

# Laconia High School



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**Program of Studies**  
**2017~2018**

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# Program of Studies

## SAU #30

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## Laconia High School

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### Core Values

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The Laconia High School community provides a safe and supportive learning environment that encourages students to pursue excellence in achievement and to become contributing members of a diverse and changing society. We will accomplish this through promoting Pride, Leadership and Honor in each student. We believe in SACHEM **P.R.I.D.E.**

**P**ersonal Responsibility – Own your choices

**R**espect – Self, others, the institution

**I**ntegrity – Doing right at all times

**D**etermination – Persevere regardless of circumstances

**E**mpathy – Understand others' feelings

## About Us

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Laconia, New Hampshire is a small city with a population of about 16,000. Situated between three lakes, the city is located in a region that offers a variety of summer and recreational activities that draw significant numbers of tourists. The economy of the area is also based on a wide range of light industries and services. Laconia is the county seat for Belknap County and several state agencies have regional offices located here.

Laconia High School is a public, comprehensive, grades 9-12 high school with a current enrollment of approximately 600 students. Laconia High School's first graduating class consisted of eight members in 1878. The present building was constructed in the early 1920's with additions in the 1930's and renovation in 1974-1975. Laconia High School offers a wide variety of courses and co-curricular activities to prepare students for college and career and to develop community involvement, leadership skills, and well-rounded citizens.

The J. Oliva Huot Technical Center opened in 1983 and had another wing added in 2012-13. The Huot Technical Center provides career and technical education programs for students from Laconia, Belmont, Franklin, Gilford, Inter-Lakes and Winnisquam Regional high schools.

## Affiliations

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**New England Association  
of Schools and Colleges**  
Commission on Public Secondary Schools

Laconia High School is fully accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliates include elementary schools through collegiate institutions offering post-graduate programs.

Accreditation by NEASC means that an institution meets or exceeds the criteria established by the commission. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs; is substantially doing so; and gives evidence that it will continue to do so in the foreseeable future. The integrity of the institution is also addressed through the accreditation process. Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, nor of the competence of individual graduates. Rather, it provides reasonable assurances about the quality of opportunities available to students enrolled in the institution.

Laconia High School is a member institution of NEASC and, as such, is committed to its system of review. Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff. Individuals may also contact the Association.

## NHIAA

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Laconia High School is a member of the New Hampshire Interscholastic Athletic Association. Since 1947, the NHIAA has made progress in organizing, supervising, and coordinating a state-wide athletic program. Superintendents, principals, athletic directors, coaches, state school board association members, and State Department of Education

personnel have served on the council, the governing body of the organization. The administration of sports has been carried out by committees chosen from school and non-school people throughout the state. In addition to the administration of athletics, the association has formulated standards to ensure that competition is equalized. Regulations have been adopted to meet changing times and conditions. Changes, when necessary, are implemented by constitutional or bylaw amendment.

By this process, athletics takes its proper place in the entire educational program of the schools and makes a great contribution to the development of New Hampshire youth.

The mission of the New Hampshire Interscholastic Athletic Association, as the leader of high school athletics, is to ensure fair play in competition and equal opportunity in interscholastic opportunities.

## Statement of Non-Discrimination

The Laconia School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, age, gender, handicap, religion, sexual orientation, marital status, pregnancy, or disability in compliance with the provisions of, but not limited to, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1975, NH Law Against Discrimination, and State Rule: Ed. 303.01 (i), (j), (k). Any person having inquiries concerning Laconia School District's compliance with regulations implementing these laws may contact: Brendan Minnihan, Superintendent of Schools, School Administrative Unit #30, 39 Harvard Street, Laconia, New Hampshire 03246 telephone number (603) 524-5710. The Title IX Coordinators are Tina Woodbury and Paul Robdau at the Huot Technical Center, telephone number (603) 528-8693 or Wendy Hamill and Phil Reed at Laconia High School, telephone number (603) 524-3350. The Region I Director (federal law office) is located at: Office of Civil Rights, US Department of Education, J. W. McCormack Building, PO & Courthouse, Room 222, 01-0061, Boston, MA 02109 (617) 223-9662, TDD 4 (617)223-9695. The Equal Opportunity Commission is located at JFK Federal Building, Room 475, Government Center, Boston, MA 02201 (617) 565-3200. The NH Commission for Human Rights is 2 Chenell Drive, Concord, NH 03301 (603) 271-2767

## Family Educational Rights and Privacy Act (1974)

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligibility students”) certain rights with respect to the student’s education records: The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the Principal or his designee a written request that identifies the records they wish to inspect. The Principal or his designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The right to request an amendment to the student’s educational records, which the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Laconia School District to amend a record generated by the Laconia School District that they believe is inaccurate or misleading. They should write the Principal or his designee, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Laconia School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the eligible student when notified of the right to a hearing. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Laconia School District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the Laconia School District School Board; a person or company with whom the Laconia School District has contracted to perform a special task (such as an attorney, auditor, consultant, expert, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks; or the Laconia School District’s insurance carrier. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Laconia School District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA contact: Family Policy Compliance Office U.S. Department of Education 600 Independent Avenue SW Washington, DC 20202-460

## Academic Program and NCAA Eligibility

For students who hope to play sports at a Division I or Division II college and receive a scholarship. Student-athletes who hope to participate in NCAA sports must register with the NCAA Eligibility Center. There are a number of criteria and specific course requirements that the NCAA considers when determining initial eligibility (whether or not a student exiting

high school and entering college is eligible to participate in NCAA sports). The SRHS School Counseling and Athletic staff strongly encourage prospective college student-athletes to begin the NCAA eligibility process early. There are a number of forms that students, parents, and counseling staff must complete in order to officially register for NCAA Eligibility Center review of initial eligibility. As over 180,000 eligibility requests are received by the NCAA each year, it is helpful to begin the process as soon as possible. For more information about initial eligibility, please see the link below.

<http://www.athleticscholarships.net/ncaa-eligibility-center.htm>

## School Counseling

The Laconia High School Counseling program is an essential part of the educational process for students. This program is designed to meet students' needs by helping them define and meet expectations in all facets of their lives – educational, emotional, social, and career. Each student will be assigned to a counselor upon entrance to Laconia High School.

Guidance activities and reviews are conducted on a regular and planned basis with the goal of providing students with experiences to help them grow and to reach their full potential. Counselors provide direct services to students, as well as working with parents, school staff, and members of the community. Unless otherwise instructed in writing by a parent or guardian, services provided through the School Counseling Office will be provided to all students through self-referral, staff referral, and/or parent referral. Counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse and neglect; and, to warn potential victims of the intent to harm.

## Student Services Program

Student Services at Laconia High School are designed to meet the New Hampshire Standards for the Education of Handicapped Students to provide a free and appropriate education for all identified educationally disabled students using an inclusion model. The proper referral, evaluation, and placement requirements must be met in order for a student to take part in this program. A referral may be made by any person who bears a responsibility for a child's welfare.

After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available. Such placements may include, but are not limited to, the following options: directed study support, consultative assistance, itinerant specialists, and instructional assistants, work-study, special classes, class monitoring, and/or individualized instruction. Students who are identified as educationally disabled will be graded according to their Individual Education Plan which defines specific goals, objectives, and modifications. A cooperative determination will be made by classroom teachers and the Special Education staff. These may include the following areas of concern: test-taking, assignment completion, study techniques, counseling, and/or vocational planning.

### **NOTICE OF RIGHTS PURSUANT TO RSA 186-C: 16-b, *the Statute of Limitations for Special Education Cases***

If you suspect that your child is educationally disabled and qualifies for such services, you may make a written referral requesting that the school district determine your child's eligibility. Such referrals should be addressed to:

Student Services Coordinator  
Laconia High School  
345 Union Ave.  
Laconia, New Hampshire 03246

## Suggested Credits

There are a variety of educational opportunities available to students after high school. In an effort to provide some general guidelines, the chart below provides course requirements to help inform students on the credits they should have by content-area:

Type of College	English	Social Studies	Math	Science	World Languages
Selective 4 Year Colleges	5	4-5	5	4-5	4-5
4 Year Colleges	4-5	4	4	4	3-4
2 Year Colleges	4	3	3	3	0-2
Military	4	3	3	3	0

## Graduation Requirements

The course requirements for graduation allows students to take a broad spectrum of courses across a variety of content areas with allowance for choices for electives. Though the chart spells out the minimum requirements, students are encouraged to take a full schedule of classes while at Laconia High School to prepare for college and career and to take advantage of the wide variety of educational experiences available.

Required Subject or Course	Number of Credits Needed for Graduation
English	4 credits required– English 9, English 10, American Literature, Senior English Elective
Fine Arts	1 credit required
Health	1 credit required
Mathematics	4 credits required
Physical Education	1 credit required
Science	3 credits required – Physical Science, Life Science, Science Elective
Social Studies	3 credits required – Geography, American Experience (2)
Technology	1 credit required
Electives	8 elective credits required
<b>Total required credits for graduation</b>	<b>26 credits</b>

## Early Graduation

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Early graduation is a means to earn a high school diploma. If a student wants to graduate early, the student, parent(s) or guardian(s), Principal, the Academic Coordinator, and a school counselor must all be involved in the process. If a student wishes to graduate early, they must follow the following procedure:

### Early Graduation Procedures:

1. **Student request:** The student submits a formal, written request to the Principal explaining that s/he wants to graduate early and the reasons for wanting to do so. The statement must be submitted by July 1 after the student's sophomore year.
2. **Parent letter:** The parent(s) or guardian(s) submits a letter accompanying the student request supporting their child's request to graduate early and articulating their reasons for supporting the request.
3. **School Counselor review:** The student and a parent or guardian sits down with a school counselor to review credits earned and to determine whether early graduation is possible and if it is in the student's best interest. If it is, the school counselor will make a schedule for the following year to fulfill the rest of the student's graduation requirements.
4. **Principal meeting:** The Principal, a school counselor, Academic Coordinator, a parent, and the student review the student statement, parent letter of support, and student schedule for the next year. After this meeting, the Principal will approve or deny the request.

## Eligibility for Extra-Curriculars

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Eligibility for participation in Laconia High School athletics and other extra-curricular activities is determined by passing 3 blocked subjects in the 4 x 4 block schedule. As part of senior privileges, a senior who only attends less than 4 blocks would be fully eligible by passing all blocks they are enrolled.

If a student fails to adhere to the above conditions, they would become ineligible (no practices/games/no meetings) for that grading period. Student athletes who were academically ineligible due to grades achieved in the quarter previous to the next season try outs, may try out if he/she is passing three of four classes at the time of tryouts. Students who were members of other extra-curricular activities who were academically ineligible due to grades may resume participating in the extra-curricular activity once they are passing three of four classes.

## Class Rank

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Class Rank is used to determine academic standing within classes and is based on a more specific GPA that aligns the percentage grade that a student earns in a class with a unique, weighted number that is correlated to the GPA value. ***This is an internal system that is only used to determine class rank; it is not the number that will be reported to colleges and universities.*** To be ranked, a student must carry a full load (four credits per semester) their freshmen, sophomore, and junior years and a minimum of two credits each semester of their senior year. All courses on a student's transcript count towards class rank unless the credit count exceeds eight (8) per year, in which case priority will be given to traditional courses offered in the Course Catalogue. The valedictorian, salutatorian, class essayist, and the rest of the Top 10 for that year's graduating class will be named at the end of third quarter. The initial class ranking will be completed by October 1 of the students' senior year.

## Extra Classes

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All students are limited to taking a maximum of 8 course credits per year to be calculated toward class rank/GPA. Students wishing to take additional courses beyond the eight can do so for credit and posting on the transcript, but not to improve class rank. In all cases, courses taken at LHS have priority in determining class rank/ GPA.

## Expanded Learning Opportunity (ELO)

An ELO is a learning opportunity initiated by the student for the purpose of acquiring, according to the New Hampshire Department of Education, “knowledge and skills through instruction or study outside the traditional classroom methodology.” Students can design a learning experience and demonstrate proficiency of agreed-upon competencies with the support of a cooperating educator and approval by the ELO Coordinator. ELOs at LHS follow a structure which may include: a thesis paper, structured research, technology integration, work with a community partner, a presentation and a reflection. ELOs are supported by a contract.

## Laconia Academy

Laconia Academy is an adult evening high school diploma program. Students may take up to 5 credits courses toward LHS graduation requirements at Laconia Academy. Further credits may be awarded with the Principal’s permission. Contact the Laconia Academy Office at 603-524-5712 if you have further questions.

## On-Line Learning

Students can use many online options to earn credit. Examples include:

- Virtual Learning Academy Charter School (VLACS): Offers online courses with an off-site instructor.
- PLATO®: These self-paced computerized courses allow students to recover credit for some courses s/he previously took and failed. These courses are available for upperclassmen on a limited basis for credit recovery only.
- Rosetta Stone®: Software that supports students learning a language.

**Approval for Online and Computer Learning:** Students who are interested in seeking high school credit outside of Laconia High School must consult with the School Counseling Office and be approved by the LHS Administration for approval before beginning an alternative credit program. Options are limited to two in any given year and four maximum in a high school career. Students should speak with their counselor when considering alternative credit options.

## Reassessment

Reassessment is offered and recommended for any student who earns less than a 70 on a summative assessment. Students are required to meet with the teacher and complete a reassessment contract outlining specific corrective actions and re-teaching necessary before reassessment. Students are expected to complete the reassessment within one week of the initial assessment, although an extension is available with teacher permission. Through reassessment, a student could increase their grade to as much as an 83. Students who earn between a 70 and an 82 may do reassessment at the discretion of the teacher with the same criteria listed above.

## Sachem Support Block (SSB)

The Sachem Support Block is a flex block with a multi-tiered approach to early intervention to support and identify students with academic and behavioral needs. The goal of SSB is to provide interventions, supports, and enrichments for all students during the regular school day. Enrichments will be offered to students who maintain a 70% in all classes. All students are assigned to an SSB, which runs daily from 10:08-10:56. Scheduling for the week will occur on Mondays in SSB with priority scheduling given to students who need interventions and supports in classes.

