

CAMPBELL HIGH SCHOOL

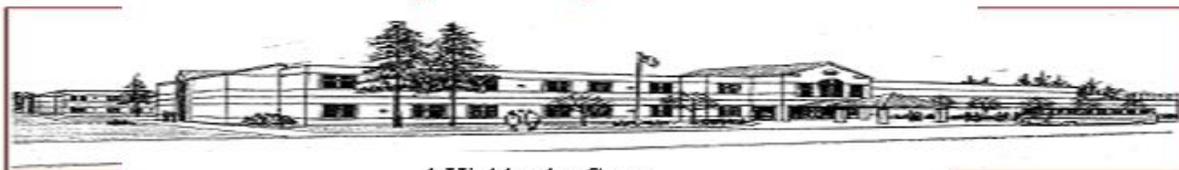


PROGRAM OF STUDIES

2021 - 2022

Approved January 20, 2021

Campbell High School



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

January 2021

Dear Students and Parents,

As we are nearing a full year under COVID-19 circumstances at CHS, we still undergo our routine practices in preparation for the next school year. So we are at course selection time, and this is a really important time for our 9th, 10th and 11th grade students. Selecting courses in HS is an important process and doing this right has a direct impact on graduating on time as well as your plans after CHS and your preparation for entering the workforce, joining the military or continuing with college studies

The information in our 2021-22 Program of Studies will help 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 available at CHS as well as programs, and opportunities available at local CTE centers. We urge you to carefully read the information under "Specialty Programs," "New Hampshire Scholars," and the "Graduation Requirements for Campbell High School." It is extremely important that you have discussions with your parents, teachers, advisors and school counselors to make the best decisions for your own bright futures.

Please understand that the selections you make is not only about your future, but they also 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, teachers and even school programs.

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).

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 2021-2022 master schedule. Although Campbell attempts to honor all student requests, course/time conflicts, prerequisites, and/or course enrollments may impact a student's schedule. In order for a class to run, there must be a minimum of 15 students who requested a class. If there are less than 15 student course requests, there is a possibility that this class will not run, and in those circumstances a counselor will reach out to the student to pick alternative courses.

Transition Activities

Incoming 9th graders will attend an information session and tour at CHS in May. In August, incoming 9th graders will attend "Welcome Freshmen Day" which is usually held on the Thursday before school starts. They will meet their advisor and have a tour of the building, locate their locker, and enjoy a welcome cookout sponsored by the student council. Parents will be notified of the date/time in August.

NCAA Eligibility

Student Athletes – NCAA Approved Courses

NCAA eligibility for Athletics at the Div I and Div II Level / Campbell High School CEEB Code 300337
Student-Athletes pursuing NCAA Division I or Division II participation must be certified by the NCAA Eligibility Center. Students must meet academic qualifications and should consult the NCAA website at www.eligibilitycenter.org for the most up to date requirements and current NCAA approved classes at CHS. Students who wish to continue athletic participation at the college level need to know that only Certain courses from CHS are accepted by the NCAA (National Collegiate Athletic Association). Students will 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, College Prep Math, Literature and Film & History of Hip Hop.**

Course Changes

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

When students receive a list of their courses it is important that students and their parents review this list for accuracy and completeness. If a class needs to be changed, students or parents should contact the School Office promptly after receiving the schedule. Availability of classes will reduce with the approaching new school year. It is the goal of the CHS School 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 full credit. Once the master schedule is in place it will be extremely difficult to make changes without negatively impacting other students and teachers.

Graduation Requirements for Campbell High School

Campbell High School Diploma

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

English	4 credits	Visual & Performing Arts	1 credit
Social Studies	3 credits	Health	.50 credit
Math	3.5 credits*	Electives	7 credits
* Incl. Alg 1; & Geometry		Sophomore Project	Pass
*Students must take math all 4 years		Senior Project	Pass
Science	3 credits	CHS Advisory	4 years
Computer Education	1 credit	Physical Education	1 credit

Credit Requirements for Promotion

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

Sophomore: 6 credits **Junior:** 12 credits & completion of Sophomore project **Senior:** 18 credits

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 &/or 2
2. Personal Finance
3. Programming 1
4. Programming 2
5. Programming 3
6. Chemistry
7. Honors Chemistry
8. Honors Physics
9. Principles of Engineering
10. AP Environmental Science
11. AP Biology
12. AP Physics
13. AP Chemistry
14. Principles of Biomedical Science
15. Wood & Construction Technology
16. 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 to five competencies per semester; each must have at least 4 summatives
- Competencies for courses with multiple sections are the same, even if the teacher is different;
- Grading is reported using the traditional letter grades of A, B, C, D, and F;
- A student must pass all competencies to pass a course;
- In order to pass a class, students must attain a minimum grade of 65% 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 (counted by each semester). 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. Please see your advisor for the Google Classroom code.

