

# Laconia High School



## Program of Studies 2022-2023

345 Union Avenue

Laconia, NH 03246

603-524-3350

[www.lhslaconia.weebly.com](http://www.lhslaconia.weebly.com)

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Counseling

## Core Values

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.** These are the traits we work to instill in all of our students as a component of **"who they are becoming"**:

**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



## Portrait of the Graduate

Laconia School District has worked collaboratively with the broader community to identify the core skills that every graduate of Laconia High School will demonstrate proficiency in when they complete their education. These attributes represent **what our students "can do."** The instruction and practice of these skills and abilities are integrated into every component of our educational program:



**PORTRAIT OF A GRADUATE**

**Communicate:**  
Effectively communicate for different purposes and varied audiences using appropriate media.

**Collaborate:**  
Work effectively with and learn from others in a variety of situations, in school and beyond.

**Create:**  
Create and refine a unique product or performance that reflects an individual's values, goals, and expression.

**Persevere:**  
Persevere by overcoming challenges and the fear of making mistakes.

**Problem-Solve:**  
Define the problem, identify the issues and interests, initiate a plan, execute it, and evaluate the reasonableness of the solution.

**Self-Direct:**  
Set Goals, plan for achievement, independently manage time and effort, and reflect on one's progress.

The infographic features a central circular logo for Laconia School District, established in 1875, with a large letter 'L' and a graduation cap. Surrounding this logo are six segments, each representing a skill: Collaborate (wings), Persevere (maze), Communicate (speech bubbles), Problem-Solve (gears), Create (lightbulb), and Self-Direct (compass).

## About Us

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

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

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: Steve Tucker, Superintendent of Schools, School Administrative Unit #30, 39 Harvard Street, Laconia, New Hampshire 03246 telephone number (603) 524-5710, District Human Rights Officer. The District Title IX Coordinator is Amy Hinds,

Assistant Superintendent of Schools, School Administrative Unit #30, 39 Harvard Street, Laconia, NH 03246 (603) 524-5710.

**U.S. Department of Education Office of Civil Rights**

Lyndon Baines Johnson Department of Education Bldg. 400 Maryland Avenue

SW Washington, DC 20202-1100

OCR@ed.gov

**New Hampshire Commission for Human Rights**

2 Industrial Park Drive, Bldg. One

Concord, NH 03301

(603) 271-2767

humanrights@nh.gov

## Family Educational Rights and Privacy Act (1974)

The Family Educational Rights and Privacy Act (FERPA) affords 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>

## 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

## 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.

School Counseling 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.

## 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 Language
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 (English 9, English 10, American Literature, Senior Elective)
Fine Arts	1
Health	1
Mathematics	4
Physical Education	1
Science	3 (Physical Science, Life Science, Science Elective)
Social Studies	3 (Geo/Cult, Citizenship, US History)

Technology	1
Electives	8
Total Credits Required to Graduate	26 Credits

## Early Graduation

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:

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 meets 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

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 in.

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 tryouts, 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 extracurricular activity once they are passing three of four classes.

## Class Rank

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 Catalog. The announcement of the valedictorian, salutatorian, class essayist, and the rest of the Top 10 will be made no later than the Friday prior to February vacation.

## 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	3.33
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

## 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 Reporting to Colleges and Universities

Letter Grade	Percent Grade	5.0 Scale (AP)	4.5 Scale (Honors)	4.0 Scale (CCR)	4/0 Scale (FDN)
A+	97-100	5	4.5	4.0	4.0
A	93-96	5	4.5	4.0	4.0
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	4.0	3.5	3.0	3.0
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	3.0	2.5	2.0	2.0
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	2.0	1.5	1.0	1.0
F	Below 65	0	0	0	0

## Extra Classes

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.

Students interested in pursuing ELO opportunities should first discuss the opportunity with their school counselor, a classroom teacher and coordinate with the ELO Coordinator.

## Laconia Academy

Laconia Academy is an adult evening high school diploma program. Students may take 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.

## **BRIDGE Program**

The Bridge Program is to help incoming seniors who are not on pace for graduation. We offer alternative classes and times of classes during the regular school day. A student participating in the Bridge Program will need to build an academic plan with their School Counselor and have the plan approved by the Principal or designee.

