

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



**nLITCHFIELD SCHOOL BOARD**

Litchfield, New Hampshire 03052

**B. Bourque, Chair**

**C. Harrison, Vice Chair**

**Draft Minutes for January 6, 2021**

**Location: Litchfield Town Hall**

**In Attendance:**

- B Bourque, Chair
- C Harrison, Vice Chair
- E MacDonald, Board Member
- R Meyers, Board Member
- T Hershberger, Board Member
- Dr. Michael Jette, Superintendent
- Cory Izbicki, Business Administrator
- Dan Mitchell, Principal, GMS
- William Lonergan, Principal, CHS
- Michele E. Flynn, Administrative Assistant

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 5:10 p.m.m

**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 16, 2020:**

Mrs. Harrison made a motion to approve the non-public minutes of December 2, 2020. Mr. Meyers 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**

- **CHS Program of Studies**
  - **Changes to POS**
  - **Additional Changes to POS**

Principal Lonergan and Guidance Director Callinan presented the 2021-2022 CHS Program of Studies and changes to the Board for input and approval. Principal Lonergan reported much time was spent working with contributors and facilitators to provide the most for students in light of the pandemic. He indicated there were discussions with teachers about alternating years for courses and the challenges of offering courses for only a handful of students that could impact other courses that have to run.

Director Callinan commented a decision was made to offer some classes in alternating patterns to help enrollment for courses that only a handful of students may choose in a given year. She noted that the years courses will be running are identified in the Program of Studies.

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

Principal Lonergan reported that various courses in English, Science, Social Studies, Computer Education, Music/Performing Arts had to be deleted and many courses in content areas will be offered in alternating years. He indicated courses were deleted due to no interest or sign ups by students. He noted that the Youth Leadership course was deleted, but can be used by students for sophomore or senior projects in consultation with the teacher. He commented that the impact on course offerings has been mentioned in the Program of Studies introductory letter.

Director Callinan indicated once the Program of Studies is approved by the Board it will be sent to the printer for a limited amount of copies and posted on the website.

Mr. Bourque asked for clarification on the number of students required to run the Recycling program. He noted that it was stated the program would be open to no more than 15 students, but it states 14 students in the Program of Studies.

Principal Lonergan noted that the students in the course are exceptional students and he does not anticipate having 15 students in the course. He added some students may sign up for the course as a sophomore or senior project.

Mr. Bourque asked if the course will still be run if there are only 5 or 6 exceptional students that take the course.

Dr. Jette commented with advanced course offerings and specialized courses we allow 10 to 15 students. He indicated part of the high school strategy is to streamline the Program of Studies and help control the number of student sign ups per source. He noted that information on course selection will be brought forward to the Board at a future meeting.

Mr. Meyers suggested the language be cleaned up to allow the ability to run a class with a lower number of students.

Director Callinan indicated she will remove the limit number on the recycling course and make edits to the other sections mentioned by the Board.

Mrs. Hershberger asked if there are restrictions on what grade level students can take.

Director Callinan indicated many of the electives are for juniors and seniors with pre-requisites listed.

Dr. Jette mentioned that there were comments made during budget review sessions regarding the same classes running at both CTE locations. He asked Director Callinan to explain why it is important to have those classes in both locations.

Director Callinan explained that it is recommended by Guidance that students who choose to take CTE classes go to Alvirne as the home school, but having the opportunity at Pinkerton allows for more openings for students and may be offered at a more convenient time than at Alvirne.

- **CHS Final Exam Schedule**

Principal Lonergan reported there will be no final exams; however, teachers will be administering Competency Recovery to students on January 25 and 26, 2021. He indicated these two days will allow students who have struggled to work with teachers to prove they are compliant. He noted the other benefit is that it will allow teachers to create summative assessments to ensure students have this opportunity and to be used to meet other state requirements in terms of students who want to demonstrate they should be able to bypass certain courses and get credit for those classes.

Mrs. MacDonald believes there should be higher stakes testing for students and the weighting of formative assessments or projects and special assignments.

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

Dr. Jette commented the takeaways are that there will be two days of competency recovery instead of four days of final exams, which will help avoid summer school for struggling students. He indicated it helps students from last year that could not recover their grades as well. He pointed out that the high school is about to do something they have never done, which is to end courses mid-year and everyone will be starting four new courses in January. He noted this is a big shift in the way high schools operate and will be refreshing for students, staff and parents. Additionally, the two day transition will help as this begins.

#### **G. Correspondence**

Mrs. Harrison reported that she received correspondence from:

Stephanie Silver, regarding allowing students to have a snow day when school is closed for snow, instead of remote instruction.

Debbie Rice, expressing gratitude for providing in person instruction for the students.

#### **H. Comments:**

- **Superintendent's Comments**

- **Budget Hearing January 14, 2021**

Dr. Jette reported that the budget hearing will be held virtually by the Budget Committee this year. He indicated that Mr. Bourque, Mr. Izbicki and Mrs. Flynn participated in a virtual meeting consisting of the planning and procedures for the budget hearing, deliberative sessions and local election.

Mr. Bourque reported that the meeting began with a conversation regarding the local election and concerns from the Moderator regarding the new strain of COVID-19. He indicated that there was a discussion about holding deliberative sessions in the CHS gym and spacing for physical distancing. He noted that the budget hearing will be held virtually.

- **Deliberative Session February 6, 2021**

Mr. Bourque reported that Deliberative Session will be held in the CHS gym and it was suggested by Mrs. Flynn that the town and school district sessions be held on the same day. He noted that the presentations will not be long and legal counsel has been consulted.

Dr. Jette commented Mrs. Flynn consulted legal counsel and both the town and school district sessions will be held on February 6. He indicated she will send two invites to the Board members for January 14 and February 6.

- **Enrollment Report - December 2020**

Dr. Jette reported as of December 18, 2020 there were 1,217 students enrolled in the school district.

- **School Board Comments**

Mrs. Harrison reported a remote forum for parents was held at each school with building principals, which she attended. She indicated that there were concerns about technology that is not always used consistently from teacher to teacher and the ability to return to in-person instruction. She noted there is a general feeling that the connotations of remote learning were not positive. There are improvements to make going forward both in physical attendance instruction and remote learning. She thanked the principals and looks forward to more forums going forward.

Dr. Jette commented in hindsight we were remiss that we did not do this in September with remote parents. He noted at that time as we conceptualized this, we envisioned them being school based conversations. He indicated there were also comments that there was lack of support from the district; however, the principals felt they could handle this.

Principal Mitchell indicated principals felt that they wanted this to be between the administration and the parents. He noted the fear was that it would turn into feedback to the School Board instead of feedback directly to administration.

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

Mrs. Harrison mentioned that the NHSBA Delegate Assembly is coming up. She asked the Board to review the resolutions and provide direction on how the Board would like her to vote at the assembly.

The NHSBA resolutions will be addressed at the January 20 School Board meeting.

**II. GENERAL BUSINESS**

**A. Public Minutes:**

- **December 16, 2020**

*Mr. Meyers made a motion to approve the public minutes of December 16, 2020. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.*

**III. REPORTS**

**A. Principal's Report - GMS**

Principal Mitchell recognized Kriste Starrett for working with Mr. Izbicki and Mrs. Corbeil (LMS) to secure funding for the Lego kits for this year's FIRST Robotics ego teams. He thanked the PTO for providing a holiday luncheon for the teachers and for providing each student with a gift before leaving for break. Fourth graders took the grade interim NHSAS assessments in November 2020 in place of the missed spring assessments. Results were lower than hoped, but the assessments were performed with little preparation and have provided baseline data for improvements. Report cards were provided in the first quarter with narratives only, but working with Ms. Widman and Ms. Stern, we have prepared a report card to be provided, with a primer that will be sent home to parents to help them understand how to read the report cards.

- **Outreach & Remote Families**

Principal Mitchell highlighted the remote learning experience at GMS. He provided highlights and examples of what staff and students have been doing during remote learning in all grade levels. A Digital meet was held with remote parents on Monday that resulted in good feedback, which was presented to teachers in the staff meeting held today. Another meet will be scheduled in 6 weeks.

**B. Business Administrator's Update**

- **2021 Draft Warrant Articles**

Mr. Izbicki reported that the Budget Committee plans to vote recommendations on the warrant articles at the meeting tomorrow night.

- **Approval of FY22 Default Budget / Calculation**

Mr. Izbicki reported that the FY22 Default budget total is \$24,194,824, which is higher than the FY22 Operating budget. Board members were asked to sign the default budget for submission to the NH Department of Revenue Administration.

- **Revenue Projections / MS 27**

Mr. Izbicki provided information regarding the projected revenues for FY22. He indicated that aside from adequacy aid, revenues are projected to be in the \$1.5M range, with education aid estimated at \$5.4M. He noted that Catastrophic Aid has been significantly impacted this year.

- **Tax Rate Estimate**

Mr. Izbicki provided information on the tax rate estimate relative to the FY22 budget. He pointed out that the valuation of the town has increased significantly and has had a direct impact on the increase on the tax rate. He commented that if the operating budget is approved by voters the school portion of the tax rate is estimated at \$12.60, which is a \$0.60 increase over the previous year. Should the operating budget fail, the estimated tax rate based on the default budget will be \$13.01, which is a \$1.01 increase over the previous year.

**C. Committee Reports**

- **Budget Committee**

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

Mr. Bourque reported the Budget Committee will vote recommendations on the district warrant articles and budgets tomorrow night.

- **Facilities Improvement Committee**
  - **NHSAA Facility Study**
  - **Energy Update**

Mr. Bourque reported that the Facilities Improvement Committee met this afternoon and reviewed a presentation by Keith Burke, NHSAA, regarding the history of the GMS facility studies that were completed over the past 20 years. He indicated the report was a comprehensive summary of studies ranging from facilities to site that included traffic studies, air quality studies, and site moisture/drainage studies. Also included are statements from NH DOE officials [who have had extensive experience with the GMS facility and site] indicating that the State will not approve any funding for renovations or additions to GMS based on the high water table.

Mr. Bourque reported that the Committee received an update on HVAC upgrades and work in progress at all three schools. He indicated that much has been done and progress has been made, but there is still a lot that needs to be done.

Dr. Jette commented that he found it very interesting that Mr. Henry, Manager of DDH Energy Consulting, included a comparison of the cost of running our schools vs other schools in the northeast. He noted:

- Average of energy used for schools in the Northeast: 65 kBtu/sf/yr
- Average of energy used for CHS: 96.1 kBtu/sf/yr - Cost: \$190,688 / 2019
- Average of energy used for LMS: 91.8 kBtu/sf/yr - Cost: \$130,625 / 2019
- Average of energy used for GMS: 117.7 kBtu/sf/yr - Cost: \$135,580 / 2019.

Mr. Bourque commented our schools use significantly more energy than other schools in the Northeast.

Dr. Jette noted that the schools the Committee toured in Hollis were net zero for energy and one was producing energy. He indicated that the work we are doing is heading in the right direction and will save taxpayers money.

#### IV. **NEW BUSINESS**

##### **A. Policies: 2nd Reading**

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

*Mrs. Hershberger made a motion to approve policy JLF, Reporting Child Abuse & Neglect. 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.*

#### V. **OLD BUSINESS**

##### **A. Coronavirus Review and Update**

Dr. Jette reported that the Administrative Team looked at data collected from the survey to families and staff on Monday regarding illness or travel that occurred over the winter break. He indicated the Administrative Team has reviewed the data and looks at and discusses the Harvard and Brown University models daily, but did not look at it as much over the break. He noted when we looked at it on Monday, we were surprised to learn that NH now ranks at the 8th worst state. When looking at the immunization programs in the three northern New England states, Maine and Vermont are inoculating twice the amount of NH.

Dr. Jette reported that the Fire Department has been posting updates on the numbers in Litchfield as being higher than what is reported on WMUR. He spoke with the Deputy Chief regarding concern over the inconsistency of the numbers. The Deputy Chief looked into the data and found that what is reported by the State via WMUR are numbers of active cases excluding those that have passed the 10 day quarantine. The numbers reported by the Fire Department are positive cases that are kept on their list even after the quarantine deadline in the event another household member becomes positive for COVID-19.

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

Dr. Jette reported that the new strain of the quicker spreading virus that was detected in the UK, was detected in California, Colorado and is now in New York. He noted it is fairly close to our state and all cases are individuals

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

who have not traveled to the UK. He commented when listening to remote and in person instruction families, the ‘yo-yo’ effect is wearing on people (the yo-yo effect = remote to in-person to remote, etc.).