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, Advanced Applications, Programming 1 , Computer Animation 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 Student Information portal. In addition, 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 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 \$95.00 for each AP exam that is due in the school counseling office in October. Students who take AP examinations are required to pay for those Administrations.

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. If a student opts out of taking the AP exam, the classroom teacher has the right to give that student a final exam. 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 the Student Info System

Outline of Required Courses – Recommended Sequence

FRESHMEN YEAR

9th grade English	Full Year	1.0 Credit
Civics	One Semester	.50 Credit
Economics	One Semester	.50 Credit
Math	Full Year	1.0 Credit
9th grade Science	Full Year	1.0 Credit
PE Fundamentals	One Semester	0.5 Credit
Computer Ed class	One Semester	0.5 Credit
Visual & Perform. Arts	One Semester	0.5 Credit
Electives		1.5 Credits
Total		7.0 Credit

JUNIOR YEAR

American Literature	Full Year	1.0 Credit
US History	Full Year	1.0 Credit
Math	Full Year	1.0 Credit
Science	Full Year	1.0 Credit
Visual&Perform Arts	One Sem	.50 credit
Electives		2.50 credit
Total		7.0 Credits

SOPHOMORE YEAR

World Literature	Full Year	1.0 Credit
Math	Full Year	1.0 Credit
Science	Full Year	1.0 Credit
Health	One Semester	.50 Credit
World Studies SS	One Semester	1.0 Credit
PE	One Semester	.50 Credit
Computer Ed class	One Semester	.50 Credit
Electives		1.50 Credit
Sophomore Project		
Total		7 Credit

SENIOR YEAR

English*		1.0 Credit
Math		0.5 Credit
Electives		4.5 Credit
Senior Project		

FOUR YEAR PLANNING WORKSHEET

Required	COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
4.0	English	English 9	World Literature	American Literature	Full Year of English
3.0	Social	Economics & Civics	World Studies: Global & European	US History	Full Year of Social Studies Recommended
3.5	Math	Full Year Math	Full Year Math	Full Year Math	A Math Course
3.0	Science	Science 9	Biology	Science Course	Full Year of Science Recommended
1.0	Computer Education	Computer course	Computer course		
0.5	Health		Health		
1.0	Physical Education	PE Fundamentals	PE Elective		
1.0	Visual & Performing Arts	Art or Music		Art or Music	
	Sophomore & Senior		Sophomore Project		Senior project
7.5	Electives**	Freshman Seminar Recommended			

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 of 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. The 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

Type of College	English	Social Studies	Math	Science	World Language
2 Year College	4	3	3	2+	-
4 Year College Ex. UNH	4	3+	4	4	3
Most Selective college Ex. Tufts	4+	3+	4+	4+	3+

(numbers indicate credits)

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 2

1 elective credits

(Juniors-Seniors)

Accounting II is an extension of the Accounting I course. Students will continue to explore the accounting cycle as it relates to accounting for a merchandising business organized as a corporation. The emphasis is on advanced accounting topics such as dividends, plant assets, depreciation, and accrued revenue/expenses. Students will use 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 & 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 & pricing.

One semester

Marketing 2

½ elective credit

(Juniors-Seniors)

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

One semester

Prerequisite: Successful completion of 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

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

COMPUTER EDUCATION

(Computer Science & Digital Literacy)

“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 can 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.

2021 - 2022 Computer Education Career Pathways

Web Development Running Start Pathway

towards a degree in Web Development



- ★ Animation (Honors Level) .50 credit
- ★ Website Design (Honors Level) .50 credit
- ★ Programming 1 (Honors Level) .50 credit
- ★ Advanced Website Design (Honors Level) .50 credit (when offered)

Software Development Running Start Pathway

towards a degree in Software Development



- ★ Programming 1 (Honors Level) .50 credit
- ★ Programming 2: AP Computer Science Principles_ (Honors Level and AP credit) 1 credit
- ★ Programming 3: AP Computer Science A 1 credit_ (Honors Level and AP credit) 1 credit
- ★ Website Design (Honors Level) .50 credit

Visual Communications Pathway



- ★ Graphic Design .50 credit
- ★ Animation (Honors Level) .50 credit
- ★ Digital Publishing & Design (Honors Level) .50 credit (when offered)
- ★ Digital Multimedia (Honors Option) .50 credit (when offered)

Exploratory Computer Education Pathway

- ★ ICT Pathways .50 credit



- ★ **Animation** (Honors Level) .50 credit
- ★ **Website Design** (Honors Level) .50 credit
- ★ **Programming 1** (Honors Level). 50 credit
- ★ **Advanced Software Applications** (Honors Level) .50 credit (when offered)

ICT Pathways

½ credit Comp Education

(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 three modules: Business , Computer Science and Visual Communications. The course will give students an experience into the other computer science courses available for students to select for their second computer science course.