### **Students**

- Low credit, off track for graduation
- 5th year seniors considered
- Juniors considered for second semester
- Students can take a combination of bridge, traditional, and night school classes as needed

### **Graduation Plans**

- Students working towards 20 credit diploma

- Will have option to participate in LHS graduation and senior activities if diploma earned
- Will have option to “bridge” to night school if all graduation requirements are not met

## On-Line Course Work

Students can use a variety of on-line platforms, including but not limited to, Edmentum and VLACS, to make-up credit for course(s) due to academic failure or excessive absences or illness; to engage in learning not otherwise offered through the Laconia High School program of studies; or as otherwise determined appropriate by the LHS Administration. See specific subsections with details for eligibility and access.

### ***Edmentum On-Line Learning:***

The Edmentum program provides students the opportunity to recover credit for course(s) due to academic failure or excessive absences or illness. To be eligible, a student needs to have taken the class for the entire semester and received a grade of 50 or higher. Once the PLATO course has begun, the PLATO course will be reflected on the student’s or higher. Once the Edmentum course has begun, the course will be reflected on the student’s schedule and upon completion the student will receive a Pass/Fail credit on their transcript.

### ***Virtual Learning Academy Charter School (VLACS)***

VLACS is a New Hampshire approved Charter School and is free to NH residents. Typically, LHS students take a VLACS course when the course is not offered at LHS or through the Huot and/or the class does not fit their schedule. Students can take a VLACS course on their own at any time. However, if a student desires to have the credit count towards their LHS graduation requirements and be listed on their transcript -- prior approval is required from: the subject area department head, a school counselor and/or Administration. A sample of this form is included in Appendix A – VLACS Pre-Approval Form. This form is also available in Guidance. Please note that the weighting and credits of the class will follow what is outlined by VLACS in the VLACS program of studies. Once the VLACS course has begun, the course will be listed on the student’s schedule and the outcome of the course will be reflected on the student’s transcript. For more details please see the subsequent Course Change section.

## College Credit Opportunities

### ***Running Start***

The Running Start program enables high school students to take Community College System of NH (CCSNH) courses for high school AND college credit. The courses that are available are determined on an annual basis and LHS currently partners with Lakes Region Community College (LRCC) for these options. A student must express an interest in this option at the start of the course, register with LRCC and pay ~~a fee of \$150.00 per course~~ any associated fees. Upon successful completion of the course, students are awarded LRCC college credits.

### ***Early College***

Early College opportunities are offered to LHS students through Lakes Region Community College and the Community College System of NH. Early College is a dual enrollment program where high school students take college courses for both college and high school credit. These courses are typically offered at 50% of the traditional course cost and can occur both on campus and online. Students can take any courses offered for which they are eligible. Interested students should speak with their school counselor and complete an LRCC Early College Enrollment form (available in the Office of School Counseling).

### ***eStart***

eStart is an online dual credit program that enables high school students to take community college courses for dual high school AND college credit. Courses offered through the eStart program are 100% online college courses. Interested students should speak with their school counselor.

## Expanded Learning Opportunity (ELO)

An ELO is a learning opportunity initiated by the student for the purpose of typically acquiring “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. Once the ELO opportunity has been initiated, the course will be reflected on the

student's schedule and the outcome of the course will be reflected on the student's transcript. For more details, please see the subsequent Course Change section.

## Senior Sachem Experience

As part of the Laconia High School senior year experience, students will be required to complete the following project to reflect on their experiences at Laconia High School as they begin the process of their transition to life after high school. The required (and optional) tasks involved in this project will aid in integrating graduating seniors into their community, ensure they have completed relevant tasks and will serve to ensure their abilities as they transfer into society with a mission to achieve the plan they have developed throughout their high school years. To support this objective, ALL seniors will be assigned to an advisor/mentor at the beginning of their senior year who they will meet with on a regular basis to support timely progress and the completion of all components of the Sachem Senior Experience. As a culminating activity, all seniors will present their portfolio to their advisory group/team. During the presentation, students will be asked about their experiences at LHS, and they will present written, video, and audio evidence about what they learned and how the knowledge and experiences they had will now impact their future goals. If a student is struggling with any specific element of the Sachem Senior Experience, it will be important to consult with the advisor to ensure completion.