Dr. Jette indicated that he is concerned that gatherings over Christmas week may result in an extended window of symptomatic impact on families and those exposed. He recommended that instruction stay remote next week and see how the numbers unfold, bringing students back January 19 for in-person instruction. He commented this is beneficial for CHS who is in the process of ending a year and starting a new one. He noted that week is a smart choice to make right now and we have a better chance of guaranteeing we can stay in until February vacation. Dr. Jette indicated if the Board approves, we will communicate this plan to families tomorrow.

Mr. Bourque commented the additional week gives you the opportunity to reassess the numbers and avoid the spiking effect. He asked if the current numbers were available for the Board.

Dr. Jette noted he will share the current numbers with the Board and staff.

Mrs. Harrison asked if the spreadsheet can be posted on the website since the numbers from the state are delayed.

Dr. Jette commented that he is comfortable putting a link to the spreadsheet on the website for the public to view, but people have to understand that there are staff members with COVID who are teaching from home and there are also two staff members who are in the hospital with COVID.

**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 7:38 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**

***Upon a motion made by Mr. Bourque, the Board returned to public session at 9:20 p.m. Mrs. Hershberger 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**

***Upon a motion made by Mrs. MacDonald, the meeting was adjourned at 9:20 p.m. Mrs. Hershberger seconded. The motion carried 5-0-0.***

Respectfully submitted,

Michele E. Flynn  
Administrative Assistant to the School Board



# LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27  
One Highlander Court  
Litchfield, NH 03052

Phone: (603) 578-3570 & Fax: (603) 578-1267

Equal Opportunity Employer

Michael Jette, Ph.D.

- *Superintendent of Schools*

Cory Izbicki

- *Business Services*

Mary Widman

- *Curriculum, Instruction & Assessment*

Hollie Falzone

- *Human Resources*

---

January 20, 2021

**To: The Members of the Litchfield School Board**  
Superintendent Mike Jette

**From: Cory Izbicki, Business Administrator**

**Subject: BA Operational and Financial Update for January 20, 2021 School Board Meeting**

The purpose of this monthly report is to update the School Board regarding day to day and ongoing operations that would be of particular note.

**Year to Date Financials:**

- **General Fund:**
  - (1) Cash Basis Financial Statement: Financial position as of 1/11/2021 based on year to date revenues and expenditures.
  - (2) Modified Accrual Basis Financial Statement: Financial position as of 1/11/2021, recognizing Intergovernmental Revenue and Receivables ((a) Due from State and Town of Litchfield), and (b) amounts encumbered by contract or purchase order.
    - (c) Interfund receivable reflects amounts that are due from the trustee of trust funds for the Town of Litchfield. \$9,000 will be withdrawn from the Capital Improvement Expendable Trust for reimbursement of the demographic and building study performed by NHSAA. \$10,000 is reimbursement for Scholarships awarded from the Joyce Choate Memorial Scholarship.
    - (d) Assigned Fund Balance for Encumbrances in the amount of \$194,362 represents the projects and purchases that were allocated to year end funding as part of the FY22 Budget Process.
  - (3) Year to date expenditure status report. Prior year encumbrances and proposed subsequent year encumbrances are also noted on this report.
  - (4) FY21 Year End estimates:
    - This is an estimate only, based on the average of budget expended over 5 years. Based on this average, the amount of (a) additional expenditures through 6/30/2021 is projected.
    - With about half of the school year left, this projection is very much subject to change. Other variables that are unpredictable at this time include how the rest of the school year pans out, ie, remote versus in person learning.
- **Food Service:**
  - (5) Provided is a comparative financial statement, showing financial position of the food service program for December 2020 and December 2019. This side by side comparison clearly shows the impact of the pandemic on our program, consistent with other area Districts that Ms. Crowley has reached out to.
    - Due to remote learning, we have recognized a significant increase in Federal Revenue, due to the Federal government funding these meals served. Unfortunately, this is not enough to make up for the significant loss of local revenue due to students not being in the building full time.
    - Ms. Crowley is looking to find ways to increase receipt of local revenue, such as introducing limited ala carte options, transition of beverage provider, and making meals available for purchase for athletes (these would not be federally reimbursable).
    - Expenditures are down year to year, though not significantly due to there being a 74% fixed cost rate in the program related to salaries and benefits.
    - The deficit amount of \$94,891 has been noted in the general fund financials noted above. It should be anticipated that this deficit will grow over the coming months and will have to be funded from the general fund at year end.



## LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27

One Highlander Court

Litchfield, NH 03052

Phone: (603) 578-3570 & Fax: (603) 578-1267

Equal Opportunity Employer

Michael Jette, Ph.D.

- *Superintendent of Schools*

Cory Izbicki

- *Business Services*

Mary Widman

- *Curriculum, Instruction & Assessment*

Hollie Falzone

- *Human Resources*

### **Financial Statement Audit Update:**

- As of 1/15/2021, the financial statement audit is in final review with the Director in Charge at Plodzik & Sanderson.
- Audit completion was pending the actuarial report from Jefferson Solutions to determine our Other Post Employment Benefit (OPEB) liability to be reported on the Government Wide Financial Statements. This report was received from Jefferson Solutions and provided to the auditors before the holiday break.
- Draft Audit report is expected by 1/22/2021, at which time the Management Discussion and Analysis will be written, and then the audit report can be finalized.

### **Project Updates:**

- **LMS Canopy:**
  - Paperwork for reimbursement of \$100,000 from the NH Public School Infrastructure Fund was submitted ahead of the 12/31/2020 submission deadline.
  - As of 1/11/2021, the most recent update of the fund on the NH DOE website our payment is processing.
- **Energy Efficiency / Ventilation:**
  - Included with this report is a (6) summary of expenditures made toward having our ventilation / HVAC reviewed and repaired as of 1/13/2021.
  - On this summary is also a review of the funding sources.
    - CARES Act funding has been expended in full. These amounts need to be reclassified to Fund 22 (Grants Special Revenue Fund) and submitted to the State for reimbursement in that fund.
    - There is approximately \$30,000 remaining in the funding received from the Supplemental Public School Relief Fund (SPSRF #1).
  - Meetings continue with our consultants, David Ely and Dick Henry as we continue working on ventilation and HVAC and begin the transition to Energy Efficiency related projects:
    - Researching a grant opportunity through the Public Utilities Commission.

Please let me know if you have any questions regarding this report or documentation provided.

Respectfully Submitted,

Cory Izbicki  
Business Administrator



**General Fund Balance Sheet - January 11 2021 (Cash Basis)**

①

|   |  |                  |
|---|--|------------------|
| <b>Assets:</b>                            |  |                  |
| Cash                                      |  | 6,054,030        |
| Receivables:                              |  |                  |
| Accounts                                  |  | -                |
| Intergovernmental                         |  | -                |
| Interfund receivables                     |  | -                |
| Prepaid Item                              |  | -                |
| <b>Total Assets</b>                       |  | <b>6,054,030</b> |
| <b>Liabilities:</b>                       |  |                  |
| Accounts Payable                          |  | 99,018           |
| Accrued Salaries and Benefits             |  | 204,238          |
| Deferred Revenue                          |  | 5,317            |
| Interfund payable                         |  | 123,867          |
| <b>Total Liabilities</b>                  |  | <b>432,441</b>   |
| <b>Fund Balances:</b>                     |  |                  |
| Restricted - For Prepaid Item             |  |                  |
| Restricted - Capital Project              |  |                  |
| Committed Fund Balance - Warrant Articles |  |                  |
| Assigned Fund Balance - Encumbrances      |  | 194,362          |
| Unassigned Fund Balance                   |  | 5,427,228        |
| <b>Total Fund Balance</b>                 |  | <b>5,621,590</b> |
| <b>Total Liabilities and Fund Balance</b> |  | <b>6,054,030</b> |

**Revenues, Expenditures and Change in Fund Balance - January 11 2021**

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>Revenues:</b>                        |                           |                   |
| School District Assessment              |                           | 10,500,000        |
| Other Local                             |                           | 17,029            |
| State                                   |                           | 4,710,591         |
| Federal                                 |                           | 7,593             |
| Transfer from other funds               |                           |                   |
|   | <b>Total Revenues</b>     | <b>15,235,214</b> |
| <b>Expenditures:</b>                    |                           |                   |
| Current:                                |                           |                   |
| Instruction                             |                           | 5,138,466         |
| Support Services:                       |                           |                   |
| Student                                 |                           | 741,181           |
| Instructional staff                     |                           | 428,096           |
| General Admin                           |                           | 56,617            |
| Executive Admin                         |                           | 311,590           |
| School Admin                            |                           | 723,852           |
| Business                                |                           | 144,027           |
| Operations and Maintenance              |                           | 1,543,663         |
| Student Transportation                  |                           | 276,803           |
| Other                                   |                           | 636,111           |
| Facilities acquisition and construction |                           | 18,126            |
| Noninstructional services               |                           | 878,432           |
| Transfer to other funds                 |                           |                   |
|   | <b>Total Expenditures</b> | <b>10,896,963</b> |
| Excess of Revenues                      |                           | 4,338,251         |
| Fund Balance, beginning (7/1/2020)      |                           | 1,283,339         |
| Fund Balance, ending (1/11/2021)        |                           | <b>5,621,590</b>  |

②

| General Fund Balance Sheet - January 11 2021 (Modified Accrual)            |                   |
|--|-------------------|
| <b>Assets:</b>   |                   |
| Cash   | 6,054,030         |
| Receivables:   |                   |
| Accounts   |                   |
| Intergovernmental  | (a) 7,356,752     |
| Interfund receivables  | (c) 19,000        |
| Prepaid Item   | -                 |
| <b>Total Assets</b>  | <b>13,429,782</b> |
| <b>Liabilities:</b>  |                   |
| Accounts Payable   | 99,018            |
| Open Purchase Orders and Contracts   | (b) 11,124,934    |
| Accrued Salaries and Benefits  | 204,238           |
| Deferred Revenue   | 5,317             |
| Interfund payable  | 218,758           |
| <b>Total Liabilities</b>   | <b>11,652,266</b> |
| <b>Fund Balances:</b>  |                   |
| Restricted - For Prepaid Item  | -                 |
| Committed Fund Balance   | -                 |
| Assigned Fund Balance - Encumbrances (Proposed)                            | (d) 194,362       |
| Unassigned Fund Balance  | 1,583,155         |
| <b>Total Fund Balance</b>  | <b>1,777,517</b>  |
| <b>Total Liabilities and Fund Balance</b>                                  | <b>13,429,782</b> |
|  | -                 |
| <b>Revenues, Expenditures and Change in Fund Balance - January 11 2021</b> |                   |
| <b>Revenues:</b>   |                   |
| School District Assessment   | (a) 14,052,478    |
| Other Local  | 17,029            |
| State  | (b) 8,514,865     |
| Federal  | 7,593             |
| Transfer from other funds  | (c) 19,000        |
| <b>Total Revenues</b>  | <b>22,610,966</b> |
| <b>Expenditures:</b>   |                   |
| Current:   |                   |
| Instruction  | 12,186,628        |
| Support Services:  |                   |
| Student  | 1,757,256         |
| Instructional staff  | 700,317           |
| General Admin  | 124,602           |
| Executive Admin  | 550,044           |
| School Admin   | 1,336,861         |
| Business   | 253,779           |
| Operations and Maintenance   | 2,451,788         |
| Student Transportation   | 797,988           |
| Other  | 947,950           |
| Facilities acquisition and construction                                    | 36,252            |
| Noninstructional services (Transfer to Food Service)                       | 94,891            |
| Transfer to other funds  | 878,432           |
| <b>Total Expenditures</b>  | <b>22,116,788</b> |
| Excess of Revenues   | 494,178           |
| Fund Balance, beginning (7/1/2020)   | 1,283,339         |
| Fund Balance, ending (1/11/2021)   | 1,777,517         |