## Transfer Students

Students transferring into or out of the district must begin the process with the School Counseling Department. For students transferring into the district, the School Counselor will review the transcript(s) from the other school(s) and discuss the best way to fulfill Laconia’s graduation requirements. The School Counseling Office will transfer all courses taken and credits earned onto a Laconia High School transcript. Counselors will continue adding to this transcript as the student completes

courses in Laconia. The student's information will also be entered onto the computer so that all transfer students will have a Grade Point Average. In order to ensure equity, transferred credits will be reconciled so that grades receive weights that are consistent with the Laconia High School grading policy.

If a student transfers from a school having a different credit system, the School Counselor will determine the number of appropriate credits for each course passed. The GPA and rank will then be determined. **A student must be enrolled at Laconia for at least two full semesters before they can be eligible for class rank standing.**

## Explanation of Course Levels

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To be successful at Laconia High School, students in all classes are expected to actively participate, complete assignments in a timely fashion, solve problems, read rigorous texts, write in a variety of domains, work in groups, communicate clearly, integrate technology, and critically analyze texts and data. These habits and skills are essential in the effort to prepare students for career readiness after high school. All courses at Laconia High School are designed to help students prepare for post-secondary opportunities after graduation. These opportunities include: college/university study, career/technical school study, apprentice programs, military service, certification programs, as well as entry into the workforce. Courses are taught at three (3) levels to accommodate the instructional needs of students in the four (4) academic content areas. All course levels prepare students to be college and career ready upon graduation. Recommendations for the levels is based on the student's academic habits and skills, performance on previous internal assessments (based on course competencies and standards) in the respective content area, and external assessment scores. Examples of external assessments include the Measure of Academic Progress (MAP) through the Northwest Evaluation Association (NWEA), PSAT's, and SAT's. Flexibility exists for students to assume greater challenge as their skills advance. If a student earns an 85 (or a "B" average) or higher in a course and/or their scores on external assessments reflect they are capable, the high school staff will explore having the student take courses in that content area at a more advanced level with a recommendation from a teacher.

## Course Designations

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Laconia High School categorizes its courses using the following designations:

F	=	Foundations
CCR	=	College and Career Ready
H	=	Honors
AP	=	Advanced Placement

## Foundations

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To be admitted into a Foundations class, students must demonstrate, using multiple measures, that their academic skills are below grade-level. Foundations classes are offered in the four (4) core academic areas to prepare students for entry-level career choices. These students are expected to:

- Continue to work to build a foundation in literacy and math,
- Take courses in the four (4) core academic content areas at the Foundations level,
- Acquire or improve essential skills such as collaboration, communication, critical thinking, decision-making, and problem solving to promote career readiness,
- Receive greater support to achieve competence.

## College and Career Ready

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Students who want to access a four (4) year college or university, two (2) year college, or technical training programs without remediation, seek out military options or enter immediately into entry-level career choices should access courses at this level. These students are expected to:

- Read, write, speak, think, and problem-solve at or near grade level,
- Have a command of math skills at or near grade level,
- Complete rigorous independent reading and writing assignments outside class on a regular basis in a timely fashion,
- Be motivated and self-disciplined,
- Study a wide variety of topics and materials at great depth.

## Honors and Advanced Placement

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Students who are bound for a four (4) year college or university should access these courses. Project Running Start courses are offered for Honors credit. These students are expected to:

- Read, write, speak, think, and problem-solve above grade level,
- Have a strong command of math skills above grade level,
- Complete many rigorous independent reading and writing assignments outside of class on a regular basis in a timely fashion,
- Be highly-motivated and self-disciplined,
- Study a wider variety of topics and materials at a greater depth than students in other classes,
- For students in AP classes, they must satisfy the requirements on the respective College Board approved course syllabus and are encouraged to take the AP exam at the end of the course.

## Project Running Start

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**Project Running Start Courses:** Project Running Start is a partnership between NH Community Colleges and area high schools. Courses taught by an instructor at LHS with a Master's Degree who is approved by the Community College System of New Hampshire (CCSNH). Students in these courses must satisfy the requirement of a syllabus approved by the CCSNH and will earn college credit that can be transferred to many institutions of higher education. Students can earn (3) college credits for each Running Start class. The fee is \$150, but financial aid is often available for those who qualify.

## Honor Roll

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Students at Laconia High School will be recognized on the honor roll in four (4) ways. Course grades for Honor Roll recognition are non-weighted.

- **HIGH HONOR ROLL WITH DISTINCTION:** Student earns a 95 or above in all classes
- **HIGH HONOR ROLL:** Student earns an 90 or above in all classes (all A's)
- **HONOR ROLL:** Student earns an 80 or above in all classes (all A's and B's)

**Minimum Scheduling Requirement:** All students in grades 9-11 are expected to take a full course-load each semester (4 credits). Grade 12 students may reduce their course load as part of senior privilege, but it is recommended they take a full course load so they are college and career ready. **Seniors must carry at least three (3) credits to be eligible for honor roll recognition. Seniors must carry at least two (2) credits per semester to be able to participate in the LHS graduation ceremony and related activities.**

## Weighted GPA for Reporting to Colleges and Universities

According to the College Board®, “Class ranking is a mathematical summary of a student’s academic record compared to those of other students in the class. It takes into account both the degree of difficulty of the courses a student is taking and the grade the student earns. The compilation of courses and grades is converted to an overall grade point average (GPA), and the higher the GPA, the higher the student’s class ranking.” The GPA system used at Laconia High School to report out to colleges and universities is based on a 4.0 scale recommended by the College Board (see <http://www.collegeboard.com/html/academicTracker-howtoconvert.html>) that is weighted based on course level. Below is a table with weighted GPA values:

## GPA Table for Report to Colleges and Universities

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>5.0 Scale - AP</u>	<u>4.5 Scale - Honors</u>	<u>4.0 Scale - CCR</u>	<u>4.0 Scale - FDN</u>
A+	97-100	5	4.5	4	4
A	93-96	5	4.5	4	4
A-	90-92	4.7	4.2	3.7	3.7
B+	87-89	4.3	3.8	3.3	3.3
B+	83-86	4	3.5	3	3
B-	80-82	3.7	3.2	2.7	2.7
C+	77-79	3.3	2.8	2.3	2.3
C	73-76	3	2.5	2	2
C-	70-72	2.7	2.2	1.7	1.7
D+	67-69	2.3	1.8	1.3	1.3
D	65-66	2	1.5	1	1
F	BELOW 65	0	0	0	0

## Class Rank Table

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>5.0 Scale AP</u>	<u>4.5 Scale Honors</u>	<u>4.0 Scale CCR</u>	<u>4.0 Scale Foundations</u>
A+	100%	5.00	4.50	4.00	4.00
A+	99%	4.93	4.43	3.93	3.93
A+	98%	4.87	4.37	3.87	3.87
A+	97%	4.80	4.30	3.80	3.80
A	96%	4.73	4.23	3.73	3.73
A	95%	4.67	4.17	3.67	3.67

A	94%	4.60	4.10	3.60	3.60
A	93%	4.53	4.03	3.53	3.53
A-	92%	4.47	3.97	3.47	3.47
A-	91%	4.40	3.90	3.40	3.40
A-	90%	4.33	3.83	3.33	3.43
B+	89%	4.27	3.77	3.27	3.27
B+	88%	4.20	3.70	3.20	3.20
B+	87%	4.13	3.63	3.13	3.13
B	86%	4.07	3.57	3.07	3.07
B	85%	4.00	3.50	3.00	3.00
B	84%	3.90	3.40	2.90	2.90
B	83%	3.80	3.30	2.80	2.80
B-	82%	3.70	3.20	2.70	2.70
B-	81%	3.60	3.10	2.60	2.60
B-	80%	3.50	3.00	2.50	2.50
C+	79%	3.40	2.90	2.40	2.40
C+	78%	3.30	2.80	2.30	2.30
C+	77%	3.20	2.70	2.20	2.20
C	76%	3.10	2.60	2.10	2.10
C	75%	3.00	2.50	2.00	2.00
C	74%	2.90	2.40	1.90	1.90
C	73%	2.80	2.30	1.80	1.80
C-	72%	2.70	2.20	1.70	1.70
C-	71%	2.60	2.10	1.60	1.60
C-	70%	2.50	2.00	1.50	1.50
D+	69%	2.40	1.90	1.40	1.40
D+	68%	2.30	1.80	1.30	1.30
D+	67%	2.20	1.70	1.20	1.20
D	66%	2.10	1.60	1.10	1.10
D	65%	2.00	1.50	1.00	1.00
Below 65	0	0.00	0.00	0.00	0.00

## New Hampshire Scholars

The New Hampshire Scholars Program encourages and motivates all high school students to complete a rigorous course of study throughout their four-year high school career. The program is designed to prepare students for a competitive job market and admission to college or technical training. New Hampshire Scholars agree to the following series of courses:

Content Area	NH Scholars Course of Study	Number of Credits
English	English 9, English 10, American Literature, Senior English Elective	4
Mathematics	Algebra 1A, Algebra 1B, Geometry, Algebra 2	4
Science	Life Science Lab Based, Physical Science Lab Based, Science Elective	3
Social Studies	Geography, American Experience, (US History/Civics/Economics)	3
World Language	World Language (French or Spanish)	2

After successful completion of the above listed courses, students will be better prepared to enter college or the workforce. In addition, students who are designated as New Hampshire State Scholars will be candidates for certain types of scholarships and financial aid. State Scholars are recognized during the graduation ceremony with a ceremonial medallion. Students who are interested in the New Hampshire Scholars Program should speak to their school counselor.

For more information on the New Hampshire Scholars program, see <http://www.nhscholars.org/Course.cfm>.

## Laconia Scholars

Competitive colleges and universities are looking for students to be successful in the most demanding courses a school offers. In an effort to promote academic excellence and prepare a student to be ready to attend a selective institution after graduation, the Laconia Scholars Program was created to recognize students who maximize the academic experience. Laconia Scholars take more core academic classes than the NH Scholars, maintain a 3.35 grade point average (GPA), and maximize their experience at LHS by taking a specific rigorous course load. This program helps support a student in preparing for college and career.

Content Area	Laconia Scholars Core Course of Study and Requirements	Credits
<b>English</b>	English 9 English 10 English 11 - American Literature AP English Literature and Composition	4
<b>Mathematics</b>	(3) progressive Math courses (1) Calculus course	4
<b>Science</b>	Lab-based Biology Lab-based Chemistry Lab-based Physics Plus one additional credit in: Honors Anatomy & Physiology, Bio-Medical Technology, AP Environmental Science, AP Chemistry, Physics 2, Health Science or Forensic Science	4
<b>Social Studies</b>	World Geography and Cultures, Civics, Economics, US History  *At least one (1) AP course (AP U.S. History, AP World History or AP Government).	4
<b>World Language</b>	World Language (3 credits of a language other than English)	3
<b>Other Requirements</b>	Minimum GPA	3.35 (B+)
	Minimum Credits	30

## Course Catalog

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The purpose of the Course Catalogue is to provide the school community with brief descriptions of the wide variety of courses offered at Laconia High School. The curricula in the academic program focus on literacy, numeracy, problem-solving, critical thinking, mastering content, the arts, technology integration, communication, and collaboration. Students have the opportunity to balance their experience at Laconia High School with a mix of required academic classes, electives, dual enrollment classes, and classes that provide students with on-the-job training. The program is designed to meet the needs a variety of students with various learning needs and styles.

# Art and Technology

Topic	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Fine Art	Exploring Art	Intermediate Art	Advanced Art	Elective
Technology	Exploring Digital Art	Advanced Digital Art	Elective	Elective
Elective	Crafts Studio Art CAD 21 <sup>st</sup> Century Literacy and Technology			

## Exploring Art

Grades 9-12

1 Credit

CCR

In Exploring Art, students will be introduced to basic skills and art concepts of two and three dimensional art. Students will learn various techniques for creating fine art; include drawing, painting, ceramics, and printmaking. Students will demonstrate these various skills in creating their own artwork, and they will learn vocabulary associated with each technique. Students will be required to write responses on techniques learned and/or art history associated to techniques used, and will read and gather information from a text book. This course serves as a foundation to higher level art courses that lead to college and career readiness in the fine arts. It is a thorough overview of the basic techniques in fine art and is open to all students.

## Crafts

Grades 9-12

1 Credit

CCR

Students will be able to merge form with function; creating something beautiful as well as functional. This class is presented to expose students to the possibilities of the media and to serve as a source of inspiration. The following is a list of what will be covered: Bookmaking /Illuminated Lettering, Polymer Clay/ Clay, Glass Mosaics/ Stained Glass, Basket making using coiling, paper mache, and paper plaiting, Weaving with peg looms and back strap looms, Beading using handmade looms and various beading techniques, Fabric Batik, and Wire Jewelry. Throughout the course, readings and writings will be done which are relevant to the topic being covered. *Crafts, Contemporary Design and Technique* is our text, which is often used as an introduction to a unit. Students are given follow up writing assignments where they are asked about specific key topics. This may be in the form of vocabulary, art history, or on specific techniques. This class is open to all students.

