

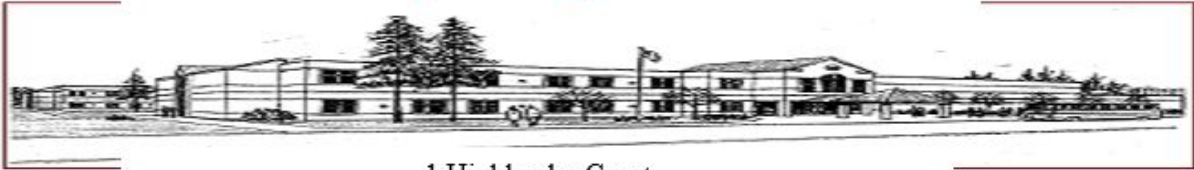
CAMPBELL HIGH SCHOOL



PROGRAM OF STUDIES

2021 - 2022

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 about courses 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 under 15 student requests, the class will not run and 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, Foundations Geometry, College Prep Math, 9th graders Science Foundations, Biology Foundations, 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 formatives
- 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 at www.campbellhs.org.

College Credit Earned at CHS (Dual Enrollment Programs)

Running Start is a dual enrollment/concurrent enrollment program offered through the NH Community College System – Nashua Community College. This program allows CHS to offer high school students college credit for courses offered by the Litchfield School District. Students may elect to enroll in Running Start courses during the first month of school through an application process and a nominal fee (currently \$125.00 for 3 college credits). Anticipated courses for the next school year in the Running Start Program are: **Topics in Applied Math (TAC), Digital Publishing, Website Design, 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 be offered in alternating years. Will offer in 22-23 school year.

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 alternating years. Will offer in 21-22.

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 lens 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 paper on an American author 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: B+ in World Literature and a teacher recommendation through the Student Info System

Senior English **½ credit – English** **(Seniors)**

This Senior English seminar uses literature, social sciences, art, music, and students' experiences to investigate some common themes linking various cultures and peoples, from myth and storytelling to the modern novel. Students will develop a deeper understanding of human nature and its impact on culture. The focus of student writing will revolve around the six traits of writing and will include several formal and informal responses to literature. Oral communication skills will be practiced through class discussion, formal presentations, and cooperative group work. Course literature may include *The Hobbit*, *Tuesdays with Morrie*, and various short stories, non-fiction and drama. 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. Personal, creative essay - identity.

One Semester

Prerequisite: American Literature

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

This senior English seminar uses literature, social sciences, art, music, philosophy, contemporary issues, and student experiences to investigate the big ideas and themes linking various cultures and peoples, from myth and storytelling to philosophy and the modern film and novel. Students will develop a deeper understanding of human nature and how our choices impact our global culture. Students will have the opportunity to develop their own philosophical views through their writing, class discussions, and projects based on literature and films. Course materials will include literature from a variety of genres including literary texts such as *Death of a Salesman*, *The Catcher in the Rye*, *Selected Stories by Anton Chekov*, *The Scarlet Letter* and *The Curious Incident of the Dog in the Night-Time*. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Essays or creative written works will be developed through prewriting, drafting, revising, proofreading, peer responses, and self-evaluation.

Full year

Prerequisite: Grade of B+ in all English classes and must be recommended by a teacher in the Student Info System

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

Note: This course may be taken in place of Senior English.

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

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

One semester

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

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

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

One semester

Note: This will run alternating years. Will be offered in 21-22.

Short Story

½ credit English

(Juniors-Seniors)

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

One semester

Note: This will run alternating years. Will be offered in 22-23.

AP English Literature & Comp

1 credit English

(Seniors)

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

Full year

Prerequisite: Grades of B+ or above in all previous English classes and must have a signed AP contract.

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

Note: Students who take AP courses will be required to take both midterm exams as well as the corresponding College Board AP exam in May.

Literature and Film

½ credit English

(Juniors-Seniors)

Stories are an essential part of every human culture; they help us to make meaning and to understand ourselves, each other, and our place in the world. The means by which these stories are told – whether they are written, spoken, or acted on stage or screen – influences the way we approach and interpret them. Film, while it may be influenced by written work, should always be considered an entirely unique piece of art for the purposes of critique and analysis. Students taking this course will learn how to “read” and analyze film as a visual text. Selected films will be analyzed in order to discover the ways in which these stories work in terms of our understanding of the nature of literature and the role it plays in our lives. In addition to viewing and analyzing various films from a variety of genres, students are expected to take part in class discussions. The focus and

assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Film reviews, essays and creative written works will be developed through prewriting, drafting, revision, proofreading, peer responses, and self-evaluation.

One semester

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

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: Offered alternating years

Child Development 1**½ elective credit****(Sophs-Seniors)**

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

One semester

Note: Sophomores must have completed Health

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: Runs alternating years

Relationships**½ elective credit****(Juniors-Seniors)**

Relationships addresses the knowledge, skills, attitudes, and behaviors all students need to participate in positive, caring, and respectful associations in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used in order to integrate suggested areas into the study of individual and family issues. Topics will include components of healthy relationships, roles and responsibilities, functions and expectations; ethics, and factors that impact relationships(e.g. power, conflicting interests, peer pressure, life events).

One semester

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

Note: Offered in alternating years. Will be offered in 21-22

Textiles, Fashion, and Apparel**½ elective credit****(Sophs-Seniors)**

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

One semester

Note: Offered alternating year

HEALTH AND PHYSICAL EDUCATION

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

P.E. Fundamentals**½ credit in Physical Education****(Freshmen)**

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

Required of all freshmen

One semester

Health

½ credit in Health

(Sophomores)

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

Required of all sophomores

One semester

Fit for Life

½ credit in Physical Education

(Sophs-Seniors)

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

One semester

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: Foundations of Physical Education

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)

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

Full year

Prerequisite: Algebra 1A

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

Algebra I

1 credit – Mathematics

(Freshmen-Sophs)

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

Full year

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

Note: Meets the Algebra I requirement for graduation.

Honors Algebra 1 **1 credit – Mathematics** **(Freshmen-Sophs)**

Honors Algebra 1 is a course that implements the shift from concrete basic skills to abstract algebraic representations. This course offers students the chance to explore the language of algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model and analyze patterns and relationships with variables and functions. Graphing calculators and computers are used as problem-solving tools. Topics include linear functions and graphs, writing and evaluating expressions, polynomials, exponent expressions, inequalities, and other traditional Algebra 1 topics. This course will include the concepts in the Algebra 1A/Algebra 1B course but will proceed at a faster pace, study the concepts in more depth and complete additional topics.

Full year

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

Note: Meets the Algebra I requirement for graduation.

Geometry **1 credit – Mathematics** **(Freshmen-Sophs)**

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

Full year

Prerequisite: Algebra I

Note: Meets the Geometry requirement for graduation.

Honors Geometry **1 credit – Mathematics** **(Freshmen-Sophs)**

Honors Geometry is a course that allows students to study geometric concepts and applications. Students develop the geometric structure through theorems, postulates, properties, and definitions and apply these concepts to solve geometric problems. General course topics will include lines and planes, angles and triangles, congruence and similarity, perpendicular and parallel lines, coordinate graphing area and volume of polygonal regions, circles and sectors, and properties of special right triangles. Proof is studied through both formal and informal methods. This course will include the concepts in the Geometry course, but will proceed at a faster pace, study the concepts in more depth, and complete additional topics.

Full year

Prerequisite: Grade of B+ or above in Algebra I

Note: Meets the geometry requirement for graduation.

Algebra 2 **1 credit – Mathematics** **(Sophs-Seniors)**

Students investigate linear, piecewise, quadratic, and exponential and logarithmic functions and their properties. Students explore graphs, inverses and translations of functions, finding solutions through symbolic manipulation and graphical methods, and fitting curves to data. Periodic functions,

trigonometry, sequences, and series will be introduced. Students seeking to be prepared for Pre-Calculus and higher levels of mathematics must take the Honors Algebra 2 course instead of this course.

Full year

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

Honors Algebra 2 1 credit – Mathematics (Soph-Seniors)

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

Full year

Prerequisite: Grade of B+ or above in Algebra I and Geometry or permission of instructor

Note: Summer Work Completion is REQUIRED

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

Students extend and solidify declarative and procedural knowledge acquired in previous years of the mathematics program, i.e. functions, trigonometry, discrete mathematics, and data analysis. Students develop a mathematical foundation that prepares them for calculus. Topics studied include the unit circle, inverse trigonometric functions, trigonometric equations and proofs, sinusoidal functions and graphing, trigonometric models, vectors, exponential functions, logarithmic functions in several bases, sequences and series, piecewise, composite and rational functions, and an introduction of calculus concepts such as limits, definition of a derivative and instantaneous rate of change. A solid foundation in all Algebra concepts is essential for this course.

