is recommended that students have completed either Health or Psychology before enrolling.
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 year
HEALTH AND PHYSICAL EDUCATION

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

**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** ½ 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** ½ 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 no 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** ½ 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** ½ 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** ½ credit in Physical Education (Sophs-Seniors)

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

*One semester*

*Prerequisite: A ½ credit of Physical Education*

---

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

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

*One semester*

*Prerequisite: A ½ 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 (Soph-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 woman who is attacked.”

*One semester*

*Prerequisite: A ½ credit of Physical Education*
Advanced R.A.D. ½ credit in PE (Juniors-Seniors)
The advanced self defense course is that will allow female students to continue to build upon the basics of self defense taught in the R.A.D Curriculum. Students will continue to develop basic striking skills and implement new striking skills in a variety of situations. Students will continue to learn new principles such as torque, travel, leverage, and confrontation to allow them to better understand what and how they will react in a real life situation. This program is based on using the four phases of training to ensure a viable option if a woman is attacked.
One semester
Prerequisite: R.A.D.

Unified Physical Education & Health ½ Credit in PE/1 Credit Health (Permission only)
This course provides a unique opportunity for students with and without disabilities to come together through ongoing educational, physical, and health related activities. This course is structure around the national physical education/health standards and grade-level outcomes. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships and model appropriate social situations.
Full Year

Unified Youth Leadership for Physical Education ½ credit elective (Juniors-Seniors)
This course will enhance leadership skill by becoming responsible for helping to ensure everyone feels included and welcomed. Students will increase understanding of the current school climate and the way people with disabilities are perceive. Some examples of skills learned include active listening, collaboration, development of personal styles of leadership and working with others while enhancing teamwork and team building. Students will be empowered to continuously self-reflect in order to improve their skill sets that will adapt to the ever-changing global economy.
One Semester
Prerequisite: Completion of ½ credit of Physical Education

HUMANITIES: ENGLISH AND SOCIAL STUDIES
“What we know about learning indicates that instruction focusing on large, interdisciplinary curricular themes it the most effective way to promote learning.” – Robert Marzano, et al Dimensions of Learning

(English & Social Studies)
Foundations Community and the Individual 1 credit-Eng and 1 credit-SS (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 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 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, revising, proofreading, peer responses, and self-evaluation.

*Full Year*

*Required of all freshmen; by teacher recommendation*

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

(English & Social Studies)

**Community and the Individual 1 credit-English and 1 credit-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 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*

(English & Social Studies)

**World Studies 10 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 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.
Honors World Studies 10        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: B+ in Community and the Individual and must be recommended by teacher in Infinite Campus
Note:  Summer Work Completion is REQUIRED

Honors American Studies 11     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 college essay and a four-to-six page 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 Honors World Studies and must be recommended by teacher in Infinite Campus
Note: meets the state requirement for U.S. History
Note: Summer Work Completion is REQUIRED

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. The focus of student
writing will revolve around the six traits of writing and will include several formal and informal responses to
literature and personal compositions. 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

ENGLISH ELECTIVES

British Literature (Honors) 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.

One semester
Prerequisite: Grade of B+ or above in Honors English classes.

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 prewriting, drafting, revising, 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 prewriting, drafting, revising, proofreading, peer responses, and self-evaluation.

One semester

**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 prewriting, drafting, revising, 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 prewriting, drafting, revising, proofreading, peer responses, and self-evaluation.
works will be developed through prewriting, drafting, revising, proofreading, peer responses, and self-evaluation.

One semester

**Honors Senior English: (Honors Level) 1 credit English (Seniors)**

This senior English seminar uses literature, social sciences, art, music, philosophy, contemporary issues, and student 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 will include literature from a variety of genres including novels such as Wuthering Heights, A Connecticut Yankee in King Arthur’s Court, Cat’s Cradle and The Curious Incident of the Dog in the Night-Time as well as various short stories 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 prewriting, drafting, revising, proofreading, peer responses, and self-evaluation.

Full year

**Prerequisite: Grade of B+ in all English classes and must be recommended by teacher in Infinite Campus**

**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.**

**AP 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 prewriting, drafting, revising, 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 and must have a signed AP contract.**

**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 midterm 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. Students taking this course will learn how to “read” and analyze film as a visual text. Selected films will be analyzed in order 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. In addition to viewing and analyzing various films from a variety of genres, students are expected to take part in class discussions. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Film reviews, essays and creative written works will be developed through prewriting, drafting, revision, proofreading, peer responses, and self-evaluation.

One semester
Note: This course does not meet NCAA eligibility requirements for English. See counselors for information.

**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 best selling 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

**PSAT/SAT Prep Course**  ½ credit elective  (Soph – Juniors)
This course is a workshop-style, writing and math experience for students as they prepare for either post-secondary school or the workplace. While polishing those skills tested on the SAT, we will have fun doing it! We will play educational games, watch instructional videos, and include other activities to make this class interactive and engaging. Content will include all 3 sections of the SAT. To facilitate their writing development, students will read critically from a wide selection of contemporary, nonfiction prose. Preparation for the SAT and ACT exams will be an additional focus in this course. To facilitate their math development, students will review and prepare students for the Mathematics sections of the SAT and ACT exams. The course will supply an overview of the structure for the Math component of the ACT and SAT. In addition, students will review math skills and test-taking tips and strategies. Upon successful completion of this course the student should be better prepared to take the math SAT/ACT exam.

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 and must be recommended in Infinite Campus.*

**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**

*Note: This is an approved math-related course.*

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

**One semester**

**The History of Hip Hop** ½ credit Social Studies  (Juniors-Seniors)
As one of, if not, the largest influence in modern American culture, Hip Hop tells the story of America through a multitude of lenses. Through its 40 years of existence, it has had a direct and diverse influence on its creators and audience alike. Come explore the foundations, components, and the effects hip hop has had on its neighborhoods, the United States, and the world.

One Semester

**Note:** This class is not NCAA approved

**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 14 students.

One semester

**AP United States History** 1 credit Social Studies (Seniors)
This highly rigorous course is intended to be equivalent to a first year college history course. Students in this course are expected to complete in a high quality fashion an extensive number of difficult assignments. A serious commitment by the student to the rigorous study of United States History from pre-colonial times to the present date is essential. Students can expect to receive a required summer reading list. Students will take practice College Board exams, write document based question responses and analytical essays, as well as one major formal research paper each semester. Students enrolled in this class are required to take mid-year 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: Grade of B+ or above in Honors American and must be recommended by teacher & sign an AP contract.