Litchfield School District  
YTD Expenditure Status  
As of 1/11/2021

| Category                              | Prior Year Encumbrances | Appropriations       | Outstanding Purchase Orders and Contracts | YTD Expenditures     | Obligations plus Expenditures | Proposed Subsequent Year Encumbrances | Balance             |
|---------------------------------------|-------------------------|----------------------|---|----------------------|-------------------------------|---------------------------------------|---------------------|
| <b>Instruction Total</b>              | <b>31,108.32</b>        | <b>13,122,018.88</b> | <b>7,048,161.97</b>                       | <b>5,138,465.56</b>  | <b>12,186,627.53</b>          | <b>8,500.00</b>                       | <b>957,999.67</b>   |
| <b>Student Support Total</b>          | -                       | <b>1,870,453.01</b>  | <b>1,016,075.13</b>                       | <b>741,181.00</b>    | <b>1,757,256.13</b>           | -                                     | <b>113,196.88</b>   |
| <b>Instructional Staff Total</b>      | -                       | <b>799,207.29</b>    | <b>272,221.58</b>                         | <b>428,095.89</b>    | <b>700,317.47</b>             | <b>107,860.00</b>                     | <b>(8,970.18)</b>   |
| <b>General Administration Total</b>   | -                       | <b>132,987.01</b>    | <b>67,985.07</b>                          | <b>56,616.71</b>     | <b>124,601.78</b>             | -                                     | <b>8,385.23</b>     |
| <b>Executive Administration Total</b> | -                       | <b>566,486.49</b>    | <b>238,454.11</b>                         | <b>311,590.35</b>    | <b>550,044.46</b>             | -                                     | <b>16,442.03</b>    |
| <b>School Administration Total</b>    | -                       | <b>1,355,089.57</b>  | <b>613,009.90</b>                         | <b>723,851.55</b>    | <b>1,336,861.45</b>           | -                                     | <b>18,228.12</b>    |
| <b>Business Total</b>                 | -                       | <b>246,921.46</b>    | <b>109,751.30</b>                         | <b>144,027.45</b>    | <b>253,778.75</b>             | -                                     | <b>(6,857.29)</b>   |
| <b>Facilities Total</b>               | <b>306,674.00</b>       | <b>2,263,782.48</b>  | <b>908,125.34</b>                         | <b>1,543,662.73</b>  | <b>2,451,788.07</b>           | <b>71,257.00</b>                      | <b>47,411.41</b>    |
| <b>Transportation Total</b>           | -                       | <b>1,148,667.28</b>  | <b>521,185.43</b>                         | <b>276,802.51</b>    | <b>797,987.94</b>             | -                                     | <b>350,679.34</b>   |
| <b>Other Total</b>                    | <b>17,800.00</b>        | <b>909,897.53</b>    | <b>311,838.55</b>                         | <b>636,111.05</b>    | <b>947,949.60</b>             | <b>6,745.00</b>                       | <b>(26,997.07)</b>  |
| <b>Facilities Aqc Total</b>           | -                       | <b>36,252.00</b>     | <b>18,126.00</b>                          | <b>18,126.00</b>     | <b>36,252.00</b>              | -                                     | -                   |
| <b>Transfers Total</b>                | -                       | <b>878,432.00</b>    | -   | <b>878,432.00</b>    | <b>878,432.00</b>             | -                                     | -                   |
| <b>Grand Total</b>                    | <b>355,582.32</b>       | <b>23,330,195.00</b> | <b>11,124,934.38</b>                      | <b>10,896,962.80</b> | <b>22,021,897.18</b>          | <b>194,362.00</b>                     | <b>1,469,518.14</b> |

| FY2021 Estimates: Based on 5 Average of Expended Appropriation & Budgeted Revenues |                   |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Fund Balances:</b>  |                   |                   |                   |                   |                   |                   |
| Committed Fund Balance (FY22 WA #4 Transfer if Passed)                             | 100,000           |                   |                   |                   |                   |                   |
| Assigned Fund Balance - Encumbrances (Proposed)                                    | 194,362           |                   |                   |                   |                   |                   |
| Unassigned Fund Balance  | 968,036           |                   |                   |                   |                   |                   |
| <b>Total Fund Balance</b>  | <b>1,262,398</b>  |                   |                   |                   |                   |                   |
| <b>Revenues, Expenditures and Change in Fund Balance</b>                           |                   |                   |                   |                   |                   |                   |
|  |                   | <b>2020</b>       | <b>2019</b>       | <b>2018</b>       | <b>2017</b>       | <b>2016</b>       |
| <b>Revenues:</b>   |                   |                   |                   |                   |                   |                   |
| School District Assessment   | 14,052,478        | 14,034,770        | 13,687,119        | 13,003,269        | 12,328,478        | 11,499,194        |
| Other Local  | 45,000            | 88,469            | 71,308            | 81,415            | 97,960            | 120,314           |
| State  | 8,514,865         | 7,715,941         | 7,262,731         | 7,468,269         | 7,595,588         | 7,805,029         |
| Federal  | 20,000            | 22,378            | 139,805           | 143,006           | 127,850           | 104,045           |
| Transfers  | 19,000            | -                 | -                 | -                 | -                 | -                 |
| <b>Total Revenues</b>  | <b>22,651,343</b> | <b>21,861,558</b> | <b>21,160,963</b> | <b>20,695,959</b> | <b>20,149,876</b> | <b>19,528,582</b> |
| <b>Expenditures:</b>   |                   |                   |                   |                   |                   |                   |
| <b>Current:</b>  |                   |                   |                   |                   |                   |                   |
| Instruction  | 12,186,628        | 12,322,194        | 12,397,391        | 11,953,673        | 11,382,853        | 11,116,416        |
| <b>Support Services:</b>   |                   |                   |                   |                   |                   |                   |
| Student  | 1,757,256         | 1,754,111         | 1,771,827         | 1,756,910         | 1,656,135         | 1,659,285         |
| Instructional staff  | 700,317           | 692,875           | 715,511           | 670,589           | 772,386           | 841,648           |
| General Admin  | 124,602           | 140,824           | 138,019           | 108,503           | 143,083           | 128,131           |
| Executive Admin  | 550,044           | 555,048           | 549,957           | 464,314           | 477,050           | 448,763           |
| School Admin   | 1,336,861         | 1,296,689         | 1,302,584         | 1,295,890         | 1,221,523         | 1,272,576         |
| Business   | 253,779           | 344,263           | 342,543           | 313,440           | 327,605           | 323,392           |
| Operations and Maintenance   | 2,451,788         | 1,997,319         | 2,094,252         | 1,998,018         | 1,994,680         | 1,997,651         |
| Student Transportation   | 797,988           | 927,728           | 1,146,015         | 993,224           | 989,140           | 961,459           |
| Other  | 947,950           | 783,679           | 773,301           | 689,088           | 792,535           | 870,431           |
| Facilities acquisition and construction  | 36,252            | 36,252            | 41,877            | 44,008            | -                 | 124,043           |
| Fund Transfer  | 973,323           | 254,160           | 416,984           | 75,000            | 100,000           | -                 |
| <i>Projected expenditures through 6/30/21 (unallocated)</i>                        | <i>555,496</i>    | -                 | -                 | -                 | -                 | -                 |
| <b>Total Expenditures</b>  | <b>22,672,284</b> | <b>21,105,142</b> | <b>21,690,261</b> | <b>20,362,657</b> | <b>19,856,990</b> | <b>19,743,795</b> |
| Excess of Revenues   | (20,941)          | 756,416           | (529,298)         | 333,302           | 292,886           | (215,213)         |
| Fund Balance, beginning (July 1)   | 1,283,339         | 526,924           | 1,056,222         | 722,920           | 430,034           | 645,247           |
| Fund Balance, Ending   | <b>1,262,398</b>  | <b>1,283,339</b>  | <b>526,924</b>    | <b>1,056,222</b>  | <b>722,920</b>    | <b>430,034</b>    |
| General Fund Budget  | 23,330,195        | 22,041,958        | 22,032,887        | 21,172,755        | 20,402,922        | 20,099,166        |
| Expenditures   | (22,672,284)      | (21,105,142)      | (21,690,261)      | (20,362,657)      | (19,856,990)      | (19,743,795)      |
|  | <b>657,911</b>    | <b>936,816</b>    | <b>342,626</b>    | <b>810,098</b>    | <b>545,932</b>    | <b>355,371</b>    |
| Percentage of Budget Expended  | <b>97.18%</b>     | <b>95.75%</b>     | <b>98.44%</b>     | <b>96.17%</b>     | <b>97.32%</b>     | <b>98.23%</b>     |
|  |                   |                   |                   |                   | <b>5 yr Avg</b>   | <b>97.18%</b>     |
|  | 22,672,284        |                   |                   |                   |                   |                   |
|  | (22,672,284)      |                   |                   |                   |                   |                   |
|  | (0)               |                   |                   |                   |                   |                   |

**Food Service - Comparative Financial Statements**

| Food Service Balance Sheet - December 2020               |                    | Food Service Balance Sheet - December 2019               |                    |                    |                       |
|--|--------------------|--|--------------------|--------------------|-----------------------|
| <b>Assets:</b>   |                    | <b>Assets:</b>   |                    |                    |                       |
| Cash   | (289,010.36)       | Cash   | (73,447.05)        |                    |                       |
| Intergovernmental Accounts Receivable                    | 22,500.07          | Intergovernmental Accounts Receivable                    | 5,720.35           |                    |                       |
| Other Receivables  | 3,647.59           | Other Receivables  | 4,837.35           |                    |                       |
| Interfund Balance  | 194,510.39         | Interfund Balance  | 40,257.00          |                    |                       |
| <b>Total Assets</b>                                      | <b>(68,352.31)</b> | <b>Total Assets</b>                                      | <b>(22,632.35)</b> |                    |                       |
| <b>Liabilities:</b>                                      |                    | <b>Liabilities:</b>                                      |                    |                    |                       |
| Accounts Payable   | -                  | Accounts Payable   | -                  |                    |                       |
| Interfund Balance  | -                  | Interfund Balance  | 445.36             |                    |                       |
| Deferred Revenue   | 26,538.34          | Deferred Revenue   | 15,864.39          |                    |                       |
| <b>Total Liabilities</b>                                 | <b>26,538.34</b>   | <b>Total Liabilities</b>                                 | <b>16,309.75</b>   |                    |                       |
| <b>Fund Balance:</b>                                     |                    | <b>Fund Balance:</b>                                     |                    |                    |                       |
| Restricted   | (94,890.65)        | Restricted   | (38,944.51)        |                    |                       |
| <b>Total Liabilities and Fund Balance</b>                | <b>(68,352.31)</b> | <b>Total Liabilities and Fund Balance</b>                | <b>(22,634.76)</b> |                    |                       |
| <b>Revenues, Expenditures and Change in Fund Balance</b> |                    | <b>Revenues, Expenditures and Change in Fund Balance</b> |                    | <b>Analysis</b>    |                       |
| <b>Revenues:</b>   |                    | <b>Revenues:</b>   |                    |                    |                       |
| Intergovernmental - Federal                              | 91,836.99          | Intergovernmental - Federal                              | 30,094.49          | 61,742.50          | 205.16%               |
| Intergovernmental - State                                | 5,058.82           | Intergovernmental - State                                | 17.64              | 5,041.18           | 28578.12%             |
| Charges for Services / Local Revenue                     | 10,986.71          | Charges for Services / Local Revenue                     | 145,004.94         | (134,018.23)       | -92.42%               |
| USDA Commodities   |                    | USDA Commodities   |                    |                    |                       |
| <b>Total Revenues</b>                                    | <b>107,882.52</b>  | <b>Total Revenues</b>                                    | <b>175,117.07</b>  | <b>(67,234.55)</b> | <b>-38.39%</b>        |
| <b>Expenditures:</b>                                     |                    | <b>Expenditures:</b>                                     |                    |                    |                       |
| Noninstructional Support Services                        | 202,773.17         | Noninstructional Support Services                        | 214,061.58         | (11,288.41)        | -5.27% 74% Fixed cost |
| <b>Excess of Revenues</b>                                | <b>(94,890.65)</b> | <b>Excess of Revenues</b>                                | <b>(38,944.51)</b> | <b>(55,946.14)</b> | <b>143.66%</b>        |
| Fund Balance, beginning (7/1/2020)                       | -                  | Fund Balance, beginning (7/1/2019)                       | -                  |                    |                       |
| <b>Fund Balance, ending (12/31/2020)</b>                 | <b>(94,890.65)</b> | <b>Fund Balance, ending (12/31/2019)</b>                 | <b>(38,944.51)</b> | <b>(55,946.14)</b> | <b>143.66%</b>        |