Full year

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

Note: Summer Work Completion is REQUIRED

AP Calculus AB Daily 2 credit – Mathematics (Juniors- Seniors or permission of instructor)

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

Full year

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

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

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

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

Students considering four year colleges are recommended to take Algebra 2.

Full year

Prerequisite: Geometry

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

Advanced Math Topics 1 credit – Mathematics (Juniors-Seniors)

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

Full Year

Prerequisite: Algebra 2 or Honors Algebra 2

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

AP Calculus BC is a rigorous, fast paced course. It is 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)

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

Full year

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

Music Exploration

½ credit – Visual/Performing Arts

(Open to All)

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

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

One Semester

Note: This will run in alternating years. Will be offered in 22-23.

Introduction to World Drumming ½ credit – Visual/Performing Arts (Open to All)

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

One semester

Note: This will run in alternating years. Will be offered in 21-22.

Introduction to Guitar ½ credit – Visual/Performing Arts (Open to All)

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

One semester

Advanced Guitar ½ credit – Visual/Performing Arts (Open to All)

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

One semester

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

Music Theory I 1/2 credit – Visual/Performing Arts (Open to All)

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.

One Semester

Note: This course will run in alternating years. Will be offered in 21-22

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

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

Full year

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

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

9th grade Science (or Foundations) to Biology (or Foundations) to Science Elective I

College Preparatory (CP) Pathway (4 credits)

9th grade Science 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 1 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

material. This course is intended for students applying to college. Students will analyze and evaluate scientific literature for contributions to or for the impact they have had or may have on the community, the environment, and/or the economy. Students will present their findings in the form of projects or papers.

Full year

Prerequisites: Successful completion of Biology as well as successful completion of/or concurrent enrollment in Algebra 2.

Note: This is an approved math-related course.

Honors Chemistry

1 credit – Science

(Sophs-Seniors)

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

Full year

Prerequisite: Successful completion of Biology. Successful completion and/or current enrollment in Algebra 2 or permission of instructor.

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

Note: This is an approved math-related course.

Human Anatomy & Physiology(Honors)

1 credit – Science

(Juniors-Seniors)

The purpose of this course is to provide a detailed study of the structure and function of human body systems. Disorders and diseases associated with the systems will be emphasized. Scientific anatomical terminology will be applied to diagrams, models, and dissection specimens. The use of ManiKen Anatomy in Clay Models, such as those used in college nursing programs, will be used to reinforce the anatomy of the human body systems. The skills of scientific problem solving, critical thinking, laboratory observations, and reporting techniques will be emphasized. Students will be expected to apply concepts acquired in class to all laboratory work. Students will be required to keep and maintain an Interactive Science Notebook.

Full year

Prerequisite: Successful completion 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: This is an approved math-related course.

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

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

Note: This course is eligible for dual enrollment college credit through Southern NH University for a nominal fee (currently \$100 for 3 credits).

Note: This course will run in alternating years. Will be offered in 21-22.

AP Biology Daily

2 credits – Science

(Seniors or permission of instructor)

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

Full year

Prerequisites: Successful completion of all previous science courses or permission of instructor. Students must

have completed Biology AND Chemistry before taking this course.

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

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

Note: This course is eligible for dual enrollment college credit through Southern NH University for a nominal Fee (currently \$125 for 4 credits).

Note: This course will run in alternating years. Will be offered in 22-23.

AP Chemistry Daily 2 credits – Science (Seniors or permission of instructor)

AP Chemistry is the equivalent of a first-year college general chemistry course. Students who successfully complete this course will gain a depth of understanding of chemistry fundamentals. Students are expected to be active learners and class time will prioritize hands-on laboratory work and the application of lecture material. Emphasis is placed on depth of understanding of a topic, rather than the breadth of topics. Students who take this course may be eligible to take, in their first year of college, second-year work in the chemistry sequence or courses in other fields where general chemistry is a prerequisite. In addition, the course will prepare students to succeed on the College Board's AP Chemistry Exam, which students are expected to take in May.

Full year

Prerequisites: Successful completion of Chemistry and Algebra II or permission of instructor.

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week 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 run in alternating years. Will be offered in 21-22.

AP Physics 1 Credit - Science (Juniors-Seniors)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. College Course Equivalent AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.

Prerequisites: Successful completion of Physics and Algebra II or permission of instructor.

Note: Students are required to complete summer assignments which are handed out in June. An exam will be given the first week 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 run in alternating years. Will be offered in 22-23.

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

Sociology ½ credit Social Studies (Juniors-Seniors)

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

One semester

Contemporary Issues ½ credit Social Studies (Juniors-Seniors)

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

One semester

The History of Hip Hop ½ credit Social Studies (Juniors-Seniors)

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

One Semester

Note: This class is not NCAA approved

The Vietnam War Era ½ credit Social Studies (Juniors-Seniors)

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

One Semester

Note: This course will run in alternating years. Will be offered in 22-23.

World War 2 ½ credit Social Studies (Juniors-Seniors)

This course follows the battles, people, countries, policies, and events of World War II across the globe. This course will open by covering the political, cultural, economic, and diplomatic factors that led to the war. Students will then follow the course of the conflict across all theaters. Finally, we will explore the devastating aftermath of the conflict and the effects it still leaves on our world today.

One Semester

AP United States History 1 credit Social Studies (Juniors-Seniors)

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

Full year

Prerequisites: Grade of B+ or above in Honors American and must be recommended by teacher & sign an AP contract.

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

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

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

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) ½ 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. Limit of 14 students.

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 ½ or 1 credit online courses that are **not offered at CHS** or take courses for credit recovery, enrichment, dual enrollment, or to relieve scheduling conflicts with prior administrative approval.

Some competencies may be made up with corresponding VLACS course work. Not all competencies

are available through VLACS, such as Investigation competencies utilizing lab work or Research competencies. In order to complete a CHS competency more than one VLACS module may be necessary. Competency, credit recovery must have prior administration approval.

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

High School Credit Earned in Middle School

Students can earn credit for high school level work in Algebra 1 and Spanish 1, completed during middle school years, so that students can take more advanced and/or more diverse courses during high schools. These credits may be substituted for required high school courses or used to satisfy graduation requirements. A recommendation by the middle school Algebra or Spanish teacher is required for high school credit to be awarded. These courses will appear on the high school transcript and will be designated as “transfer credit” with 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

JROTC 1 **1 Credit** **(Juniors)**

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

JROTC 2 **1 Credit** **(Juniors)**

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

JROTC 3 **1 Credit** **(Seniors)**

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

JROTC 4 **1 Credit** **(Seniors)**

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

Digital Media 1 **2 credits** **(Juniors)**

This year-long course introduces students to some of the basic graphic design techniques used by commercial, visual, print, web, online game and app designers. Digital Media 1 provides in-depth instruction in Adobe Photoshop and Illustrator. Students will learn how to use the fundamentals of layout, design, typography and composition in the digital realm. They will integrate a variety of drawing, painting, editing, and retouching tools to achieve sophisticated results. Combining multiple images or altering an image's structure for use in print, web or game design are some of the functional lessons that will be explored. Students will also learn the principles of design [including balance, emphasis, proportion and rhythm]. The elements of line, space, texture and color are studied with special emphasis on how they relate to using digital media to create/achieve

sophisticated, real-world results including posters, programs, logos and brochure designs. It will encourage students to use flexibility and imagination in their growing repertoire of computer skills; providing better productivity, and therefore, employability. Real-world critical thinking and implementation are hallmarks of all the Digital Media classes. As such, each student will be required to create both a physical as well as an electronic portfolio of accomplishments throughout this course.

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

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

Digital Media 2

2 Credits

(Seniors)

This year-long course provides digital imaging training in InDesign. Students will learn how to integrate the skills they have learned thus far in Photoshop and Illustrator to create good layout and design spaces in InDesign. There will also be an introduction to movies and animation using Final Cut Pro and Animate. Students will continue to build on their image, illustration and text skills to achieve professional design variations for multiple forms of media. Real-world critical thinking and implementation are hallmarks of all the Digital Media classes. As such, each student will be required to create both a physical as well as an electronic portfolio of accomplishments throughout this course.