## Intermediate Art

Grades 9-12

1 credit

CCR

In Intermediate Art, students will further develop the skills and art concepts of two and three dimensional art that were introduced in Exploring Art. Students will apply various techniques for creating fine art; including drawing, painting, ceramics, and printmaking. Students will demonstrate these various skills in creating their own artwork, and will utilize

vocabulary associated with each technique. Students will be required to write weekly responses on techniques learned and/or art history associated to techniques used, and will read and gather information from our text book “The Visual Experience”. Sketchbooks are given out for use in drawing, painting, and writing assignments. Students will also participate in verbal and written critiques on their artwork and the artwork of others. This course serves as an opportunity for students to develop their artistic style and strengthen their techniques in order to prepare for college and career readiness in the fine arts. **Prerequisite: Exploring Art. A grade of “B-“ or better in Exploring Art is preferred.**

<b>Advanced Art</b>	<b>Grades 10-12</b>	<b>1 credit</b>	<b>CCR</b>
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In Advanced Art (Accelerated) we will work with two-dimensional design in mediums such as pencil, charcoal, pastel, acrylic, and oil paint. Students will be asked to observe directly and deeply. Students should have an interest in continuing their studies in art and consider working on a portfolio for furthering their education in an art related field or major in college. Students will combine shading techniques and graded values with a wide variety of textures in their work. They will understand and apply color as a means of expression through tone and value. Students will apply the rules of perspective to create the illusion of three-dimensional form and space on a flat plane. Students will demonstrate the concepts and properties of color by creating transparent and opaque values in their work. They will differentiate between successful and unsuccessful design through the critique process. The use of the textbooks, *Exploring Painting and Discovering Drawing* will be used as guides as well as sharing information on art history. Weekly sketchbook assignments are given which often include written research on art topics and current events in the art field. **Prerequisites: Exploring Art and Intermediate Art. A grade of “B-“ or better in both classes is preferred.**

<b>Exploring Digital Art</b>	<b>Grades 9-12</b>	<b>1 credit</b>	<b>CCR</b>
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This is an exploration course that introduces students to the world of digital art. The Adobe Creative Suite will be explored including InDesign, Photoshop, Illustrator, Fireworks, and Flash. There will be units on basic digital photography and multimedia as well.

<b>Advanced Digital Art</b>	<b>Grades 10-12</b>	<b>1 credit</b>	<b>CCR</b>
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In this course students, will explore the world of computer drawing and animation. Adobe Illustrator will be used to render complex graphic designs and drawings. Flash will be used in the creation of frame by frame animation. Advanced students can explore video game design and more complex animation and drawing. This class may be taken multiple times for additional credit. **Prerequisite: Exploring Digital Art.**

<b>Digital Imaging and Design</b>	<b>Grades 10-12</b>	<b>1 credit</b>	<b>CCR</b>
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In this course, students will master the skills of visual design in real world assessments ranging from print design to advertisement. Students will be able to identify and analyze a variety of real world design problems, develop a creative problem solving approach with an emphasis on tangible results. The program emphasizes hands-on experience in photoshop to develop both creative ability and the mechanical skills essential to business-oriented art and photography careers.

This course is an introduction to computer aided drafting (CAD) using a variety of professional and consumer available software packages. Students will explore fundamental concepts of design as they relate to a variety of engineering and architectural applications.

<b>Computer Aided Design</b>	<b>Grades 9-12</b>	<b>1 Credit</b>	<b>CCR</b>
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This course is an introduction to computer aided drafting (CAD) using a variety of professional and consumer available software packages. Students will explore fundamental concepts of design as they relate to a variety of engineering and architectural applications

## 21<sup>st</sup> Century Literacy and Technology Grades 9-12 1 Credit CCR

This semester-long course is designed as a support for other course work and will empower students with the knowledge needed to be successful in high school, college, and career writing and research. The goal of this course is to teach and assess digital concepts and skills so that students can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families and their communities. Students will learn information literacy and create digital portfolios that can be used throughout their education. Students will be able to transfer knowledge gained in this course to benefit them in all classes across the curriculum.

# English

Level	Freshmen Year	Sophomore Year	Junior Year	Senior Year
<b>Foundations</b>	Foundations English 9	Foundations English 10	Foundations English 11	Foundations English 12
<b>CCR</b>	CCR English 9	CCR English 10	CCR American Literature	Senior Seminar
<b>Honors</b>	Honors English 9	Honors English 10	Honors American Literature	Honors College Comp. Honors Creative Writing
<b>AP</b>				Literature and Composition
<b>Electives</b>			Honors College Composition Honors Creative Writing CCR Journalism CCR Speech & Debate	

## Foundations English 9 Grade 9 1 credit F

Foundations of English 9 is systematically structured to ensure consolidated instruction in reading development, study skills, and life skills. Emphasis on visual and oral characteristics of words, using a variety of teaching materials and techniques, are hallmarks of this program. The reading strategies are presented in small groups and/or individualized instruction. The program is diagnostic and prescriptive, with the development of speaking, writing, and reading relationships. The classroom environment promotes and encourages a positive attitude toward reading in conjunction with fostering the improvement of self-image. The reading material, in-class writing assignments, and classroom activities

are also geared toward developing life skills. Materials include learning how to read cookbooks and recipes, medicine labels, newspapers, job applications, job postings, etc. Enrollment will be limited and determined by standardized reading test scores.

<b>CCR English 9</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>CCR</b>
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In this course, students will explore the English Department’s 9th Grade Essential Question “What is my relationship with literature?” Students will establish personal connections with literature, determine a theme or central, and analyze complex characters through guided readings of canonical texts, such as George Orwell’s *Animal Farm*. Students will develop and strengthen writing as needed by planning, editing, and revising both critical analyses and narrative reflections. Students will begin their preparation for the SAT through focused instruction regarding “SAT Writing & Language” skills and the English Department’s scaffolded “Wordly Wise” vocabulary program.

<b>Honors English 9</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>H</b>
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In this course, students will explore the English Department’s 9th Grade Essential Question “What is my relationship with literature?” Students will establish personal connections with literature, determine a theme or central, and analyze complex characters through guided readings of canonical texts, such as George Orwell’s *Animal Farm*. Students will develop and strengthen writing as needed by planning, editing, and revising both critical analyses and narrative reflections. Students will begin their preparation for the SAT through focused instruction regarding “SAT Writing & Language” skills and the English Department’s scaffolded “Wordly Wise” vocabulary program. Students are expected to produce regularly personal essays and to engage routinely in rich student-focused classroom discussions.

<b>Foundations English 10</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>F</b>
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Foundations of English 10 is systematically structured to ensure consolidated instruction in reading development, study skills, and life skills. Emphasis on visual and oral characteristics of words, using a variety of teaching materials and techniques, are hallmarks of this program. The reading strategies are presented in small groups and/or individualized instruction. The program is diagnostic and prescriptive, with the development of speaking, writing, and reading relationships. The classroom environment promotes and encourages a positive attitude toward reading in conjunction with fostering the improvement of self-image. The reading material, in-class writing assignments, and classroom activities are also geared toward developing life skills. Materials include learning how to read cookbooks and recipes, medicine labels, newspapers, job applications, job postings, etc. Enrollment will be limited and determined by standardized reading test scores.

<b>CCR English 10</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>CCR</b>
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In the course, students will explore the English Department’s 10th Grade Essential Question “What is the purpose of critical thinking?” Students will apply critical thinking skills to deconstruct complex texts and analyze the author’s choice of structure through guided readings of canonical texts, such as Ray Bradbury’s *Fahrenheit 451* and William Golding’s *Lord of the Flies*. Students will produce clear, coherent writing, in which development, organization, and style are appropriate to task, purpose, and audience in both thesis papers and narrative reflections. Students will continue their preparation for the SAT through focused instruction regarding “SAT Writing & Language” skills and the English Department’s scaffolded “Wordly Wise” vocabulary program.

**Honors English 10**

Grade 10

1 credit

H

In the course, students will explore the English Department’s 10th Grade Essential Question “What is the purpose of critical thinking?” Students will apply critical thinking skills to deconstruct complex texts and analyze the author’s choice of structure through guided readings of canonical texts, such as Ray Bradbury’s *Fahrenheit 451* and William Golding’s *Lord of the Flies*. Students will produce clear, coherent writing, in which development, organization, and style are appropriate to task, purpose, and audience in both thesis papers and narrative reflections. Students will continue their preparation for the SAT through focused instruction regarding “SAT Writing & Language” skills and the English Department’s scaffolded “Wordly Wise” vocabulary program. Students are expected to produce regularly critical analyses and to engage routinely in rich student-driven classroom discussions.

**Foundations English 11**

Grade 11

1 credit

F

Foundations of English 11 is systematically structured to ensure consolidated instruction in reading development, study skills, and life skills. Emphasis on visual and oral characteristics of words, using a variety of teaching materials and techniques, are hallmarks of this program. The reading strategies are presented in small groups and/or individualized instruction. The program is diagnostic and prescriptive, with the development of speaking, writing, and reading relationships. The classroom environment promotes and encourages a positive attitude toward reading in conjunction with fostering the improvement of self-image. The reading material, in-class writing assignments, and classroom activities are also geared toward developing life skills. Materials include learning how to read cookbooks and recipes, medicine labels, newspapers, job applications, job postings, etc. Enrollment will be limited and determined by standardized reading test scores.

**CCR American Literature**

Grade 11

1 credit

CCR

In this course, students will explore the English Department’s 11th Grade Essential Question “What does it mean to be an American?” Students will apply their critical thinking skills to understand the complexities of cultural identity and to examine different authors’ approaches to similar themes in America’s canonical texts, such as Mark Twain’s *The Adventures of Huckleberry Finn*, F. Scott Fitzgerald’s *The Great Gatsby*, and Arthur Miller’s *Death of a Salesman*. Students will produce persuasive arguments with evidence supporting a thesis and narrative reflections with details from multiple sources. Students will continue their preparation for the SAT through focused instruction regarding “SAT Essay” strategies, “SAT Writing & Language” skills, and the English Department’s scaffolded “Wordly Wise” vocabulary program.

**Honors American Literature**

Grade 11

1 credit

H

In this course, students will explore the English Department’s 11th Grade Essential Question “What does it mean to be an American?” Students will apply their critical thinking skills to understand the complexities of cultural identity and to examine different authors’ approaches to similar themes in America’s canonical texts, such as Mark Twain’s *The Adventures of Huckleberry Finn*, F. Scott Fitzgerald’s *The Great Gatsby*, and Arthur Miller’s *Death of a Salesman*. Students will produce persuasive arguments with evidence supporting a thesis and narrative reflections with details from multiple sources. Students will continue their preparation for the SAT through focused instruction regarding “SAT Essay” strategies, “SAT Writing & Language” skills, and the English Department’s scaffolded “Wordly Wise” vocabulary program. Students are expected to produce regularly critical analyses and to engage routinely in rich, relevant student-driven classroom discussions.

<b>Honors College Composition</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>H</b>
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In this course students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from prewriting through drafting, revising and editing. Formal essays and a research paper are required. This course will also help prospective college students understand the steps that need to be taken in order to apply and get ready for college. Topics that will be covered will include the terminology that is used in reference to college life, the college search process, college major/degree programs, preparation for PSAT/SAT/SAT-2 testing, the college application process, interviewing, and financial aid and scholarship programs. The course will also cover selected novels and poetry from American and British Literature, as well as the significant writing of descriptive, narrative and expository essays for students planning to attend college. This course is offered for Project Running Start credit.

<b>Honors Creative Writing</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>H</b>
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Students in this writing course will examine different genres: poetry, fiction, memoir, and nonfiction. Students taking this course will be expected to write intensively as they move through each genre studied. In addition to writing, students will be expected to read and examine poems, short stories, novels, and nonfiction writing. Each student will be responsible for creating a portfolio of original work with a goal of submitting revised pieces for publication. This course is a writing course supplemented by full texts and excerpts of memoirs, as well as articles about memoir. Students enrolled in the class will write extensively, the final assessment being a portfolio of personal writing and a polished piece of memoir. Students will learn to appreciate and write poetry in a variety of closed forms, including the sonnet, villanelle, sestina, ballad, and haiku, and will also explore the open form of free verse. Students will read poets from the 16th century through the present, and will examine how their use of imagery, word order, tone, diction, sound devices, and symbol can augment meaning. Students will produce a final portfolio of original work which primarily will focus on their own poetry, but will also include some analysis of the poetry they have studied. Other assessments may include tests and quizzes. This course is offered for Project Running Start credit.

<b>CCR Journalism</b>	<b>Grades 10-12</b>	<b>1 credit</b>	<b>CCR</b>
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In this writing, intensive course students experience elements of printed and electronic media. Students will study wide-ranging aspects of written and photographic journalism with a focus on the reporting, writing, and publishing of news items, with the goal of developing and publishing a student-run newspaper or magazine. Students enrolled in this course should expect daily writing assignments geared toward the student newspaper. Students will be expected to use resources outside of the classroom to fully appreciate the challenges of providing accurate and interesting news items with the goal of improving the school and community.

<b>CCR Speech &amp; Debate</b>	<b>Grades 10-12</b>	<b>1 credit</b>	<b>CCR</b>
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Speech and Debate focuses on developing skills centered on the ability to create and defend an argument. Students will gain an understanding of persuasion and argument through careful study of meaningful research, speaking, and the use of rhetoric. Through the study of language and different theories of persuasion, students will become better speakers and thinkers through research skills, persuasive writing, active listening, and public speaking.

<b>Foundations English 12</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>F</b>
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Foundations of English 12 is systematically structured to ensure consolidated instruction in reading development, study skills, and life skills. Emphasis on visual and oral characteristics of words, using a variety of teaching materials and techniques, are hallmarks of this program. The reading strategies are presented in small groups and/or individualized instruction. The program is diagnostic and prescriptive, with the development of speaking, writing, and reading relationships. The classroom environment promotes and encourages a positive attitude toward reading in conjunction with fostering the improvement of self-image. The reading material, in-class writing assignments, and classroom activities are also geared toward developing life skills. Materials include learning how to read cookbooks and recipes, medicine labels, newspapers, job applications, job postings, etc. Enrollment will be limited and determined by standardized reading test scores

<b>Senior Seminar</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>CCR</b>
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In addition to fulfilling an English 12 requirement or an elective credit, this course will be a conduit for Guidance to support students in the college admissions process. Students will receive assistance in the college search, application, and admissions process. Students will also work towards college readiness as they go prepare and take the SAT, complete FAFSA forms, and prepare for the college environment. Students will experience traditional college freshman instructional formats, participate in SAT / ACT preparations and complete a capstone senior performance based assessment.