## Course Change – Add/Drop

Students may add/drop courses to their schedules, providing space is available and they receive approval from their school counselor, for a period of up to 5 course periods following the start of the course. After this 5-course period window has passed, students are expected to remain in the class. If a student is withdrawn after the first grading term of a course, the letter grade of "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be assigned to the student's transcript.

If a student decides to make a schedule change during this five (5) 5-course period window, students may be required to complete forms related to all course changes and obtain appropriate school, administrative and parent/guardian signatures. Please see Appendix C – Add/Drop Form.

## Reassessment of Summative Assessments

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 reteaching necessary before reassessment. Students are expected to complete their 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. Reassessment of assigned work is available until the unit summative assessment is taken. Work not completed or reassessed after that time is not available as the course moves forward. Students are not allowed to reassess final exams.

## Sachem Support Block (SSB)

The Sachem Support Block is a flexible 30 minute block integrated into all courses two times each week 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 will access this support as a component of all courses offered at Laconia High School.

## 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

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 postsecondary 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 are 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 NWEA and SATs. Flexibility exists for students to assume greater challenges 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

Laconia High School categorizes its courses using the following:

F = Foundations

CCR = College and Career Ready

H = Honors

AP = Advanced Placement

## Foundations

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
- 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

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

Students who are bound for a four (4) year college or university should access these courses. 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.

## Honors Contract Option

In the instance where a student is unable to take an honors level course due to schedule conflicts or constraints that lead to an honors level course not being offered; students may discuss with the classroom teacher the Honors option. This allows a CCR level class to be taken at the Honors level and the student will receive Honors credit; once a student has contracted-up to the Honors Option, he/she is not able to return to the CCR-level coursework during that semester. The student must work with the classroom teacher to develop an Honors Contract which is due into the Office of School Counseling within the first ten (10) academic days of the semester. This contract requires approval and signatures of the student, parent/guardian, counselor and administration. Please see Appendix B for an exemplar of this contract.

## Honor Roll

Students at Laconia High School will be recognized on the honor roll in three (3) 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 a 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/semester). 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 and take full advantage of LHS' educational opportunities. Seniors must carry at least three (3) educational experiences per semester to be able to participate in the LHS graduation ceremony and related activities. Seniors must carry at least three (3) credits to be eligible for honor roll recognition.

## Embedded Huot Credits

The Huot Technical Center (Huot) provides additional opportunities for our students to increase their college and career readiness and academic standing (please reference the [Huot Program of Studies](#) in subsequent sections of this document). The Huot classes listed below allow LHS students to earn the following credit towards graduation requirements. Please note that each Huot class can only apply 1.0 credit on a singular basis. For example, Health Science I and Health Science II can only accrue 1.0 applied LHS science elective credit.

Huot Class	LHS Credit Applied	Number of Credits
Digital Media Arts	Fine Art or Technology	1
Biomedical Technology	Science Elective	1
Law Enforcement	Social Studies Elective	1
Health Science	Science Elective	1
Personal Finance	Math Elective	1
Accounting and Finance	Math Elective	1
Social Media Marketing	Technology	1
Pre-Engineering	Technology	1
Principles of Engineering	Math Fine Art*	1
Computer Integrated Manufacturing	Fine Art*	1
Computer Hardware, Networking, and Intro to Programming	Technology	1
Automotive Technology	Technology	1
Teacher Preparation	English Elective	1
Allied Health Non-LNA only	Technology	1
Building Construction	Math	1
Plumbing and Heating	Math	1
Culinary Arts	Math	1
Winnisquam Agricultural Ctr	Science	1

\*Student must complete additional coursework for this credit

## 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 must have a GPA of 2.7 and an overall attendance rate of 90% at the end of Semester 1. New Hampshire Scholars also 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 II	4
Science	Life Science lab based, Physical Science lab based, Science Elective	3
Social Studies	Geography, American Experience, (US History/Civics/Economics)	3.5
World Language	World Language	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
English	English 9, English 10, American Lit, AP Lit and Composition	4
Mathematics	3 Progressive Math Courses, 1 Calculus Course	4
Science	Lab-based Biology, Lab-based Chemistry, Lab-based Physics, plus one additional credit in: Honors Anatomy & Physiology,	4