Computer Science Essentials

2 Credits

(Juniors)

Computer Science Essentials is intended to be a great place for those new to programming, and for those with prior knowledge who wish to continue their exploration and learning. Students learn the fundamentals of programming with an emphasis on problem solving and logical thinking. Topics covered include: graphics, animation and games, data structures, and more. Students will have the opportunity to work in an interactive and collaborative environment.

Prerequisites: Successful completion of Algebra I and ICT Literacy or middle school Computer Science

Computer Science Principles

2 Credits

(Seniors)

Computer Science Principles expands on the foundations learned in Computer Science Essentials to further challenge students programming skills. Students will learn web design, computer program development techniques, computational thinking, troubleshooting, algorithm development, data structures, and graphics using languages current to the industry. They will learn how to develop a software product from concept definition, requirements and testing methods. They will learn computer organization, how the Internet works, and the societal impacts of computer science. The curriculum follows a syllabus that is recognized by the College Board as an approved curriculum for AP® Science Principles. This allows the students an option to fulfill the College Board course requirements and to help prepare students for the AP Computer Science Principles exam.

Prerequisites: Successful completion of Computer Science Essentials; Geometry and Algebra 2 recommended.

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>

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SUMMARY OF PROGRAM OF STUDIES CHANGES FOR 21-22 SCHOOL YEAR

- Change the year from 20-21 to 21-22
- New Letter from the Principal

Scheduling Procedures

-added info about course request numbers needed to run the class

Graduation Requirements

-AP Bio and AP Physics and AP Chemistry have been added as math embedded courses

Business

-no changes

Computer Education

-permanently deleted Drafting and Digital MultiMedia

-Digital Publishing - added that it will be offered in alternating years

-permanently deleted Advanced Web Design

-Advanced Software Applications - added this course will be offered in alternating years

-Adding CyberSecurity class

English

-permanently deleted Foundations English 9

-permanently deleted British Literature

-It's A Mystery - added will run in alternating years

-Short Story - added will run in alternating years

-permanently deleted Journalism

-permanently deleted Public Speaking

-permanently deleted Contemporary Literature

- the following statement was added to the end of English 9, World Lit and American Lit:

“Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations. “

FACS

-Relationships - added offered in alternating years

Health/PE

- changed Lifetime Strength Training to Functional Training
- permanently deleted Unified Youth *Leadership* and added : “Traditional students who wish to assist with this class can do so for sophomore or senior project in consultation with the teacher.”

Math

- Permanently Deleted Foundations Geometry
- Permanently deleted Calculus

Music/Performing Arts

- Music Exploration - added will be offered in alternating years
- Intro to Drumming - added this will run in alternating years
- permanently deleted Guitar Ensemble
- Music Theory 1 - will run in alternating years
- permanently deleted Jazz Ensemble
- Added Piano 2

Science

- permanently deleted Foundation Science 9
- permanently deleted Foundations Biology
- permanently deleted unlevelled Environmental Science
- AP Environmental Science - added will run in alternating years
- AP Biology - added will run in alternating years
- AP Chemistry - added will run in alternating years
- added AP Physics

Social Studies

- permanently deleted Foreign Relations
- Advanced Applied Economics
- permanently deleted Social Entrepreneurship
- permanently deleted The Constitution
- Vietnam War - added this run in alternating years
- added new course World War 2
- permanently deleted Recycling
- Adjusted the World Studies description to reflect the 19-20 Program of Studies

Tech Ed

- no changes

Visual Arts

-permanently deleted Sigital Art

Spanish

-no changes

Additional Credit Offerings

-added Unified Prevention Recycling and Conservation

Extended Learning Opportunities

Added information about earning PE credit through varsity athletics

SUMMARY OF PROGRAM OF STUDIES CHANGES FOR 21-22 SCHOOL YEAR

- Change the year from 20-21 to 21-22
- New Letter from the Principal

Scheduling Procedures

-added info about course request numbers needed to run the class

Page 4: Under the “Competencies” headline - changed 4 formatives to 4 summatives

Page 4: Graduation Requirements

-AP Bio and AP Physics and AP Chemistry have been added as math embedded courses

Note: throughout the document, alternating year courses have been made specific to the years the course will run

Business

-no changes

Computer Education

-permanently deleted Drafting and Digital MultiMedia

-Digital Publishing - added that it will be offered in alternating years

-permanently deleted Advanced Web Design

-Advanced Software Applications - added this course will be offered in alternating years

-Adding CyberSecurity class

English

-permanently deleted Foundations English 9

-permanently deleted British Literature

-It's A Mystery - added will run in alternating years

-Short Story - added will run in alternating years

-permanently deleted Journalism

-permanently deleted Public Speaking

-permanently deleted Contemporary Literature

- the following statement was added to the end of English 9, World Lit and American Lit:
“Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations. “

FACS

-Relationships - added offered in alternating years

Health/PE

-changed Lifetime Strength Training to Functional Training

-permanently deleted Unified Youth *Leadership* and added : “Traditional students who wish to assist with this class can do so for sophomore or senior project in consultation with the teacher.”

Math

-Permanently Deleted Foundations Geometry

-Permanently deleted Calculus

Music/Performing Arts

-Music Exploration - added will be offered in alternating years

-Intro to Drumming - added this will run in alternating years

-permanently deleted Guitar Ensemble

-Music Theory 1 - will run in alternating years

-permanently deleted Jazz Ensemble

-Added Piano 2

Science

-permanently deleted Foundation Science 9

-permanently deleted Foundations Biology

-permanently deleted unlevelled Environmental Science

-AP Environmental Science - added will run in alternating years

-AP Biology - added will run in alternating years

-AP Chemistry - added will run in alternating years

-added AP Physics

Social Studies

-permanently deleted Foreign Relations

-Advanced Applied Economics

-permanently deleted Social Entrepreneurship

-permanently deleted The Constitution

-Vietnam War - added this run in alternating years

-added new course World War 2

- permanently deleted Recycling
- Adjusted the World Studies description to reflect the 19-20 Program of Studies

Tech Ed

- no changes

Visual Arts

- permanently deleted Sigital Art

Spanish

- no changes

Additional Credit Offerings

- added Unified Prevention Recycling and Conservation

Extended Learning Opportunities

- Added information about earning PE credit through varsity athletics

Litchfield School District Monthly Enrollment Comparison 2020-2021

GRADE	PK	K	1	2	3	4	TOT	5	6	7	8	TOT	9	10	11	12	TOT	Grand TOT
September 25, 2020	20	65	79	87	90	75	416	92	93	88	91	364	118	114	104	112	448	1228
October 30, 2020	20	64	77	84	90	74	409	91	93	88	91	363	118	113	103	112	446	1218
November 20, 2020	20	65	77	83	90	74	409	91	92	88	90	361	118	113	103	111	445	1215
December 18, 2020	20	66	77	83	90	74	410	89	94	89	90	362	118	113	102	112	445	1217
							0					0					0	0
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							0					0					0	0
							0					0					0	0
							0					0					0	0



Kindergarten Registrations

1st Grade Registrations

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LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair
C. Harrison, Vice Chair
School Board Edition

Meeting Agenda for December 16, 2020

Location: Litchfield Town Hall

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

Face masks are required to be worn in the building at all times. Community members and members of the public who wish to speak and have registered in advance must observe pandemic guidelines at all times. Correspondence may be sent via email to members of the School Board at schoolboard@litchfieldsd.org.

Public comments shall be made without expectation of a response by any School Board Members to matters raised by such commentary. Comments and statements may be made on matters of public concern directly related to the district's policies, programs and operations. Public commentary shall be limited to 3 minutes per person and must identify the first and last name and address of the commenter.

I. PUBLIC SESSION

5:00 p.m.

A. Call to Order

Mr. Bourque called the meeting to order at 5:

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. Community Forum

There was no public input.

E. Summary of Non-Public Actions from December 2, 2020:

Mr. Meyers made a motion to approve the non-public minutes of November 10 and November 18, 2020. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

F. Presentations and Recognitions

There were no presentations or recognitions.

G. Correspondence

Mrs. Harrison reported that correspondence was received from community members (parents) In favor of remote learning and in support of the administration of remote learning, and not in favor of reopening school on December 14 based on the significant community transmission in the state: Sarah Rotast, Faith Erdimer, Theresa Greico, Nancy Rothe, Jessica Philbrick, Tiffany MacKinnon. Dot Beauregard.