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 21st Century** ½ credit Social Studies (Juniors-Seniors)
The modernization of human ability and motivation has led us to a Renaissance of sorts in how we identify, approach, and solve real problems. This course will dig into the methods and process of applying psychology, sociology, the arts, and economic principles to create possible solutions to problems we see and feel that hinder our growth and advancement. Using a combination of theory and application, students will tackle a big idea, ponder on possible solutions, create a plausible solution, and illicit feedback in developing their ideas. The culminating assessment will be a final product and path in making their concept a reality.

One semester

**The Constitution: A Close Reading** ½ credit Social Studies (Juniors-Seniors)
Students will participate in a close reading of the United States Constitution and related texts in a seminar format. Students will strengthen their understanding of the basic functions of our federal government as outlined
in the Constitution along with a deeper comprehension of the Bill of Rights and other Amendments.

**One semester**

**The Vietnam War Era**  ½ credit Social Studies (Juniors-Seniors)
The Vietnam War Era is a seminar course that is designed to trace the origins and outcomes of the conflict. Beginning with the French colonial struggle in Vietnam, students will trace the roots of American involvement and the subsequent escalation of the War. Students will consider the political climate of the Cold War after the so-called “loss of China” and how this contributed to American involvement. Other issues to be explored will include further technological advancement in warfare, the My Lai massacre and the growing division in American popular opinion of the War.

**One Semester**

**INFORMATION AND COMMUNICATIONS TECHNOLOGY (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 cmptr 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 ICT Pathways course or submit a portfolio, demonstrating competency in each of the following:

I. Google Suite apps including docs, sheets, slides and forms
II. Scratch Programming
III. Website Design: Google Sites
IV. Digital Multimedia: WeVideo
V. Graphic Design: Photoshop
VI. Reflection and presentation

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 five modules: computer software applications, computer programming, digital media, web design and graphic design.

One semester

Note: This is a graduation requirement.
Note: This course is a prerequisite for other Computer Education courses. It is recommended you select this course prior to junior year.

**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 photos 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 3D modeling software to design 3D prototypes and computer aided drafting. Students will also be introduced to Architectural Lettering and Technical Drawing. Students will learn the basic principles in CAD applications.

One semester

Note: This course can also satisfy ICT/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.
Note: This is an approved math-related course.

Digital Multimedia  ½ credit ICT/Technology  (Sophs-Seniors)
Students will learn how to capture and edit video using the Adobe Premiere Pro 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 use other multimedia software applications to have a practical knowledge of Digital Multimedia.
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. 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 $150 for 3 credits).
Note: Fee MAY be reimbursed through the state of NH. See the instructor.

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. 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 is an approved math-related course.
Note: This course is eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently $150 for 3 credits).
Note: Fee MAY be reimbursed through the state of NH. See the instructor.

AP Programming 2: Computer Science & Software Engineering  1 cr ICT/Tech  (Juniors-Srs)
Using Python® as a primary tool incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer 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.

**Full Year**

**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.

**Note:** This is an approved math-related course.

**AP Programming 3: Computer Science A** 1 credit ICT/Tech  (Juniors-Seniors)
AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

**Full year**

**Prerequisite:** Successful completion of Programming 2.

**Note:** This is an approved math-related course.

**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 variety of digital tools and demonstrate how they are applied to desktop publishing.

**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 $150 for 3 credits).

**Note:** College course credit can only be given to juniors and seniors.

**Note:** Fee MAY be reimbursed through the state of NH. See the instructor.

**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 this honors level course.

**One semester**
Prerequisite: Grade of B or above in Website Design or permission of instructor.
Note: Possible Running Start course.

Advanced Applications (Honors Level)  
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.

Note: This course is eligible for Running Start/dual enrollment college credit through Nashua Community College for a nominal fee (currently $150 for 3 credits).
Note: College course credit can only be given to juniors and seniors.
Note: Fee MAY be reimbursed through the state of NH. See the instructor.

Computer Animation  
½ credit ICT/Technology  
( Soph - Senior)

Our Computer Animation course will introduce students to the world of animation through the Adobe platform of Animate CC. This software application will allow the user to “create a variety of animated content such as animated cartoons, advertisements, games, and other interactive content “ as stated by the Adobe Education Development team. Students will embed other Adobe CC products into their learning and will be able to integrate the many facets of storytelling through the use of technology.

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 idea and concepts. Completion of Algebra 1 and Geometry is required for graduation for all grades.

Traditional Math Course Sequencing

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
</table>
| Algebra 1a | Algebra 1b | Geometry or Foundations Geometry | Algebra 2 (if Geo)  
Or College prep (if Foundations Geo) |
| Algebra 1 | Geometry or | Algebra 2 or Honors | Advanced Math Topics (if Alg.) |
**Honors Geometry w/recommendation**

- College prep
  - Algebra 2 (if H. Geo) or intro to Statistics or AP Stats (if H. Alg. 2)

**Honors Algebra 1 or Geometry**

- Honors Algebra 2 (if H. Geo) or Algebra 2 (if Geo)
  - Honors Precalc (if H. Alg. 2) or AP Stats (if H. Alg. 2) or Advanced Math Topics (if Alg. 2) or Stats (if Alg. 2)

**Honors Geometry or Algebra 2**

- Honors Precalc (if H. Alg. 2) and/or AP Stats (if H. Alg. 2) or Advanced Math Topics
  - AP Calc AB (if H. Precalc) or/and AP Stats (if H. Precalc) or Stats (if Advanced Math Topics)

---

### Algebra IA

**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 IB

**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.

### Honors Algebra 1

**1 credit – Mathematics**

(Freshmen-Sophs)

Honors Algebra 1 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 1 topics. This course will include the concepts in the Algebra 1A/Algebra 1B course but will proceed at a faster pace, study the concepts in more depth and complete additional topics.

Full year
Prerequisite: Recommendation of grade eight math teacher or CHS staff chaired by curriculum facilitator
Note: Meets the Algebra 1 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, coordinate 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 1
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, coordinate 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 1
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, coordinate 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 2 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 2 course 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit – Mathematics</th>
<th>Grade Levels</th>
<th>Prerequisite/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors Algebra 2</strong></td>
<td>1</td>
<td>(Soph-Seniors)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Full year</strong></td>
<td><strong>Prerequisite:</strong> Grade of B+ or above in Algebra 1 and Geometry or permission of instructor <strong>Note:</strong> Summer Work Completion is REQUIRED</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Calculus (Honors Level)**

1 credit – Mathematics (Soph-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. Topics studied include the unit circle, inverse trigonometric functions, trigonometric equations and proofs, sinusoidal functions and graphing, trigonometric models, vectors, exponential functions, logarithmic functions in several bases, sequences and series, piecewise, composite and rational functions, and an introduction of calculus concepts such as limits, definition of a derivative and instantaneous rate of change. A solid foundation in all Algebra concepts is essential for this course.