	Bio-Medical Technology, AP Enviro, AP Chemistry, Physics 2, Health Science, or Forensic Science	
Social Studies	World Geo/Cult, Civics, Economics, US History, with at least one of those courses being AP	4
World Language	3 credits of a language other than English	
Other Requirements	Minimum GPA Minimum Credits	3.35 30

## LHS Diploma of Distinction

The Diploma of Distinction is intended to recognize, and reward student achievement that exceeds the 26-credit diploma and fulfills specific and rigorous criteria. The intent of the Diploma of Distinction is to reward students for being purposeful in pursuing and maintaining consistent academic success over the entire course of their four years at Laconia High School.

Diploma of Distinction Requirements:

- Minimum of 3.0 GPA (B average) to qualify
- Expected to complete 30 credits upon graduation
- Fulfillment of a senior project requirement

Students who meet the qualifications to participate will be invited to participate in their junior year. Students will be required to submit a project proposal for approval. All students will participate in regular mentor meetings where they will work on project details, including action planning and participation journals. GPA and student transcripts will be monitored quarterly to ensure maintenance of minimum requirements. Final GPA will be calculated at the end of 3rd quarter of senior year to ensure all students are eligible for Diploma of Distinction. Students who have dropped below 3.0 or less than 30 credits will not qualify.

## Course Catalog

The purpose of the Course Catalog 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 focuses on Portrait of a Graduate skills connecting 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 of a variety of students with various learning needs and styles.

## Art and Technology

Topic	Freshman Year/Sophomore Year	Junior/Senior Year
Fine Art	Exploring Art Art Elective	Elective
Technology	Exploring Digital Technology Elective	Elective
Electives	Art-Evolution of Crafts, Drawing, Painting, 3D Forms Technology-Characters and Comics, Fundamentals of Digital Security, Digital Imaging and Design, Computer Aided Design, Robotics, Yearbook	

### **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; including 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 with techniques used, and will read and gather information from a textbook. 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.

### **Evolution of 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.

**Drawing** Grades 9-12 1 Credit CCR

Students will use a variety of drawing materials and techniques to develop their skills. Emphasis will be on creating value, drawing from life and creating abstractions. This course will include sketchbook work, class critiques, creating a portfolio and will culminate with a final project.

*\*Exploring art prerequisite*

**Painting** Grades 9-12 1 Credit CCR

Students will use tempera and acrylic paint along with watercolor and inks to explore color theory, painting techniques and styles. This course will include class critiques, creating a portfolio and will culminate with a final project.

*\*Exploring art prerequisite*

**3D Forms** Grades 9-12 1 Credit CCR

Students will use a variety of materials to create three-dimensional sculptures. Approximately one half of the course will be spent creating sculptures with materials such as foam core, cardboard and wire. The other half of the course will be devoted to working with clay and developing skills in ceramics. This course will include class critiques, creating a portfolio and will culminate with a final project. *\*Exploring art prerequisite*

**Exploring Digital Art** Grades 9-12 1 credit CCR

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. **Note:** *During the 2022-2023 academic year, students taking this course with Wellness during one semester will receive ½ digital art credit.*

**Digital Drawing and Illustration** Grades 10-12 1 credit CCR

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.

**Digital Imaging and Design**                      Grades 10-12                      1 credit                      CCR

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.

**Characters and Comics**                                      Grades 9-12                                      1 credit                                      CCR

The power of art is held in the story. Do you like to write? Do you like to draw? Have you ever felt it's not enough to do just one? Learn how to meld these two artistic expressions to create a unique voice that harnesses the power to tell a story with art.

In Characters and Comics we will study the history of comic strips, books, and graphic novels. Students will learn the fundamentals of character design through figure and animal drawing practices. Many styles of design will be experimented with such as Comic strip, Marvel, Anime, etc. This course will introduce you to drawing with Adobe Illustrator and Photoshop. No experience necessary but you must be willing to try!

**Computer Aided Design**                                      Grades 9-12                                      1 credit                                      CCR

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.