Mrs. Harrison reported numerous emails from staff were received expressing concern over the decision to return to school on December 14, citing disregard for the reopening plan adopted by the district and School Board.

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Dr. Jette reported that the SAU announced prior to Thanksgiving that the schools were going to close until December 14. He indicated that the team looked at safely reopening and staffing, and the numbers of students and staff in school with COVID or on quarantine. He commented it is important to note that the emails were received only after the public announcement was made regarding the reopening on December 14. He noted staff and parents knew prior to Thanksgiving that the schools would reopen December 14.

Mrs. Harrison commented that she found the emails very concerning and that she recognizes their anxiety. She explained she would like to figure out ways to make it better, to continue to ensure staff is safe as safety is the top priority for all.

Mrs. Hershberger commented that she understands the intention was to reopen, but she believes we should be using the Harvard Global Health metrics for these decisions.

Mrs. Harrison commented that parents are able to have a choice for in person learning or remote learning, but teachers do not get a choice.

H. Comments:

- **Superintendent's Comments**
 - **Security at LMS**

Dr. Jette reported that the Facilities Improvement Committee members toured the LMS entryway. He indicated it is aesthetically pleasing, but now it looks like you are at the front of a school. He noted that the public face of the building has been changed and the security update we were looking for has been provided. He commented the public will be accessing the school through the new center entrance and will interact with staff through a sliding window.

Mr. Bourque suggested there should be an opening for a person to speak through the window.

Dr. Jette indicated the construction of the window allows for a gap at the bottom and on top and sound will travel through. He commented in the event of difficulties hearing, we can install an intercom system. He noted the design of the window is both secure and allows sound to travel.

- **A.L.i.C.E.**

Dr. Jette reported that most staff members have completed their A.L.i.C.E. recertification. He noted staff members can do some A.L.i.C.E. training on the remote day (tomorrow).

Mr. Meyers asked if the door locks (from the warrant article that was approved) were completed.

Dr. Jette indicated we had two warrants last year: one for night locks and one for door lock changes. He noted that new information indicated that night locks should be used on doors that do not have the Columbine lock system and there are one motion locks at LMS and CHS. He commented the decision was made to forego the night locks and recore and rekey the locks at LMS and CHS, along with all exterior doors at GMS. Dr. Jette reported that the door lock audit at GMS has been completed. He acknowledged that Mrs. Flynn did a phenomenal job with the distribution and recording of the new keys at LMS and CHS. He noted that the system in place is tiered in a logical way and will allow for tracking staff with keys, ensuring better security and access control.

- **BHC, Board-Employee Communication**

Dr. Jette discussed policy BHC with the Board. He commented the policy was written in 2004 and talks about keeping communication with employees open, but also states the proper channel of communication is going through the Superintendent before communicating with the School Board. He indicated that he brought the policy forward because he was not sure we have done a good job in communicating this and he is seeking input from the Board regarding if they are committed to the policy as written or if it needs to be revised. Dr. Jette noted if the Board is committed to the policy as written, this is the way we should be doing business.

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Mr. Meyers commented that it has to be made clear that the only employee of the School Board is the Superintendent.

Mr. Bourque indicated that communications from the Board to the Superintendent should go through the Chair.

Mrs. Harrison commented that she has issues with the policy. She indicated it is important that the Board listen to the staff. She believes sending communication through the Chair has an impact and the Board would see less communication.

Dr. Jette pointed out the policy states communications go through the Superintendent to the Board. He noted it holds down public exposure.

Mrs. Flynn commented the policy also ensures employees do not supersede the Superintendent and communicate directly with the Board.

Mrs. Harrison asked if all visits to the schools by Board members have to go through the Superintendent.

Dr. Jette indicated that the Superintendent should at least be informed that a Board member will be visiting a school.

A discussion followed regarding Board members visiting schools and going into classrooms. It is the responsibility of a Board member to inform the administration about the visit and it is the administration's responsibility to inform the staff that the Board member will be going into classrooms.

Dr. Jette asked the Board if they would like him to communicate the policy parameters to the staff. He indicated there was an excessive amount of staff communication over the weekend that conflicts with this policy. He pointed out much of the information in those communications was inaccurate. He was concerned about the inaccurate information that was communicated directly to the Board.

Mrs. MacDonald commented the minute a teacher posts something online people believe it is true.

Dr. Jette commented that he spoke with the Administrative Team regarding social media and they have indicated they do not have time to monitor it. He noted there is much concern regarding the negativity being painted for people.

Mrs. Harrison commented that as she read through the emails she noticed there were no responses to the questions or the inaccuracies.

Mr. Bourque commented if they went through the administrator they would have answers.

Dr. Jette indicated the Facilities Director was surprised at how quickly people state inaccurate information about the cleanliness of the building and the pandemic cleaning that occurs. He noted a Google document was circulated at CHS with answers to the questions; GMS and LMS handled questions through team meetings.

o Remote Day

Dr. Jette reported that staffing is tight at GMS and LMS and the timing of the storm is concerning. He indicated he emailed staff this morning regarding the remote day tomorrow and communicated to staff and parents around noon.

● School Board Comments

Mrs. Harrison indicated there was a noticeable change in remote instruction during the two week closure. She observed there was more engagement and direct instruction. She noted when the district schools were closed during the spring, there was an hour break in the middle of the remote day that made it more manageable. She commented switching back from in-person to remote and then back again creates difficulty trying to keep up with schedule changes. She indicated the more engaged remote students are, the more they feel they are part of the community.

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Mr. Bourque commented that he spoke to Dr. Jette regarding the middle school schedule times for the remote switch. He felt there was no reason to change the schedule at LMS.

Dr. Jette was in agreement with Mr. Bourque. He commented that the remote students get into a rhythm and then get disrupted. The in-person students get into a rhythm, but it is difficult for them to switch to remote learning. He indicated this is an opportunity for us to examine what we are doing at the middle school. He noted these students are getting themselves together and then given a confusing schedule.

II. GENERAL BUSINESS

A. Public Minutes:

- December 2, 2020

Mrs. Hershberger made a motion to approve the public minutes of December 2, 2020. Mrs. MacDonald seconded. The motion carried 5-0-0.

III. REPORTS

A. Curriculum Report

Ms. Widman reported all committees met over the last few days. The Professional Learning Committee is digging into the needs of the building and PowerSchool training will be held in January. There have been requests for technology tools for paraprofessionals. The Grading & Reporting Committee met yesterday and we are building an elevator speech to address 'what is competency based grading'. Ms. Widman reported all students in grades 4-8 took the NHSAS ELA and Math Interim assessments for which data is starting to come back to us, but there were some glitches at the state level. She indicated we will not issue those reports, but parents can reach out to principals for information. Additionally, she reported students in grades 9-11 took PSATs, and students in grade 12 took SATs. The data is being used to identify and mitigate gaps in learning due to our remote period in the Spring.

- CHS Course Proposals

Ms. Widman presented course proposals to the Board.

CHS PE Course name change: Proposal to change Lifetime Fitness course name to Functional Training to align the name with the common terminology used around daily training. The curriculum will not change.

Mrs. Harrison made a motion to approve the CHS PE Course name change from Lifetime Fitness to Functional Training. Mrs. MacDonald seconded. The motion carried 5-0-0.

AP Physics 1 (CHS): Students who take AP Physics 1 will build on the concepts learned in Honors Physics and will provide additional preparation for college. The course will run for two years.

Mrs. Harrison made a motion to approve the AP Physics 1 course at CHS. Mr. Bourque seconded. The motion carried 5-0-0.

Piano II (CHS): This course will be in addition to the Introduction to Piano course (the name will be changed to Piano I upon approval of Piano II course). Students who have taken Intro to Piano in the first year can take Piano II the following year. This course will allow students to continue to pursue the skill of learning a new instrument who may not have an interest in guitar or band instruments.

Mr. Bourque made a motion to approve the Piano II course at CHS. Mrs. MacDonald seconded. The motion carried 5-0-0.

World War II (CHS Social Studies): This is a highly diverse topic and lends itself to student-driven learning and personalization. WWII has had more of an impact on society and world history than any other conflict and is a high interest topic among many students.

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Mrs. Harrison made a motion to approve the World War II course at CHS. Mrs. MacDonald seconded. The motion carried 5-0-0.

Cyber Literacy and Cyber Security (CHS Computer Science/ICT): Cyber Literacy is a pathway course to Cyber Security. Cyber Security looks at the fundamentals of cyber-security and what goes on behind the scenes using various applications of technology. ICT Pathways courses are Honors level classes.