<b>AP Literature and Composition</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>AP</b>
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According to the Course Description, “An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.” A variety of works from primarily Western authors will be the focus of the course. Reading will be extensive and demanding. Students will also be asked to write to develop: “a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness; a variety of sentence structures, including appropriate use of subordinate and coordinate constructions; a logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis; a balance of generalization with specific illustrative detail; and an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.” Writing assignments will be frequent and rigorous, focusing on analysis, synthesis, and rhetorical strategies. Students will be prepared to take the AP Literature and Composition national exam after taking this course and Honors American Literature. This course is offered for Project Running Start credit. **(AP course offerings are determined on an annual basis)**

# Math

Level	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Integrated	Integrated 1A Integrated 1B	Integrated 2	Integrated 3	
CCR	CCR Algebra 1A CCR Algebra 1B	CCR Geometry	CCR Algebra 2	Elective
Honors/AP	Honors Algebra 1B/ Honors Geometry	Honors Algebra 2	Honors Pre-Calculus AP Statistics	
Electives	CCR Statistics & Probability Honors Pre-Calculus Senior Math AP Statistics Honors Calculus AP Calculus			

## Integrated Math 1A/1B

Grade 9

2 credits

F

This course is designed for students to build and reinforce basic computation skills, solving two step problems with real numbers for all four mathematical operations, basic statistic and probability concepts, ratios and proportions, identifying basic geometric shapes and finding their area, and solving one and two step equations with one variable. Students will develop numeracy skills to expand their understanding of mathematical concepts and critical thinking; exercising reading comprehension by means of applying new knowledge and skills to solve real world problems. Students will be assessed through a variety of formative and summative assessments including writing for understanding. The pace of the class will be appropriate in allowing students to achieve mastery of mathematical concepts and skills for subsequent math classes.

## CCR Algebra 1A/1B

Grade 9

2 credits

CCR

Students in this course will develop problem-solving skills through units of algebra, statistics and introductory geometry. The main algebraic concepts include functions, relations, solving equations and inequalities, organizing data, and analyzing patterns. Each unit will have a focus on solving word problems and reading carefully, to build skills in context as well as building skills from practice. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. This course will meet the NH state requirement for Algebra. Some geometry concepts will be previewed to assist in developing geometry skills for the following year. **Prerequisite: 8<sup>th</sup> Grade Math**, which is taken at the middle school level.

<b>Honors Algebra 1B</b>	Grade 9	1 credit	H
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Students in this course will develop problem-solving skills through units of algebra, statistics and introductory geometry. The main algebraic concepts include functions, relations, solving equations and inequalities, organizing data, and analyzing patterns. The culminating focus of each unit is on solving word problems and reading carefully, and thus the building of algebra skills is incorporated into the necessity to solve problems in a context, rather than from drill and practice. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. This course will meet the NH state requirement for Algebra. Some geometry concepts will be previewed to assist in developing geometry skills for the following year. **Prerequisite: Algebra 1A**, which is taken at the middle school level.

<b>Integrated Math 2</b>	Grade 10	1 credit	F
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Students in this course will build a stronger math foundation based on the competencies of Foundations 9. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. The course curriculum will be student centered and developed through use of pretesting to determine student needs. Concepts are introduced in an appropriate manner and pace, with time for development of understanding of the branches of mathematics. The course topics will include numbers and operations, problem-solving skill development using real-world and non-routine problems, reading and analyzing word problems, and basic Algebra and Geometry skills. Students will be assessed using a variety of methods including performance based applications, daily formative assessments, and exams.

**Pre-requisite: Integrated Math 1A & 1B**

<b>CCR Geometry</b>	Grade 10	1 credit	CCR
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Students in this course will study geometric figures, congruence, similarity, transformations, trigonometry, coordinate geometry, circles, area and volume with an emphasis on proper communication of mathematics. This course provides a thorough development of reasoning skills and includes informal and formal proof, while emphasizing the connection between geometry and the physical world. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Students will be required to use a variety of mathematical tools such as compasses, rulers, protractors, and progressive software. Student assessments will include writing proofs using mathematically logical statements and justifications, performance based application problems, and exams. **Prerequisite: Algebra 1A & 1B.**

<b>Honors Geometry</b>	Grade 9-10	1 credit	H
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Students will study Geometry with a focus on geometric figures, congruence, similarity, transformations, trigonometry, coordinate geometry, circles, Area and volume with an emphasis on proper communication of mathematics. This course provides a thorough development of reasoning skills and includes informal and formal proof, while emphasizing the connection between geometry and the physical world. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Rigorous and complex problems and proofs will be solved and/or explained. Students will be required to use a variety of mathematical tools such as compasses, rulers, protractors, and progressive software. Student assessments will include writing proofs using mathematically logical statements and justifications, performance based application problems, and exams. **Prerequisite: Algebra 1A & 1B.**

<b>Integrated Math 3</b>	Grade 11	1 credit	F
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Students in this course will continue to develop the math foundation built in Math 9 and 10. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Concepts are introduced in an

appropriate manner and pace, with time for development of understanding of the branches of mathematics. Students will develop their problem-solving and critical thinking skills as well as a foundation in algebra and geometry. Students will be assessed using a variety of methods including performance based applications, daily formative assessments, and exams.

**Prerequisite: Integrated Math 2**

## CCR Algebra 2

Grade 10-11

1 credit

CCR

Students will study Algebra 2 with a focus on linear programming, three variable systems of equations, matrices, complex numbers, polynomial functions, function operations, inverse functions, and quadratic functions. This course provides a thorough development of functions and will deepen the understanding of the structure of algebraic topics through teacher-led discussions and independent reading. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Students will be required to use a graphing calculator. Student assessments will include performance based assessments, real-world application problems, and exams. **Prerequisite: Algebra 1A & 1B.**

## Honors Algebra 2

Grade 10-11

1 credit

H

Students will study Algebra 2 with a focus on linear programming, three variable systems of equations, matrices, complex numbers, polynomial functions, function operations, inverse functions, logarithmic functions, conic sections, and sequences and series. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. This course provides a thorough development of functions and will deepen the understanding of the structure of algebraic topics through teacher-led discussions and independent reading. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Students will be required to use a graphing calculator. Students will work towards solving highly complex problems to lay foundation for Pre-Calculus and Calculus. Student assessments will include performance based assessments, real-world application problems, and exams. **Prerequisite: Algebra 1A & 1B, Geometry.**

## CCR Statistics and Probability

Grade 10-12

1 credit

CCR

This college level course is designed to provide students with a foundation elementary statistics for college or career. Previous course competencies will be built on and it is the expectation that the knowledge and skills have been retained. Topics include organizing numerical data, frequency distributions, probability of events, random variables, binomial and normal distributions, the Central Limit Theorem, estimation and hypothesis testing, graphical analysis, correlation, and regressions. Emphasis is on applications from areas of economics and science. Students are required to read and write arguments typically used in decision making process for business and pharmaceutical studies. **Prerequisite: Algebra 2.**

## Honors Pre-Calculus

Grade 11-12

1 credit

H

The primary goal of this course is to provide students with the required skills and understandings for further study in mathematics, particularly calculus, at the high school and college level. Previous course competencies will be built on, and it is the expectation that the knowledge and skills have been retained. Topics covered will include polynomial, rational and trigonometric functions and their graphs, trigonometry and the unit circle, trigonometric equations and identities, composite and inverse functions, polar coordinates and complex numbers, and an introduction to calculus. Modeling real-world data and the use of graphing calculators is an integral part of the course. Reading the textbook for understanding will be emphasized throughout the course. **Prerequisite: Honors Algebra 2.**

<b>Senior Math</b>	Grade 12	1 credit	CCR
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Studies in the past few years have shown that there are a significant number of American students who are not prepared to take college math courses. The purpose of this course is to support students who have struggled in algebra by providing remediation and teaching them to use math in real-world situations in. By re-energizing these students and instilling in them habits of mind and rebuilding foundational knowledge and skills rooted. Students will take an Accuplacer test, which is a test offered by the College Board to validate college readiness. **Prerequisite: Algebra 2.**

<b>Honors Calculus</b>	Grade 12	1 credit	H
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This college level course is designed for the student who has a strong math background. Previous course competencies will be built on and it is the expectation that the knowledge and skills have been retained. Topics include functions, limits, continuity, slope/rate of change, derivatives, integrals, and techniques of elementary differential and integral calculus. Applications are aimed at providing students with a preparation for business, life science, and engineering study at a higher level. Taken from topics in trigonometry, exponential and logarithmic growth and decay, problems will require students to read and interpret data from real-world problems. This course covers many of the topics necessary in preparation for the Advanced Placement Calculus AB Exam. **Prerequisite: Honors Pre-Calculus.** This course is offered for Project Running Start credit. **(AP course offerings are determined on an annual basis)**

<b>AP Calculus</b>	Grade 12	1 credit	AP
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This college level course is designed for the student who has a working knowledge of differentiation and basic integration. Previous course competencies will be built on and it is the expectation that the knowledge and skills have been retained. Topics include advanced integration techniques of trigonometric, exponential, and logarithmic functions, inverse functions. Also included is the study of areas, volumes, and arc length formed by solids of revolution, slope fields, and sequences and series as they relate to functions. Applications are again aimed at providing students with a preparation for business, life science, and engineering study at a higher level. Students will be required to read and interpret data from real-world problems as well as create models of different solids for complete written physical analysis. This course completes the coverage of topics necessary in preparation for the Advanced Placement Calculus AB or BC Exam. **Prerequisite: Honors Calculus.** This course is offered for Project Running Start credit. **(AP course offerings are determined on an annual basis)**

<b>AP Statistics</b>	Grade 10-12	1 credit	AP
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According to the AP Statistics Course Description that went into effect in Fall of 2010: “The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school needs to determine the length of its AP Statistics course to best serve the needs of its students...”**(AP course offerings are determined on an annual basis).**

# Music

Topic	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Band	Symphonic Band	Symphonic Band Jazz Band	Symphonic Band Jazz Band	Symphonic Band Jazz Band
Choir		Concert Choir	Concert Choir	Concert Choir
Elective	Introduction to Guitar Music Appreciation Mixed Chorus			

## MUSIC

### **Symphonic Band** Grades 9-12 2 Credit

In this course, students will be continuing your growth as an instrumental musician with the aid and understanding of technique, theory, tone quality, evaluation, and the collaboration of social aspects through performance and assessments. Advanced instrumental music literature will be explored for competition, community service, school pride and lifelong skills of enjoyment. Advancement in musicality, individually as well as an ensemble, is the backbone of the course. The year is divided into several seasons, marching (field shows and parades), concerts (school, festivals, and competitions), small ensemble and solos. Each year individual growth as an instrumental musician can be attained.

Students are encouraged to audition for state festivals. Students will be assigned a uniform that is used for concert and marching performances. There is a one-time (unless either needs to be replaced) of \$35 shoe fee and \$8 method book fee of which students keep both. There is no rental fee for the large nontraditional instruments that are only offered to advanced students. There is no cleaning fee of uniforms.

This class may be taken multiple times for additional credit.

**Prerequisites: Students must have either:**

- Played a band instrument and completed two levels of instrumental music by the end of eighth grade through a middle school band program at Standards of Excellence, Levels 1 and 2
- Taken private lessons by a certified music educator completing the two levels listed previously
- Previously been enrolled in band in high school

### **Jazz Band** Grades 10-12 1/2 Credit

In this course, you will explore the style of jazz as well as, swing, bob, fusion, rock, and improvisation. With the aid and understanding of technique, theory, tone quality, evaluation, and the collaboration of social aspects through performance and assessments, you will grow and advance in jazz literature. Performance opportunities include competition, community service, school pride and lifelong skills of enjoyment. Advancement in musicality, individually as well as an ensemble, is

the backbone of the course. Each year individual growth as an instrumental jazz musician can be attained. The ensemble and individual students will be given opportunities to grow through competitions and festivals. Students are encouraged to audition for these state festivals. Therefore this class can be taken additional times and students will have the option to advance to an Honor's Level. Students will be required to wear the all black concert attire. There is \$20 jazz shirt fee of which students keep the shirt. This is a onetime fee unless the shirt needs to be replaced. **This class may be taken multiple times for additional credit. Prerequisite: The student must be enrolled in Band and play a jazz instrument.**

## Introduction to Guitar

Grades 9-12

1 Credit

In this course, students will learn how to play guitar by reading notes, TAB and chords. Students will be given the opportunity to play acoustic nylon, steel string guitars as well as electric guitars and the bass guitar. Through lessons designed in the course, students will be assessed through performance and written skills. The culmination of the class is written student work of which they will perform for the class using the styles they have learned. The goal of the class is for students to walk away with a basic understanding of how to play through learning the different ways to read music, correct posture and playing position and continue to enjoy the this art of music for their own pleasure and the pleasure of others. Additional techniques include palm muting, riffs, hammer-ons, pull-offs and slides. School acoustic guitars are provided. There is a \$30 fee to cover the two method books that the students keep.

## Music Appreciation

Grades 9-12

1 Credit

In this course, you will explore the different styles and genres of world music throughout history. Students will learn about cultural and ceremonial music, jazz, film, opera, musicals, and important composers that have impacted our society. Students will understand the importance of art in our society in the past, present and the future. There is a combination of reading, lecture, listening to musical examples and studies of composers' lives.

## Mixed Chorus

Grades 9-12

1 Credit

In this course, students will giving the opportunity to explore vocal music through choral singing and grow as a vocal musician with the aid and understanding of technique, theory, tone quality, evaluation, and the collaboration of social aspects through performance and assessments. Opportunities to perform include concerts for community service, school pride and the lifelong skills of enjoyment. Advancement in musicality, individually as well as an ensemble, is the backbone of the course. Each year offers advancement and growth for every student. Therefore, this class can be taken additional times. Students will be required to wear the traditional black and white concert attire.