**Full year**

**Prerequisite:** Grade of B+ or above in Honors Algebra 2 or Permission of Instructor

**Note:** Summer Work Completion is REQUIRED

**Calculus**

1 credit – Mathematics (Juniors-Seniors)

In this course students will be introduced to the basics of calculus 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:** Honors Pre-Calculus or Permission of Instructor

**AP Calculus AB Daily**

2 credit – Mathematics (Juniors- Seniors or permission of instructor)

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

**Full year**

**Prerequisite:** Grade of B+ or above in Pre-Calculus or permission of instructor.

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

**Note:** Summer Work Completion is REQUIRED

### College Prep Math*

**1 credit – Mathematics**

(Juniors-Seniors)

College Prep Math is focused specifically for students who need to strengthen their algebra and geometry skills for community college and the workplace. At the end of the course, students are eligible to take the Accuplacer math test used for college placement, at no cost. Students taking this course, endorsed by the New Hampshire Community College System, have a much greater chance of qualifying for entrance to a college level math course rather than a remedial math course (which carries a cost and offers no college credit). With an appropriate score on the Accuplacer, students may then take Topics in Applied College Mathematics either at CHS for dual enrollment credit or at the college upon acceptance. Students considering four year colleges are recommended to take Algebra 2.

**Full year**

**Prerequisite:** Geometry

*This course does not meet NCAA eligibility requirements. See your school counselor.

### Advanced Math Topics

**1 credit – Mathematics**

(Juniors-Seniors)

This course is designed for the college bound student who does not intend to major in math or science, but will be taking math-related courses in college. Topics include advanced Algebra, logarithmic, polynomial, and rational functions, trigonometry, vectors and matrices, series and sequences, probability and statistics. Students who have successfully completed Pre-Calculus CANNOT take this course.

**Full Year**

**Prerequisite:** Algebra 2 or Honors Algebra 2

### AP Calculus BC

**1 credit – Mathematics**

(Seniors or permission of instructor)

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

**Full year**

**Prerequisite:** Grade of B+ or higher in AP Calculus AB or permission of instructor.

**Note:** Students who take AP Courses will be expected to take mid-year exams as well as the corresponding College Board AP Exam in May

### AP Statistics

**1 credit – Mathematics**

(Seniors or permission of instructor)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from the data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
Statistics 1 credit Mathematics (Seniors or permission of instructor)
Intro statistics guides students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-84 Plus CE Graphing Calculator (it is suggested that students have their own calculator for this course). To develop effective communication skills, students are required to prepare frequent written and verbal analyses of meaningful statistical data.

PSAT/SAT Prep Course ½ credit elective (Soph – Juniors)
This course is a workshop-style, writing and math experience for students as they prepare for either post-secondary school or the workplace. While polishing those skills tested on the SAT, we will have fun doing it! We will play educational games, watch instructional videos, and include other activities to make this class interactive and engaging. Content will include all 3 sections of the SAT. To facilitate their writing development, students will read critically from a wide selection of contemporary, nonfiction prose. Preparation for the SAT and ACT exams will be an additional focus in this course. To facilitate their math development, students will review and prepare students for the Mathematics sections of the SAT and ACT exams. The course will provide an overview of the structure for the Math component of the ACT and SAT. In addition, students will review math skills and test-taking tips and strategies. Upon successful completion of this course the student should be better prepared to take the math SAT/ACT exam.

Music and Performing Arts

“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 & singing abilities to get involved. The course will emphasize music fundamentals, including vocal technique, rehearsal etiquette, basic music theory, sight singing, & performance techniques. Participation in periodic public performances is required; participation in area festivals is encouraged. No previous singing experience is required.

Advanced Chorus 1 credit – Visual/Performing Arts (Sophs-Seniors)
Students in Advanced Chorus 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 Advanced Chorus encourages any student interested in improving his/her musical abilities to get involved. Participation in periodic public performances are required.
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 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.
The science department courses are designed to prepare our students for science for the 21st Century. Science instruction encourages students to exhibit critical thinking and problem solving skills. Additionally, given the ever-increasing importance on scientific research, our courses foster the development of skills in data acquisition and interpretation. The use of observations and hands-on inquiry-based activities will be utilized in order to support a greater understanding of scientific principles, analysis, and science literacy. Campbell High School requires a minimum of three years of science education for graduation. Students must obtain two credits by passing the Freshman Science and Biology courses. Accelerated STEM students who take Honors Freshman Biology must take Chemistry or Physics and Environmental Science.

**Traditional Science Course Sequencing**

- **Path One**
  - Freshman Science (or Foundations) to Biology (or Foundations) to Science Elective I to Science Elective I or II

- **CP Pathway**
  - Freshman Science to Biology/ Honors Biology to Chemistry/ Honors Chemistry to Science Elective II

- **STEM Pathway**
  - Honors Biology to Honors Chemistry to AP Environmental Science to Science Elective II

- **Science Electives I**
  - Forensic science; Astrobiology; Natural Disasters and Natural Disasters 2; Conceptual Physics; Principles of Engineering; or Biomedical Sciences

- **Science Electives II**
  - Honors Physics; Honors Anatomy & Physiology; AP Environmental Science; AP Biology

**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: Principles of Engineering. This course will be marked with an (EP*) next to its name.

**Freshman Science** 1 credit – Science  (Freshmen)

This course examines the principle foundations of chemistry, geology, and physics and provides the basic skill sets necessary to continue achievement in other disciplines of science. Topics include laboratory investigation techniques, the collection, analysis, and presentation of data, the classification, states, and properties of matter, the structure and nature of the atom, chemical interactions, and fundamental principles of gravity, force interactions, energy, waves, and the electromagnetic spectrum. Students will analyze the origin, evolution, and physical interactions of the properties of matter; including the motion and forces between earth and space systems through evidence, models, and explanations.  
*Full year*  
*Prerequisite: Concurrent enrollment in Algebra 1 or higher is required.*

**Foundations Biology** 1 credit - Science  (Sophomores)

Foundations Biology emphasizes the practical applications of studying topics such as ecology, cell structure, genetics and evolution. The emphasis of this course will be a hands-on approach with many laboratory investigations. Entry to this course requires the recommendation of the Freshmen Science teacher and special
educators. This course meets the state requirements for Biology.