Mr. Bourque made a motion to approve the Cyber Literacy and Cyber Security courses at CHS. Mrs. Hershberger seconded. The motion carried 5-0-0.

- **Remote 2.0 & Closing the Gaps**

Ms. Widman commented when we went into this school year there were concerns regarding remote learning in the Spring. The Instructional subcommittee looked at creating guidelines for remote instruction and in-person instruction during a pandemic. Google Class tips were also included. Student and parent guidelines were prepared. The key take away was that we had to find a way to ensure we were getting synchronous instruction with classroom teachers. She presented the Remote 2.0 Plan to the Board.

The Plan

The Preparation:

Synchronous instruction with two platforms was new. To prepare for this, training was held on the Opening days with team time built in to model and practice. To address technology training, we met with teams to train on tools, ran teacher-led workshops to explore a variety of tools, and set up a more detailed IT help page and remote site. IEPs needed review prior to October 1 to ensure services were met in the Spring and plan for services going forward. An extended block of time was added for team collaboration and planning every Wednesday.

The Execution:

Curriculum will not be covered in the same way. Some topics will be cut back or skipped, but focus should stay on skills. Fall SAS testing data is being analyzed for trends and action planning will result.

Ms. Widman showed examples of teacher Google Classrooms. She indicated that teachers are using break out rooms in Google Meet with students so that remote students can work with in-class students on class work and activities. She noted there are many digital resources for teachers and students, which includes Edpuzzle and Google Arts/Culture.

Student Support: CHS Guidance will be hosting parent information sessions after the holiday break via Google Meet. They will offer a different topic each week, such as anxiety, depression/motivation, peer issues; GMS has set up a Teacher Toolkit for Social Emotional Learning where once per month a new topic is highlighted.

Ms. Widman commented that teachers have provided positive feedback regarding the model of learning that is being administered. She indicated teachers have commented that remote students are showing up, participating, and engaging and there are more digital games and resources for students to practice their vocabulary and grammar that can be utilized.

Mr. Bourque commented that it appears remote learning has been vastly improved since Spring. He indicated it is nice to see how the teachers are embracing it and doing more with it.

B. Business Administrator's Update

- **YTD Financials**
- **Project Updates**
- **Budget Overview (following BC meeting 12/10/20)**
 - **FY22 Budget**

Mr. Izbicki provided the district financial report for the Board. He reported that the LMS Canopy is completed, with some aesthetics that remain to be finished, but the entryway is functionally complete. He commended the contractor on the fine job, finishing on time and under budget.

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Mr. Izbicki indicated that in his report he included a summary of budget activity to date, the FY21 approved budget vs. the FY22 Budget Committee vs. the FY22 Default budget, a budget summary by department, and the estimated tax rate. He noted that at this time, we are looking at a \$0.62 increase in the tax rate due to the 27% increase in the valuation of the Town. He added that a summary of Budget Committee actions and votes is included as well.

- **2021 Draft Warrant Articles**

Mr. Izbicki presented the 2021 draft warrant articles to the Board.

Article 1: Operating Budget - no total for the FY22 Operating budget or Default budget until finalized by the Budget Committee.

Article 2 and Article 3: Technology Integrators. He noted that there are two separate articles for district-wide technology integrators due to the need for two positions.

Article 4: Capital Improvement Expendable Trust Fund - request to deposit of \$100,000 from unassigned fund balance at the end of the year.

Mrs. Hershberger referred to Article 2 and commented she has never seen an article note on a warrant, asking if that is legal.

Dr. Jette indicated that legal counsel advised to present two separate, but exact articles with an article note because we wanted to make it clear to the voters we are requesting both positions.

Mrs. Hershberger indicated that we need to communicate this to people so that they understand what technology integrators are.

Dr. Jette commented having someone on site in the building who can triage an issue and demonstrate the way technology can be used is a game changer and alleviates the workload of the IT Department.

Mrs. Harrison commented that the Remote 2.0 presentation from Ms. Widman was very telling. She indicated one teacher commentary described that the teacher stumbled upon technology tools and having a dedicated technology integrator can direct teachers where to find those tools and help them learn to use them effectively.

Mr. Bourque commented that Mr. Pelletier did a great job of describing the technology integrator positions at the Budget Committee meeting last week. He indicated we have more students this year that will hopefully be 1:1 next year as that is the direction education is going. He noted there is a need for these positions.

C. Committee Reports

- **Budget Committee**

Mr. Bourque reported that the majority of reductions by the Budget Committee came from non-union salary increases, the technology integrators and attrition. He indicated the Committee will meet tomorrow night to review warrant articles. He commented that the district will present a case to the Committee regarding adding funds back into the budget.

Dr. Jette discussed the State average cost per pupil vs Litchfield cost per pupil for middle school with the Board. He indicated that we are closing the gap at less than 10% of the state average cost, but we do not have out of control spending, contrary to some comments.

Mrs. Harrison commented one of the Budget Committee members claims there is a significant loss in revenues.

Mr. Bourque indicated we do not know how much of a loss in revenues there is at this time, but will try to address it at the Committee meeting tomorrow night.

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- **Facilities Improvement Committee**
 - **LMS OPR (Owner’s Project Requirements)**

Mr. Bourque reported the Facilities Improvement Committee toured the LMS entryway and returned to Town Hall for a presentation from the NHSAA on the enrollment study they completed. He indicated the Committee discussed the LMS OPR and the Committee voted to accept it. Mr. Bourque recommended that the School Board vote to adopt (or not to adopt) the LMS OPR.

Mr. Bourque made a motion to accept the LMS Owner’s Project Requirements for design, usage, efficiency, documentation, testing and training to provide required functions. Mrs. Harrison seconded. The motion carried 5-0-0.

- **Feasibility Study Update**

Dr. Jette indicated that the NHSAA has also prepared a facilities study for GMS, which is being reviewed by the SAU. He noted the study will be presented at the January Facilities Improvement Committee meeting.

IV. NEW BUSINESS

A. Policies:

- **JLF, Reporting Child Abuse & Neglect**

Dr. Jette reported that Policy JLF has been revised to more closely track the requirements of SA 169-C, to clarify the participation of the Principal, to include reference to the NH Code of Conduct for Educators, and to provide a mandate for annual training. He indicated the original policy was reviewed and approved in 2014; however, there have been several changes in legal requirements since that time.

Mrs. MacDonald made a motion to approve policy JLF, Reporting Child Abuse & Neglect, for a 1st Reading. Mr. Meyers seconded. The motion carried 5-0-0.

- **Fundraiser Proposal**

Dr. Jette indicated that Wendy Langelier is proposing a fundraiser at CHS to sell pottery she makes at home and the money that is raised will go to the Environmental Club, Key Club and possibly the Art Honor Society for activities.

Mr. Bourque made a motion to approve the Pottery fundraiser as presented. Mr. Meyers seconded. The motion carried 5-0-0.

V. OLD BUSINESS

A. Coronavirus Review and Update

- **Remote Learning Update**
- **Current Situation Update**

Dr. Jette shared information with the Board regarding projected COVID cases and current cases in the schools. He indicated it is important to provide parents a choice if they feel comfortable coming back into schools after a remote shutdown. He noted that the information includes an analysis of the percentage of in person students vs remote students since October 1. He commented that the schools averaged an 80/20 split at that time, but since the December 14 shutdown a larger number of students have remained remote.

Mrs. Harrison asked about any considerations for reopening in January.

Dr. Jette indicated the intent is to open on January 4, 2021. The Administrative Team will discuss what will cause a change of intent. Data shows many other schools are reopening in January and the impact from the many students that came home from college has already occurred, as well as the impact of holiday travel in November.

Mrs. MacDonald mentioned that if she and her family were to travel and quarantine, they would do so starting from either Christmas or New Year.

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Dr. Jette commented if someone travels out of New England, they are required to quarantine for 10 days when they return or 7 days with a negative COVID test.

Mrs. Hershberger believes it is a good idea to have a discussion about ‘if not now, then when’. She asked about the threshold for going fully remote. She commented we have learned much over the last few months and the only concern we have has been staffing.

Mrs. MacDonald commented that it is a personal choice to send students in person or to keep them remote.

Mrs. Harrison commented that this is a good point, but teachers and staff do not have that choice.

Mr. Bourque commented that it is no different from other businesses that continue to operate, such as grocery stores, restaurants, etc.