**Yearbook**

Grades 10-12

1 credit

CCR

Students who participate in this Fall-Semester-Only elective will be responsible for the creation of the LHS annual yearbook. Some student activities will include, but are not limited to, design and layout, photography, digital imaging and photo production, as well as networking with school staff and students to obtain needed elements. Students may also participate in the promoting and selling of the school yearbook.

**English**

Level	Freshman Year	Sophomore Year	Junior Year	Senior Year
Foundations	Foundations English 9	Foundations English 10	Foundations English 11	Foundations English 12
CCR	CCR English 9	CCR English 10	CCR American Literature	Senior Seminar Media Literacy
Honors	Honors English 9	Honors English 10	Honors American Literature	Honors College Comp Honors Creative Write
AP				AP Literature and Composition
Electives	Honors College Composition, Honors Creative Writing, CCR Journalism, CCR Speech & Debate, Media Literacy, Surviving the Apocalypse ( <del>can be taken for ENG or SCI credit</del> )			

**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.

**CCR English 9**

Grade 9

1 credit

CCR

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



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 critical 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 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 critical 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 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.

**Honors College Composition**                      Grade 11                      1 credit                      H

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 pre-writing 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.

**Honors Creative Writing**                      Grades 11-12                      1 credit                      H

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 symbols 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.

**CCR Journalism**                                      Grades 10-12                      1 credit                      CCR

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.



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.

**AP Literature and Composition**                      Grade 12                      2 credit                      AP

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).

**Surviving the Apocalypse**                      Grades 11-12                      1 credit                      CCR

An apocalypse is defined as “an event involving destruction or damage on an awesome or catastrophic scale.” All signs point to massive change in human societies: climate change leading to more powerful storms and rising seas, increased political instability, epidemics like Ebola and other viruses sweeping the globe at a time when fewer and fewer people are being vaccinated, and increased mistrust of “others.” People can also experience a personal apocalypse, an event after which life has forever changed or altered. Humankind has experienced periods of rapid transition many times











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.*

**Advanced Math Concepts**                      Grades 11-12                      1 credit                      CCR

This course is designed to expose the student to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics. Other selected subtopics may be included. This course is also offered as a Running Start course. *Prerequisite: Algebra 2.*

**Math Applications**                                      Grades 11-12                      1 credit                      CCR

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. 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.

**Honors Calculus**                                      Grade 12                                      1 credit                      H

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





car, as well as the branding and marketing of their team. The course culminates in an actual Formula 1 race!

## Music

Topic	Freshman 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	Mixed Chorus, History of Rock and Roll and Hip Hop			

### Symphonic Band

Grades 9-12

2 Credit

CCR

In this course, students will be continuing their 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 ensembles 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 for uniforms.

This class may be taken multiple times for additional credit.

*Prerequisite: 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 CCR

In this course, you will explore the style of jazz as well as swing, bebop, 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 Honors Level. Students will be required to wear all black concert attire. There is a \$20 jazz shirt fee of which students keep the shirt. This is a one time 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.*

**Mixed Chorus**

Grades 9-12

1 credit CCR

In this course, students will be given 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 CCR

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 Honors 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 one time fee unless the shoes need to be replaced. There is no cleaning fee for tuxedos and gowns.

*Prerequisites: 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	Freshman Year	Sophomore Year	Junior Year	Senior Year
Physical Education	PE Weight Training Exercise & Nutrition	Elective	Elective	Elective
Health	Health	Human Growth and Development	Human Growth and Development	Human Growth and Development

### Wellness

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. **Note:** *During the 2022-2023 academic year, students taking this course with Exploring Digital Art during one semester will receive ½ Wellness credit.*

**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 course promotes improving your overall health through developing a fitness and nutrition program. The Exercise and Nutrition course will concentrate on nutrition, diet, metabolism and the energy required for all metabolic reactions needed to maintain a healthy and efficient body. Some of the topics covered in this class are the basic principles of fitness and the importance of regular exercise, the benefits of aerobic moderate exercise, diet fads, concepts of weight control through nutrition, the digestive system, and vital nutrients and vitamins. Students will also regularly participate in wellness activities and fitness testing to better understand the relationship between nutrition and an active lifestyle. At the conclusion of this program students will understand how to set goals with the intent of preserving and expanding opportunities for healthful, enjoyable physical activity and nutrition practices.