5

| VENDOR #                           | VENDOR NAME           | PURCHASE OR | DATE     | CHECK NO |    |    |      |    |      | DESCRIPTION               | PAID             | ENCUMBERED       | Transfer to Fund 22<br>(Grant Funding) |
|------------------------------------|-----------------------|-------------|----------|----------|----|----|------|----|------|---------------------------|------------------|------------------|--|
| 2543                               | AE MECHANICAL INC.    | 20210219    | 08/12/20 | 210071   | 10 | 11 | 2620 | 00 | -430 | REPAIR SEVERAL EXHAUST    | 826.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210278    | 09/02/20 | 210115   | 10 | 31 | 2620 | 00 | -430 | CLEAN COILS CHS ROOF TO   | 975.35           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210290    | 09/02/20 | 210115   | 10 | 11 | 2620 | 00 | -432 | REPAIR BOILERS MOTORS     | 1,399.00         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210277    | 09/02/20 | 210115   | 10 | 21 | 2620 | 00 | -430 | HVAC SERVICE REPAIR UNI   | 1,422.15         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210315    | 09/02/20 | 210115   | 10 | 31 | 2620 | 00 | -430 | REPAIR SEVERAL EXHAUST    | 902.35           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210315    | 09/02/20 | 210115   | 10 | 11 | 2620 | 00 | -430 | REPAIR SEVERAL EXHAUST    | 2,041.95         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210315    | 09/02/20 | 210115   | 10 | 21 | 2620 | 00 | -430 | REPAIR SEVERAL EXHAUST    | 2,210.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210462    | 09/16/20 | 210185   | 10 | 21 | 2620 | 00 | -430 | CLEAN COILS ROOF TOP LM   | 826.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210462    | 09/16/20 | 210185   | 10 | 31 | 2620 | 00 | -430 | CLEAN COILS CHS           | 2,090.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210462    | 09/16/20 | 210185   | 10 | 31 | 2620 | 00 | -430 | CLEAN COILS CHS ROOF TO   | 1,466.15         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210553    | 09/16/20 | 210185   | 10 | 11 | 2620 | 00 | -430 | FILTER CHANGE GMS HVAC    | 454.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210555    | 09/16/20 | 210185   | 10 | 31 | 2620 | 00 | -430 | HCAV FILTER CHANGE        | 2,411.45         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210555    | 09/16/20 | 210185   | 10 | 21 | 2620 | 00 | -430 | HVAC FILTER AND MOTOR W   | 955.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210553    | 09/16/20 | 210185   | 10 | 11 | 2620 | 00 | -430 | HVAC REPAIRS GMS          | 2,518.80         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210553    | 09/16/20 | 210185   | 10 | 11 | 2620 | 00 | -430 | INSTALL AIR GRILL FOR     | 627.00           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210798    | 10/07/20 | 210254   | 10 | 11 | 2620 | 00 | -430 | REPLACE EXHAUST FAN       | 440.15           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210798    | 10/07/20 | 210254   | 10 | 31 | 2620 | 00 | -430 | REPAIR ROOF TOP UNIT 7    | 1,133.95         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210803    | 10/07/20 | 210254   | 10 | 31 | 2620 | 00 | -430 | REPAIR HVAC UNIT SAU      | 377.20           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210803    | 10/07/20 | 210254   | 10 | 11 | 2620 | 00 | -430 | REPAIR HVAC GMS ROOM 18   | 405.25           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210889    | 10/07/20 | 210254   | 10 | 11 | 2620 | 00 | -432 | REPLACE CIRCULATOR PUMP   | 904.45           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20210957    | 10/21/20 | 210341   | 10 | 11 | 2620 | 00 | -430 | REPAIR AC IN IT ROOM GM   | 1,236.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211203    | 11/04/20 | 210432   | 10 | 21 | 2640 | 00 | -433 | REPLACE ELECTRIC MOTOR    | 1,826.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211381    | 11/17/20 | 210519   | 10 | 11 | 2620 | 00 | -610 | AIR FILTERS MERV 13 ALL   | 1,000.00         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211381    | 11/17/20 | 210519   | 10 | 21 | 2620 | 00 | -610 | AIR FILTERS LMS           | 1,000.00         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211381    | 11/17/20 | 210519   | 10 | 31 | 2620 | 00 | -610 | AIR FILTERS CHS           | 1,032.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211385    | 12/02/20 | 210583   | 10 | 11 | 2620 | 00 | -430 | REPAIR ERV UNIT ROOM 27   | 361.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211492    | 12/16/20 | 210625   | 10 | 11 | 2620 | 00 | -430 | REPAIR HVAC UNIT ROOF T   | 268.50           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211609    | 01/06/21 | 210683   | 10 | 11 | 2620 | 00 | -432 | SERVICE BOILERS GMS       | 3,330.35         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211609    | 01/06/21 | 210683   | 10 | 11 | 2620 | 00 | -432 | BOILER REPAIR GMS         | 472.70           | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211644    | 01/06/21 | 210683   | 10 | 31 | 2640 | 00 | -433 | REPAIR BOILERS AT CHS     | 1,463.45         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211644    | 01/06/21 | 210683   | 10 | 21 | 2640 | 00 | -433 | BOILER REPAIRS LMS        | 2,259.50         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211644    | 01/06/21 | 210683   | 10 | 11 | 2640 | 00 | -433 | REPAIR BOILER GMS         | 2,534.95         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211659    | 01/06/21 | 210683   | 10 | 11 | 2640 | 00 | -433 | REPAIR RTU ROOF TOP       | 1,136.85         | -                | -                                      |
| 2543                               | AE MECHANICAL INC.    | 20211763-01 | 01/12/21 |          | 10 | 31 | 2620 | 00 | 432  | REPAIR PUMP CHS BOILER    | -                | 1,266.85         | -                                      |
| <b>AE MECHANICAL INC. Total</b>    |                       |             |          |          |    |    |      |    |      |                           | <b>42,314.25</b> | <b>1,266.85</b>  | <b>-</b>                               |
| 2819                               | VIKING CONTROLS, INC. | 20210402    | 09/02/20 | 210177   | 10 | 31 | 2640 | 00 | -430 | CHS CONTROLS SYSTEM - H   | 300.00           | -                | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20210343    | 09/16/20 | 210234   | 10 | 31 | 2620 | 00 | -430 | RECOMMISSION OF JCI MET   | 7,100.00         | -                | 7,100.00                               |
| 2819                               | VIKING CONTROLS, INC. | 20210479    | 10/07/20 | 210321   | 10 | 31 | 2640 | 00 | -430 | RECOMMISSION OF CHS CON   | 24,150.00        | -                | 24,150.00                              |
| 2819                               | VIKING CONTROLS, INC. | 20211061    | 11/04/20 | 210497   | 10 | 11 | 2640 | 00 | -430 | GMS AUDIT OF CONTROL SY   | 2,970.00         | -                | 2,970.00                               |
| 2819                               | VIKING CONTROLS, INC. | 20210479    | 12/16/20 | 210672   | 10 | 31 | 2640 | 00 | -430 | RECOMMISSION OF CHS CON   | 9,830.00         | -                | 10,750.00                              |
| 2819                               | VIKING CONTROLS, INC. | 20211366    | 12/16/20 | 210672   | 10 | 31 | 2640 | 00 | -430 | CAMPBELL HIGH SCHOOL PH   | 5,190.00         | -                | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20211367    | 12/16/20 | 210672   | 10 | 31 | 2640 | 00 | -430 | CAMPBELL HIGH SCHOOL VA   | 16,476.00        | -                | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20210733    | 12/16/20 | 210672   | 10 | 21 | 2640 | 00 | -430 | RECOMMISSIONING OF LMS    | 21,688.00        | -                | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20211061    | 12/16/20 | 210672   | 10 | 11 | 2640 | 00 | -430 | REPAIRS AND SERVICE TO    | 6,500.00         | -                | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20210402-01 | 08/31/20 |          | 10 | 31 | 2640 | 00 | 430  | CHS CONTROLS SYSTEM - HVA | -                | 2,060.00         | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20211061-01 | 10/20/20 |          | 10 | 11 | 2640 | 00 | 430  | GMS AUDIT OF CONTROL SYST | -                | 10,230.00        | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20211061-02 | 11/05/20 |          | 10 | 11 | 2640 | 00 | 430  | REPAIRS AND SERVICE TO G  | -                | 10,201.00        | -                                      |
| 2819                               | VIKING CONTROLS, INC. | 20211365-01 | 11/17/20 |          | 10 | 21 | 2640 | 00 | 430  | LMS POINT TO POINT CHECK  | -                | 13,200.00        | -                                      |
| <b>VIKING CONTROLS, INC. Total</b> |                       |             |          |          |    |    |      |    |      |                           | <b>94,204.00</b> | <b>35,691.00</b> | <b>44,970.00</b>                       |
| 3470                               | WINDY HILL ASSOCIATES | 20210405    | 09/02/20 | 210179   | 10 | 00 | 2620 | 00 | -430 | DISTRICT WIDE HVAC AUDI   | 1,088.00         | -                | 1,088.00                               |
| 3470                               | WINDY HILL ASSOCIATES | 20210628    | 09/16/20 | 210236   | 10 | 21 | 2640 | 00 | -433 | CONSULTATION SERVICES A   | 8,870.00         | -                | 7,742.00                               |
| 3470                               | WINDY HILL ASSOCIATES | 20210862    | 10/07/20 | 210322   | 10 | 00 | 2620 | 00 | -430 | CONSULTATION SERVICES F   | 2,700.00         | -                | 2,700.00                               |





**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 1:00 o'clock in the afternoon 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*

*Recommended by the Budget Committee  
Vote 8-1-0*

**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*

*Recommended by the Budget Committee  
Vote 6-2-0*

**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 4-4-0 (Tied 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*

*Recommended by the Budget Committee  
Vote 7-2-0*

**GIVEN UNDER OUR HANDS AT SAID LITCHFIELD THIS 20th DAY OF JANUARY 2021.**

---

Brian Bourque, Chair

---

Christina Harrison, Vice Chair

---

Elizabeth MacDonald

---

Robert G. Meyers, III

---

Tara Hershberger

**Litchfield School Board**

Litchfield Middle School  
Tom Lecklider  
January 2021

**LMS Principal's Report**

**Enrollment as of 1-8-20:**

| <b><u>Grade</u></b> | <b><u>On-Campus Learners</u></b> | <b><u>Remote Learners</u></b> |
|---------------------|----------------------------------|-------------------------------|
| <b><u>5</u></b>     | <b><u>69</u></b>                 | <b><u>20</u></b>              |
| <b><u>6</u></b>     | <b><u>73</u></b>                 | <b><u>19</u></b>              |
| <b><u>7</u></b>     | <b><u>61</u></b>                 | <b><u>28</u></b>              |
| <b><u>8</u></b>     | <b><u>69</u></b>                 | <b><u>20</u></b>              |
| <b><u>Total</u></b> | <b><u>272</u></b>                | <b><u>87</u></b>              |

**Enrollment as of 1-14-20 (Survey Results Included) @ 8:00 am:**

| <b><u>Grade</u></b> | <b><u>On-Campus Learners</u></b> | <b><u>Remote Learners</u></b> |
|---------------------|----------------------------------|-------------------------------|
| <b><u>5</u></b>     | <b><u>68</u></b>                 | <b><u>21</u></b>              |
| <b><u>6</u></b>     | <b><u>71</u></b>                 | <b><u>21</u></b>              |
| <b><u>7</u></b>     | <b><u>60</u></b>                 | <b><u>29</u></b>              |
| <b><u>8</u></b>     | <b><u>68</u></b>                 | <b><u>21</u></b>              |
| <b><u>Total</u></b> | <b><u>267</u></b>                | <b><u>92</u></b>              |

**Recognitions:**

- Our PTO continues to provide incredible support to our school community even in this challenging climate. A big thank you for their gift bags for students prepared and distributed prior to our holiday break. They also gave generous gifts and to our staff. We are so fortunate to have a PTO who always keeps their support of students and staff at the center.
- Our Student Council is planning a virtual talent show for our LMS community. This will be a way to bring our school community together and celebrate school spirit. Also, we are planning a school-wide virtual pep rally for Friday, February 19th.
- Congratulations to Robin Corbeil for her hard work in securing the Governor's Fund grant money (\$7100) for our Robotics Program this year. These additional funds will allow LMS to run 5 teams with equipment. This will provide a terrific experience for our students.



- Our LMS slogan is Do Your BEST. Our PBIS team is coordinating a rollout focused on our value “Take Responsibility”. We will be recognizing students who are demonstrating exemplary examples of Taking Responsibility. Thank you to our PBIS coach Heather Morrisette for her leadership.
- Our student council made and delivered holiday cards for a local nursing home. Thank you to our student leaders and Advisors Kathy Sidilau and Lisa Smith for Extending a Helping Hand in our community.