Mr. Meyers does not agree that is a conversation for the Board. He indicated that the Superintendent and Administrators need to have that discussion and make the decision to open or stay remote.

Mrs. Harrison commented we are not following the reopening plan that we approved and published. She indicated it is important to update that living document because people make decisions based on that document.

Dr. Jette commented he is trying to update the document. He noted that he never envisioned the whole country being in the “red” due to the virus, but feels we learned to live with the virus.

Mrs. MacDonald commented that she keeps thinking there is no end in sight, with the vaccine distribution some time away. She indicated we need a plan.

Dr. Jette commented there is a limited amount of vaccine for distribution. He indicated there is concern regarding the length of time for the vaccine’s effectiveness (6 months). He commented that he understands the teachers’ argument, but this is the nature of our industry: we educate children, which involves human interaction.

Mrs. Harrison commented based on the feedback from the Remote 2.0 report and the cooling off period, we have shown that is an effective way of educating students.

Dr. Jette believes the cooling off period was effective and that students will need the 8 days of instruction before the holiday break. He indicated another district is taking two remote days at the end of the Christmas break to reassess and decide if students come back to school.

VI. MANIFEST

The manifest was circulated and signed by the Board.

VII. NON-PUBLIC SESSION: RSA 91-A:3II (a-c)

[Minutes of Non-Public Session are written under separate cover.]

Upon a motion made by Mr. Bourque, the Board entered into non-public session at 7:42 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

VIII. RETURN TO PUBLIC SESSION

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Upon a motion made by Mr. Bourque, the Board returned to public session at 8:32 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

IX. ADJOURN

Mr. Bourque made a motion to adjourn the meeting at 8:32 p.m. Mr. Meyers seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

Griffin Memorial School PRINCIPAL'S REPORT

Submitted by Dan Mitchell

For the January 6, 2021 Board Meeting

Current Enrollment (as of 01/04/2021)

<u>Grade</u>	<u>In Person</u>	<u>Remote</u>
<u>Pre K</u>	<u>19</u>	<u>3</u>
<u>Kindergarten</u>	<u>66</u>	<u>7</u>
<u>Grade 1</u>	<u>78</u>	<u>19</u>
<u>Grade 2</u>	<u>83</u>	<u>15</u>
<u>Grade 3</u>	<u>92</u>	<u>22</u>
<u>Grade 4</u>	<u>75</u>	<u>11</u>
<u>Total</u>	<u>415</u>	<u>74</u>

Recognitions:

- Kristin Starrett worked with Business Administrator, Cory Izbicki and Robin Corbeil of LMS to secure grant funding to provide all the Lego kits necessary for this year's FIRST Lego teams. Mrs. Starrett is currently working on a safety and hygiene plan to be followed in order to safely and effectively run these teams again this year.
- The PTO continues to be an integral part of the GMS community, despite the challenges that the current pandemic has presented. In November, they were able to provide a pizza dinner for teachers during conferences. Much effort was put into trying to find a way to have the Holiday Gift Store again this year, but in the long run it was determined to be too difficult. Despite this, they still provided each student with a gift prior to leaving for vacation, in addition to hosting the annual Staff Holiday luncheon. Much thanks to the group for their courtesy and creativity in their continued partnership with the school community.

Instructional Highlights:

- **Specialist Team -**

The Unified Arts team has been busy with festive lessons and activities to mark the holiday season. This year, more than ever students needed a way to celebrate and enjoy the season. What better way to bring cheer and a feeling of celebration and togetherness than through the arts!

In art class Mrs. Starrett has been working with students on many different arts projects to mark the cold weather and holiday season. Snowmen, holiday lights, cardinals in snowy trees, reindeer and woodland creatures are just a few of the subjects that inspired our students' creations.



Mrs. Girzone took advantage of the deep, new fallen snow and went out on a snowshoeing adventure with her PE classes. After trekking out to the fields the students got a chance to explore and build with the snow. Students also worked on basketball skills such as dribbling, passing and shooting. Basketball is always a big hit!



In Music Class, we concentrated on learning new notes and values, and then drawing them (online and at school). The 3rd and 4th graders did some composing with them too! Kindergarten explored high and low. 1st grade did call-and-response African American songs and stories. 2nd grade focused on playing new rhythms and phrases.

On some special days, we did Holiday Songs! When in remote, students got to **SING**, play and move to them. When at school, students played, moved and improvised to them with all sorts of instruments! Our Holiday Songs were from different traditions, secular and sacred, popular and historical. In 2nd grade, we did tunes that coordinated with the 2nd Grade's "Holidays-Around-The World" countries: France, Sweden, Israel, China and Mexico.

In Computer Technology, students incorporated winter activities into their Google Slides assignment and worked on a "Winter Rebus" in Google Docs. Some of the students did an optional "Build a Snowman" activity using Google Slides.

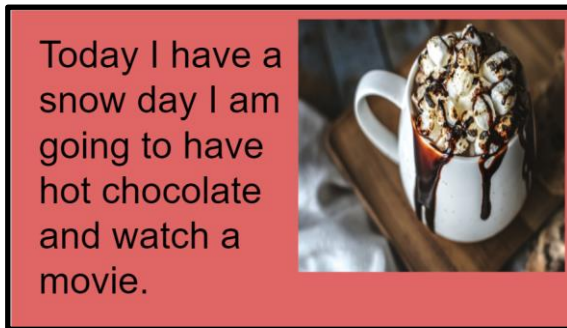
My Christmas Story!

My 🧑🧒 goes outside in the ❄️. We play, build a 🧊, and see 🎅. I tell him what I want for 🎄, then we eat a big 🍗. We leave 🍪 and 🥛 for 🎅. When the 🌅, we go to 🛏️. The next morning, we open all of 🎅 📦s and we play with them. After that, we open our 🧑🧒 📦s.

Build a Snowman - Students used a blank snowman template, copied and pasted parts or found parts online and then wrote a brief story about their snowperson.



Snow day activities added to Google Slides...



In library class, kindergarteners have been learning about what animals do in the winter through literature. They also have been brushing up on their nursery rhymes and created some crafts in connection to them. First graders have been distinguishing the difference between fiction and nonfiction through books, songs, and activities. Second graders are learning what it means to be a digital citizen and have begun to conduct research about a country, which they are presenting on Google slides. The third grade classes have been learning about Colonial America through literature and research, which the students presented in Google Docs. Kindergarten through grade 3 classes also voted for their favorite New Hampshire Ladybug Picture Book out of the 2020 nominees, which has an effect on the winner. The fourth graders have been focusing on learning about New Hampshire animals and famous people through literature and research. Google Docs were used to present their information and some classes started to learn how to make a video through We Video using this information.

- **Pre K Team**

Preschool 3's finished up the tree study. The preschoolers learned about the different parts of a tree, what lives in a tree and what fruit grows in a tree. The students worked on counting and patterning skills with apples. The students practiced drawing lines and coloring. During literacy time, they listened to different tree stories and answered simple questions.

The last week before vacation, the preschoolers participated in different holiday activities such as stringing red and white beads to make a candy cane and shape train.

Pre-K 4's spent the month of December learning about the various holidays celebrated in the month of December. Our pretend play center transformed into a "Little Elves Workshop" filled with wrapping paper, tape, scissors and blocks to wrap. We used our imagination to pretend they were different gifts, worked on fine motor skills to cut, tape, tear and fold while wrapping, and compared and contrasted big, medium and small gifts, and traditions among Christmas, Hanukkah and Kwanzaa. We worked on patterning skills and building structures with gum

drops. During our literacy time we learned letters H, T and I, practiced sequencing our favorite winter stories and practiced our handwriting and crayon control.

- **Grade 1 Team**

Our first graders continue to work hard during the second quarter! We are very proud of them! In reading, we are close to completing our second unit in Language Arts. We are learning all of our short vowel sounds. During our lessons, we have introduced the hand motions for each short vowel which follows the Wilson Foundations Program. We continue to work on word families with each new story. We are learning about different genres. Both Fantasy and Informational Text seem to be favorite ones for a lot of our first graders.

In math, the students have been working hard learning different strategies to use while solving word problems. Each day, we continue to practice our addition math facts. The children are also learning their subtraction math facts while working with fact families!

In Science, we are continuing to learn all about the four seasons. During our Social Studies lessons, we have learned all about being a good citizen, both at home and at school. We are also learning about the different symbols of our country.

At times during the week, in-school students and remote students are paired up during snack to have a social time to get to know each other. Holiday parties have been done in a way to include all students during the party.