## Concert Choir

Grades 10-12

1/2 Credit

In this course, you will be continuing your growth as a vocal musician with the aid and understanding of technique, theory, tone quality, evaluation, and the collaboration of social aspects through performance and assessments. Advanced choral music literature will be explored for competition, community service, school pride and lifelong skills of enjoyment. Advancement in musicality, individually, as well as an ensemble is the backbone of the course. Each year individual growth as a vocal musician can be attained. The year is divided into several seasons, concerts (school, festivals, and competitions), small ensemble and solos. Each year individual growth as a vocal musician can be attained. Students are encouraged to audition for state festivals. Therefore, this class can be taken additional times and students will have the option to advance to an Honor's Level. Students will be required to wear the traditional black and white concert attire as well as receive a tux or gown for competitions and performances. There is a \$35 shoe fee of which students retain. This is a onetime fee unless the shoes need to be replaced. There is no cleaning fee for tuxes and gowns.

**Pre-requisites: The student must be enrolled in Mixed Chorus and pass an audition requirement which assesses pitch, tone quality, solfège and rhythm counting. This audition is held in January for the following school year.**

# Physical Education and Health

Topic	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Physical Education	Physical Education Weight Training Exercise and Nutrition	Elective	Elective	Elective
Health	Health	Advanced Health		

## Health Grade 9 1 credit CCR

This course is a combination of lifetime fitness activities and health education. Learning will focus on healthy living and life-style choices, self-management, healthy nutritional and consumer choices, and the impact exercise has on functional health. Students will be assessed on their written work, self-assessment and activity records, personal fitness plans, reading and discussion from Fitness for Life text, projects, and participation. The class is designed to help all learners become informed, independent decision makers capable of planning for enjoyable lifetime fitness and physical activity, while at the same time achieving personal fitness and activity goals for the present.

## Physical Education Grade 9-12 1 credit CCR

This course will be designed for students to develop fundamental skills, basic knowledge and rules on a variety of team recreational activities such as: soccer, flag football, volleyball, softball, team handball, floor hockey, speedball, ultimate Frisbee, and basketball as well as individual and dual activity sports such as: archery, golf, badminton, bocce and croquet. A flexibility and fitness component will be included in conjunction with the activities. Students will be assessed with a daily participation rubric on their individual ability, effort and their ability to work with others. Participation in a daily fitness program offered in the class will provide students with a foundation for lifetime fitness. This class may be taken multiple times for additional credit with the approval of the department head.

## Weight Training Grade 9-12 1 credit CCR

This course is designed for students interested in developing/participating in a personal fitness program. Students will spend time in the weight room and the gym. The goal of the class will be for the students to see an improved physical fitness level over the semester. This class may be taken multiple times for additional credit with the approval of the department head.

## Exercise and Nutrition Grades 9-12 1 credit CCR

This class will examine the science of nutrition as it relates to individual food choices, health behaviors, and public health. Topics discussed will include wellness, obesity, eating disorders, nutrition for athletes, lifetime eating habits, and food preparation and safety. In this class, students will design balanced diets and analyze dietary information to better understand chronic disease prevention and healthy lifestyle choices. This class will include weekly cooking labs and several required off-campus trips.

**Advanced Health**

Grades 10-12

1 credit

CCR

Advanced Health is a class that links students to influential persons, scholarly articles and other texts, and experiences that affirm and reinforce health-promoting attitudes, positive relationships with peers, values, beliefs, and behaviors. Students will have substantial time and opportunity to review or apply new knowledge. Students will read health related media articles daily and in addition will read *The Absolute Diary of a Part Time Indian* by Alexie Sherman and *Ora's Boy* by James Novak. These two books depict the lives of young adults coming of age in difficult situations that overcome adversity and clearly demonstrate personal resiliency. Instructional strategies will place emphasis on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in the student learning. Advanced Health builds on previously learned concepts and skills and provides opportunities to reinforce health-promoting skills to achieve longer-lasting results. **Prerequisite: Health.**

# Science

Levels	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Foundations	Foundations Physical Science	Foundations Biology	Integrated Science	Elective
CCR	CCR Physical Science	CCR Biology	CCR Chemistry CCR Physics	Elective
Honors/AP	Honors Biology	Honors Chemistry	Elective	Elective
Electives			CCR/Honors Anatomy & Physiology Forensic Science Earth & Space AP Environmental Bio-Medical Technology (Huot)	

**Foundations Physical Science**

Grade 9

1 credit

CCR

The concept of matter and its properties and changes along with energy, forces and motion will be investigated in an activity-based fashion. This course explores the fundamental laws and theories of chemistry and physics. The developing fundamental skills of literacy and numeracy will be emphasized.

**CCR Physical Science**

Grade 9

1 credit

CCR

The concept of matter and its properties and changes along with energy, forces and motion will be investigated in an activity-based fashion. This course explores the fundamental laws and theories of chemistry and physics. **Prerequisite:** **Algebra 1A & 1B**, which may be taken concurrently.

<b>Foundations Biology</b>	Grade 10	1 credit	F
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This course investigates areas of biology such as ecology, cell biology, genetics, and evolution. This course is activity-directed and students are expected to participate in indoor laboratory activities as well as outdoor ecological field studies with guidance from the teacher. This is a lab-oriented course in which students are expected to participate in numerous investigations, some of which are dissection based.

<b>CCR Biology</b>	Grade 10	1 credit	CCR
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This course investigates areas of biology such as ecology, cell biology, genetics, and evolution. This course is activity-directed and students are expected to participate in indoor laboratory activities as well as outdoor ecological field studies. This is a lab-oriented course in which students are expected to participate in numerous investigations, some of which are dissection-based. Students will be expected to read and problem-solve complex problems and texts.

<b>Honors Biology</b>	Grades 9-10	1 credit	H
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This course investigates areas of biology such as ecology, cell biology, genetics, and evolution. This course is activity-directed and students are expected to participate in indoor laboratory activities as well as outdoor ecological field studies. This is a lab-oriented course in which students are expected to participate in numerous investigations, some of which are dissection-based. Students will be expected to read complex texts and problem-solve independently. **Prerequisites:** **Algebra 1A & B**, which may be taken concurrently.

<b>CCR Chemistry</b>	Grades 10-11	1 credit	CCR
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The aim of this course is to treat the topic of matter through elementary theory and descriptive information. Focus is placed on application of principles through hands-on activities and laboratory experimentation. Students will be expected to integrate what is read and learned into lab and inquiry based activities. **Prerequisites:** **Algebra 1A & 1B, Physical Science and Biology**

<b>Honors Chemistry</b>	Grades 10-11	1 credit	H
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The aim of this course is to treat the topic of matter through elementary theory and descriptive information. Focus is placed on application of principles through hands-on activities and laboratory experimentation. Students will be expected to integrate what is read and learned into lab and inquiry based activities. Successful completion of this course will allow a student to take Advanced Placement Chemistry. **Prerequisites:** **Honors Algebra 1B and Biology**.

<b>Integrated Science</b>	Grades 11-12	1 credit	F
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This course will examine how topics from biology, chemistry, and physics are connected to real-world problem solving. Emphasis will be placed on developing the students' fundamental investigation and inquiry skills, literacy, and numeracy. Students will examine contemporary issues relating to waves, nutrition, electricity, energy, health and disease, botany and safety. **Prerequisites:** **Foundations Physical Science and Foundations Biology**.

<b>CCR Anatomy &amp; Physiology</b>	Grades 10-12	1 credit	CCR
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This course examines the basic biological concepts of structure and function of the human body. Body systems, such as the cardiovascular, respiratory, nervous, digestive, muscular, skeletal and reproductive will be surveyed. Principles of basic chemistry, cell and tissue studies, and a rigorous examination of all the major body systems will be included. Lab exercises will include microscopic analyses of various body tissue types, online research relating to current medical and biotechnological issues, and a mandatory, in-depth dissection of a fetal pig. **Prerequisites: Physical Science and Biology.**

<b>Honors Anatomy &amp; Physiology</b>	Grades 10-12	1 credit	H
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This course examines the biological concepts of structure and function of the human body. Body systems, such as the cardiovascular, respiratory, nervous, digestive, muscular, skeletal and reproductive will be surveyed. Principles of basic chemistry, cell and tissue studies, and a rigorous examination of all the major body systems will be included. Intensive lab exercises will include microscopic analyses of various body tissue types, online research relating to current medical and biotechnological issues, and a mandatory, in-depth dissection of a fetal pig. **Prerequisites: Physical Science and Biology.**

<b>Earth &amp; Space Science</b>	Grades 11-12	1 credit	CCR
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Earth and Space Science involves the study of Earth and its place in the universe. Earth and Space Science is an interdisciplinary study involving aspects of astronomy, geology, meteorology, oceanography, biology, environmental science, chemistry, and physics. Outdoor activities are a weekly component of this course. **Prerequisites: Physical Science and Biology.**

<b>Forensic Science</b>	Grades 11-12	1 credit	CCR
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Forensic Science will explore the scientific methods of investigating a crime scene. The course is designed to challenge students through analyses of biological evidence that includes trace evidence, DNA, fingerprints, hair and fibers, body fluids, soils, and handwriting. Students will also learn about careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. Students will collaborate in solving mock crime scenes using a variety of tools and laboratory skills. This will allow students to successfully interpret data and develop techniques involved in the analysis of biological evidence. **Prerequisites: Physical Science and Biology.**

<b>Honors Physics</b>	Grades 11-12	1 credit	H
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This course deals with the mechanics of Physics. Topics to be addressed include motion, forces, momentum, energy and heat. This will be done through lecture, discussions and laboratory investigations. Students will participate in rigorous inquiry-based learning activities and be expected to independently draw conclusions. A solid math background is highly recommended. **Prerequisites: Biology, Chemistry, and Honors Algebra 2.** Pre-Calculus (Highly recommended and may be taken concurrently).

<b>Honors Physics 2</b>	Grades 11-12	1 credit	H
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Students will build on their knowledge and skills from Honors Physics and explore new topics in this class. Light, sound, electricity and magnetism are the topics that will be explored through the use of lecture, discussions and laboratory activities to give students a knowledge and appreciation of these 20 aspects of Physics. Students will complete investigative and inquiry-based learning activities and be expected to draw conclusions using the scientific method. Readings and the problem-solving is complex. A solid math background is highly recommended. **Prerequisites: Honors Physics and Honors Algebra 2.** Pre-Calculus (Highly recommended and may be taken concurrently).

<b>AP Environmental Science</b>	Grades 11-12	1 credit	AP
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This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, including current topics. At the end of the year, students are encouraged to take the Advanced Placement examination, which provides an opportunity for possible college credit. **Prerequisites: Chemistry, Algebra 1A & 1B and Biology. (AP course offerings are determined on an annual basis)**

<b>AP Environmental Science</b>	Grades 11-12	1 credit	AP
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This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, including current topics. At the end of the year, students are encouraged to take the Advanced Placement examination, which provides an opportunity for possible college credit. **Prerequisites: Chemistry, Algebra 1A & 1B and Biology. (AP course offerings are determined on an annual basis)**

<b>Bio-Medical Technology</b>	Grades 10-12	2 credit	H
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Bio-Medical Technology provides students with authentic laboratory experiences to explore careers as a researcher, geneticist, biochemist, epidemiologist, forensic scientist, pharmacist, or doctor among others. The field of biotechnology is the practice of using plants, animals, and microorganisms to create some benefit usually in a medical, health science, or agricultural field. Students learn about DNA and genetics, microbiology, genetic engineering, cellular and molecular biology, biochemistry, and immunology. The use and application of advanced laboratory techniques and equipment that replicate the work being done by biotechnology and pharmaceutical companies around the world will be taught. **Prerequisites: Physical Science, Biology and Algebra IA & 1B. Chemistry is highly recommended.**

# Social Studies

Level	Freshmen Year	Sophomore Year	Junior Year	Senior Year
Foundations	Foundations Geography	Foundations Civics Foundations Economics	Foundations US History	Elective
CCR	CCR Geography	CCR Civics CCR Economics	CCR America in Crisis CCR Technology in America CCR Evolutions & Revolutions	Elective
Honors/AP	Honors Geography	Honors Civics Honors Economics	Honors US History	Elective
Electives			CCR World War II and Genocide CCR Contemporary Issues Honors World Religions Honors Constitutional Law CCR Psychology AP US History AP World History AP Psychology AP Government and Politics	

## Foundations World Geography and Cultures      Grade 9      1 credit      F

This course will explore the relationship between people around the world and the physical environment as well as the uniqueness and commonalities of cultures around the world. Students will be expected to demonstrate proficiency in reading maps and data tables. The major goal of this course is for students to learn about various regions of the world and the people in them. Fundamental skills in reading and writing will be emphasized.

## CCR World Geography and Cultures      Grade 9      1 credit      CCR

This course will explore the relationship between people around the world and the physical environment as well as the uniqueness and commonalities of cultures around the world. Students will be expected to demonstrate proficiency in reading maps and data tables. The major goal of this course is for students to learn about various regions of the world and the people in them.

## Honors World Geography and Cultures      Grade 9      1 credit      H

This course will explore the relationship between people around the world and the physical environment as well as the uniqueness and commonalities of cultures around the world. Students will be expected to demonstrate proficiency in reading maps and data tables. The major goal of this course is for students to learn about various regions of the world and the people in them. Students will be expected to read, write, and problem solve independently.

ass discussion.

<b>Citizenship</b>	Grade 10-11	1 credit	H/CCR/F
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This semester-long course emphasizes the responsibilities and powers of our constitutional form of government and the fundamentals of our economic system. Students will be expected to understand and articulate the specific roles of the three levels and branches of government in the United States. The course is centered on the idea that individuals can influence government and business. Students are expected to understand that to protect our personal liberty, safety, property and rights as consumers it is essential we know how our government works and how to act as responsible citizens.

This course fulfills the graduation requirements for Civics and Economics.