**Human Growth & Development**      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	Freshman Year	Sophomore Year	Junior Year	Senior Year
Foundations	Physical Science	Biology	Integrated Science	Elective
CCR	Physical Science	Biology (Sophomores only)	Chemistry Physics any Elective	Elective
Honors/AP	Biology	Chemistry	Physics any Elective	Elective
Electives	Anatomy & Physiology Forensic Science Earth and Space Environmental Science AP Chemistry Honors Physics II Surviving the Apocalypse (Can be taken for SCI or ENG credit)			

**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



Students will be expected to integrate what is read and learned into lab and inquiry based activities. Prerequisite: *Algebra IA & 1B, Physical Science and Biology*

**Honors Chemistry** Grades 10-11 1 credit H

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. Prerequisite: *Honors Algebra 1B and Biology*.

**Integrated Science** Grades 11-12 1 credit F

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. Prerequisite: *Foundations Physical Science and Foundations Biology*.

**CCR Anatomy & Physiology** Grades 10-12 1 credit CCR

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. Prerequisite: *Physical Science and Biology*.

**Honors Anatomy & Physiology** Grades 10-12 1 credit H

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



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. Reading and problem-solving is complex. A solid math background is highly recommended. Prerequisite: *Honors Physics and Honors Algebra 2. Pre-Calculus (Highly recommended and may be taken concurrently).*

**Environmental Science**                      Grades 10-12              1 credit              CCR

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. Prerequisite *recommended: Chemistry, Algebra 1A & 1B and Biology.*

**Bio-Medical Technology**                      Grades 10-12              1 credit              H

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. Prerequisite: *Physical Science, Biology and Algebra IA & 1B. Chemistry is highly recommended.*

# Social Studies

Levels	Freshman Year	Sophomore Year	Junior Year	Senior Year
Foundations	Foundations Geography	Foundations Citizenship	Foundations US History	Elective
CCR	CCR Geography	CCR Citizenship	CCR America in Crisis CCR Tech in America CCR US History Films in US History Women in US History	Elective
Honors/AP	Honors Geography	Honors Citizenship	Honors US History AP US History	Elective
Electives	Women in World History, Genocide Studies, Honors World Religion, Sports in America, CCR Psychology, AP Psychology, AP World History, Honors Social Justice, Mythology, Money Matters			

## **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. Students will be expected to show competence in various methods of argument. There will be major projects and essays. The major goal of this course is for students to learn about various regions of the world and people in them. 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. Class discussion.

## **Citizenship**      Grade 10-11      1 credit    H/CCR/F

This semester-long course emphasizes the responsibilities and powers of our constitutional form of government and the fundamentals of our economic





multiculturalism, democratic engagement, and facilitation. To move towards understanding how we can contribute to the process of social justice we will engage in dialogue, experiential activities, meaning-making exercises, and self-care practices that combine to push us into areas of discomfort for maximum learning while not being harmful. These two strands of the course will be integrated at various points to help students think deeply about how to find congruence around social justice in their personal and professional lives and between theory and practice.

### **Genocide Studies**

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. 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 may be 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)

**Mythology**    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.*

**Honors French 3** Grades 10-12 1 credit H

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.*

**Honors French 4** Grades 11-12 1 credit H

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.*

**Honors French 5** Grades 11-12 1 credit H

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.

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

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.

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

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.*

**Honors Spanish 3** Grades 9-12 1 credit H

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.*

**Honors Spanish 4** Grades 11-12 1 credit H

This course is designed to increase fluency and competency in Spanish. Spanish 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: Spanish 3.*

**Honors Spanish 5** Grades 11-12 1 credit H

This highest level of Spanish study is geared toward the student who is interested in life-long communication ability in Spanish. 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: Spanish 4.*

**Cultural Exploration** Grades 9-12 1 credit CCR

The Cultural Exploration course will provide an overview of cultural topics from primarily French and Spanish-speaking countries around the world. As students move through various project-based learning activities they will also compare and contrast various cultures to that of American culture. Cultural topics will include history, food, music, fashion, tourism, and more. Students will complete a semester-long cultural research project with a culminating capstone presentation.