One semester

RUNNING START

Website Design (Honors Level) ½ credit in Comp Education- (Open to all)

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 work outside the classroom to be proficient in the course core competencies.

One semester

Note: This course is a Running Start/Dual Enrollment college credit course 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.

RUNNING START

Programming 1(EP*) (Honors Level) ½ credit Comp Education (Open to all)

Students enrolling in the “Programming 1” course will learn the fundamentals of a computer language such as Python 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 work outside of the classroom to be proficient in the course core competencies.

One semester

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

Note: This is an approved math-related course.

Note: This course is a Running Start/Dual Enrollment college credit course 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.

RUNNING START

Programming 2: AP Computer Science Principles 1 cr Comp Education (Soph-Srs)

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they’ve learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

Full Year

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

Note: Possible Running Start / Dual Enrollment course.

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

Note: This is an approved math-related course.

RUNNING START → **Programming 3: AP Computer Science A 1 credit Comp Education (Jrs-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: Possible Running Start / Dual Enrollment course.

Note: This is an approved math-related course.

RUNNING START → **Digital Publishing & Design (Honors Level) ½ credit Comp Education (Open to all)**

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 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

Note: This course is a Running Start/Dual Enrollment college credit course 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.

Note: Will offer in 22-23 school year & then in alternating years thereafter

RUNNING START → **Adv Software Applications (Honors Level) ½ credit Comp Education (Sophs-Seniors)**

Our Advanced Software Applications course will be dedicated to learning and applying advanced techniques using 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: This course is a Running Start/Dual Enrollment college credit course 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.

Note: This course will be offered in 21-22 & then in alternating years

RUNNING START → **Computer Animation (Honors Level) ½ credit Comp Education (Open to all)**

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.

One Semester

Note: Possible Running Start / Dual Enrollment course.

Cyber Literacy**½ credit Comp Education****(Open to all)**

Cyber Literacy is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber by blending electricity, programming, robotics, and elements of liberal arts. Students learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills. Cyber Literacy lays a foundation for further exploration into STEM and cyber-related topics.

One Semester

ENGLISH

English 9**1 credit - English****(Freshmen)**

This heterogeneous English course is designed to help students develop an appreciation and passion for literature. Students taking this course will be provided the tools to help them improve their written and oral communications skills. Literature covered in this course may include the following: *Fahrenheit 451*, *Animal Farm*, *To Kill a Mockingbird* and *Romeo and Juliet*; additionally, students will be exposed to a variety of literature from various genres such as short stories, poetry, drama and non-fiction. 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. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

Full Year

Required of all 9th grade students

World Literature**1 credit - English****(Sophomores)**

This course introduces students to a representative of classic and contemporary works of literature from around the world. In this course, students will examine literature from antiquity to the contemporary period. This course is designed to enhance student understanding of various cultures through the lense of literature. As students explore the literature of these varied cultures, they will be urged to consider the various forces such as historical, cultural, political and economical that helped shape these texts. Literature, students will come to understand, is not created in isolation, but is rather constructed in the context of all of these competing forces. 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. Students will read a variety of texts (and/or excerpts) that may include *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Les Miserables*, *Cry Freedom*, *Things Fall Apart*, *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. 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. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

Full year

Required of all sophomores

Honors World Literature**1 credit - English****(Sophomores)**

This course introduces students to a representative of classic and contemporary works of literature from around the world. In this course, students will examine literature from antiquity to the contemporary period. This course is designed to challenge the ambitious student and enhance their understanding of various cultures through the lense of literature. As students explore the literature of these varied cultures, they will be urged to consider the various factors, such as historical, cultural, political and economical forces that helped shape these texts. Literature, students will come to understand, is not created in isolation, but is rather constructed in the context of all of these competing forces. 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 a variety of texts that may include *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Les Miserables*, *Cry Freedom*, *Things Fall Apart*, *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. 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. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