**Full Year**

**Prerequisite:** Recommendation of teacher or case manager.

### Biology 1 credit – Science (Sophomores)

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

**Full year**

**Note:** Required of all sophomores.

**Note:** Meets the state requirement for Biology.

### Honors Biology 1 credit – Science (Sophomores)

Honors Biology is designed for college-bound students who are interested in pursuing a major in the sciences. This course presents a rigorous treatment of the following topics: classification of biodiversity, ecology, chemical properties of life, cellular structure and function, biochemical pathways, genetics, evolution, and the systems of living organisms. The above topics will be studied and investigated through three lenses of inquiry. These lenses or modes of inquiry are the biochemical, genetic, and evolutionary applications that will relate student understanding to the general concepts of biology. Laboratory investigations will be used to reinforce the topics 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. 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 ½ 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 fingerprints, hair or fiber samples, soil, insects, and handwriting samples. Evidence will be obtained by examining scenarios such as accidents, explosions, arson, and poisonings.

**One semester**

**Prerequisite:** Successful completion of Biology.

### Astrobiology ½ credit – Science (Sophs-Seniors)

This course emphasizes hands-on, project-based inquiry. Astrobiology is the study of life in the universe. This course explores basic concepts in Astronomy to support the investigation of the origin, distribution, and future of life on earth and beyond. Students learn about how the sun and stars have influenced life on earth throughout the millennia, conditions for life within our solar system, the status of our space program, the SETI (Search for
Extraterrestrial 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 ½ credit – Science (Sophomores-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

Science of Natural Disasters II ½ credit - Science (Sophomores-Seniors)
Science of Natural Disasters II is designed to go into greater depth and include topics that time would not allow for within the original course. In particular, students will investigate topics such as wildfires and their role within our ecosystems both good and bad, what a reversal in the earth’s magnetic poles (which have been observed to be moving faster than at any time in the recent past), would mean to living things on our planet, all the way to studying how abrupt climate change (recently identified by the Intergovernmental Panel on Climate Change (IPCC) fifth assessment report (AR5) as one of the greatest threats to humanity yet identified. Students will watch documentaries, college lectures and Hollywood portrayals of different disaster scenarios, then as a class will go deeper into the underlying topics, work to understand them more completely, write position papers and discuss these within the class setting. Participation, critical thinking and challenging preconceived notions are the cornerstones of this course.

One Semester
Prerequisites: Successful completion of Biology and Science of Natural Disasters I

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 2.
Note: This is an approved math-related course.

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 2 or permission of instructor.

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

Note: This is an approved math-related course.

Conceptual Physics 1 credit-Science (Juniors-Seniors)

The conceptual physics course is designed to investigate everyday phenomena of the physical world with a primary emphasis on comprehension rather than computation. Students will be expected to use algebraic skills for some mathematical analysis; however there will not be a heavy reliance on formula usage. Topic 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 wave electricity, magnetism, and AC and DC circuit theory. Students will perform frequent laboratory experiments to demonstrate problem solving strategies in solving self designed activities and demonstrations using both common materials and computer based lab ware.

Full Year

Prerequisites: Successful completion of Chemistry and completion or concurrent enrollment in Algebra 2

Note: This is an approved math-related course

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

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

Note: This course is eligible for Running Start Credit through Nashua Community College

Note: Summer Work Completion is REQUIRED

Note: This is an approved math-related course.

Honors Real Life Physics & Principles of Engineering (EP*) ½ credit – Science (Jrs – Seniors)
This course will explore the basic principles of various disciplines of engineering and real life physics. This is a hands-on science course with lab work, design exploration, and community research. Topics will include physics and engineering of toys, physical therapy, pressure and buoyancy, electricity, light, simple machines, nuclear science, and other student requested areas. Project work will be integral to classroom exploration. While Physics/ Honors Physics is recommended, each course is independent of the other.

Prerequisites: Successful completion of Freshman Science or Honors Biology. Concurrently taking or successful completion of Algebra 2.

*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 is an approved math-related course.

**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 ongoing 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 nonrenewable 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: This is an approved math-related course.

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 $100 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. Students must have completed Biology AND Chemistry before taking this course.

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 4 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.

Note: This is an approved math-related course.

**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. Safety will be stressed as well as proper machine practices. After demonstrating safe working skills and completing a series of tests and samples, students will then be able to complete a project such as chairs, tables or cabinets. Students are expected to pay for the materials they use.
One Semester
Prerequisite: This course is prerequisite for all other woods classes.

**Wood & Construction Technology** ½ 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.
One Semester
Prerequisite: Successful completion of Basic Woodworking and/or concurrent enrollment in Geometry
Note: This is an approved math-related course.

**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 and/or concurrent enrollment in Geometry
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.
Note: This is an approved math-related course.

**Intermediate Woodworking** ½ elective credit (Open to All)
This course is designed so that a student will be able to enhance his/her skills in the use of basic wood, hand and machine tools. Students will be introduced to all phases of furniture construction, design and finishing. They will explore joinery and finishing techniques. Emphasis will be placed on problem solving, safe work habits and craftsmanship.
One semester
Prerequisite: Successful completion of Basic Woodworking
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

**Prerequisite: Successful completion and/or concurrent enrollment of Geometry**

**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

**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, marbleizing, 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 potter's wheel. Glazing and decorating processes will also be taught.

One semester
Sculpture

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

One semester

Digital Photography

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

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

One semester

Digital Art

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. Students will also learn how to paint digitally with a tablet and stylus. Photography class is
also a plus. Students will create large scale artwork and will explore 2 dimensional media (if available). Possible
media includes photo and drawing papers, canvas, and other printable materials.
One semester
Prerequisite: Successful completion of Graphic Design
Note: This course may satisfy either visual and performing arts or technology.

SPANISH

“Learning to speak another 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

Spanish 1 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 8th grade Language Arts

Spanish 2 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 1 or permission of instructor.

Spanish 3 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 2 or permission of instructor.

Spanish 4 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 predominantly in Spanish.
Full year
Prerequisite: Grade of C or above in Spanish 3 or permission of instructor.

AP 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 4 or permission of instructor.

ADDITIONAL CREDIT OFFERINGS

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

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

High School Credit Earned in Middle School
Students can earn credit for high school level work in Algebra 1 and Spanish 1, completed during middle school years, so that students can take more advanced and/or more diverse courses during 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.