### **Curriculum, Instruction, and Assessment Highlights:**

- **Grading and Reporting:**
  - LMS will release a report card at the conclusion of our second quarter. This is a sample of the layout. A big thank you to our staff and our grading/reporting committee for their ongoing work with these efforts. Features:
    - Competencies are visible and assessed
    - Course Grade
    - Work Study Practices
- **Assessment:**
  - LMS was selected to take the NAEP assessment in January. They have since postponed the assessment until 2022.
  - LMS administered the interim SAS assessment to all students at LMS in October. Between the different platform and synchronous assessment, there were challenges, however this is the data that was reported back to us:

| Fall 2020 Interim SAS Assessment |               |         |         |         |         |
|----------------------------------|---------------|---------|---------|---------|---------|
| Testing Year                     | Teaching Year | Level 4 | Level 3 | Level 2 | Level 1 |
| ELA G5                           | G4            | 30      | 34      | 16      | 20      |
| ELA G6                           | G5            | 26      | 41      | 14      | 20      |
| ELA G7                           | G6            | 8       | 46      | 21      | 24      |
| ELA G8                           | G7            | 11      | 29      | 37      | 24      |
| Math G5                          | G4            | 14      | 17      | 35      | 34      |
| Math G6***                       | G5            | 10      | 24      | 28      | 38      |
| Math G7                          | G6            | 10      | 24      | 28      | 38      |
| Math G 8                         | G7            | 35      | 22      | 26      | 17      |

\*\*\*Test did not default to Grade 5 test. Students were assessed on Grade 6 content prior to Grade 6 instruction.

- **Remote Learning Highlights:**

- A big thank you to all remote learning parents who attended our forum in early January. We received very helpful feedback and have taken action (ie. recorded announcements, new chromebooks distributed in grade 5, connections, substitute teachers, community, building empathy). We will hold another forum before February break.
- Following are a couple of examples of work that our students have been completing recently:
  - Gr 8 Social Studies, Mr. Gaumont
    - 8th Grade Social Studies students in Mr. Gaumont's Class are completing a Document Based Question Essay; or DBQ.
    - Students are using their background knowledge of the Constitutional Convention to analyze a series of primary source documents and craft a complex 5 paragraph essay.
    - This is a culmination of the skills practiced in the First Semester in the following Course Competencies: Applying concepts of history and Civics & Applying the inquiry process to support conclusions.
  - Gr 5 Learning Commons, Mrs. Provencal
    - The purpose of the website is to compile all the work they have done for their research project. I created the site using Google Sites and assigned each student their own page. Their finished page should include 3 pictures with captions, a video, their essay or a hyperlink to it, and a hyperlink to a digital project they created (for example, WeVideo, Google Slideshow, ThingLink, Easel.ly or PowToon).

# Cheetahs



Cheetahs are mammals. They have black by there eyes so they can see well when looking at the sun. The black lines called tear marks absorb the sunlight so they can see.

## How To Tell Cheetahs And Lepords Apart

Cheetahs have have tear marks and leporids don't. That is the easyst way to tell them apart.

Click to [here](#) to learn more.



## Baby Cheetahs

Cheetah cubs drink milk for three months, but can eat meat at 3 weeks old. At 6 weeks after birth they follow their mom to try to learn how to hunt.



## Cheetah Speed

Cheetahs can run from 50 to 60 miles a hour.

# Butterflies



Butterflies eat an drink from a strain called "proboscis".



Butterflies canoufage using their vibrant colors!



Their colors are sometimes a little less colorful than others but, they can blend in with types of leaves and bark that way!

Butterflies are complicated but simple creatures, they do so much in their lifetime and they are so beautiful and elegant when they fly and rest.

Watch



2020-2021 Research Projects Home Blue Green Q

# Dyslexia

See the picture above? You see the word LOVE but somebody with Dyslexia may see it EOLV.

Dyslexia is a complicating learning disorder. It is actually the most common learning disorder. Dyslexia is when a part of the brain does not work correctly. Here is a video where you will see how somebody with Dyslexia would see.

[My Essay on Dysl...](#) **Note:** Please do not edit my essay or game show. Also for essay scroll all the way to the 4th and 5th pages and that is where the essay will be! Thank you!

[My Game Show!](#)

This is what DCDC2 looks like. This is the gene that scientists think is responsible for Dyslexia.

Here is an example of what is kinda going on in the brain when you have Dyslexia. As you can see the child on the left has all the numbers in order. But the child on the right has the numbers scrambled and does not know how to put them in order. This is the Dyslexia getting in the way.

This is a pie chart that is showing the US population. As you can see ten percent is in red. This represents the percentage of people

### Items of Note:

- **Construction Project:**
  - We are closing in on the opening day of our new, secured main entrance at LMS. All visitors will use this main entrance to our building. Finishing touches have been proceeding this week.
- **LMS Athletics:**
  - Boys Basketball, Girls Basketball, and Cheer are up and running.
- **LMS Logo:**
  - We are working with a local artist to put the final touches on our LMS Lynx Logo.

### Upcoming Dates:

#### January

- 18 - MLK/Civil Rights Day (no school)
- 28 - Band Concert (Audience Virtual)
- 26 - End of Quarter 2

# **CAMPBELL HIGH SCHOOL**

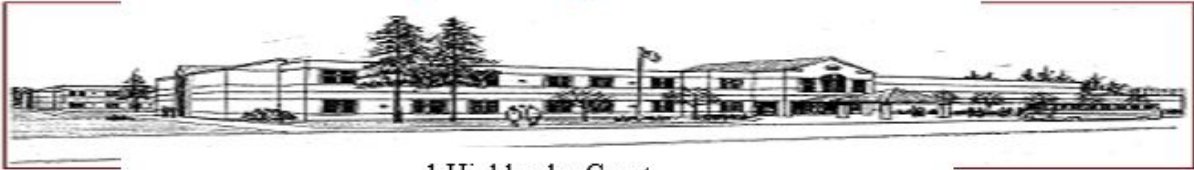


## **PROGRAM OF STUDIES**

**2021 - 2022**



## *Campbell High School*



1 Highlander Court  
Litchfield, NH 03052  
(603) 546-0300 Fax (603) 546-0310 [www.campbellhs.org](http://www.campbellhs.org)

William D. Lonergan  
Principal  
[wlonergan@litchfieldsd.org](mailto:wlonergan@litchfieldsd.org)

Michael D. Perez  
Assistant Principal  
[mperez@litchfieldsd.org](mailto:mperez@litchfieldsd.org)

Jodi M. Callinan  
Director of School Counseling  
[jcallinan@litchfieldsd.org](mailto:jcallinan@litchfieldsd.org)

Joshua Knight  
Athletic Director  
[jknight@litchfieldsd.org](mailto:jknight@litchfieldsd.org)

---

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

January 2021

Dear Students and Parents,

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

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

Please understand that the selections you make is not only about your future, but they also are used to determine staffing and the master schedule, and once both are in place, it is extremely difficult to make changes without impacting other students, teachers and even school programs.

If you have any questions concerning the information in the Program of Studies or about the course selection process, please feel free to contact the school counseling office (546-0308).

Sincerely,

William Lonergan, Principal

# Campbell High School Mission Statement

## Core Values

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

## Beliefs

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

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

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

## Social:

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

## Civic:

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

## Approved:

Student Council 4/19/2013

Leadership Committee 5/1/2013

Faculty 5/7/2013

School Board 2/19/2014

## Scheduling Procedures

During the scheduling process, school counselors will be available to meet with students by appointment before and after school and during their study halls. Course registration information will be used to develop the 2021-2022 master schedule. Although Campbell attempts to honor all student requests, course/time conflicts, prerequisites, and/or course enrollments may impact a student's schedule. In order for a class to run, there must be a minimum of 15 students who requested a class. **If there are less than 15 student course requests, there is a possibility that this class will not run, and in those circumstances a counselor will reach out to the student to pick alternative courses.**

## Transition Activities

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

## NCAA Eligibility

### **Student Athletes – NCAA Approved Courses**

**NCAA eligibility for Athletics at the Div I and Div II Level / Campbell High School CEEB Code 300337**  
Student-Athletes pursuing NCAA Division I or Division II participation must be certified by the NCAA Eligibility Center. Students must meet academic qualifications and should consult the NCAA website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for the most up to date requirements and current NCAA approved classes at CHS. Students who wish to continue athletic participation at the college level need to know that only Certain courses from CHS are accepted by the NCAA (National Collegiate Athletic Association). Students will enter Campbell High School's code (300337) to see the courses that CHS offers that qualify for initial eligibility. Students and parents are reminded that they are ultimately responsible for meeting the NCAA guidelines if they wish to be eligible to play at the collegiate level. The NCAA recommends registering at the beginning of your junior year. For further assistance students should see their school counselor and/or the athletic director. **The following courses DO NOT meet NCAA requirements: Algebra 1a and Algebra 1b, College Prep Math, Literature and Film & History of Hip Hop.**

## Course Changes

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

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

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

# Graduation Requirements for Campbell High School

## Campbell High School Diploma

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

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

## Credit Requirements for Promotion

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

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

## 4th Year Math Embedded Courses:

A math or math-embedded course must be taken each year a student is enrolled. The following courses have been approved to meet this 4<sup>th</sup> year requirement:

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

## Competencies

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

- A class may have between two to five competencies per semester; each must have at least 4 summatives
- Competencies for courses with multiple sections are the same, even if the teacher is different;
- Grading is reported using the traditional letter grades of A, B, C, D, and F;
- A student must pass all competencies to pass a course;
- In order to pass a class, students must attain a minimum grade of 65% of each competency.

## **Competency and Credit Recovery**

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

# **Specialty Programs**

## **Campbell Advisory Program**

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

## **Honors Option**

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

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

Upon successful completion of the honors option (must earn a passing grade), students will receive an honors designation (H) on the high school transcript. Students earning the honors option will have an additional .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](http://www.campbellhs.org).

## College Credit Earned at CHS (Dual Enrollment Programs)

**Running Start** is a dual enrollment/concurrent enrollment program offered through the NH Community College System – Nashua Community College. This program allows CHS to offer high school students college credit for courses offered by the Litchfield School District. Students may elect to enroll in Running Start courses during the first month of school through an application process and a nominal fee (currently \$125.00 for 3 college credits). Anticipated courses for the next school year in the Running Start Program are: **Topics in Applied Math (TAC), Digital Publishing, Website Design, 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 15<sup>th</sup>. 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](http://www.collegeboard.com/ap/creditpolicy). Students must register to take the AP exam in advance and pay the required fee. Information is available in the School Counseling Department. **If this fee will cause financial hardship, students should contact their school counselor for information about financial assistance.**

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      | <b>English</b>                      | English 9                    | World Literature                 | American Literature | Full Year of English                    |
| 3.0      | <b>Social</b>                       | Economics & Civics           | World Studies: Global & European | US History          | Full Year of Social Studies Recommended |
| 3.5      | <b>Math</b>                         | Full Year Math               | Full Year Math                   | Full Year Math      | A Math Course                           |
| 3.0      | <b>Science</b>                      | Science 9                    | Biology                          | Science Course      | Full Year of Science Recommended        |
| 1.0      | <b>Computer Education</b>           | Computer course              | Computer course                  |                     |   |
| 0.5      | <b>Health</b>                       |                              | Health                           |                     |   |
| 1.0      | <b>Physical Education</b>           | PE Fundamentals              | PE Elective                      |                     |   |
| 1.0      | <b>Visual &amp; Performing Arts</b> | Art or Music                 |                                  | Art or Music        |   |
|          | <b>Sophomore &amp; Senior</b>       |                              | Sophomore Project                |                     | Senior project                          |
| 7.5      | <b>Electives**</b>                  | 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](http://www.collegeboard.org). ACT: register at [www.act.org](http://www.act.org).**

## New Hampshire Scholars

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

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

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

## Post-Secondary Admissions

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

## Admissions Table

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

(numbers indicate credits)

# BUSINESS EDUCATION

## Accounting 1

1 elective credits

(Sophs-Senior)

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

*Full Year*

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

## Accounting 2

1 elective credits

(Juniors-Seniors)

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

*Full Year*

*Prerequisite: Successful completion of both semesters of Accounting I.*

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

## Marketing 1

½ elective credit

(Sophs-Seniors)

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

*One semester*

## Marketing 2

½ elective credit

(Juniors-Seniors)

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

*One semester*

*Prerequisite: Successful completion of Marketing I.*

## Personal Finance

½ elective credit

(Sophs-Seniors)

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

*One semester*

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

## School-Based Enterprise

½ elective credit

(Juniors-Seniors)

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

*Full Year*

*Prerequisite: Marketing I*

## COMPUTER EDUCATION

(Computer Science & Digital Literacy)

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

*“f u cn rd ths, u can gt a gd jb n cmptr prgmmng” – Anonymous*

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

### 2021 - 2022 Computer Education Career Pathways

#### **Web Development Running Start Pathway**

**towards a degree in Web Development**



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

#### **Software Development Running Start Pathway**

**towards a degree in Software Development**



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

#### **Visual Communications Pathway**



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

#### **Exploratory Computer Education Pathway**

- ★ **ICT Pathways** .50 credit



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

### **ICT Pathways**

### **½ credit Comp Education**

**(Open to all)**

This Information Communication Technologies (ICT) course builds upon K-8 experience as an explanatory experience of wider computer technologies within the Campbell curriculum. The course is segmented into three modules: Business , Computer Science and Visual Communications. The course will give students an experience into the other computer science courses available for students to select for their second computer science course.