Full Year

Prerequisite: B+ in English 9 and must be recommended by a teacher in the Student Info System

Note: Summer Work Completion is REQUIRED

American Literature**1 credit - English****(Juniors)**

This course is a survey of American Literature from the Colonial Period to the present era. An emphasis will be placed upon written and oral analysis of literary texts from this span of American history. Students will be exposed to a range of contemporary and classic voices that may include Twain, Fitzgerald, Hurston, Hughes, Sinclair, O'Brien, Vonnegut, and Steinbeck. Additionally, students will study an array of American culture represented through music and art — from African-American spirituals to 1960's protest songs. Periodic major projects will enable students to explore course themes with greater depth and choice. Students will complete a college essay as well as a two-to-four-page formal research paper on an American literature ... and his or her work. 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. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

Full Year

Prerequisite: World Literature

Honors American Literature**1 credit - English****(Juniors)**

Honors American Literature is designed for the ambitious student with the prerequisite skills to manage the rigors of a highly challenging curriculum. The course is a survey of American Literature from the Colonial Period to the present era. An emphasis will be placed upon written and oral analysis of literary texts from this span of American history. Students will be exposed to a range of contemporary and classic voices that may include Twain, Fitzgerald, Hurston, Hughes, Sinclair, O'Brien, Vonnegut, and Steinbeck. Additionally, students will study an array of American culture represented through music and art — from African-American spirituals to 1960's protest songs. Periodic major projects will enable students to explore course themes with greater depth and choice. Students will complete a college essay as well as a four-to-six-page formal research

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.

PSAT/SAT Prep English 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.

One Semester

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 the 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

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: This course will be offered in 22-23 & then in alternating years thereafter

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

Note: It is recommended that students have completed either Health or Psychology before enrolling.

Child Development 2**½ elective credit****(Sophs-Seniors)**

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

One semester

Prerequisite: Child Development 1

Note: This course will be offered in 22-23 & then in alternating years thereafter

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: This course will be offered in 21-22 & then in alternating years thereafter

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: This course will be offered in 22-23 & then in alternating years thereafter

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

Prerequisite: P.E. Fundamentals or an adequate physical education course

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. Topics that will be covered include 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

Functional 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. Students will be expected to learn, develop and implement workout plans for themselves and their classmates.

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. Physiology and anatomy will be covered to ensure all students have a better understanding of why specific movements are done. Students will be expected to learn, develop and implement workout plans for themselves and their classmates.

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

Women's Self-Defense **½ credit in Physical Education** **(Soph-Seniors)**

This is a comprehensive women-only course. The self-defense class is not a martial arts program; rather a program that empowers female students to combat various types of assaults 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 and advanced hands-on defense training. Students will 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: A ½ credit of Physical Education

Note: This course is open to any student who previously took RAD.

Men's Self Defense **½ credit in PE** **(Sophs-Seniors)**

This self defense course will allow male students to be introduced to basic and advanced self defense techniques. Students will develop basic striking skills and implement striking techniques along with de escalation strategies in a variety of situations. Students will learn various training principles such as but not limited too: torque, travel, leverage, and confrontation de escalation 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 someone is attacked.

One semester

Prerequisite: Physical Education Fundamentals

Unified Physical Education & Health **½ Credit in PE/1/2 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 structured 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. Traditional students who wish to assist with this class can do so for sophomore or senior project in consultation with the teacher.

Full Year

Note: This course is offered every odd year depending upon enrollment

MATHEMATICS

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

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

Traditional Math Course Sequencing

Freshman	Sophomore	Junior	Senior
Algebra 1a	Algebra 1b	Geometry	Algebra 2 (if Geo) Or College prep
Algebra 1	Geometry or Honors Geometry w/ recommendation	Algebra 2 or Honors Algebra 2 (if H. Geo) or College prep	Advanced Math Topics (if Alg. 2) or Honors Pre-Calc (if H. Alg. 2) or intro to Statistics or AP Stats (if H. Alg. 2)
Honors Algebra 1	Honors Geometry 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	Honors Algebra 2 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 1A

1 credit – Mathematics

(Freshmen-Sophs)

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

Full year

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

Algebra 1B

1 credit – Mathematics

(Freshmen-Sophs)

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 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 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.

Full year

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

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.

Full Year

Prerequisite: Algebra 2

PSAT/SAT Math Review 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.

One Semester

MUSIC & 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.

Full year

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

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. Participation in regional and state festivals is strongly suggested.

Full year

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

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

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

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. Will be offered in 22-23.