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culinary Arts 1</strong></td>
<td>2</td>
<td>(Juniors-Seniors)</td>
</tr>
<tr>
<td>The Culinary Arts 1 program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allows students interested in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a career in the culinary arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>field to explore and gain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge and information on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a large spectrum of culinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>field. Students will have the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunity to learn to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop a professional manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will learn basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>culinary skills along with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructions in theory and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will learn to use proper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooking and food preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>techniques, along with the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and utensils as well as the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance of safety procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students <strong>MUST</strong> successfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete all the competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the Culinary Arts 1 program in order to advance to Culinary Arts 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culinary Arts 2</strong></td>
<td>2</td>
<td>(Juniors-Seniors)</td>
</tr>
<tr>
<td>Culinary Arts 2 students will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>further develop their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of skills and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>theories by applying what they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learned in Culinary Arts 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of instruction will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>include sanitation standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and procedures, baking, sauces,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classical cuisine, and garde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manger. Students in this class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are also responsible for the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>operation of Alvirne’s own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Checkers” restaurant where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>each student has the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunity to become Chef of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Week, and create a menu,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>order food, and oversee the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>full operation of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>restaurant. Students will have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the opportunity to earn up to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 college credits through Nashua Community College for Fundamentals of Baking and Safety and Sanitation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Students <strong>MUST</strong> successfully complete all the competencies for the Culinary Arts 1 program in order to advance to Culinary Arts 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building Trades 1</strong></td>
<td>2</td>
<td>(Juniors-Seniors)</td>
</tr>
<tr>
<td>In this course, students will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>erect utility buildings to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice construction skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These future tradesmen will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attend demonstrations and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lectures, and will also receivehands-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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building Trades 2</strong></td>
<td>2</td>
<td>(Juniors-Seniors)</td>
</tr>
</tbody>
</table>

51
In this course, students will be led through the different phases of construction. Students will learn about site preparation, footings and foundations, framing, roofing, and interior and exterior finish. Students will be introduced to basic topics in concrete work, masonry, electrical wiring, and plumbing. Upon successful completion of this course, students will have the entry-level skills necessary to begin a carpentry career or progress to a post secondary institution. Students will participate in OSHA 10 training and receive their OSHA 10 card upon successful completion of the program.

Full year

Prerequisite: Successful completion of Building Trades I

Health Science and Technology

Students eligible to earn 3 college credits through Project Running Start for Medical Terminology

Health and Science Technology 1  2 credits  (Juniors-Seniors)

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

Full year

Health and Science Technology 2  2 credits  (Juniors-Seniors)

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

Full year

Prerequisites: Successful completion of Health and Science Technology I. Students successfully completing Health Occupations I and II may receive credit for Life Science or Health toward graduation requirements. Students enrolled in this course are eligible to earn up to 3 college credits through Manchester Community College for Medical Terminology, Medical Law and Ethics, and Exercise Physiology. Due to the academic rigor and competitive nature of the program, it is recommended applicants have an overall GPA of 3.00 or higher.

Forest and Wildlife Management  1 & 2  2 credits  (Juniors-Seniors)

This course is designed for students with an interest in a career in the outdoors. Students will gain an understanding of all aspects of forest ecosystems including: conservation, ecology, botany, wildlife, forest health issues, environmental law, economics, and harvesting and production of forest products. Use and maintenance of heavy machinery and chainsaws will be taught as students actively manage the Alvirne Tree Farm through their coursework. Considerable amount of time will be spent outdoors in the course in all weather conditions and steel toed boots are required. This course will prepare students for
entry-level work or further education in forest management, wood harvesting, parks and recreation, environmental conservation, wildlife management, and arboriculture. Students can earn 3 credits through the UNH Thompson School of Agriculture.

**Full year**

**Pre-req:** Students must successfully complete all year 1 competencies to advance to year 2.

**Careers in Education 1 & 2** | 2 credits | (Juniors-Seniors)
---|---|---
Does a future working in education sound appealing to you? Our two year program will give you the opportunity to explore different paths available in education, at all levels. Your time will be divided between classroom instruction and hands-on learning experience in the Little Broncos Laboratory Preschool, and additional activities with various grade levels. You will plan, create & implement developmentally appropriate activities in a variety of learning centers including: art, music, math, science and language arts. A portfolio illustrating your work over the two years will serve as a tool for college studies or possible job opportunities. You will be expected to model professional behavior at all times. This includes appropriate language, attire, time management, cooperative behavior, positive attitude, and consistent attendance. At the conclusion of the program, you will be able to write lesson plans, facilitate learning, practice positive discipline, ethical behavior, and complete a portfolio, along with a résumé. Students can earn 4 college credits for Foundations of Education at Southern NH University.

**Full year**

**Pre-req:** Students MUST successfully complete all year 1 competencies to advance to year 2. Recommended grade of C or better to proceed to Careers in Education II.

**Veterinary Science 1** | 2 credits | (Juniors-Seniors)
The first year of this two-year program introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences relating to safety, animal behavior, breed and species identification, animal health, welfare, and client relations. Additionally, through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, breed selection, cleaning, disinfection, training, and recordkeeping on a variety of large and small animals. Students will practice developing professional skills through proper telephone etiquette, as well as face-to-face customer service. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization.

**Full year**

**Pre-req:** A biology course taken previously or concurrently is highly recommended. Students in class will now have the opportunity to compete in the National FFA Veterinary Science Competition.

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

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

Marketing 1 (School Store) 2 credits (Juniors-Seniors)
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
Note: Students must successfully complete all year 1 competencies to advance to year 2.

Marketing 2 (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 1.

Full year
Prerequisite: Successful completion of Marketing 1

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 Bronco Barn, school store. 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 Tech 1 2 credits (Juniors-Seniors)
This course is designed to give students an understanding of large diesel and gasoline engines, as related to construction and agricultural equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, and welding. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking. Students will participate in OSHA 10 training and receive their OSHA 10 card upon successful completion of the program.
Full year
Prerequisite: Students MUST successfully complete all year 1 competencies to advance to year 2.
Heavy Duty Mechanics Tech 2  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.

Welding 1  2 Credits  (Juniors)
Students will learn to arc weld in the flat position, utilize an oxy-acetylene torch for cutting metal and learn basic MIG skills. Through various exercises students will select the proper welding materials and demonstrate appropriate techniques. This course is useful for any student planning a career in the fields of mechanics, engineering, agriculture, construction, machine trades, or civil technology. Students must successfully complete all competencies to advance to Welding II.

Welding 2  2 Credits  (Seniors)
In year two of the welding program students will delve into advanced MIG, TIG, and stick welding skills. Using torch and plasma cutters students will develop their own self-directed projects to encourage growth of welding skills and to connect program contents to real life applications. Students will use oxy-fuel, shielded metal arc, metal inert gas, gas tungsten arc, gas metal arc, and plasma metal arc equipment to develop real-world skills in a controlled environment. Students will build partnerships with business and community members to help master skills. Students will participate in OSHA training and receive their OSHA 10 card upon successful completion of the program. Students can earn three articulated credits for Fundamentals of Welding through Manchester Community College.

Prerequisites: Successful completion of Welding 1 and all competencies.