<b>The American Experience</b>	Grade 11	2 credits	CCR/H
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The American Experience is a year-long, integrated social studies course in which students will study America's past and present and consider her future through several different perspectives. By taking a "big-picture" approach, this course will help students understand historical events and developments and contemporary issues in the context of our nation's ever-changing political, economic and cultural identity. By integrating the traditionally isolated subjects of history, civics and economics, students will more easily grasp the kaleidoscopic, protean nature of being American.

This course fulfills the graduation requirements for US History, Civics and Economics.

<b>Foundations US History</b>	Grade 11	1 credit	F
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This is course covering the history of the United States from the Colonial Period to the present. Students will examine major events and movements, important historical figures, inventions and their impact, and economic developments. Students will gain an understanding and appreciation of how the United States evolved from a colony of England to a world power in the post-World War II era. Students will read and analyze primary and secondary sources and learn to understand the history of our nation from a variety of perspectives and fundamental skills in reading and writing will be emphasized.

<b>America in Crisis</b>	Grades 10-12	1 credit	CCR
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Americans have had to gather the resolve to stand up and face tremendous adversity. This course will examine the calamities and catastrophes that Americans have faced throughout our short history. Students will study events including colonial conflicts with Native Americans; disease epidemics; the Civil War; the Dust Bowl and Great Depression; WWII; the Cold War and Vietnam; the Civil Rights movement, and the rise of Islamic extremism. **This course fulfills the US History requirement.**

<b>Technology in America</b>	Grades 10-12	1 credit	CCR
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Can you imagine a world with the Internet or the cell phone? From the cotton gin and the telegraph to the supercomputer and the web, American lives have been shaped and changed in many ways by our technology. These changes have caused dramatic changes in American society, affecting social structure, culture, economic prosperity, geographic patterns, human behavior and demographic trends. This course will help students gain an understanding of how new technology is developed and the benefits and consequences of those innovations. **This course fulfills the US History requirement.**

<b>Evolutions &amp; Revolutions</b>	Grades 10-12	1 credit	CCR
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This course studies the history of the unheard and the dispossessed in American history, including women, the working class, African-Americans, Hispanics, immigrants and Native Americans. It specifically targets dissenters whose efforts have pursued social and economic justice and political equality in American history from the colonial period to the present day. Topics will include the fight for worker's rights, the women's movement, Nativism, the Progressive and Populist

reformers, slavery and Jim Crow, the Red Scare and Cold War politics, the Great Migration and the anti-war and Counterculture movements of the 1960's. **This course fulfills the US History requirement.**

### CCR/Hon Contemporary Issues      Grades 10-12      1 credit      CCR/H

Ripped from the headlines, the curriculum for this course is the news of the day, via newspapers, magazines and the Internet. Students will explore a wide range of contemporary issues in America and the world and complete two research projects on a topic of their choice. Possible subjects could include the role of film in American culture, scientific discoveries, immigration and ethnic diversity, the impact of social media and the growth of global terrorism. Students should expect significant reading, writing and independent research as they explore their areas of interest. The course will culminate in performance assessments and exhibitions by the students.

### CCR/Hon World War II and Genocide      Grades 10-12      1 credit      CCR/H

This course will examine the diplomatic, political, economic, social causes and ramifications of the World Wars of the 20th and 21st centuries. World War I represented the first total war in history, based on new weapons systems developed during the Industrial Revolution. By the end of the First World War, a flawed peace treaty resulted in a twenty-year truce before the next global war. The rise of Communism in Russia, the Great Depression, and the rise of Fascism in Europe and Japan led to the outbreak of World War II. World War II embraced a new component of warfare through the elimination of “undesirable social and racial elements” through the Holocaust. The Allied Powers ended the war only to see the growth of the Cold War between the Soviet Union and the Western Allies.

### CCR Psychology      Grades 10-12      1 credit      CCR

This is the study of human behavior that explores the basic and more complex concepts of psychology. The teaching methodology will stress increased hands-on learning activities and will be more concrete than theoretical in nature. Students are expected to demonstrate proficiency in the articulation of how and why animals and humans behave as they do.

### AP Psychology      Grades 10-12      1 credit      AP

This course is a rigorous introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major schools within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The course is specifically designed to prepare students to take the AP Psychology exam in May. **This course is offered for Project Running Start credit. (AP course offerings are determined on an annual basis)**

### AP/Honors US History      Grades 10-12      1 credit      H/AP

AP US History is a college-level course designed to provide students with the content knowledge and critical thinking skills for a deep understanding of United States history. The course begins with the Exploration and spans to the present period. Through in-depth study, students will learn to analyze and assess primary and secondary sources to help them interpret the past and understand the history of our nation from a variety of perspectives. The AP Program in U.S. History strives to

provide the student with the skills necessary to draw and communicate their own conclusions based on an understanding of the broad scope of American History and evidence. This course will be team-taught with the teacher of the Honors American Literature. Students will be prepared to take the AP US History national exam after taking this course. **(AP course offerings are determined on an annual basis)**

**AP World History** Grades 11-12 1 credit AP

This is a challenging course that integrates the skills of historical argumentation, chronological reasoning, comparison and contextualization, historical interpretation and synthesis into content areas that focus on the interaction between humans and the environment, the interactions of cultures, state building, economic systems, and social structures. The course is divided into six periods. Reading and writing assignments will be frequent and rigorous. Students will be prepared to take the AP World History national exam after taking this course. This course is offered for Project Running Start credit. **(AP course offerings are determined on an annual basis)**

**AP Government and Politics** Grades 10-12 1 credit AP

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course is designed to be the equivalent of a one-semester introductory college course. **(AP course offerings are determined on an annual basis)**

# World Language

Level	Freshmen Year	Sophomore Year	Junior Year	Senior Year
CCR	Spanish 1 French 1	Spanish 2 French 2		
Honors			Honors Spanish 3 Honors French 3 Honors Spanish 4/5 Honors French 4/5	

**CCR French 1** Grades 9-12 1 credit CCR

This course is an introduction to French language and culture. At the end of this course students will have a foundation of the French language.

**CCR French 2** Grades 9-12 1 credit CCR

Students in French 2 continue to build on their foundational reading, writing, and speaking of French. At the end of this course students will have more skills necessary to communicate in the target language in a variety of situations and will gain more understanding of life in a Francophone culture. **Prerequisite: French 1.**

<b>Honors French 3</b>	Grades 10-12	1 credit	H
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French 3 students conduct and participate in an intensive study of the French language. Emphasis is placed on speaking, reading and writing in the language. At the end of this course students are prepared with a deeper understanding of the French language and culture. **Prerequisite: French 2.**

<b>Honors French 4</b>	Grades 10-12	1 credit	H
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This course is designed to increase fluency and competency in French. French culture will be studied through literature, art and history. Fine points of language structures will be studied to prepare the students for college placement exams. **Prerequisite: French 3.**

<b>Honors French 5</b>	Grades 11-12	1 credit	H
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This highest level of French study is geared toward the student who is interested in life-long communication ability in French. There is an emphasis on advanced communicative skills. At the end of this course students will have a genuine appreciation of the language and its culture. **Prerequisite: French 4.**

<b>CCR Spanish 1</b>	Grades 9-12	1 credit	CCR
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This course is an introduction to Spanish language and culture. At the end of this course students will have a foundation of the Spanish language.

<b>CCR Spanish 2</b>	Grades 9-12	1 credit	CCR
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Students in Spanish 2 continue to build on their foundational reading, writing, and speaking of Spanish. At the end of this course students will have more skills necessary to communicate in the target language in a variety of situations and will gain more understanding of life in a Hispanic culture. **Prerequisite: Spanish 1.**

<b>Honors Spanish 3</b>	Grades 9-12	1 credit	H
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Spanish 3 students conduct and participate in an intensive study of the Spanish language. Emphasis is placed on speaking, reading and writing in the language. At the end of this course students are prepared with a deeper understanding of the Spanish language and Hispanic culture. **Prerequisite: Spanish 2.**

## Huot Career and Technical Center

### Program of Studies 2017-2018

Career and technical education is designed to provide knowledge and technical expertise in various career pathways. It involves the development of an individual's abilities and understanding of attributes that result in future employment or pursuit of post-secondary educational opportunities which includes both the 2 and 4 year level. All programs articulate with at least one college or professional licensing organization to provide students with the opportunity for advanced placement or dual enrollment. Huot classes can also be used to fulfill academic requirements at the discretion of the sending high school.

Students receive a great deal of laboratory experience in settings that simulate business, industry, and community resources. All Huot classes run 90 minutes per day. Classroom theory and related instruction is provided to enhance learning. There are opportunities for participation in a variety of student leadership groups. Students may also be eligible for and participate in career experiences and internships available within the business community. Honors credits by contract are possible for certain classes at the discretion of the instructor, Huot Director and sending high school.

Priority for enrollment in **level one** programs will be given to 11<sup>th</sup> and 12<sup>th</sup> grade students. Enrollment by students in grades 9 and 10 is only allowed in our Pre-Engineering track pending action by the NH DOE to change this rule. Entrance to the **level two** of any career and technical education program is competitive and determined by specific criteria available from the career center administration. Males and females are strongly encouraged to explore enrollment in any program of interest.

All students wishing to enroll at the Huot Career and Technical Center must complete an application. Certain programs have specific requirements and age restrictions listed below. All courses and course descriptions in the Program of Studies are subject to annual budget approval and applicable state and local regulation changes.

#### Program Notes and Definitions

- Listed college credit and industry certifications are *potential* outcomes and are not guaranteed
- Times listed are approximate and subject to change
- All offerings are subject to minimum enrollment and budgetary approval
- LRCC, Lakes Region Community College; CMCC, Central Maine Community College; NHTI, New Hampshire Technical Institute; RS, Running Start (transcripted college credit for fee)

*The Laconia School Board and Huot Technical Center do not discriminate in the administration of our educational programs, activities, or employment practices on the basis of race, color, national/ethnic origin, age, gender, religion, disability, sexual orientation, or marital status. This statement is a reflection of the mission of the Laconia School District and refers to, but is not limited to, the provisions of the following laws:*

- |  |  |
|--|--|
| * Title VI and VII of the Civil Rights Act of 1964 | * The Age Discrimination in Employment Act of 1967 |
| * Title IX of the Education Amendment of 1972      | * Section 504 of the Rehabilitation Act of 1973    |
| * The Americans with Disabilities Act of 1975      | * NH Law Against Discrimination (RSA 354-A)        |

*Inquiries regarding discrimination and Laconia School District's compliance with regulations implementing these laws may be directed to: Amy Hinds, Assistant Superintendent, SAU 30, 39 Harvard Street, Laconia, NH 03246, telephone number (603) 524-5710 and [ahinds@laconiaschools.org](mailto:ahinds@laconiaschools.org). The Title IX Coordinators for the Huot Technical Center are Paul Robdau, CTE Coordinator (603) 528-5893 ext. 5002 or [probdau@laconiaschools.org](mailto:probdau@laconiaschools.org), Tina Woodbury, Support Services Coordinator, (603) 528-8693 ext. 5011 or [twoodbury@laconiaschools.org](mailto:twoodbury@laconiaschools.org), both of whom can be reached at the Huot Technical Center, 26 Dewey Street, Laconia, NH 03246. The 504 Coordinator for the Huot Technical Center is Tina Woodbury, Support Services Coordinator, who can be reached at (603) 528-8693 ext. 5011 or [twoodbury@laconiaschools.org](mailto:twoodbury@laconiaschools.org).*

*Inquiries may also be directed to:*

**U.S. Department of Education** \* Office for Civil Rights \* 33 Arch Street, Suite 900 \* Boston, MA 02110-1491 (617-289-0111) \* TTY (877) 521-2172

**Equal Employment Opportunity Commission**, JFK Federal Building, Room 475, Government Center, Boston, MA 02201 (617-565-3200) **NH Commission for Human Rights** \* 2 Chenell Drive \* Concord, NH 03301 (603-271-2767)

Rev: July, 2015

## Application Process and Required Documentation

Students wishing to enroll at the Huot Career and Technical Center must complete an application. Selection for first year programs is managed by the student's home/sending school based on Huot expectations, regional seat allotments, state regulation and various priority systems that may exist at the home/sending school. Second year application is managed by the Huot Center based on criteria found in our *Student Handbook*.

It is the responsibility of the student's home/sending school to provide the following documentation:

- A completed application for every student
- A copy of any IEP, 504 or medical plans prior to the start of the student's participation in Huot programs.
  - If a student begins classes after the normal start of school, the home/sending school should provide the above mentioned documents within 10 school days.

It is the responsibility of student/parent to complete all required HTC forms including the following:

- Huot medical information and release form
- Huot media release
- Laconia School District internet release form

The Huot Center reserves the right to limit a student's participation in program activities should the above mentioned documents not be provided in a timely manner.

## Automotive Technology I - HTC300

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

In the first year of Automotive Technology at the Huot Technical Center students will be introduced to all systems of modern automobiles. Students will learn the proper safety techniques for working in our shop and how to properly select and use the proper tools for the job. They will also learn the technical skills needed to run an automotive service facility as well as write repair orders and communicate with customers and parts suppliers. Students will then learn the basics of engine repair, electronics, suspension and steering, and hydraulic brakes through their first year. Program time is divided between classroom instruction and actual vehicle repair and simulations.

### Special Course Requirements or Prerequisites

- Closed-toed shoes, long pants, safety glasses (one pair provided).

### Course Highlights

- Gain hands on experience on modern vehicles.
- Learn new and emerging technology in our NATEF approved program.
- Gain skills that can be used to launch a career or be well on your way when starting at a college.

## Automotive Technology II- HTC400

Times Offered: 9:02 am-10:31am

Automotive Technology II at the Huot Technical Center builds on the knowledge gained in the students first year. The year begins with a recap of tools and safety to make sure the students have the knowledge needed to be safe in an automotive service facility and while working on live vehicles. The students will then explore topics such as engine performance and diagnostics, advanced electronics, drivetrains, manual transmissions, automatic transmissions, and air conditioning diagnostics. Students that have excelled in this year will also be given the opportunity to be sent out on a co-op or internship.