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

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

This course is designed for students who wish to develop basic piano skills. Students will learn to: read both treble and bass clef, identify and play various notes and rhythms, identify the names of the keys on the piano, and play with both hands simultaneously. Each student will have the opportunity to develop skills, compose, perform and record music. No previous piano experience is necessary.

One semester

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

This course is designed for students who wish to further develop piano skills. Students will learn to: read and play in various key signatures, time signatures, both major and minor scales, triads, and inversions. Students will play with both hands simultaneously. Each student will have the opportunity to further develop skills, compose, perform, and record music.

One semester

Prerequisite: Introduction to Piano/Piano I with a grade of C or higher and/or permission of instructor.

SCIENCE

“Science and everyday life cannot and should not be separated.” – Rosalind Franklin

The science department courses are designed to prepare students for post-secondary success in 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, as shown in Science Course Sequencing Path One (3 credits). Students preparing for college should follow the College Preparatory (CP)

Pathway and are encouraged to take additional science electives. Accelerated students with an interest in STEM careers should consider the CP STEM Emphasis Pathway (6 credits). Students working on the Interdisciplinary Engineering Pathway should take PLTW courses as electives, in particular Principles of Engineering (EP*).

Traditional Science Course Sequencing

Path One (3 credits)

Science 9 to Biology to Science Elective I

College Preparatory (CP) Pathway (4 credits)

Science 9 to Biology/ Honors Biology to Chemistry/ Honors Chemistry to Science Elective I or II

CP - STEM Emphasis Pathway (6 credits)

Honors Biology to Honors Chemistry to PLTW Elective & AP Environmental Science to Honors Physics or Honors Anatomy & Additional Science Elective I or II

Science Electives I - Forensic science; PLTW Principles of Biomedical Science; Natural Disasters 1 & 2; Environmental Science; PLTW Principles of Engineering; and CP Chemistry.

Science Electives II – Honors Chemistry; Honors Physics; Honors Anatomy & Physiology; AP Environmental Science; AP Biology; and AP Chemistry.

Science 9

1 credit – Science

(Freshmen)

This course examines the major 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 I or higher is required.

Note: Meets high school graduation and NH State requirement for Physical Science.

Biology

1 credit – Science

(Sophomores)

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

Full year

Note: Meets high school graduation and NH 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 9th grade Science, or permission of instructor.

Note: May be taken concurrently with 9th grade Science. Should be taken in conjunction with Honors Geometry.

Note: Meets high school graduation and NH State requirement for Biology.

Principles of Biomedical Science (PLTW) 1 credit – Science (Sophs - Seniors)

This introductory course explores the wide variety of careers in Biomedical Sciences, and allows students time to explore biological concepts and forensic medicine to determine the 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 or concurrent enrollment in Biology and Geometry, or by teacher recommendation.

PLTW Co-requisite: enrollment in a college preparatory math and science course; biology or chemistry and geometry or algebra II recommended.

Note: This is an approved math-related course.

Forensic Science ½ credit – Science (Juniors-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 or permission of instructor.

Science of Natural Disasters ½ credit – Science (Juniors-Seniors)

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

One semester

Prerequisites: Successful completion of Biology or permission of instructor.

Science of Natural Disasters 2 ½ credit - Science (Juniors-Seniors)

Science of Natural Disasters II is designed to go into greater depth and include topics that time would not allow

Full year

Prerequisite: Successful completion of Biology and Chemistry, or with permission of the instructor.

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

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

Principles of Engineering (PLTW)

1 credit – Science

(Juniors – Seniors)

This introductory course explores the wide variety of careers in engineering and technology and covers various technology systems and manufacturing processes. Topics include materials and structures, automation, renewable energy applications, and kinematics. Using activities, projects and problems, students learn firsthand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people.

Full year

Prerequisites: Successful completion or concurrent enrollment in Physics and Pre-Calculus, or by teacher recommendation.

PLTW Co-requisite: enrollment in a college preparatory math and science course; Calculus and Physics recommended.

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

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

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

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

Note: This is an approved math-related course.

AP Environmental Science

1 credit – Science

(Juniors - Seniors)

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, or concurrent enrollment in Chemistry, or with permission of instructor.

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

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

Note: This course will be offered in 22-23 & then in alternating years thereafter.

SOCIAL STUDIES

Civics

½ credit Social Studies

(Freshmen)

This 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 the community? Where do the rights of the individual and the responsibilities to the community begin? Using this guiding inquiry, students will read various texts and investigate the concepts of community development, state, national and comparative government. Periodic major projects will enable students to explore course themes with greater depth and choice. These include oral presentations and research projects. Students will use various forms of academic writing, critical analysis and persuasive argument to express themselves.