Air Force Junior ROTC Program - Only NH Certified Career and Technical Education (CTE)
The mission of Air Force Junior ROTC is to develop citizens of character dedicated to serving their nation and community. As such, the focus is on citizenship. The Air Force Junior ROTC program is a 4-year program open to all high school students. Each year is divided into two broad fields of study: Aerospace Academics and Leadership Education. Aerospace Academics includes history, science, space, and global cultural studies. Leadership education include Air Force customs and courtesies, cadre group activities, study habits, time management, communication skills, life skills, leadership and management studies, and wellness and healthy lifestyles training. This is accomplished via traditional classroom instruction, experiential learning, and field trips to local historic and military sites. Students completing ROTC 2 receive a core science credit at Alvirne High School. Students engage their high school, town, and state community via service projects throughout the year. Students who compete 3 years or more of Junior ROTC may enlist as an E-3 at the discretion of the military service. Students may also compete for scholarships to college through the services college-level ROTC programs or service academy appointments. Upon graduation from high school, students who choose to enlist in any branch of the service and who have completed 2 years of Junior ROTC will be enlisted at a higher rank (E-2 versus E-1). No student is under any obligation whatsoever to join the military if they enroll in Junior ROTC. While enrolled in JROTC, Students will be held to a high standard of behavior and personal conduct. Students are required to wear military uniforms one day per week, adhere to grooming and appearance standards, and participate in drill and ceremonies practice. The uniforms are provided by the Air Force, and students are only responsible for cleaning the uniform while it is in their possession.
College Credit: Year 3 completers earn articulated credit for Foundations of Management and Year 4 completers earn credit for Principles of Management with Southern NH University.

**JROTC 1** 1 Credit (Juniors)
This is the entry-level course for Junior ROTC, and first-time students are usually enrolled in this course regardless of their academic year. Aerospace Academics focus on the history of aviation. The study of aviation pioneers and strong military leadership complements the history lessons. Leadership education is designed to help freshmen adapt to the high school environment, and include time management, fitness and wellness, flag etiquette, and customs and courtesies of the Air Force.

**JROTC 2** 1 Credit (Juniors)
This is the second year course for Junior ROTC and is still taught at an introductory level. Concurrent enrollment with other JROTC courses is allowed, however prior approval from the Senior Aerospace Science Instructor is required for concurrent enrollment. Aerospace Academics focus on the science of aviation, covering topics such as basic aerodynamics, aviation physiology, meteorology, and navigation. Additionally, topics in space studies are covered to include the solar system and the development of the U.S. Space Program. The Leadership Education is designed to improve student communication skills, and include speaking and writing assignments, study of individual and group behavior, and basic leadership concepts.

**JROTC 3** 1 Credit (Seniors)
Successful completion of JROTC 1 and JROTC 2 are required to enroll in JROTC 3. This is the third-year course for Junior ROTC and is more academically challenging than JROTC 1 and 2. Concurrent enrollment with other JROTC courses is allowed, however prior approval from the Senior Aerospace Science Instructor is required for concurrent enrollment. Aerospace Academics for this course is focused on Global Studies. This is a customized course about the world’s cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world’s cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. Leadership academics are designed to study and improve student management skills, choosing a career path, how to apply for and fund college, skills inventory and resume writing.

**JROTC 4** 1 Credit (Seniors)
This is the fourth-year course for Junior ROTC. JROTC 3 is a prerequisite for this class. Cadets in this class will be held to the highest academic and behavioral standards. This is the Capstone Management class for all JROTC cadets in their senior year. Cadets in JROTC 4 will be charged with the management and leadership of the Alvirne High School cadet organization. Cadets plan and execute all facets of the program, making this a unique leadership opportunity for high school seniors. Returning JROTC students must have an excellent academic record of performance, an exemplary record of behavior and classroom conduct, not only in JROTC but in all Alvirne classes, to enroll in JROTC. All students must obtain Senior Aerospace Science Instructor permission before enrolling. The leadership Education academics are all designed to study and improve student management skills. Students from JROTC classes may be assigned to supervise JROTC 1 classes.

**Digital Media 1** 2 credits (Juniors)
This year-long course introduces students to some of the basic graphic design techniques used by commercial, visual, print, web, online game and app designers. Digital Media 1 provides in-depth instruction in Adobe Photoshop and Illustrator. Students will learn how to use the fundamentals of layout, design, typography and composition in the digital realm. They will integrate a variety of drawing, painting, editing, and retouching tools to achieve sophisticated results. Combining multiple images or altering an image’s structure for use in print, web or game design are some of the functional lessons that will be explored. Students will also learn the
principles of design [including balance, emphasis, proportion and rhythm]. The elements of line, space, texture and color are studied with special emphasis on how they relate to using digital media to create/achieve sophisticated, real-world results including posters, programs, logos and brochure designs. It will encourage students to use flexibility and imagination in their growing repertoire of computer skills; providing better productivity, and therefore, employability. Real-world critical thinking and implementation are hallmarks of all the Digital Media classes. As such, each student will be required to create both a physical as well as an electronic portfolio of accomplishments throughout this course.

NOTE: Students receive 3 credits for Introduction to Basic Design and Color Theory through Southern NH University.

Prerequisite: Successful completion of ICT Lit. Students of this class must successfully complete all competencies to advance to Digital Media 2.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Media 2</td>
<td>2</td>
<td>Seniors</td>
<td>This year-long course provides digital imaging training in InDesign. Students will learn how to integrate the skills they have learned thus far in Photoshop and Illustrator to create good layout and design spaces in InDesign. There will also be an introduction to movies and animation using Final Cut Pro and Animate. Students will continue to build on their image, illustration and text skills to achieve professional design variations for multiple forms of media. Real-world critical thinking and implementation are hallmarks of all the Digital Media classes. As such, each student will be required to create both a physical as well as an electronic portfolio of accomplishments throughout this course.</td>
</tr>
<tr>
<td>Computer Science Essentials</td>
<td>2</td>
<td>Juniors</td>
<td>Computer Science Essentials is intended to be a great place for those new to programming, and for those with prior knowledge who wish to continue their exploration and learning. Students learn the fundamentals of programming with an emphasis on problem solving and logical thinking. Topics covered include: graphics, animation and games, data structures, and more. Students will have the opportunity to work in an interactive and collaborative environment.</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>2</td>
<td>Seniors</td>
<td>Computer Science Principles expands on the foundations learned in Computer Science Essentials to further challenge students programming skills. Students will learn web design, computer program development techniques, computational thinking, troubleshooting, algorithm development, data structures, and graphics using languages current to the industry. They will learn how to develop a software product from concept definition, to requirements and testing methods. They will learn computer organization, how the Internet works, and the societal impacts of computer science. The curriculum follows a syllabus that is recognized by the College Board as an approved curriculum for AP® Science Principles. This allows the students an option to fulfill the College Board course requirements and to help prepare students for the AP Computer Science Principles exam.</td>
</tr>
</tbody>
</table>

Prerequisites: Successful completion of Computer Science Essentials; Geometry and Algebra 2 recommended.
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 40-member faculty and staff. Between introdutory 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).