## Appendix A – VLACS Pre-Approval Form



### Laconia High School

### Virtual Learning Academy Charter School (VLACS) Pre-Approval Form

VLACS is an approved high school by the NH Department of Education (NH DOE). VLACS credits can be applied to meet LHS graduation requirements. Students should meet and talk with both their school counselor and parents/guardians before making a decision to participate in VLACS as it can significantly impact academic progress and course sequencing.

It is the policy of Laconia High School to reflect all academic endeavors, attempted and/or completed throughout a student's entire high school career on their final transcripts. If a VLACS class is approved and a student commences a VLACS class, the student is expected to complete the class in the agreed upon timeframe. If a student withdraws from a VLACS class a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be assigned to the student's transcript.

VLACS grades will be included on a student's transcripts and will count towards a student's GPA. If the class is designated honors through VLACS students will receive honors weighting in their LHS GPA.

Please indicate your reason for taking a VLACS class:

Course not offered at LHS

To take a course that is required for LHS graduation, but does not fit my schedule

Other: \_\_\_\_\_

VLACS Course Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

I intend to take this VLACS Course:

Using an LHS block (please specify which block): \_\_\_\_\_

On my own free time (Yes/No): \_\_\_\_\_

Through our experience supporting students who are successful taking VLACS candidates, students who experience the most success on VLACS:

- Are independent workers
- Possess excellent organizational and time management skills
- Are highly motivated
- Have consistent access to a computer
- Possess the ability to conduct independent research

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

School Counselor Signature: \_\_\_\_\_

LHS Department Head Signature : \_\_\_\_\_

LHS Administrative Signature: \_\_\_\_\_

## APPENDIX B – Honors Contract

Department: \_\_\_\_\_ Student: \_\_\_\_\_

### 2021-2022 Laconia High School Honors Contract

Students may sign a contract to take this course for Honors credit. The student must commit to completing the additional requirements to receive Honors credit and consent from a parent or guardian. The expectations and requirements for you will be greater, but some of the benefits of taking a course for Honors are as follows:

- \* Your grade is weighted more heavily,
- \* You will be able to explore additional topics to study,
- \* You will improve your ability to read and write critically,
- \* You will learn how to write annotated research papers,
- \* You will have the opportunity to develop your time management and organizational skills,
- \* You will apply higher-order thinking and problem-solving skills,
- \* You will have the opportunity to hone your presentation skills,
- \* You will be challenged.

Honors courses are more challenging, and strong academic habits and skills are necessary to be successful. These habits and skills include:

- \* Self-motivation and self-discipline,
- \* Strong organizational skills,
- \* Strong writing, reading, speaking and listening, and problem-solving skills,
- \* The ability to work independently and collaboratively,
- \* Being on time and showing up for class,
- \* Draw conclusions based inferences and on information from a variety of sources,
- \* Using inductive and deductive reasoning skills.

(over)

To earn honors credit for this course, you must:

- \* {Insert Content}
- \* {Insert Content}

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I, \_\_\_\_\_ (student name), agree to take this course for Honors credit. I understand that the rigor and workload will be greater than the students not taking the course for

Honors credit. I also understand that this will go on my transcript as an Honors course and that I cannot opt to return to CCR later in the semester.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian name: \_\_\_\_\_

Parent or Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department head name: \_\_\_\_\_

Department head signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator name: \_\_\_\_\_

Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C – Add/Drop Form

Laconia High School



**COURSE ADD/DROP REQUEST**

This form is a ***REQUEST for CONSIDERATION*** to add or drop an LHS course. A student must **schedule an appointment with their school counselor and discuss this request with both their current teacher (the course they wish to drop) and the future teacher (the course they want to add).**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

The course I want to add: \_\_\_\_\_

The course I want to drop: \_\_\_\_\_

**Please list the reason for this request:**

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Current Teacher Signature: \_\_\_\_\_

The student's current grade is (for current teacher use): \_\_\_\_\_

Future Teacher Signature: \_\_\_\_\_

School Counselor Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**School Counseling Office/Administrator Use Only**

Request Approved:  YES  NO