Economics

½ credit Social Studies

(Freshmen)

Students will examine macroeconomic and microeconomic principles in order to understand the fundamentals of the American economic system, global economic systems, and personal finance. Topics will include basic concepts of our market economy, the role of the federal government, the business cycle, a comparative study of capitalism and socialism, international trade, and a number of contemporary economic issues ranging from poverty to the deficit. The primary goals of this course are to foster basic economic literacy and economic thinking skills that will enable students to think critically and to make informed economic decisions.

WORLD STUDIES

1 credit/Social Studies

(Sophomores)

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. Periodic major assignments will include oral presentations, critical analysis of primary source documents, and research assignments.

Prerequisite: Civics, Economics

HONORS WORLD STUDIES

1 credit/Social Studies

(Sophomores)

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. While the content of the course is similar to World Studies, students selecting this course are expected to complete a greater number of independent assignments, leading him or her to a deeper understanding of the course content. Periodic major assignments will include oral presentations, critical analysis of primary source documents, and research assignments.

Prerequisite: Civics and Economics, B+ or higher

United States History 1 credit Social Studies (Juniors)

This course examines the history of the United States from its beginnings as a fledgling republic through its growth into a world superpower. Students will gain core content knowledge of the people, events, groups, movements, and ideas that proved influential to the development of the United States. Students will analyze a variety of primary and secondary sources to enhance their understanding of the major themes of the period. Examples of sources include speeches, legal documents, poems, letters, art, maps, photographs, and videos.

Full Year

Prerequisite: Civics, Economics, and World Studies

Note: meets the state requirement for U.S. History; Required of all juniors unless taking Honors U.S. History

United States History (Honors) 1 credit Social Studies (Juniors)

This course examines the history of the United States from its beginnings as a fledgling republic through its growth into a world superpower. Students will gain core content knowledge of the people, events, groups, movements, and ideas that proved influential to the development of the United States. Students will analyze a variety of primary and secondary sources to enhance their understanding of the major themes of the period. Examples of sources include speeches, legal documents, poems, letters, art, maps, photographs, and videos. While the content of the course is similar to U.S. History, students selecting this course are expected to complete a greater number of independent assignments, leading him or her to a deeper understanding of the course content. Periodic major assignments will include oral presentations, critical analysis of primary source documents, and research assignments.

Full Year

Prerequisites: Grade of B+ or above in Honors World Studies & must be recommended by a teacher

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

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

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

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.

AP Government

1 credit Social Studies

(Seniors)

AP U.S. Government and Politics reflects what political science teachers, professors, and researchers agree that a college level government and politics course should teach students to do: analyze and interpret the Constitution, important political documents, and data to better understand the American national government and the political actors who interact with it. Students practice their skills used by political scientists by studying data, political writings from the founding era to the present, the structure of the government as established by the Constitution, and constitutional interpretations handed down by the Supreme Court. Students will show mastery of these skills on the exam through a variety of means including concept application, data analysis, Supreme Court case comparisons, and writing political science arguments.

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 a prerequisite for all other woods classes.

Wood & Construction Tech

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 recommended

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 recommended

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, and printing. 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

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*

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 imagination to create images with this versatile medium. Students will learn painting techniques within each medium.

One semester

Prerequisite: Skillful drawing is strongly recommended

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

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

One semester

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

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

One semester

Ceramics II **½ credit – Visual/Performing Arts** **(Sophs-Seniors)**

Students will explore more complex functional and sculptural pieces using clay in both hand building and wheel methods. In this course, students will be able to practice and expand upon previously learned skills with each project. Students will be encouraged to use their own creativity through structured assignments that leave room for personal expression and growth. New glazing and decorating techniques will be explored.

Prerequisite: Successful completion of Ceramics I.

One semester

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

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

One semester

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

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

One semester (Semester 1 only)

Prerequisite: Successful Completion (B+ or above) of Drawing or permission of instructor

Requirements: Sketchbook and Portfolio

Note: Summer Work will be required

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

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

students will investigate careers in commercial and creative photography. **Students must provide their own digital or digital SLR camera.**

One semester

Graphic Design **½ credit – Visual/Perform Arts or Comp Science** **(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 digital camera, 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 – Visual/Performing Arts or Comp Science** **(Sophs-Seniors)**

Skills learned in Graphic Design including fundamental graphic design and Photoshop applications will be utilized along with more advanced knowledge of Adobe software (Illustrator, some Photoshop), 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 tools to convey students' ideas.