*One semester*

### **RUNNING START** → **Website Design (Honors Level) ½ credit in Comp Education- (Open to all)**

Students will learn and apply the concepts and language needed to create websites. Emphasis will be given to scripting websites using HTML. Students will tackle authentic, challenging tasks. For instance, simulating their own version of a Campbell High School website that incorporates both their personal career and academic interests. Students will be expected to use current technology to enhance their websites. Students will be expected to complete work outside the classroom to be proficient in the course core competencies.

*One semester*

**Note: This course is a Running Start/Dual Enrollment college credit course through Nashua Community College for a nominal fee (currently \$150 for 3 credits).**

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

### **RUNNING START** → **Programming 1(EP\*) (Honors Level) ½ credit Comp Education (Open to all)**

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

*One semester*

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

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

**Note: This course is a Running Start/Dual Enrollment college credit course through Nashua Community College for a nominal fee (currently \$150 for 3 credits).**

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

### **RUNNING START** → **Programming 2: AP Computer Science Principles 1 cr Comp Education (Soph-Srs)**

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

*Full Year*

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

**Note: Possible Running Start / Dual Enrollment course.**

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

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

**RUNNING START****Programming 3: AP Computer Science A 1 credit Comp Education (Jrs-Seniors)**

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

*Full year*

*Prerequisite: Successful completion of Programming 2.*

**Note: Possible Running Start / Dual Enrollment course.**

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

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

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

*One semester*

**Note: This course is a Running Start/Dual Enrollment college credit course through Nashua Community College for a nominal fee (currently \$150 for 3 credits).**

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

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

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

Our Advanced Software Applications course will be dedicated to learning and applying advanced techniques using Microsoft Office applications of MS Word, Excel and Access. Students will be able to integrate these software applications and create capstone projects that will be driven by their academic courses. The content for the course will align with the college curriculum and as a result this course is designated as a Dual Enrollment / Running Start course. A key skill for this class is for students to be able to work independently since we are looking to see after completing this course students could apply for Microsoft certification.

*One semester*

**Note: This course is a Running Start/Dual Enrollment college credit course through Nashua Community College for a nominal fee (currently \$150 for 3 credits).**

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

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

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

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

*One Semester*

**Note: Possible Running Start / Dual Enrollment course.**

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

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

*One Semester*

## **ENGLISH**

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

This heterogeneous English course is designed to help students develop an appreciation and passion for literature. Students taking this course will be provided the tools to help them improve their written and oral communications skills. Literature covered in this course may include the following: *Fahrenheit 451*, *Animal Farm*, *To Kill a Mockingbird* and *Romeo and Juliet*; additionally, students will be exposed to a variety of literature from various genres such as short stories, poetry, drama and non-fiction. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal research project. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

*Full Year*

*Required of all 9th grade students*

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

This course introduces students to a representative of classic and contemporary works of literature from around the world. In this course, students will examine literature from antiquity to the contemporary period. This course is designed to enhance student understanding of various cultures through the lense of literature. As students explore the literature of these varied cultures, they will be urged to consider the various forces such as historical, cultural, political and economical that helped shape these texts. Literature, students will come to understand, is not created in isolation, but is rather constructed in the context of all of these competing forces. Artistic study will focus on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and its culture. Students will read a variety of texts (and/or excerpts) that may include *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Les Miserables*, *Cry Freedom*, *Things Fall Apart*, *The Kitchen God's Wife* and a variety of additional literature culled from historical documents, non-fiction texts, short stories and classic poetry. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal research project. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Students will use various forms of academic and creative writing to express themselves. These forms of writing may include critical analysis, persuasive argument and narrative writing. Major projects will include a formal research paper, critical analysis of ongoing themes and motifs in literature, creative writing assignments, and classroom presentations.

*Full year*

*Required of all sophomores*



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

This course introduces students to a representative of classic and contemporary works of literature from around the world. In this course, students will examine literature from antiquity to the contemporary period. This course is designed to challenge the ambitious student and enhance their understanding of various cultures through the 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 course will be offered in 21-22 & then in alternating years thereafter**

### **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 course will be offered in 22-23 & then in alternating years thereafter**

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

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

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

*One semester*

**Note: Sophomores must have completed Health**

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

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

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

*One semester*

*Prerequisite: Child Development 1*

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

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

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

*One semester*

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

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

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

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

*One semester*

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

## **HEALTH AND PHYSICAL EDUCATION**

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

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

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

*Required of all freshmen*

*One semester*

**Health**

**½ credit in Health**

**(Sophomores)**

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

*Required of all sophomores*

*One semester*

**Fit for Life**

**½ credit in Physical Education**

**(Sophs-Seniors)**

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

*One semester*

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

**Intro to Strength Training**

**½ credit in Physical Education**

**(Sophs-Seniors)**

This course is designed for students that are highly motivated and have a strong desire to improve their fitness and strength training skills. It will be a high intensity class with the goal of individual improvement. There will most likely be a great disparity in the strength and skill level of the students, so best effort will be assessed individually. Topics that will be covered include flexibility, muscular strength, muscular endurance, plyometrics, linear speed development, agility, and change of direction. Students will develop a working knowledge of the muscular system and how to create a personal exercise prescription that will meet their needs at various stages of life. Related concepts that will be addressed include nutrition, body composition, and supplementation.

*One semester*

*Prerequisite: P.E. Fundamentals and adequate physical health and fitness to perform required strength training exercises*

**Functional Training**

**½ credit in Physical Education**

**(Sophs-Seniors)**

This course is intended to help students continue to build the fitness and skills attained in Intro to Strength Training in the concepts of functional training. In this class, students will be capable of more challenging and complex training techniques with regard to muscular strength, flexibility, and movement. Student development will be assessed based upon the individual student's current level of fitness and skill through a variety of testing modalities. Students will be expected to learn, develop and implement workout plans for themselves and their classmates.

*One Semester*

*Prerequisite: Intro to Strength Training*

**Sports Strength Training**

**½ credit in Physical Education**

**(Juniors-Seniors)**

This course is a continuation of Intro. To Strength Training with a focus on sport specific lifting and training techniques. Students will explore different modalities of training that include but are not limited to power and explosive plyometrics movements to increase strength. Student development will be assessed based upon the individual student's current level of fitness and skill through a variety of testing modalities. Physiology and anatomy will be covered to ensure all students have a better understanding of why specific movements are done. Students will be expected to learn, develop and implement workout plans for themselves and their classmates.

*One semester*

*Prerequisite: Intro to Strength Training*

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

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

*One semester*

*Prerequisite: A ½ credit of Physical Education*

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

This is a comprehensive women-only course. The self-defense class is not a martial arts program; rather a program that empowers female students to combat various types of assaults by providing them with realistic self- defense tactics and techniques. This course begins with awareness, prevention, risk reduction, and risk avoidance while moving onto basic and advanced hands-on defense training. Students will learn new principles such as torque, travel, leverage, and confrontation to allow them to better understand what and how they will react in a real life situation. This program is based on using the four phases of training to ensure a viable option if a woman is attacked.

*One semester*

*Prerequisite: A ½ credit of Physical Education*

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

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

This self defense course will allow male students to be introduced to basic and advanced self defense techniques. Students will develop basic striking skills and implement striking techniques along with de escalation strategies in a variety of situations. Students will learn various training principles such as but not limited too: torque, travel, leverage, and confrontation de escalation to allow them to better understand what and how they will react in a real life situation. This program is based on using the four phases of training to ensure a viable option if someone is attacked.

*One semester*

*Prerequisite: Physical Education Fundamentals*

**Unified Physical Education & Health** **½ Credit in PE/1/2 Credit Health**                      **(Permission only)**

This course provides a unique opportunity for students with and without disabilities to come together through ongoing educational, physical, and health related activities. This course is structured around the national physical education/health standards and grade-level outcomes. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships and model appropriate social situations. Traditional students who wish to assist with this class can do so for sophomore or senior project in consultation with the teacher.

*Full Year*

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

# MATHEMATICS

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

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

## Traditional Math Course Sequencing

| Freshman            | Sophomore   | Junior   | Senior   |
|---------------------|---|--|--|
| Algebra 1a          | Algebra 1b  | Geometry   | Algebra 2 (if Geo)<br>Or College prep  |
| Algebra 1           | Geometry or Honors<br>Geometry w/<br>recommendation | Algebra 2 or Honors Algebra<br>2 (if H. Geo) or College prep                               | Advanced Math Topics (if Alg. 2) or<br>Honors Pre-Calc (if H. Alg. 2) or intro<br>to Statistics or AP Stats (if H. Alg. 2) |
| Honors<br>Algebra 1 | Honors Geometry or<br>Geometry                      | Honors Algebra 2 (if H. Geo)<br>or Algebra 2 (if Geo)                                      | Honors Precalc (if H. Alg. 2) or AP<br>Stats (if H. Alg. 2) or Advanced Math<br>Topics (if Alg. 2) or Stats (if Alg. 2)    |
| Honors<br>Geometry  | Honors Algebra 2 or<br>Algebra 2                    | Honors Precalc (if H. Alg. 2)<br>and/or AP Stats (if H. Alg. 2)<br>or Advanced Math Topics | AP Calc AB (if H. Precalc) or/and AP<br>Stats (if H. Precalc) or Stats (if<br>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 course will be offered in 22-23 & then in alternating years thereafter.**

**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 course will be offered in 21-22 & then in alternating years thereafter.**

**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 be offered in 21-22 & then in alternating years thereafter.**

**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 21<sup>st</sup> Century. Science instruction encourages students to exhibit critical thinking and problem solving skills. Additionally, given the ever-increasing importance on scientific research, our courses foster the development of skills in data acquisition and interpretation. The use of observations and hands-on inquiry-based activities will be utilized in order to support a greater understanding of scientific principles, analysis, and science literacy. Campbell High School requires a minimum of three years of science education for graduation, as shown in Science Course Sequencing Path One (3 credits). Students preparing for college should follow the College Preparatory (CP) Pathway and are encouraged to take additional science electives. Accelerated students with an interest in STEM careers should consider the CP STEM Emphasis Pathway (6 credits). Students working on the Interdisciplinary Engineering Pathway should take PLTW courses as electives, in particular Principles of Engineering (EP\*).

### **Traditional Science Course Sequencing**

#### **Path One (3 credits)**

Science 9            to Biology                    to Science Elective I

#### **College Preparatory (CP) Pathway (4 credits)**

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

#### **CP - STEM Emphasis Pathway (6 credits)**

Honors Biology to Honors Chemistry to PLTW Elective & AP Environmental Science to Honors Physics or

## Honors Anatomy & Additional Science Elective I or II

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

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

### Science 9 1 credit – Science (Freshmen)

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

*Full year*

*Prerequisite: Concurrent enrollment in Algebra 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 human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

*Full year*

*Prerequisites: Successful completion or concurrent enrollment in Biology and Geometry, or by teacher recommendation.*

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

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

### **Forensic Science**

**½ credit – Science**

**(Juniors-Seniors)**

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

*One semester*

*Prerequisite: Successful completion of Biology or permission of instructor.*

### **Science of Natural Disasters**

**½ credit – Science**

**(Juniors-Seniors)**

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

*One semester*

*Prerequisites: Successful completion of Biology or permission of instructor.*

### **Science of Natural Disasters 2**

**½ credit - Science**

**(Juniors-Seniors)**

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

*One Semester*

*Prerequisites: Successful completion of Science of Natural Disasters 1 or permission of instructor.*

### **Chemistry**

**1 credit – Science**

**(Juniors-Seniors)**



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

*Full year*

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

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

**Honors Chemistry    1 credit – Science    (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 be offered in 21-22 & then in alternating years thereafter.**

### 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 be offered in 22-23 & then in alternating years thereafter.**

### **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 be offered in 21-22 & then in alternating years thereafter.**

### **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 be offered in 22-23 & then in alternating years thereafter.**

## **SOCIAL STUDIES**

**Civics**

**½ credit Social Studies**

**(Freshmen)**

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

**Economics**

**½ credit Social Studies**

**(Freshmen)**

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

**WORLD STUDIES**

**1 credit/Social Studies**

**(Sophomores)**

This course, for the first semester, is designed to enhance student understanding of World History beginning with the Middle Ages and continuing through the present, with a major focus on European history. Second semester focus will be on Asia, Africa, and the Americas. Students will examine, define and analyze themes that are recurrent throughout the developing world from the Middle Ages to the modern era. Focus will be on understanding historical cultures and how politics, the economy, religion, society, geography, and technology contributed to the growth and development of various civilizations. Artistic study will focus on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and its culture. Periodic major assignments will include oral presentations, critical analysis of primary source documents, and research assignments.