**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. Courses 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 CTE courses:**
- Accounting 1 & 2
- Automotive Systems Technology 2
- AP Computer Science A
- App Development
- Marketing and Business Management 1
- Computer Integrated Manufacturing
- Computer Systems 1 & 2
- Electrical Technology 2
- Global Business
- Health Science Technology 1
- Intro to Engineering and Design
- Video Production 2
- Pers Finance Computer Programming 1 & 2
- Principles of Engineering
- Teacher Prep 1 & 2

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

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

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

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 veterinary 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.

\textbf{PREREQUISITE:} Successful completion of Introduction to Animal Science with a min. grade of 85.
Animal Health & Veterinary Technology
Double Period Course
This full-year (2 credit) course is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include 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.”
PREREQUISITE: Successful completion of Animal Business Management with a minimum grade of 80 and permission from the CTE Director.

Forestry Technology
Double Period Course
This full-year (2 credit) active-learning program is designed to develop the skills, knowledge, and attitude necessary for pursuing a successful career in forestry, environmental science and natural resource conservation. Topics include tree identification; protecting forests from diseases, insects and fire; surveying; wildlife management; ecology; timber harvesting and reforestation; urban forestry/arboriculture; measurement and marketing of forest products; NH timber harvesting laws; public relations; sustainable forestry; outdoor recreation; 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.
NOTE: Introduction to Natural Resources is NOT a prerequisite for this course. [DOE CIP code is 030101 Natural Resources/Conservation.]

Environmental Studies / Outdoor Skills
Approved Math-Related Course / Double Period Course
This full-year (2 credit) 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, and 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. Students 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. Students must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom.
NOTE: Registration through the CTE Office is required.
[DOE CIP code is 030101 Natural Resources/Conservation.]
CTE Cluster Area:
Industrial, Manufacturing & Engineering Systems

Career Focused Programs

See the complete CPPOS for these programs at www.pinkertonacademy.org/cte

<table>
<thead>
<tr>
<th>Career Focus</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical</td>
<td>Intro to Tech. &amp; Arch. Drawing and/or Intro to Elec/Mech Systems</td>
<td>Intro to Electrical &amp; Mechanical Systems or Electrical Technology 1</td>
<td>Electrical Technology 1 or Electrical Technology 2</td>
<td>Electrical Technology 2 or Independent Study</td>
</tr>
<tr>
<td>Automotive</td>
<td>Small Engines</td>
<td>Outdoor Power Equip &amp; Maintenance</td>
<td>Automotive Systems Technology 1</td>
<td>Automotive Systems Technology 2</td>
</tr>
<tr>
<td>Welding</td>
<td></td>
<td>Welding Tech 1</td>
<td>Welding Technology 2</td>
<td></td>
</tr>
</tbody>
</table>

Automotive Systems Technology 1

Double Period Course
This full year (2 credit) 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 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).

Registration through the CTE office is required.
Eligible students may have the opportunity to participate in a paid internship at a dealership during the summer between the 1st and 2nd year of the program.
HIGHLY RECOMMENDED: Small Engines
[DOE CIP code 470604 Automotive Mechanics Technician]

Automotive Systems Technology 2

Double Period Course / Eligible for Running Start Credit / Approved Math-Related Course
This full year (2 credit) course is the second half of a 2-year program and intensifies, follows through and elaborates on material covered in 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 Education 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.
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.
Electrical Technology 1
Double Period Course
This full-year (2 credit) course is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, special tools, and test equipment, blueprint reading, and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a realistic residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment.
• Registration through the CTE office is required.
• Students will be required to obtain the NH Apprentice Electrical license—approximate cost is $30. [DOE CIP code is 460302 Electrician.]

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

Welding Technology 1
Double Period Course
This full-year (2 credit) course is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, gas welding, arc welding, and metal-fabrication. Personal protective equipment required to be worn.
• Registration through the CTE office is required.
• Highly Recommended Course: Intro to Drafting or Geometry
[DOE CIP code is 480508 Welding Technology.]

Welding Technology 2
Double Period Course / Approved Math-Related Course
This full-year (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.
• PREREQUISITE: Successful completion of Welding Technology 1 with a minimum grade of 75 or better and permission from the CTE Director
CTE Cluster Area: Human Services & Resources

Career Focused Program

See the complete CPPOS for these programs at www.pinkertonacademy.org/cte

<table>
<thead>
<tr>
<th>Career focus</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cosmetology 1**

*Double Period Course*

In this full-year (2 credit) course, cosmetology students receive comprehensive training in all areas of hairdressing and related fields while earning hours on their cosmetology apprentice license. Cosmetology 1 students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, nail design and proper sanitation.

**Notes:** Students need to register & pay for an apprentice license And purchase a personal tools/supply kit & wear a uniform when in the classroom/lab.

**Total costs:** $100 plus $25 State apprentice license (with fundraising and payment plan options available).

**Registration through the CTE office is required. All absences must be made up with physical hours per the requirement of the State Board of Cosmetology. [DOE CIP code is 120401 Cosmetology.]**

**Cosmetology 2**

*Double Period Course*

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.

**Notes:** Upon successful completion of this two-year program & 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 approx. $75 - Financial aid and/or payment plans are available.

**PREREQUISITE:** Completion of Cosmetology 1 with a grade of 75 or better AND completion of state required lab hours, & permission from the CTE Director.

---

CTE Cluster Area: Communication & Information Systems

Career Focused Programs

See the complete CPPOS for these programs at www.pinkertonacademy.org/cte

<table>
<thead>
<tr>
<th>Career Focus</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>

64
<table>
<thead>
<tr>
<th>Video Production</th>
<th>Introduction to Digital Media</th>
<th>Video Production 1</th>
<th>Video Production 2</th>
</tr>
</thead>
</table>

**Computer Systems 1 - Maintenance**
Eligible for Running Start Credit / Double Period Course
This full-year (2 credit) course is the first half of a 2-year program 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.

- Registration through the CTE Office is required
- This course fulfills the 0.5 credit ICT graduation requirement
[DOE CIP code is 110901 Computer Systems Networking & Telecommunications.]

**Computer Systems 2 - Networking**
Eligible for Running Start Credit / Double Period Course
The focus in the second-year (2 credit) 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.