### Special Course Requirements or Prerequisites

- Closed toed shoes, long pants, safety glasses (one pair provided)

#### Credits, Certificates and Credentials

- LRCC - LAUT 1211 Automotive Systems I - 3 college credits - RS
- University of Northwestern Ohio - Automotive Maintenance and Light Repair - 3 college credits
- CMCC - Brakes I, Suspensions & Alignment, State Inspection - Up to 9 college credits
- Student ASE Certifications

## **Bio-Medical Technology I - HTC380**

Times Offered: 12:31pm-2:00pm

*\*NH Scholars Eligible*

Bio-medical technology provides students with authentic laboratory experiences to explore careers as a researcher, geneticist, biochemist, epidemiologist, forensic scientist, pharmacist, or doctor among others. The field of biotechnology is the practice of using plants, animals, and microorganisms to create some benefit usually in a medical, health science, or agricultural field. Students learn about DNA and genetics, microbiology, genetic engineering, cellular and molecular biology, biochemistry, and immunology. The use and application of advanced laboratory techniques and equipment that replicate the work being done by biotechnology and pharmaceutical companies around the world will be taught. Suggested foundation courses: Successful completion of Physical Science, Biology and Algebra I.

At the end of year one, students interested in pharmacy, clinical lab or biomedical applications are encouraged to take Bio-Medical Technology II (Allied Health). Students interested in a research path are encouraged to take upper level science courses at their sending high school.

#### Special Course Requirements or Prerequisites

- Completion of Biology highly suggested

#### Course Highlights

- Biotech careers are some of the fastest growing and highest paying in the nation
- Prepare for a variety of career paths ranging from pharmacy and clinical application to research and biomedical design
- Work in cutting edge lab featuring unique tools for biomedical research

#### Credits, Certificates and Credentials

- Up to 5 credits available through articulation with Plymouth State University

## **Bio-Medical Technology II - HTC480**

Times Offered: 12:31pm-2:00pm

*\*NH Scholars Eligible*

Bio-Medical Technology II will encompass independent scientific research, advanced DNA and Protein technologies, and have a significant Lab Manager component. Students will design and present their research and experimentation in the NH Science and Engineering Expo, learn about and participate in advanced DNA and protein technologies lab activities, and assist in all manner of Lab Management, including solution preparation, skill acquisition, inventories, and budgeting. Microbiology and Epidemiology may also be covered, for interested students. This class is co-enrolled with Bio-Medical Technology 1.

#### Special Course Requirements or Prerequisites

- Completion of Biology required.

Credits, Certificates and Credentials

- Up to 5 credits available through articulation with Plymouth State University

**Building Construction I - HTC310**

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

The first year of the Building Construction program provides entry-level skills in the area of residential and light commercial building construction. Construction tools and equipment are introduced to practice the many skills that are necessary for the residential construction career fields. Students perform measuring tasks and measurement computations as well as learn and practice safe power and hand tool use. First year students build sawhorses, picnic tables, storage buildings as well as support the second year Building Construction program in some of their school year projects. Curricular components of the program include OSHA 10 training, reading project plans, understanding basic building materials, concrete, and wood framing of floors, walls, and roofs.

Special Course Requirements or Prerequisites

- Required dress of long pants, boots.
- 16 years old or older for off-site work.

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- OSHA 10

**Building Construction II - HTC410**

Times Offered: 9:02 am-10:31am

Second year students continue their experiences in light residential construction by extending their previously learned knowledge towards more challenging aspects of the industry. Students in year two explore new curricular components such as closing-in residential structures, windows and doors, interior finishes, trim, and insulation. Second year students are expected to be prepared with the correct work wear and personal protective equipment as they build projects at off-campus construction sites. Second year students are also expected to create digital portfolios, develop a resume, embark on career exploratory activities such as job shadows and internships, demonstrate strong attendance, and maintain excellent behavior as they represent the program in community projects and activities.

Special Course Requirements or Prerequisites

- Required dress of long pants, boots.
- 16 years old or older for off-site work.
- Successful completion of OSHA-10 during BC-1.

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- CMCC - 1 Credit
- Vermont Technical College – 3 Credits

## **Business & Finance I - HTC330**

Times Offered: 12:31pm-2:00pm

CTE Business & Finance I is a project-based business program that develops students' understanding and skills in the areas of business ownership, management, operations, and finance. Together, we will strengthen our skills in business communication, critical thinking, problem solving, human resource management, building collaborative relationships within the business community, business law and ethics, finance and accounting principles, and information management through self-directed research, guest speakers, field trips, and real-world projects that prepare students for entry-level positions in business or finance as well as providing a foundation for further education. This course is ideal for students wishing to gain exposure to various careers and opportunities in the business and finance segments of the working world. An understanding of the “business of doing business” is practical knowledge you are certain to use in everyday life.

### Course Highlights

- Future Business Leaders of America (FBLA)

### Outcomes: Credit, Certificates and Credentials

- Intro to Business (3 credits LRCC) and Accounting I (3 credits LRCC)

## **Business & Finance II – HTC430**

Times Offered: 10:34am-12:03pm

CTE Business & Finance II is a continuation of year one with a focus on real-life learning experiences through internships and collaborative projects with area businesses, marketing, advertising and becoming proficient with QuickBooks, the most commonly used accounting software. Students will demonstrate what they have learned through business decisions on products and promotions, marketing strategies, financial management, workplace efficiency, data analysis, strategic planning, social responsibility and globalization all while creating a business plan for a company of their own. There will be an emphasis on leadership and personal growth to enhance career success.

### Course Highlights

- Future Business Leaders of America (FBLA)

### Outcomes: Credit, Certificates and Credentials

- Principles of Marketing (3 credits LRCC) and QuickBooks Pro Certification

## Careers in Education I - HTC350

Times Offered: 10:34 am-12:03 pm, 12:31pm-2:00pm

*\*New Hampshire Scholars Eligible*

Education is a field for men and women which has a wide range of environments, learning and career opportunities. Careers in Education I is designed to prepare high school students for post-secondary experiences and a career in the field of education. Whether you are interested in becoming a teacher, child psychologist, social worker, child advocate, para-educator, counselor, speech or occupational therapist, early intervention specialist, before/after school programming or any other child centered profession; you will be able to explore careers which support children's healthy and safe development. Careers in Education I introduces child growth and development; health, safety and nutrition; instructional practices; developmentally appropriate practice; classroom management; psychology and theories of development; guidance and discipline techniques. Students divide their time between classroom instruction (theory) and student teaching (applied learning) in the on-site Huot Child Development Center. The nature of this course requires students to be responsible, self-directed, mature, have an excellent attendance record and have a strong desire to pursue a career in making a difference in children's lives.

### Special Course Requirements or Prerequisites

- Uniform consists of Careers in Education shirt and long pants for work in the lab-school.

### Course Highlights

- Working directly with children to enhance skills and apply learning is a privilege.
- Hands-on practical experiences reinforce classroom learning.
- Community partners, guest speakers and field trips complement the learning experience.

### Outcomes: Credits, Certificates and Credentials

- American Heart Association - CPR, First Aid, AED Certification
- *LRCC – Foundations of Education – 3 credits*

## Careers in Education II - HTC450

Times Offered: 9:02 am-10:31 am

*\*New Hampshire Scholars Eligible*

Students entering Careers in Education II are expected to have mastered or be proficient in the educational skills and competencies learned in Careers in Education I and passed with a "C+" or better grade plus have excellent attendance. Students divide their time between classroom instruction, student teaching in the laboratory preschool, and participation in internships. Students are encouraged to intern two days per week for approximately 15 weeks in elementary, middle, high schools or other educational programs. Careers in Education II includes: Professional Growth, Career Development, Field Trips, Leadership, Assessment and Reflection, Responsive Classroom, Collaboration, Curriculum Development and Best Practice, Special Education, as well as continuation of theory and applied learning from the first year. An extensive Career Portfolio is completed and serves as a gateway for employment. Up to 11 college credits are offered to students maintaining a B or better average and successful completion of the Accu-Placer Writing exam for a nominal fee. Articulation is also available through the Lakes Region Community College and NHTI

### Special Course Requirements or Prerequisites

- Professional Huot polo shirt and dress pants required for internship placement.

### Course Highlights

- Internships at local schools or social service agencies

- Learn how to plan and implement a lesson plan in a real-world situation
- Teamwork, leadership skills, collaboration and self-management are practiced and lifelong friendships are made with students and staff from across the Lakes Region.

Outcomes: Credits, Certificates and Credentials

- LRCC – Teaching and Learning – 3 credits

## **Introduction to Computers and Programming – Level I – HTC315**

This course provides an introduction to computers and computer networking. The introduction to computers portion of the courses covers computer hardware, principles of computer operations, operating systems, representing data digitally, computer algorithms, the World Wide Web and digital security. The introduction to computer networking portion of the course is based on the Cisco Networking for Home and Small Business course. The focus is on network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing and network standards.

The second half of this course provides an introduction to the process of problem solving as it relates to program design and development using Visual Basic .NET. The student will learn to use the top down approach to programming as well as learning to use the various techniques and tools which have been developed to aid in the process. The basic programming statement types (sequential, conditional, and iterative) will be covered as the student learns to use them in algorithms.

Special Course Requirements or Prerequisites

- A strong foundation in mathematics is highly suggested

Outcomes: Credits, Certificates and Credentials

- Eligible for 6 credits through LRCC

## **Website and Web Application Development – Level II - HTC316 (offered in 2018-2019 school year)**

This course offers an introduction to Website Development using tools such as Expression Web and various other software products available. The basics of good page and form design, graphics, mapping, lists and tables will be discussed. An overview of integrating text, video, data, audio, graphics and animation will also be covered.

The second half of this course will teach students the skills necessary to develop and implement web applications. Topics include creating user services, creating and managing components, data manipulation, debugging and security issues.

Special Course Requirements or Prerequisites

- A strong foundation in mathematics is highly suggested

Outcomes: Credits, Certificates and Credentials

- Eligible for 6 credits through LRCC (total of 12 credits available for program completers)

## Culinary Arts I - HTC360

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

Students will learn the proper use and maintenance of commercial kitchen equipment that are used in most restaurants. Safety, sanitation, equipment operation, and employability skills is a daily focus. Students with a strong work ethic, problem solving skills and good time management should be able to excel in this program. This program runs a restaurant which is open several days per week catering to staff and students. The expectations are that students will learn how to create, bake, or cook a variety of foods by themselves to a level suitable to sell it to customers.

### Special Course Requirements or Prerequisites

- A uniform is required and must be purchased.
- The student must pass a Serv-Safe® certification test during the first quarter in order to work in the kitchen.

### Course Highlights

- Prepare and serve food in a working kitchen/restaurant.
- Use cutting edge kitchen equipment.
- Cook, bake and try a variety of foods.

### Outcomes: Credits, Certificates and Credentials

- Serv-Safe Food Handler Certificate®

## Culinary Arts II - HTC460

Times Offered: 9:02 am-10:31am

Students will continue to use the kitchen equipment to improve their skills. Safety, sanitation, equipment operation, and employability skills are a daily focus. Students will be expected to prep, cook and bake food to be served in the restaurant by the end of class time. Teamwork and individual skills are stressed to prepare students for immediate employment or to seek advanced education at a Culinary Arts School. The units of study for Culinary II are as follows: Safety & Sanitation, Measurements, Basic Baking, Yeast Dough, Breads, Appetizers, Stocks, Sauces, Soups, Meat, Poultry, Menu Planning.

### Course Highlights

- You will be cooking, baking and serving for important community events.
- Your kitchen job changes every day.
- Make and bake items that you don't normally do at home.

### Outcomes: Credits, Certificates and Credentials

- LRCC - LCUL 1510 - Culinary Fundamentals - 3 college credits RS
- LRCC - LHOS 2160 - Catering - 1 college credit RS

## Digital Media Arts I - HTC390

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

First year students in the Digital Media Arts program will learn basic skills in commercial arts production. Students will begin by learning basic design principles and move on to numerous digital media arts including commercial photography, video production, filmmaking, television, motion graphics and graphic design.

Course Highlights

- Work with the latest industry technology from Adobe, Apple, BroadcastPix, Nikon and JVC.
- Participate in the weeklong NH1 / WLNH Children's Auction as the live TV production crew.
- Become proficient at image manipulation and video editing using Adobe Photoshop and Apple Final Cut Pro.
- Learn basic motion graphics and special effects using Motion 5 and Adobe After Effects.

**Digital Media Arts II - HTC490**

Times Offered: 9:02 am-10:31am

Digital Arts II students continue to develop knowledge in the areas of commercial photography, video production as well as graphic and motion graphic design. Students explore options in post-secondary education and in the multimedia career fields. Students have opportunities to fine-tune their skills in the areas of the program that most interests them, as well as preparing a portfolio of their work.

Course Highlights

- Students participate in the NH 1/ WLNH Children's Auction as the live TV production crew.
- Explore career and college options.
- Become proficient at image manipulation using Adobe Photoshop and video editing using Apple Final Cut Pro, Adobe Premiere and Apple Motion 5.
- Students are responsible for the production of the Huot Technical Center promotional video.
- Students have the opportunity to produce community based videos and PSAs that are aired on Lakes Region Public Access TV.
- Create portfolios and reels

Outcomes: Credits, Certificates and Credentials

- *LRCC, Intro to Moviemaking 1, 3 college credits*

**Health Science and Technology I - HTC340**

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

*\*NH Scholars Eligible (science)*

Students in Health Science and Technology I (HST) will explore diversified health occupations, the foundations of healthcare, and basic patient care skills. Theoretical and practical instruction includes learning medical terminology, anatomy and physiology, pathophysiology, and certification in American Heart Association Heart-Saver Cardiopulmonary Resuscitation (CPR) and First Aid. They also learn hands-on skills in the simulated clinical laboratory using equipment designed for scenario-based training for the assessment, management, and care of patients. In addition, they have the opportunity for observation of a variety of health careers in the community.