We continue to introduce the different Google tools which our first graders need to use during remote instruction; this being done with the limited number of Chromebooks we have available (about 15 Chromebooks for 4 classes to share).

- **Grade 2 Team**

The second graders spent the month of December learning about holiday traditions from cultures around the world. With passports ready they began their travels in France, where Mrs. Planty taught them about the history of the yule log. In Israel, Mrs. Quimby taught them about Hanukkah and the menorah. In Mexico, Mrs. Allen taught them about the legend of the poinsettia and why poinsettias are a symbol of the holidays. Mrs. Mic explained many traditions and symbols during the holidays in Sweden. Finally, Miss Theokas taught the second graders all about the Chinese New Year. Google Classroom was utilized (teachers did not teach other classrooms in-person) to make this yearly 2nd grade tradition work under the current guidelines.

In Math, the students have been working hard on learning strategies to add 2-digit numbers. Mental math strategies such as ‘break-apart’ and ‘compensation’ were learned, as well as the more traditional ‘regrouping’ method.

The second graders have finished their second unit in Language Arts. Just a few of the things covered in this unit include: understanding main idea and supporting details, identifying facts vs. opinions, and working with verbs, nouns, homophones, homographs, antonyms and synonyms. They continue to improve their writing skills, which include writing narrative, informational, and persuasive paragraphs.

A variety of Science and Social Studies topics have been covered, including Earth's systems (including Geography), mapping, and world cultures.

- **Grade 3 Team**

Students loved our unit on Early American History. We were able to pretend to be colonists at Jamestown through a virtual simulation.

We have started a unit on heredity and traits. Students were excited to learn the difference between and science fruit and science vegetable. They also learned about selection with plants.

We finished descriptive writing in December and are very enthusiastic about starting opinion writing the day we come back from break.

Our next math units will work on solidifying multiplication facts. We will cement learning with games and constant practice.

- **Grade 4 Team**

- Brain project choice menu - end of unit project to raise awareness about brain injuries and wearing a helmet. Kids chose to make poster, do a Google slideshow, or create and act out a commercial.
- Interactive Morning Meeting Games (Disney trivia, Family Feud, Scattergories, Word Association games)
- Made Gingerbread houses, snowman craft, hot cocoa party
- Secret Santa/Book Yankee swap
- Google slides: decorate your own ugly sweater and Xmas tree
- Drama circles/readers theater plays
- Abenaki scavenger hunt in tribes (break out groups)
- Abenaki symbol writing and decoding in partners
- Bill Atwood movements for geometry unit
- Tall Tale Unit - read tall tales from around the world, singalong to Stormalong song, teacher role played Pecos Bill
- Read Invasion From Mars in our reading book and listened to the actual 1938 War of the Worlds radio show

Program Update:

- **NHSAS**

In November, the Griffin Memorial fourth grade students completed the NHSAS Assessments. These assessments were in place of the missed NHSAS 2020 Spring Assessments. The fourth graders completed the third grade interim assessments. The results are as follows:

	Level 4	Level 3	Level 2	Level 1
ELA	28%	31%	27%	14%
Math	9%	30%	28%	32%

While the results are lower than we strive for, we also recognize that these assessments were performed with little preparation, knowledge of the students, and during a period of transition between remote and in person learning. This information is valuable and will be utilized intensely as we we prepare and implement our instructional programs to achieve the results we expect on the 2021 Spring NHSAS assessments.

- Report Card Update-

After much discussion, reflection, input, and work we have a report card prepared that we believe will best reflect the students' progress in a manner that conveys the information that parents most want to know. The report card will reflect an overall performance in each subject area. This performance will be reported using a 4 point scale. Further, under each subject area, progress in each competency area will also be reported using a 4 point scale. Integrated Arts will use a similar style in their reporting as well as Work Study Habits. Finally, each report card will still include comments section. Again a report card is meant to be a snapshot in time and the best method for knowing a child's progress is always through dialogue and conversation with the child's teacher.

- Remote Learning Update-

Since the beginning of the year, we have spent much time and energy into approaching, interacting and engaging with our remote learning community. On the administration level we have engaged the students through our morning messages, which are sent out daily, birthday pencil delivery and a weekly remote learners' lunch. This weekly lunch has provided an opportunity for remote students to interact with administration as well as with each other. Each week we read from *The Book of Totally Useless Information* and share Fun Facts with each other. The purpose of this time is to create community, engage with each other, and foster the sense of curiosity which is our theme for this year.

Additionally, I want to include in this report what has been happening at the classroom level as well. We all know that this is not perfect, but each day we strive to do two things: 1. Reach and engage all of our students, whether in person or remote; and 2. Get better and improve the experience for everyone. I posed the question "What are some things you have done this year to engage remote learners?" Here are a few responses that come from classroom teachers, paraprofessionals, support services, and even a parent perspective:

"To encourage a reluctant writer, I sketch different animal drawings. I let him pick out the animal and once it's finished, I include the drawings in his packets in the vestibule. He colors them and hangs them up in his bedroom. I think he has over 50 at this point. I've found that his writing and cooperation has developed this year despite the challenges."

"I have created interactive digital lessons/or utilize online learning platforms to work with students who are in-person or remote. This allows for instruction to remain the same and not change when students are remote or in person."

"I will answer as a parent watching from the other side of the screen if that helps. The teacher always starts with every kid saying hello to someone and being greeted by someone else, this includes remote kids and in-school kids.

She has all the work for the day both on paper sent home and in their own daily google slides so they can choose to work digitally, on paper sent home, or print out from the slides. My son has not made much handwriting progress this year but his digital skills are soaring because he always chooses the digital version inputting text boxes and using annotating tools.

She has included them in special activities such as gingerbread house building by sending home all needed supplies. I'm also impressed by her ability to have private assessments, such as with spelling, by having each kid in their own meet simultaneously that she pops into to check on their work and give immediate feedback without all the other remote students seeing and hearing. I imagine this is a challenging thing to juggle for her and only possible with a small number of remote students."

"Before we went remote in March I relied 100% on old school printed speech materials I would find on my supervisor's shelves (ie Super Duper brand articulation cards and game boards tied to goal achievement activities). They are wonderfully researched and well developed materials, don't get me wrong, but after 3 years of working in the speech field they were getting BORING- lol! Almost immediately following the March school shutdowns, educational and speech DIGITAL resources started flowing all over the internet- mostly for FREE, shared left and right by teachers and SLPs who were thrown into this strange new teaching area (ex. Boom Cards, ABC Mouse, and Speech Therapy Store). This has changed how I plan sessions for my students, I now love combining digital materials with my old faithful print materials. If it weren't for being forced to teach speech remotely I would never have ventured into a multimedia approach!"

"Math games that can be played as a whole group. True or False, everyone decides if a fact and it's answer is true or false using white boards."

"Including motion, for example if we're doing multiplication and a fact is odd, they have to do ten jumping jacks."

"Creating separate meets (that I monitor on my computer) for students to do partner work or be able to show their work to me without others seeing."

"Using Google Documents so that we can edit together in real time (this is big for 3rd grade, not so much older grades!)"

- Brain project choice menu - end of unit project to raise awareness about brain injuries and wearing a helmet. Kids chose to make poster, do a Google slideshow, or create and act out a commercial.
- Interactive Morning Meeting Games (Disney trivia, Family Feud, Scattergories, Word Association games)
- Made Gingerbread houses, snowman craft, hot cocoa party
- Secret Santa/Book Yankee swap
- Google slides: decorate your own ugly sweater and Xmas tree
- Drama circles/readers theater plays
- Abenaki scavenger hunt in tribes (break out groups)

- Abenaki symbol writing and decoding in partners
- Bill Atwood movements for geometry unit
- Tall Tale Unit - read tall tales from around the world, singalong to Stormalong song, teacher role played Pecos Bill
- Read Invasion From Mars in our reading book and listened to the actual 1938 War of the Worlds radio show

Upcoming Events:

- January 4, 2021 - Return from Holiday Break (Remote)
- January 4, 2021- Remote Parent Forum
- January 26, 2021 - End of Quarter 2

**2021 LITCHFIELD SCHOOL DISTRICT WARRANT
STATE OF NEW HAMPSHIRE**

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

FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE)

You are hereby notified that the first session of the annual meeting of the School District of the Town of Litchfield will be held at Campbell High School, 1 Highlander Court, in said Litchfield on Saturday, February 6, 2021, at 10:00 o'clock in the forenoon for explanation, discussion, and debate of warrant articles number 1 through number 4. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

SECOND SESSION OF ANNUAL MEETING (VOTING)

You are hereby notified that the second session of the annual meeting of the School District of the Town of Litchfield will be held at Campbell High School, 1 Highlander Court, in said Litchfield on Tuesday, March 9, 2021, at 7:00 o'clock in the forenoon for the choice of School District Officers elected by official ballot, to vote on questions required by law to be inserted on the official ballot, and to vote on all Warrant Articles from the first session on official ballot per RSA 40:13, VII. The polls for the election of School District Officers and other action required to be inserted on said ballot will open on said date at 7:00 o'clock in the forenoon and will not close earlier than 7:00 o'clock in the evening.