*Prerequisite: Civics, Economics*

**HONORS WORLD STUDIES** **1 credit/Social Studies**

**(Sophomores)**

This course, for the first semester, is designed to enhance student understanding of World History beginning with the Middle Ages and continuing through the present, with a major focus on European history. Second semester focus will be on Asia, Africa, and the Americas. Students will examine, define and analyze themes that are recurrent throughout the developing world from the Middle Ages to the modern era. Focus will be on understanding historical cultures and how politics, the economy, religion, society, geography, and technology contributed to the growth and development of various civilizations. Artistic focus will be on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and culture. While the content of the course is similar to World Studies, students selecting this course are expected to complete a greater number of independent assignments, leading him or her to a deeper understanding of the course content. Periodic major assignments will include oral presentations, critical analysis of primary source documents, and research assignments.

*Prerequisite: Civics and Economics, B+ or higher*

**United States History**

**1 credit Social Studies**

**(Juniors)**

This course examines the history of the United States from its beginnings as a fledgling republic through its growth into a world superpower. Students will gain core content knowledge of the people, events, groups, movements, and ideas that proved influential to the development of the United States. Students will analyze a

variety of primary and secondary sources to enhance their understanding of the major themes of the period. Examples of sources include speeches, legal documents, poems, letters, art, maps, photographs, and videos.

*Full Year*

*Prerequisite: Civics, Economics, and World Studies*

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

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

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

*Full Year*

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

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

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

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

*One semester*

**Psychology      ½ credit Social Studies      (Juniors-Seniors)**

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

*One semester*

**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 be offered in 22-23 & then in alternating years thereafter.**

**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 and quality of life at home. This course is designed to familiarize students with electromagnetic theory, electric generation, circuits, safety, hand and power tools, schematics, simple plumbing, and home improvement projects. Home appliances and equipment repair may be included in this introductory course.

*One semester*

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

## **VISUAL ARTS**

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

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

*One semester*

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

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

*One semester*

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

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

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

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

*One semester*

*Prerequisite: Skillful drawing is strongly recommended*

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

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

*One semester*

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



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

*One semester*

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

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

*Prerequisite: Successful completion of Ceramics I.*

*One semester*

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

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

*One semester*

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

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

*One semester (Semester I 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 21<sup>st</sup> century skills using digital processes. Students will learn basic to advanced techniques of the camera, composition, shooting, and lighting techniques. Students will work on building a body of work as they increase their technical understanding of the media. Critical analysis of photographic work will be explored, and students will investigate careers in commercial and creative photography. **Students must provide their own digital or digital SLR camera.**

*One semester*

**Graphic Design**                                      **½ credit – Visual/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 8<sup>th</sup> 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.

*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](http://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<sup>®</sup> 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](http://www.pinkertonacademy.org/cte)

| Career Focus             | Grade 9                                 | Grade 10                   | Grade 11   | Grade 12   |
|--------------------------|---|----------------------------|--|--|
| <b>Animal Science</b>    | Intro to Animal Science (Gr 9 or 10)    | Intro to Animal Science    | Animal Business Management   | Animal Health & Veterinary Technology                                |
| <b>Natural Resources</b> | 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](http://www.pinkertonacademy.org/cte)*

| <b>Career Focus</b> | <b>Grade 9</b>   | <b>Grade 10</b>   | <b>Grade 11</b>                                    | <b>Grade 12</b>                              |
|---------------------|--|---|--|--|
| <b>Electrical</b>   | 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 |
| <b>Automotive</b>   | Small Engines  | Outdoor Power Equip & Maintenance                                   | Automotive Systems Technology 1                    | Automotive Systems Technology 2              |
| <b>Welding</b>      |  |   | 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](http://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](http://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 |  |  |
|--|---------------|--|--|

**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   |
|----------------------|--|---|--|--|---|
| <b>Distinguished</b> | <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>                  |
| <b>Proficient</b>    | <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>                                  |
| <b>Competent</b>     | <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>                    |
| <b>Limited</b>       | <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>        |
| <b>No Credit</b>     | <p>A. Writer lacks clear vision; still defining topic, key question</p> <p>B. Writing struggles with main idea due to insufficient knowledge</p> <p>C. Broad unsupported, or invented observations and random details</p> <p>D. Main idea in an out of focus</p> | <p>A. Hard to follow</p> <p>B. Lead and/or conclusion missing, or minimally helpful</p> <p>C. Transitions missing; no points connected</p> <p>D. Signification re-organization needed; disjointed – no structure</p>                            | <p>A. Overworked language, words used incorrectly; thesaurus overload; modifier avalanche</p> <p>B. Words chosen at random; filter; apparent struggle to get words on paper</p> <p>C. Word choice clouds, buries, or confuses message</p> <p>D. Language is not functional</p> | <p>A. Hard to read</p> <p>B. Many run-on, choppy sentences, non-sentences, or other problems</p> <p>C. Minimal variety in style or length</p> <p>D. Fragments impair readability; dialogue hard to perform or read</p> | <p>A. No sense of person behind words</p> <p>B. Text not ready for sharing</p> <p>C. Voice faint or not right for audience or purpose</p> <p>D. Distant, missing, encyclopedic, or inappropriately formal</p> |

# ***INDEX***

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

|   |           |
|---|-----------|
| MATHEMATICS                                     | 26        |
| MUSIC & PERFORMING ARTS                         | 30        |
| SCIENCE   | 33        |
| SOCIAL STUDIES                                  | 39        |
| TECHNOLOGY EDUCATION                            | 43        |
| VISUAL ARTS                                     | 44        |
| SPANISH   | 46        |
| ADDITIONAL CREDIT OFFERINGS                     | 47        |
| Virtual Learning Academy Charter School (VLACS) | 47        |
| High School Credit Earned in Middle School      | 48        |
| Extended Learning Opportunities                 | 48        |
| CAREER & TECHNICAL EDUCATION COURSES            | 49        |
| Alvirne Career & Technical Education Courses    | 49        |
| Center for Career & Technical Education         | 56        |
| <b>@ Pinkerton Academy</b>                      | <b>56</b> |



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CA**

**APPROVAL:**

### ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration shall be to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board shall rely on its chief executive officer, the Superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal. Vision, initiative, resourcefulness, and wise leadership – as well as consideration and concern for staff members, students, parents, and others – are essential for effective administration.

The Superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration shall be:

1. To manage the District's various departments, units, and programs effectively.
2. To provide professional advice and counsel to Board and to advisory groups established by Board action. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement the management function to assure the best and most effective learning programs, through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and material; and (d) providing access to the decision making process for improvement ideas of staff, students, parents, and others, and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.





LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CA**

**APPROVAL:**

**Regulatory Reference:**

*NH Code of Administrative Rules –  
Section Ed 302, Duties of School Superintendents  
Section Ed 303, Duties of School Board  
Section Ed 30,; Duties of School Principal*

Approval:

Reviewed:

Revised: January 16, 2021

Approval: 2<sup>nd</sup> Reading, February 23, 2005



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CB**

**APPROVAL:**

### SCHOOL SUPERINTENDENT

The administration of the school system in all its aspects shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the School Board.

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the School Board and in conformance with state laws and policies, general supervision of the public schools and of all the personnel and departments of the school system. The Superintendent is responsible for the management of the schools under the School Board's policies and is accountable to the School Board. Further, the Superintendent is accountable to the Commissioner of Education for carrying out duties specified by the State Board of Education and/or the Commissioner.

The Superintendent, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the School Board. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

The duties of the Superintendent are defined in his/her contract of employment, Board policies, SAU regulations and/or policies and Department of Education Rules.

In addition to carrying out all policies and directives of the School Administrative Unit School Board, the Superintendent is required by the State Board of Education to do the following:

### POWERS AND DUTIES OF THE SUPERINTENDENT

The Superintendent shall serve as the executive officer of the local school district within the school administrative unit (SAU), and shall be responsible for the overall administrative and leadership services of the SAU and shall perform the following duties:

The Superintendent shall:

- Be responsible for planning and administering the full range of administrative and leadership services of the local school district within the school administrative unit subject to statutory requirements, these rules, and the policies of the local district. The services shall include but are not limited to the following areas: personnel, finance, communication/community relations, student services, maintenance/capital improvement, curriculum, instruction, assessment short and long range planning, school board/superintendent relations and governance for student achievement, policy generation, implementation, and review, and overall leadership on educational issues.
- The Superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services.



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CB**

**APPROVAL:**

- The Superintendent shall provide, develop, and implement procedures to achieve educational objectives within the school district with the school administrative unit.
- The Superintendent shall be directly responsible to the local school district within the school administrative unit board and shall serve as educational leader and chief executive officer of the school system with a primary focus on improving student achievement.
- The Superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The Superintendent may assign duties for the efficient management of the school administrative unit.

**Substantive Duties. The Superintendent shall in addition to those duties outlined above:**

- Nominate all certified staff and appoint other employees in accordance with state law, the rules of the State Board, and School Board policies;
- Direct, supervise, and evaluate the work of all employees of the district within the administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the Superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- Be responsible for the selection and purchase of textbooks and other supplemental materials and supplies in accordance with the rules of the School Board and the State Board and see that the same are suitably distributed to the school, accurately accounted for and economically used;
- Be responsible for developing and maintaining an accounting system and financial reporting procedure for all funds in accordance with local School Board policy and local and state law;
- Be responsible for the development of an educational plan (curriculum, instruction, and assessment programs) for the district and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local School Board policies, state statutes and State Board rules;
- May remove a teacher or other employee of the district in accordance with RSA 189:31;
- May discharge a non-certified employee in accordance with Ed. 303.01;
- Recommend the dismissal of certified staff to the Board, which has the authority to dismiss in accordance with RSA189:13;
- Provide for temporary staff to fill vacancies and shall provide supplies immediately needed for the operation of the schools;



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CB**

**APPROVAL:**

- Be responsible for maintaining records and filing reports as required by the State Board of Education and the local School Board;
- Admit pupils to the resident school district in accordance with the laws of the state, rules of the State Board, and policies of the local School Board;
- Direct how pupils are assigned to classes and grades;
- Maintain a safe environment for pupils free of hazardous conditions;
- Be responsible for the evaluation of personnel and programs in accordance with local School Board policies;
- Be responsible for the implementation of State Board rules, which apply in the area of the Superintendent's jurisdiction;
- Be responsible for developing and recommending to the school board within the school administrative unit an annual maintenance program and long-term capital improvement plan;
- Be responsible for the development, implementation and review of a community relations and communications program; and
- Be responsible for the development, implementation and review of school district policies.

***Regulatory Reference:***

*N.H. Code of Administrative Rules, Section Ed. 302.01, Executive Officer*

*N.H. Code of Administrative Rules, Section Ed. 302.02, Substantive Duties of Superintendents*

*N.H. Code of Administrative Rules, Section Ed. 303.01, Duties of School Boards: Substantive Duties*

Approval:

Reviewed: January 15, 2021

Amended: August 12, 2009



**LITCHFIELD SCHOOL DISTRICT**

***POLICY CODE: CB***  
***APPROVAL:***



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CBB**

**APPROVAL:**

### APPOINTMENT OF SUPERINTENDENT

The Superintendent shall be hired by the Litchfield Board of Education, SAU #27.