Course Highlights

- Practice hands-on patient care skills in a simulated clinical setting
- Gain a deeper understanding of health and the human body
- Explore multiple facets of the health care industry

Credits, Certificates and Credentials

- American Heart Association® First Aid certification

- American Heart Association® Heart-Saver Cardiopulmonary Resuscitation (CPR) certification

Students entering Health Science and Technology II/Nursing Assistant Track (HST II/NA) **must successfully complete HST I with an '80' or better, have a recommendation from the teacher, pass a pre-assessment test that includes math, writing, and reading skills, and complete an application that includes a statement of interest.**

## Health Science and Technology II/Nursing Assistant Track - HTC440

Times Offered: 9:02 am-10:31am

*\*NH Scholars Eligible*

The Huot Career and Technical Center, in partnership with the NH Board of Nursing (BON), offers a training program for Nurse Assistants. Students will gain the skills and knowledge to pursue a career in the nursing profession and may be eligible to sit for their Nurse Assistant licensure at the end of the year. The course includes both classroom study, simulated lab skills and actual work in a long-term care facility. ~~Class size is limited to 16 students per Board of Nursing regulation.~~ Nursing Assistant (NA) students are required to have 60 classroom instruction hours and 65 clinical hours of work to be eligible to take the State of New Hampshire LNA exam at the end of year the program. Students will acquire the necessary clinical hours by caring for residents using hands-on nursing assistant skills at local healthcare facilities. **In addition, students must maintain a '70' or higher average to participate in the clinical portion of the program and to be eligible to take the final licensing exam.**

Additional stipulations including drug and criminal background testing and social media usage policies are currently under consideration by the Board of Nursing and will be implemented at HTC if required. In cases where the Board of Nursing policy is stricter than local school district policy the BON policy shall be the guiding factor in decision making.

### Program Highlights

- Classroom and clinical instruction of the Nursing Assistant program
- Hands-on resident and patient care skills practiced in local healthcare facilities
- Potential eligibility to take the State of New Hampshire Licensed Nursing Assistant (LNA) exam at the end of the program to obtain an LNA license

Students must meet specific State of New Hampshire Board of Nursing mandated requirements to participate in and complete this program. Additional costs and requirements include:

- A two-step PPD test administered prior to the start of clinical hours
- The purchase of navy blue scrubs and white sneakers or nursing-style shoes
- Criminal background check
- Fingerprinting
- All examination fees
- Notarization of State of New Hampshire application for licensure
- All additional licensure fees

### Credits, Certifications and Credentials

- Students are eligible to obtain five college credits through Lakes Region Community College and the Running Start program.
- Opportunity to sit for LNA exam (assuming all afore mentioned criteria are satisfied)

## Health Science II: Allied Health Careers - HTC 440\_A

Times Offered: 9:02 am-10:31am

*\*New Hampshire Scholars Eligible*

Allied Health Careers prepares students for post-secondary study in a variety of health related career fields. Students will explore, through a series of guided lab activities, careers in dental, veterinary medicine, medical assisting, clinical lab, diagnostic imaging and emergency medicine. Specific units on medical law and ethics, aseptic procedures, medical terminology, Basic Life Support and medical office procedures and are paired with significant opportunities for independent, student specific, independent study. This course is co-enrolled with Bio-Medical Technology II.

#### Special Course Requirements or Prerequisites

- Open to students who have completed Health Science I or Bio-Medical Technology I.

#### Course Highlights

- Curriculum replicates experiences in actual medical office environment.
- High level of customization possible based on student interest.
- Students eligible for 20+ hour field-site experience

#### Credits, Certificates and Credentials

- Basic Life Support for Health Care Workers
- Option to pursue industry specific credentials in several areas
- *LRCC - Medical Terminology - 3 college credits - RS*
- *Additional credit opportunities currently under development for fall 2016*

## **Law Enforcement I - HTC370**

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

*\*New Hampshire Scholars Eligible*

Students completing this course will recognize the social and political influences that contribute to law enforcement as a critical partnership between citizens and the justice system. Particular attention will focus on goals, characteristics and culture of policing within the law. Students will learn and have projects dealing with different policing philosophies such as Problem Oriented Policing, Zero Tolerance Policing and Community Policing. Constitutional Law and major United States and New Hampshire Supreme Court cases will be studied and put into real use with mock interrogations, investigations and court cases involving the students. Students will recognize the significant issues involved in policing, including discretion, discrimination, racial profiling, use of force, pursuits, liability, corruption and ethics. Major emphasis will be placed on police investigative and reporting techniques. Students will also learn and get certified in several areas such as CPR, first aid, Incident Command System Certifications, defensive tactics and traffic control. Crime scene processing and DNA collection best practices will also be an integral part of the curriculum.

#### Special Course Requirements or Prerequisites

- Special release form required for certain field trips and class activities.

#### Course Highlights

- Crime Scene Processing
- Mock Crime Scenes and Trials
- Exciting Field Trips

#### Outcomes: Credits, Certificates and Credentials

- CPR Certification
- Basic First Aid Certification

## Law Enforcement II - HTC470

Times Offered: 9:02 am-10:31am

*\*New Hampshire Scholars Eligible*

Year two students will be expected to participate in an onsite internship at a local law enforcement, corrections or social agency. Each learning experience in the internship will require the students to be active participants, disciplined listeners, critical thinkers as well as effective writers and public speakers. A weekly log will be kept on the internship and an oral presentation will be made at the conclusion in front of the Advisory Board. The year two student will also build on the knowledge that was taught in level one. Advanced crime scene processing, patrol tactics, and advanced levels of Incident Command will be taught. Conflict resolution will be an integral part of year two with role play exercises with actors and students. De-escalate techniques will be stressed. Students will explore use of force situations through simulated scenarios. Self-management, time management, and goal setting will also be integral components of the curriculum.

### Course Highlights

- Second year internships
- Advanced crime scene processing
- Multiple certifications in the field

### Outcomes: Credits, Certificates and Credentials

- Incident Command Certification
- *Credits available through articulation with New England College via portfolio review*
- *Central Maine Community College- 3 college credits - Dual Enrollment*

## Intro to Engineering Design - HTC385 (Semesters)

Times Offered: 12:31pm-2:00pm; Fall/Spring

*\*New Hampshire Scholars Eligible*

Level I students will have the opportunity to design, develop, and gain skills in the development of manufactured products using the latest in solid modeling software and virtual CNC machinery. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real-world problems. Students work both individually and as a team to develop and document design solutions using engineering notebooks.

### Course Highlights

- Latest 3D Computer Aided Drafting Programs using high powered dual-monitor computer systems
- Technical Sketching, Drawing, and rapid prototyping with a 3D Printer
- Numerous hands-on, self-paced projects and assignments that are connected "Real-World" experiences.

### Outcomes: Credits, Certificates and Credentials

- SolidWorks (CSWA-Certified SolidWorks Associate)
- Tooling University - Certificates of Completion
- Credits awarded from the following Institutions upon college enrollment: Rochester Institute of Technology, University of NH, University of New Haven, Worcester Polytechnic Institute, New Hampshire Community Technical Institute

## Computer Integrated Manufacturing - HTC485 (Semester)

Times Offered: 9:02 am-10:31am, Fall

*\*New Hampshire Scholars Eligible*

Level II students will work with Advanced CNC set-up and operations, Computer Aided Manufacturing (CAM) operations, operational management skills and current manufacturing principles such as Lean production flow and inventory, 5-S workplace organization. Students have the opportunity to receive college credits Project Running Start, and the course articulates with Central & Southern Maine Community Colleges. In addition students can earn industry recognized certifications such as; CSWA-Certified SolidWorks Associate, Master CAM-Associate Level, MSSC-Certified Production Technician and Tooling University Certificates.

### Special Course Requirements or Prerequisites

- Closed toed-foot-ware (no sandals or flip-flops)
- Long pants, or mandatory shop coat usage

### Course Highlights

- Students utilize advanced features of SolidWorks Computer Aided Drafting software to design a working product and blueprint for manufacturing.
- Students train on the use of computerized machines worth more than \$50,000 each.
- Students train on the use of a computerized laser cutting machine.

### Opportunities: Credits, Certificates and Credentials

- SolidWorks (CSWA-Certified SolidWorks Associate)
- Amatrol - Certified Production Technician (140 hours min.)
- Tooling University - Certificates of Completion options
- LRCC - LMAN1300 - *Blueprint Reading & Solid Modeling* - 3 college credits RS
- CMCC - PMT111 - *Intro to Lathes* and PMT116 - *Milling & Grinding* - 3 college credits

## Principles of Engineering – HTC415 (Semester)

Times Offered: 9:02am-10:31am, Spring

*\*New Hampshire Scholars Eligible*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students develop problem-solving skills using SolidWorks computer aided-drafting software with an emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. State of the art computer hardware and software will be used to emphasize design development processes and computer aided drafting & design.

### Special Course Requirements or Prerequisites

- Completion of SolidWorks Certification strongly recommended
- Concurrent enrollment in college-level preparatory mathematics if not already taken.

### Course Highlights

- Learn and utilize college and industry level software packages (SolidWorks, Chief Architect, CAMWorks, MasterCAM, SolidCAM, EasyC)
- Design parts and utilize a 3D printer to make your concepts real.
- Build and program custom robots using VEX Robotics equipment.
- Build, test custom bridges and rocket

Outcomes: Credits, Certificates and Credentials

- SolidWorks (CSA-Certified SolidWorks Associate)
- Tooling University - Certificates of Completion options from numerous course options.
- LRCC - LMAN1300 - Blueprint Reading - 3 college credits Running Start
- LRCC – course # tbd – Solid Modeling - 3 college credits Running Start
- Credits awarded from the following Institutions upon college enrollment: Rochester Institute of Technology, University of NH, University of New Haven, Worcester Polytechnic Institute, New Hampshire Community Technical Institute

## Engineering Design and Development – HTC415\_C (Capstone) (Semester)

Times Offered: 10:34 am -12:03pm (Fall/Spring)

**Course is offered *either* spring or fall based on student schedule**

*\*New Hampshire Scholars Eligible*

This Capstone course will engage students in personalized learning experiences. The Capstone Project affords students the opportunity to apply critical thinking skills while investigating a specialized area of interest in either Manufacturing or one of the various Engineering disciplines. Students combine the teaching and learning from core courses already taken to solve real-world problems related to their chosen fields. Each student has the assistance of a Capstone Project teacher to guide the student through their project details. In addition, each student will select an adult mentor in their field of research as well as two peers to serve as Critical Friends throughout the Capstone Project. The Capstone Project serves as a culminating demonstration of what a student has learned in his or her career pathway.

### Special Course Requirements or Prerequisites

- 85 or higher from previous MET/Pre-Engineering Courses
- Must have a plan to participate in at least one of the following: Running Start program, service-learning activity, documented internship, completion of an industry recognized credential
- MET/Pre-Engineering Teachers Recommendation
- Have maintained a good attendance record (12 days max)

### Course Highlights

- Students will improve skills in writing, oral presentation, and will research, design, then develop a solution to a valid open-ended technical problem using the Engineering Design Process.
- Outcomes: Credits, Certificates and Credentials
- Running Start Credits available
- Advanced SolidWorks Certification – Associate or Professional
- ToolingU Certificates

## Plumbing, Heating and HVAC I - HTC395

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

During the 1st year of this students will learn and demonstrate the basic skills that are essential in the plumbing, heating and HVAC field. Students will have an opportunity to work with a variety of modern tools and materials used by professionals in the field. Students will work with many different materials that are found in both residential and commercial settings. Students will be introduced to the state plumbing code and begin exploring how and why this effects the work we do and how we do it. During the 1st semester students will work toward the OSHA-10 general construction certification. Completion of this certification is a prerequisite to enter Plumbing, Heating and HVAC Technologies II. In the spring students will have the opportunity to work offsite on various Parks and Recreation buildings, as we open them for use in the spring.

### Special Course Requirements or Prerequisites

- Boots or other close-toe shoe

### Course Highlights

- Hands-on projects, using tools and applying the knowledge learned in class.
- Field Sites, going off school property to work on real jobs.
- Learn skills that will last a lifetime.

### Credits, Certificates and Credentials

- OSHA-10 certification
- State of NH Plumbing Apprenticeship Program- Begin as 2nd year apprentice (Must complete both levels of Plumbing and Heating)

## Plumbing, Heating and HVAC II - HTC495

Times Offered: 9:02 am-10:31am

During the Plumbing, Heating and HVAC Technologies II students will continue to add to their knowledge and skills of this diverse field. Students will learn advanced piping techniques for various types of systems. Students will continue to look deeper into the state plumbing code and working more in-depth with blueprints and equipment documents. Students will spend more time working in the field on jobsites installing and maintaining many different types of plumbing and heating systems. In the fall the students will be responsible for winterizing many Parks and Recreation sites, and doing any repairs these facilities require. We will begin to explore different types of heating systems, including oil, propane and natural gas. Students will have the opportunity to work with various types of hydronic heating equipment and pipe in boiler systems. Students will be introduced to the basic HVAC concepts including A/C and refrigeration. Students will learn have the opportunity to work on different types of oil burners, they will learn about the components of the burner and how they work. Students will learn how to install and service various commercial and residential plumbing fixtures.

### Special Course Requirements or Prerequisites

- Boots or other close-toe shoe
- Successful completion of OSHA-10 during year 1

### Course Highlights

- Working on field sites
- Job Shadow Opportunities
- Spring plumbing competition

### Credits, Certificates and Credentials

- State of NH Plumbing Apprenticeship Program: Begin Apprenticeship as 2nd year apprentice

- *Manchester Community College - HVAC101 - 3 college credits - Articulation*