**PREREQUISITE:** Successful completion of Computer Systems 1-Maintenance with a grade of 75 or better & permission from the CTE Director.
This course fulfills the 0.5 credit ICT graduation requirement [DOE CIP code is 110901 Computer Systems Networking & Telecommunications.]

**Video Production 1**
Double Period Course
This full-year (2 credit) 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.

This course fulfills the 0.5 credit ICT graduation requirement
[DOE CIP code is 100202 Radio & Television Broadcasting.]

**Video Production 2**
Double Period Course
This full-year (2 credit) 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 filmmaking 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.

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

Grades 9-12

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

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

The Competent Student (C)
- Defines a specific topic
- Explores and evaluates resources
- Selects accurate information
- Organizes information correctly
- Paraphrases information and chooses appropriate 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
INDEX

Graduation Requirements for Campbell High School 4
Competency and Credit Recovery 5
Specialty Programs 5
Outline of Required Courses – Recommended Sequence 8
Standardized Testing Programs 10
New Hampshire Scholars 11
BUSINESS EDUCATION 12
HUMANITIES: ENGLISH AND SOCIAL STUDIES 17
ENGLISH ELECTIVES 20
INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) 26
MATHEMATICS 30
MUSIC AND PERFORMING ARTS 35
SCIENCE 37
TECHNOLOGY EDUCATION 43
VISUAL ARTS 44
SPANISH 46

ADDITIONAL CREDIT OFFERINGS 47
Virtual Learning Academy Charter School (VLACS) 47
High School Credit Earned in Middle School 48
Extended Learning Opportunities 48

CAREER & TECHNICAL EDUCATION COURSES 49
Alvirne Career & Technical Education Courses 49
Center for Career & Technical Education @ Pinkerton Academy 56
Speaking Rubric 65
Critical Thinking and Problem Solving Rubric 68
<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

**General Assessment Rubric**

- **A**: The student demonstrates a clear understanding of the course and is able to apply knowledge and skills effectively.
- **B**: The student demonstrates a basic understanding of the course and is able to apply knowledge and skills with some guidance.
- **C**: The student demonstrates a minimal understanding of the course and requires significant guidance to apply knowledge and skills.
- **D**: The student demonstrates a minimal understanding of the course and requires substantial guidance to apply knowledge and skills.
LITCHFIELD SCHOOL DISTRICT

POLICY CODE: FF
APPROVAL:

NAMING OF FACILITIES

The Litchfield School Board is responsible for naming school district facilities or portions of facilities.

There are two different ways to recognize an individual’s contributions to the Litchfield School Community: Naming and Dedication.

I. Naming of a facility or a space in a facility is a permanent decision that creates a commitment that will last forever.

II. Dedication is a way to recognize an individual for a defined period of time while reserving the ability to dedicate the same space to another individual in the future.

Naming: The naming of facilities creates a commitment that will last forever. Therefore, requests to name specific areas of any facility shall be subject to the following process:

Proposals: Proposals shall be limited to core facility areas (gymnasiums, libraries, auditoriums, fields, tracks, cafeterias and multipurpose rooms) and must:

● Be submitted in writing to the building principal
● Address the detailed eligibility requirements:
  ○ the individual must have made significant, exceptional and long-lasting contributions to education;
  ○ the individual must have demonstrated exceptional and consistent high quality interaction with children in ways contributing to their well-being;
  ○ the individual must have advocated for students above and beyond normal expectation of position held in the district;
  ○ a minimum of 3 years must have elapsed from either the date of completion of service or death of an individual.
● Once the above criteria has been established, the school will follow a public and transparent process that allows for broad public input for a minimum of three months;

Approval Process

● If approved at the building level, the Principal will forward the proposal to the Superintendent.
● The Superintendent will place the proposal on the School Board agenda for discussion and consideration.
● The School Board will allow for additional dedicated time for public comment on the proposal
● A majority vote by the School Board is required to approve the naming or dedication.
● If approved by the School Board, it shall be placed on the school district warrant for approval by the voters.
● If approved by the voters, a permanent plaque shall be displayed honoring the person and identifying his/her contribution to education.
POLICY CODE:  FF
APPROVAL:
Dedication: Spaces or areas in a school building may be dedicated to recognize the outstanding service of a school district employee, school district official, volunteer or community leader who have made significant and lasting contributions to the students, staff and community of the Litchfield School District.

The following guidelines and criteria shall be followed when proposing the dedication of a space or area.

Proposals
- The proposal must be submitted in writing to the building principal;
- The proposal must address the eligibility criteria:
  - in the case of former employees, the honoree’s commitment shall be reflected by dedication considered beyond what would generally be expected by an employee;
  - in the case of elected school officials, the commitment shall be reflected in the demonstrated commitment of extended tenure in office and service to the district;
  - in the case of volunteers or other community leaders, the commitment shall be through unselfish volunteer service and leadership of the community on education issues;
  - the honoree may not be an employee of the district at the time of the approval of the dedication;
  - a minimum of 1 year must have elapsed from either the date of completion of service or death of the honoree.
- Once the above criteria has been established, the school will follow a public and transparent process that allows for broad public input for a minimum of three months;

Approval Process
- If approved at the building level, the Principal will forward the proposal to the Superintendent.
- The Superintendent will place the proposal on the School Board agenda for discussion and consideration.
- The School Board will allow for additional dedicated time for public comment on the proposal
- A majority vote by the School Board is required to approve the naming or dedication.
- If approved by the School Board, a permanent plaque shall be displayed honoring the person and identifying his/her years of service.
- Dedications shall be limited to a certain period of time.
- A permanent plaque displayed in the space with dates of dedication to all individuals.
- After the specified time has passed, not to exceed 5 years, the space may be dedicated to another eligible individual.

The Litchfield School Board retains final authority to decide the method of recognition (naming or dedication).

It is the policy of the Litchfield School Board to retain the names of any existing school facility, which includes, but is not limited to, buildings, portions of buildings, athletic fields, stadiums, gymnasiums, libraries, auditoriums, fields, tracks and multipurpose rooms.

Pre-existing Facilities
Any pre-existing school facility that was/is demolished and newly rebuilt for the same purpose shall be considered an existing school facility under this policy. However, the School Board retains the right to consider the renaming of facilities under construction.
LITCHFIELD SCHOOL DISTRICT

POLICY CODE: FF
APPROVAL:

The Litchfield School Board reserves the right to preserve the legacy of the school district, school district facilities and the community’s investment in the schools.

See Also: Policy KCD

Approval:
Revised: 1st Reading, December 19, 2018
Reviewed: 1st Reading, October 24, 2018