ARTICLE A

To elect by ballot the following School District Officers:

School Board Member
School Board Member

3-Year Term
3-Year Term

ARTICLE 1

Shall the Litchfield School District vote to raise and appropriate as an **operating budget**, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by the vote at the first session of the annual school district meeting, for the purposes set forth herein, totaling **\$23,715,016**? Should this article be defeated, the default budget shall be \$24,194,824, which is the same as last year, with certain adjustments required by previous action of the Litchfield School District or by law; or the School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only.

Estimated Tax Impact: \$0.60 (Operating Budget)

Estimated Tax Impact: \$1.01 (Default Budget)

*Not / Recommended by the School Board
Vote*

*Not / Recommended by the Budget Committee
Vote*

ARTICLE 2

Shall the Litchfield School District vote to raise and appropriate the sum of **\$86,200** for the purpose of funding the salary and benefit costs for a full time District-wide Technology Integrator position to support 1:1 technology education for students and staff?

Article Note: The District has identified the need for two (2) Technology Integrators. Articles 2 and 3 taken together will fund the School District’s needs.

Estimated Tax Impact: \$ 0.08

*Recommended by the School Board
Vote 5-0-0*

*Not / Recommended by the Budget Committee
Vote*

ARTICLE 3

Shall the Litchfield School District vote to raise and appropriate the sum of **\$86,200** for the purpose of funding the salary and benefit costs for a full time District-wide Technology Integrator position to support 1:1 technology education for students and staff?

Estimated Tax Impact: \$ 0.08

*Recommended by the School Board
Vote 5-0-0*

*Not / Recommended by the Budget Committee
Vote*

ARTICLE 4

Shall the Litchfield School District vote to raise and appropriate the sum of **\$100,000** to be added to the Capital Improvements Expendable Trust Fund established in 2020 for the purpose of funding the study, planning and cost of new construction or renovation of existing facilities in the Litchfield School District? This sum to come from the June 30 unassigned fund balance available for transfer on July 1 of this year with no amount to be raised from taxation. *This amount is consistent with the Capital Plan adopted by the Town of Litchfield in September 2020.*

Estimated Tax Impact: \$ 0.00

*Recommended by the School Board
Vote 5-0-0*

*Not / Recommended by the Budget Committee
Vote*

GIVEN UNDER OUR HANDS AT SAID LITCHFIELD THIS ____ DAY OF JANUARY 2021.

Brian Bourque, Chair

Christina Harrison, Vice Chair

Elizabeth MacDonald

Robert G. Meyers, III

Tara Hershberger

Litchfield School Board



POLICY CODE: JLF

APPROVAL:

REPORTING CHILD ABUSE OR NEGLECT

The Litchfield School Board recognizes the concern for child abuse and neglect and supports this policy for reporting such abuse or neglect.

Statutorily Mandated Reporting - All Persons

Under New Hampshire law (RSA 169-C:29), every person who has "reason to suspect" that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the NH DHHS) or directly to the police. Under RSA 169-C:30, the initial report "shall be made immediately by telephone or otherwise."

The report should contain:

- the name and address of the child suspected of being abused or neglected,
- the person responsible for the child's welfare,
- the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),
- the identity of the person or persons suspected of being responsible for such neglect or abuse;
and
- any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to DCYF, call (800) 894-5533 (24/7 in-state) or 603-271-6562.

Additional Provisions Relating to School Employees, Volunteers and Contracted Service Providers

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal. The initial report may be made orally, must be supplemented with a written report as soon as practicable, but no longer than one (1) calendar day.

Assistance in Making Initial Report

The initial report to the building Principal may be made prior to the report to DCYF/law enforcement, but only if:

- the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- reporting the Principal will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal receiving the request is without authority to assess whether the report should be made, nor shall s/he attempt in any way to dissuade the person from making the legally mandated report. Once the Principal receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.



POLICY CODE: JLF

APPROVAL:

Principal's Action Upon Receiving Report

Upon receiving the report/request from the employee, volunteer or any other person, the Principal shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

Requirements for Report of Other Acts

Employees, designated volunteers and contract service providers are also reminded of the requirements to report any act of "theft, destruction or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per School Board policy, and hazing under RSA 671:7. A single act may simultaneously constitute abuse, bullying, hazing and/or an act of theft, destruction or violence.

Signage and Notification

The Superintendent is directed to assure that the Principal or Administrator of each school shall post a sign within the school that is readily visible to students that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Information pertaining to Statutorily Mandated Reporting shall be included in each student handbook or placed on the district's website.

Training Required

The Superintendent shall assure all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District on the mandatory reporting requirements, including how to identify suspected child abuse or neglect. Annual training is highly recommended and is available through organizations such as the Granite State Children's Alliance (e.g. "Know and Tell").

Legal Reference:

NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report

Statutory Reference:

RSA 169-C, Child Protection Act
RSA 169-C:29-39, Reporting Law
RSA 189:72, Child Abuse or Neglect Information
RSA 193-D:4, Safe School Zones, Written Report Required

Approval:

Reviewed: 1st Reading, December 16, 2020

Revised: December 2, 2020

Approval: May 14, 2014

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BEDH

APPROVAL: March 20, 2019

PUBLIC PARTICIPATION AT BOARD MEETINGS

The School Board desires the general public to attend its sessions so that they may become better acquainted with the operation and programs of the schools and that the School Board may have opportunity to hear the wishes and ideas of the public. All official meetings of the School Board shall be open to the press and public. The School Board reserves the right to meet in non-public session to discuss such matters as are properly considered in executive session in accordance with RSA 91-A:3. The Board also reserves the right to adjourn or recess a meeting at any time by majority vote.

In order to assure that persons who wish to appear before the School Board may be heard and, at the same time, conduct its meetings properly and efficiently, the School Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

- 1) For each meeting, two 15 minutes segments shall be set aside on the agenda entitled, "Community Forum". One shall be early in the meeting, and one near the close of the meeting. These segments are opportunities for the public to provide information to the Board. Board members may comment or respond as appropriate to concerns or issues that are raised. During Community Forum, residents of Litchfield shall have priority to address the Board. Non-residents can address the Board if time permits and at the discretion of the Board.

If questions are directed to individual School Board members on topics that have not been considered by the Board, answers shall be deferred pending consideration by the full School Board, as School Board members are without authority to act independently as individuals in official matters.

- 2) Anyone wishing to speak before the Board, with the exception of the "Community Forum" segments of the agenda, shall inform the Superintendent within 7 (seven) days prior to the meeting. The individual shall inform the Superintendent of the topic to be discussed. Inclusion on the agenda shall be at the discretion of the Superintendent and School Board Chairperson, or designee, if the notification is within the seven day window.
 - Any individual desiring to speak shall give his or her name, address, and the group, if any, that is represented (RSA 91-A:2, II).
 - The presentation should be as brief as possible. Written remarks are encouraged.
 - Members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the district's school policies, programs and operations. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolution processes set for in School Board policy KE. Complaints regarding the Superintendent may be made either during public comment or directed to the School Board Chair as described in policy KE.

The Board vests in its Chairperson or other presiding officer authority to terminate the remarks of any individual or close community forum when they do not adhere to the rules established above as to content or time limitation.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BEDH

APPROVAL: March 20, 2019

Legal References:

RSA 91-A:2, Meetings Open to the Public

RSA 91-A:3, Non-Public Sessions

U.S. Const., 1st Amendment

Approval: 2nd Reading, March 20, 2019
Revised: 1st Reading, March 6, 2019
Approval: 2nd Reading, January 26, 2011
Reviewed: 1st Reading, January 5, 2011
Revised: December 8, 2010
Revised: December 1, 2010
Approval: 2nd Reading July 28, 2004