***Statutory Reference:***

*RSA 194-C:4, SAU: Superintendent Services*

*RSA 194-C:5, SAU: Organization and Duties*

Approval:

Reviewed: January 15, 2021

Approval: May 11, 2005



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CBI**

**APPROVAL:**

### EVALUATION OF THE SUPERINTENDENT

*The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent's annual evaluation.*

*The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:*

- 1. Fiscal management*
- 2. Curriculum*
- 3. Pupil achievement and assessment*
- 4. Delivery of instruction*
- 5. Relationship with the school board*
- 6. Administration of educational services*
- 7. Administration of school facilities*
- 8. Governance of pupils*
- 9. Hiring and supervision of school district staff*
- 10. Overall leadership on educational issues*

*The board may choose not to annually evaluate and review every area listed above.*

*The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent's role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.*

**Legal References:**

*N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation*

*See Also: Policy BDB, Board Officers; CBI-R1; CBI - R2*

Approval:

Reviewed:

Revised:

Approval: 2nd Reading, April 3, 2013



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CCB**

**APPROVAL:**

### LINE AND STAFF RELATIONS

#### General Operations

The following principles shall govern the administrative operation of the District.

1. Each school shall be encouraged to develop appropriate educational programs for the students attending that School, consistent with School Board policy, State law, State Board regulations, and in coordination with district goals, procedures, and curriculum articulation.
2. The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from PreK/Kindergarten through grade 12.
3. Responsibility shall flow simply and clearly from the teachers, principals/administrators, and the Superintendent to the School Board.
4. Each member of the staff shall be informed to whom s/he is responsible.
5. Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
6. Each staff member shall be told to whom s/he can go for help in working out his/her own functions in the District.

#### Line of Responsibility

Each employee in the District shall be responsible to the Board through the School Principal/Administrator and Superintendent.

All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

The Superintendent, in administering this policy, shall be guided by the knowledge that the Board values the freest possible interchange of ideas outside the established framework of direct responsibility as preeminently desirable in the schools of the district. Nothing provided herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.

Approval:

Reviewed: January 15, 2021

Approval: December 10, 2014





## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CF**

**APPROVAL:**

### SCHOOL BUILDING ADMINISTRATION

The Board reaffirms the rights and responsibilities of the building principals, or designees, for the administration of their various programs and buildings within the broad scope of the adopted Board policies and district goals, under the supervision of the Superintendent.

Specifically, the principal of an individual school is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the school of which s/he is the principal. All personnel shall work through and under the direction of the Principal in the performance of their duties within his/her school.

**Legal Reference:**

*NH Code of Administrative Rules, Section 304.01, Substantive Duties of School Principals*

Approval:

Reviewed: January 15, 2021

Approval: 2<sup>nd</sup> Reading, March 4, 2009



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CH**  
**APPROVAL:**

### POLICY IMPLEMENTATION

The administration of the District shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operation of the School system shall be delegated to the Superintendent.

Approval:  
Reviewed: January 15, 2021  
Approval: February 23, 2005

**Legal Reference:**

**Statutory Reference:**

Approval:  
Reviewed:  
Revised:



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE:**  
**APPROVAL:**

### DEVELOPMENT OF REGULATIONS

The Board shall delegate to the Superintendent the function of implementing appropriate actions to carry out Board policy.

The Superintendent will present to the Board his/her recommendations regarding appropriate regulations to implement Board policy.

In the development of rules, regulations, and procedures for the operation of the District, the Superintendent may include at the planning stage those employees who will be affected by such provisions.

Approval:  
Reviewed: January 21, 2021  
Approval: September 22, 2004



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CHB**

**APPROVAL:**

### BOARD REVIEW OF REGULATIONS

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, therefore they may be revised when it appears they are not consistent with Board policy. On controversial topics, the Superintendent may request prior Board approval.

Approval:

Reviewed: January 15, 2021

Approval: September 22, 2004



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CHCA**

**APPROVAL:**

### APPROVAL OF HANDBOOKS AND DIRECTIVES

District and school administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks shall conform with District-wide policies and regulations. The Board shall approve and adopt all handbooks prior to publication and distribution.

All items under this policy shall follow the policy approval process unless exempted by a vote of the Board.

Approval:

Reviewed January 15, 2021

Approval: May 11, 2011



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CLA**

**APPROVAL:**

### TREATMENT OF OUTSIDE REPORTS

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of action s/he has taken pursuant to recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise, the Superintendent shall prepare recommendations for Board action.

Approval:

Reviewed: January 15, 2021

Approval: September 22, 2004



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: CM**

**APPROVAL:**

### SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the District and the administration's recommendations for its improvement shall be prepared by the Superintendent and presented to the Board as soon as possible after the close of each school year. Upon Board approval, the report shall be made available to the public and used as one means for informing parents and citizens, the State Board of Education, and other school districts in the area of the programs and conditions of the Schools.

***Statutory Reference:***

*RSA 193-E:3.1, (a), (b), Delivery of an Adequate Education*

*RSA 193-H:4, School Performance and Accountability*

*RSA 194:31, Register; Reports*

Approval:

Reviewed: January 15, 2021

Approval: September 22, 2004



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FA**

**APPROVAL:**

### **FACILITIES DEVELOPMENT GOALS/PRIORITY OBJECTIVES**

The Litchfield School Board seeks to incorporate the most appropriate and cost-effective risk management techniques for loss prevention and control, energy efficient systems, and to overcome deficiencies in its physical plant. The Litchfield School Board shall strive to provide new and remodeled facilities that shall offer the best possible physical environment for learning and teaching. The Board specifically recognizes the need and importance of regular and substantial capital maintenance, renovation, improvement and expansion consistent with realistic fiscal constraints.

The Board aims specifically toward:

- Facilities, including buildings, ground, and playing fields, that shall accommodate organization and instructional patterns that support the district's educational philosophy and instructional goals.
- Meeting all safety requirements through the remodeling and renovation of older structures.
- Providing building renovations to meet requirements on the availability of public school facilities to handicapped persons whenever possible, or required by law.
- Building design, construction, and renovation that shall lend themselves to low maintenance costs and the conservation of energy.
- Facilities that shall also lend themselves to utilization by the community in ways consistent with the overall goals of the district.
- Keeping the community informed about the condition of district facilities as well as the perceived needs in the areas of capital improvement expansion and acquisition.

Decisions pertaining to education specifications of new buildings and those undergoing extensive remodeling shall be developed only after the viewpoints of teachers, students, parents, and the community have been sought.

Approval:

Reviewed: January 15, 2021

Approval: June 17, 2009





## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FBB**

**APPROVAL:**

### ENROLLMENT PROJECTIONS

Enrollment projections shall be prepared annually under the direction of the Superintendent.

The projections shall take into consideration the following:

- Figures from the latest school census
- School registration figures
- Birth rate
- Review of forthcoming changes in town planning and zoning
- Review of current and planned community land development and housing projects.

Whenever construction of new school facilities or the closing of any school building(s) is being contemplated, the Litchfield School Board may authorize outside studies made of population trends and school enrollment.

Approval:

Reviewed: January 15, 2021

Approval: June 17, 2009



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FEA**

**APPROVAL:**

### EDUCATIONAL SPECIFICATIONS

The Litchfield School Board shall require the Superintendent to develop a set of comprehensive educational specifications for the architect. These specifications, which shall then be discussed in conferences with the architect, shall include:

1. Information concerning the plan of school organization and estimated enrollment in the proposed building.
2. A description of the proposed curriculum and the teaching methods and techniques to be employed.
3. A schedule of space requirements, including an indication of relative locations of various spaces.
4. A desired layout of special areas and the equipment needed for such areas.
5. An outline of mechanical features and special finishes desired.

**Statutory Reference:**

*RSA 198:15, School Building Aid*

**Legal Reference:**

*New Hampshire Code of Administrative Rules, Section Ed. 321, School Building Construction*

**Other References:**

*New Hampshire Department of Education, School Building Aid, Education Specifications Guidelines*

Approval:

Reviewed: January 15, 2021

Approval: June 17, 2009



**LITCHFIELD SCHOOL DISTRICT**

**POLICY CODE: FEA**  
**APPROVAL:**



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FEB**

**APPROVAL:**

### **SELECTION OF A DESIGN PROFESSIONAL**

The State Board of Education requires that a design professional must be technically and legally qualified to practice architecture and licensed to design the plans of the proposed building to make the project eligible for state building aid. The designer contributes to the building program as follows:

1. Advice and assistance in the selection of a site.
2. Assistance in determining the physical requirements of the project and developing preliminary budgets.
3. Preparation of preliminary sketches and studies incorporating educational specifications.
4. After thorough review, preparation of detailed drawings, plans, specifications, and contracts for the project, to be in full accord with all local state and federal laws and regulations.
5. Assistance in obtaining approval by: the State Department of Education for building aid, Fire Marshal, water supply and pollution control, and all other governmental agencies as required.
6. Preparation of necessary forms and information to advertise the project for bid, assistance in bid opening, advice to the committee on awarding the contract.
7. Supervision and administration of the construction phase of the project.
8. Certification of payments to the contractor, advice as to final acceptance of the building.
9. Authoritative, professional presentation of the building program to the public, especially with regard to costs and details of construction.

**Legal Reference:**

*RSA 310-A:28, Professional Engineers, Architects, Land Surveyors, etc.; Joint Board of Licensure & Certification; Architects*

Approval:

Reviewed: January 15, 2021

Approval: June 17, 2009



LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FEB**  
**APPROVAL:**

**Legal Reference:**

**Statutory Reference:**

Approval:  
Reviewed:  
Revised:



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FEH**

**APPROVAL:**

### **SUPERVISION OF CONSTRUCTION (Clerk of the Works)**

- A. The Litchfield School Board shall employ a Clerk of the Works who shall be directly responsible to the Board for review of the architect and contractor's activities in his/her supervision of building construction. A Clerk of the Works is required for all projects unless the size and scope of the projects are insufficient to warrant the cost as determined by the Board. A review of the architect and contractor's activities by the Clerk of the Works shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the District. The District's representative shall make periodic reports certifying by his/her personal knowledge that the work of the construction contractor and the architect is being performed in accordance with plans, specifications, and contracts.
- B. Change orders shall be recommended by the Clerk of the Works to the Superintendent, or designee, in collaboration with the School Board, who shall determine whether or not it is a matter for Board consideration. If Board consideration is not necessary, then the signature of the Superintendent shall be considered Board action. The Superintendent shall develop a procedure to use relative to the need for the School Board review of change orders.
- C. Upon completion of building construction and after a final inspection of all its aspects by the design professional, contractors, and school officials, a recommendation for its acceptance shall be made to the Board by the design professional and the Clerk of the Works.
- D. *For construction or reconstruction projects of \$1,000,000 or more, for which the District receives a State Building Aid grant under RSA 198:15-c, the Clerk of the Works must hold the qualifications and title, and perform the services and responsibilities of a "Project Manager" as determined by the New Hampshire Department of Education, in addition to all of the responsibilities of the Clerk of the Works as outline in this policy. Additionally, the Project Manager shall hold his or her own comprehensive liability and auto insurance, worker's compensation coverage, and professional liability coverage.*

**Legal Reference:**

*RSA 198:15-c, IV, School Building Aid, Approval of Plans, etc.*

*RSA 199:3, 4, 4a, Transfer of Building*

Approval:

Reviewed:

Revised: January 16, 2021

Approval: 2nd Reading, June 17, 2009



## LITCHFIELD SCHOOL DISTRICT

**POLICY CODE: FL**

**APPROVAL:**

### RETIREMENT OF FACILITIES

A school will be considered for a comprehensive closing study if any of the following conditions apply:

- The school building is inadequate by virtue of age, condition, size of site, or other overriding limitations and cannot reasonably and economically be brought up to current educational standards.
- The school has been substantially under or over capacity for a two-year period and is projected to remain so. "Substantially under capacity" is the difference between program capacity and student membership such that the students in that grouping could be housed in one school less. "Substantially over capacity" exists when class size exceeds Board policy and physical capacity of the existing facility, impacting negatively on instruction and existing programs.
- Instructional programs drawing the majority of students from outside of the regular boundary area of the group of schools will not be considered for this purpose.

Although use for local community students will be the primary function of a school, unusual circumstances may prevail which will require alternate use of a particular location or building. A closing study of such a school may be authorized by the School Board.

A closing study will include direct involvement by those communities considered in the study and will be concerned with the following factors:

1. Review of the in-depth demographic studies and grouping, and consideration of alternatives.
2. Age and current physical condition of the building, its operating systems and program facilities.
3. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions.
4. Reassignment of children, and/or a plan for continuing education of students, including alternative plans such as additions or new construction, according to Board policy.
5. Transportation factors including numbers of children bused, time, distance, and safety.
6. Alternate uses of the building or facility replacement.
7. Costs/Savings
  - a) Personnel
  - b) Plant operation
  - c) Transportation
  - d) Capital investment
  - e) Alternate use
  - f) Replacement building
8. Continuity of instructional and community programs.

Approval:

Reviewed: January 15, 2021

Approval: February 22, 2006