One semester

Prerequisite: Successful completion of Graphic Design

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 to the various cultures of its speakers. 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 and analyzing the diverse cultures of the Spanish-speaking world, including their own culture. Students gain proficiency in Spanish and in English as they explore language study.

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 proficiency in listening, speaking, reading, and writing that are necessary for fundamental communication. Students learn increasingly sophisticated grammar and vocabulary that enables them to take on more linguistic challenges using the Spanish language. Students continue to explore and analyze cultures of Spanish-speaking people from around the world. Students will be asked to make every attempt to communicate in Spanish during class, and they will be provided with the tools and strategies to do so.

Full year

Prerequisite: Grade of C or above in Spanish 1 or permission of instructor.

Spanish 3 **1 elective credit** **(Sophs-Seniors)**

Students continue to develop proficiency in listening, speaking, reading, and writing in order to communicate more effectively in Spanish beyond the novice level. Students learn increasingly sophisticated grammar and vocabulary that enables them to take on more linguistic challenges using the Spanish language and make connections to other subjects. Students use authentic materials on a variety of topics to apply skills to real world situations. Students continue to explore and analyze cultures of Spanish-speaking people from around the world. 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 and increase proficiency in listening, speaking, reading, and writing in order to attain an 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. Students will demonstrate their ability to communicate in Spanish through various projects and thematic units. The class is conducted in Spanish, and students are expected to speak in Spanish during the class.

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 and requires a serious commitment to language study.

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 freshmen, 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 freshmen. This course may be taken in place of a study hall.

Unified Prevention, Recycling & Conservation (PRC) $\frac{1}{2}$ elective credit (permission of instructor)

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.

One semester

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 $\frac{1}{2}$ or 1 credit online courses that are **not offered at CHS** or take courses for credit recovery, enrichment, dual enrollment, or to relieve scheduling conflicts with prior administrative approval.

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

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

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 a 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. Students meeting the requirements of an ELO can earn .50 credit as a participant in Campbell High School's Varsity Athletic team. This .50 credit will count toward the 1 credit PE requirement. Final determination will be made by the principal or Athletic Director, however, credit shall be granted only if the request fulfills the following:

1. The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a physical education credit course offered by the school.
2. The plan includes clear expectations for performance AND includes a final project/student reflection.
3. Verification of the merit of the plan can be evaluated in a timely fashion and does not place an unnecessary burden on the resources of the district.
4. The student follows the regulations and procedures as described in the ELO policy and demonstrates mastery of the identified competencies.

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

Culinary Arts 1

2 credits

(Juniors-Seniors)

The Culinary Arts 1 program allows students interested in a career in the culinary arts field to explore and gain knowledge and information on a large spectrum of culinary field. Students will have the opportunity to learn to develop a professional manner. Students will learn basic culinary skills along with instructions in theory and will learn to use proper cooking and food preparation techniques, along with the understanding of equipment and utensils as well as the importance of safety procedures. Students **MUST** successfully complete all the competencies for the Culinary Arts 1 program in order to advance to Culinary Arts 2.

Full year

Culinary Arts 2

2 credits

(Juniors-Seniors)

Culinary Arts 2 students will further develop their understanding of skills and theories by applying what they learned in Culinary Arts 1. Areas of instruction will include sanitation standards and procedures, baking, sauces, classical cuisine, and garde manger. Students in this class are also responsible for the operation of Alvirne's own "Checkers" restaurant where each student has the opportunity to become Chef of the Week, and create a menu, order food, and oversee the full operation of the restaurant. Students will have the opportunity to earn up to 6 college credits through Nashua Community College for Fundamentals of Baking and Safety and Sanitation.

Full year

Prerequisite: Students MUST successfully complete all the competencies for the Culinary Arts 1 program in order to advance to Culinary Arts 2.

Building Trades 1

2 credits

(Juniors-Seniors)

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

Full year

Building Trades 2

2 credits

(Juniors-Seniors)

In this course, students will be led through the different phases of construction. Students will learn about site

preparation, footings and foundations, framing, roofing, and interior and exterior finish. Students will be introduced to basic topics in concrete work, masonry, electrical wiring, and plumbing. Upon successful completion of this course, students will have the entry-level skills necessary to begin a carpentry career or progress to a 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.

Note: This course will receive Honors credit

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.

Note: This course will receive Honors credit

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 that 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.

Note: This course will receive Honors Credit

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.

Note: This course will receive Honors Credit

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 the 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 the 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, cadet 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

Center for Career & Technical Education

@ Pinkerton Academy

(CTE)

Pinkerton Academy's Center for Career and Technical Education (CTE) is one of twenty-six regional CTE centers in New Hampshire. We are proud of our curriculum and excellent 40-member faculty and staff. Between introductory career discovery courses and in-depth career-focused programs, Pinkerton's CTE programs offer over 60 different subjects per year serving more than 3100 students. Of that number, over 920 upperclassmen are enrolled in the 19 career-focused programs.

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

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. These courses will receive Honors Credit.

Accounting 1 & 2	Electrical Technology 2
Automotive Systems Technology 2	Global Business
AP Computer Science A	Health Science Technology 1
App Development	Intro to Engineering and Design
Marketing and Business Management 1	Video Production 2
Computer Integrated Manufacturing	Pers Finance Computer Programming 1 & 2
Computer Systems 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:

Course Number	Course Title	Course Number	Course Title
CT0605	Accounting 2A	CT0720	Digital Electronics
CT0606	Accounting 2B	CT0722	Engineering Design and Development
CT0607	Accounting Lab	CT0719	Principles of Engineering
CT0653	Computer Programming 2	CT0721	Computer Integrated Manufacturing
CT0654	AP Computer Science A	CT0621	Marketing & Business Mgmt 2
CT0630	Culinary Arts & Baking 2	CT0738	Building Construction Technology 2
CT0649	Computer Systems 2	CT0746	Automotive Systems Technology 2
CT0672	Environmental Studies / Outdoor	CT0750	Electrical Technology 2
CT0717	Architecture & Design 2	CT0756	Welding Technology 2

CTE Cluster Area: Environmental & Agricultural Systems

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

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Animal Science	Intro to Animal Science (Gr 9 or 10)	Intro to Animal Science	Animal Business Management	Animal Health & Veterinary Technology
Natural Resources	Intro to Natural Resources (Gr 9 or 10)	Intro to Natural Resources	Forestry Technology <i>or</i> Environmental Studies / Outdoor Skills	Forestry Technology <i>or</i> Environmental Studies / Outdoor Skills

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.

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.

- PREREQUISITE: Successful completion of Introduction to Animal Science with a min. grade of 85.*
- Registration through the CTE Office is required. [DOE CIP code is 010901 Animal Sciences, General.]*

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 the use of the program’s 66-acre Forsaith Forest Area in Chester, our own Christmas tree farm, 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 students 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

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Electrical	Intro to Tech. & Arch. Drawing and/or Intro to Elec/Mech Systems	Intro to Electrical & Mechanical Systems or Electrical Technology 1	Electrical Technology 1 or Electrical Technology 2	Electrical Technology 2 or Independent Study
Automotive	Small Engines	Outdoor Power Equip & Maintenance	Automotive Systems Technology 1	Automotive Systems Technology 2
Welding			Welding Tech 1	Welding Technology 2

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.]*

RUNNING START



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

Career focus	Grade 9	Grade 10	Grade 11	Grade 12
Cosmetology			Cosmetology 1	Cosmetology 2

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

Career Focus	Grade 10	Grade 11	Grade 12
Computer Systems	Computer Systems 1: Maintenance (grades 9 or 10)	Computer Systems 1: Maintenance or Computer Systems 2: Networking	Computer Systems 2: Networking
Video Production	Introduction to	Video Production 1	Video Production 2

	Digital Media		
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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.

Campbell High School – School Wide Writing Rubric

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

INDEX

Campbell High School Mission Statement	2
Scheduling Procedures	3
Transition Activities	3
NCAA Eligibility	3
Course Changes	3
Graduation Requirements for Campbell High School	4
Competency and Credit Recovery	5
Specialty Programs	5
Campbell Advisory Program	5
Honors Option	5
Diploma with Distinction	5
Sophomore and Senior Project	5
College Credit Earned at CHS (Dual Enrollment Programs)	6
Early College Program	6
Honors & Advanced Placement courses at CHS	6
Outline of Required Courses – Recommended Sequence	8
FOUR YEAR PLANNING WORKSHEET	9
Standardized Testing Programs	10
New Hampshire Scholars	11
Post-Secondary Admissions	11
Admissions Table	11
BUSINESS EDUCATION	12
COMPUTER EDUCATION	13
ENGLISH	17
FAMILY AND CONSUMER SCIENCE	22
HEALTH AND PHYSICAL EDUCATION	23

MATHEMATICS	26
MUSIC & PERFORMING ARTS	30
SCIENCE	33
SOCIAL STUDIES	39
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	56
@ Pinkerton Academy	56