

BELMONT HIGH SCHOOL PROGRAM OF STUDIES 2012 – 2013

BELMONT HIGH SCHOOL ADMINISTRATION

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“The mission of Belmont High School is to develop contributing members of society.”

Expectations for Student Learning

1. Reading for Understanding

The BHS student will read actively and critically to understand a variety of media.

2. Communication

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

3. Problem Solving

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

4. Content Knowledge

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

5. Local and Global Awareness

The BHS student will acquire knowledge of and understand content from a local and global perspective.

6. Self and Community Awareness

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

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Course Registration Procedure

1. **CLASS MEETING:** During your class meeting you will meet with your guidance counselor and receive all your registration materials.
2. **SCHEDULING CONVERSATIONS WITH TEACHERS, PARENTS, GUIDANCE COUNSELORS:**

Before completing your schedule, you will need to:

 - Review the classes you have taken and use the 4 Year Planner to be sure you are completing courses that are consistent with your academic goals.
 - Review the course description in the Program of Studies guide.
 - Talk with your parents, teachers, and guidance counselors to be sure you are selecting appropriate classes.
 - **GET THE SIGNATURE OF ALL TEACHERS YOU INTEND TO TAKE CLASSES WITH NEXT YEAR.**
3. **REGISTRATION DAY:** On registration day you will be called to the café to register for classes with the rest of your class. During this time you must:
 - Meet with the teacher representative of the classes you wish to take and sign up with that teacher for that class.
 - Choose the elective to fill any spaces in your schedule
 - Once your schedule is **complete**, submit the finished registration form before leaving the registration room.
 - All 9,10 & 11th graders must sign up for 8 credits. Seniors may sign up for 6 credits.
4. **SCHEDULES:** Each student will receive a completed schedule of next year's classes within a few weeks of registration day.
5. **SCHEDULE CHANGES:** Any schedule changes must be made in the guidance office before the end of this school year. Any changes that take place next year will only be permitted during the **Drop/Add Period** which will be the first week of each semester.

Introduction To Course Description Guide

This course description book is provided to help you develop a program of study based on your interests, abilities, and goals. Brief course descriptions will acquaint you with both the required courses and the elective courses for the current school year.

As you study this booklet and talk with your parents, teachers and guidance counselors about your course choices for next year, keep the following points in mind:

- Review graduation requirements (page 5).
- Credit assignments:
 - Full block, semester long course = 1 credit.
 - Half block, semester long courses = $\frac{1}{2}$ credit.
 - Full block, quarter long classes = $\frac{1}{2}$ credit.
- Course Load: **Although all students are required to have at least 3 blocks of classes each semester, all students are encouraged to choose a full load of 4 blocks of classes each semester.**
- Most colleges or other post secondary programs have required courses. It is important to be aware of these as you make your course selections (page 11) . Use the “4 Year Planner” on page 6 to assist with your overall high school planning
- There are many Extended Learning Opportunities (ELO) available to upper-class BHS students. These include, but are not limited to, School-to-Career, Independent Studies and any of a number of online opportunities. Your Guidance Counselor has more information about these possibilities. The ELO application must be completed to register for any of these classes.
- If you are undecided about your career future, simply remember you are surrounded each and every day by competent, well educated staff members who are valuable resources in answering questions about educational requirements and careers in their particular fields of study. Spend some of your time with these talented people!

BHS Graduation Requirements

Students will be required to earn 25 credits to graduate.

<u>REQUIRED COURSES</u>	<u>REQUIRED CREDITS</u>
<u>Freshman ICT</u>	½
<u>English:</u> English 9,10,11,12 –1 credit per class	4
<u>Social Studies:</u> Civics - ½ credit Economics - ½ credit U.S. History -1 credit World History -1credit	3
<u>Science:</u> Phys. Science - 1 credit Biology - 1 credit Science Elective – 1 credit	3
<u>Math:</u> Algebra I - 1 credit (or Applied Math II and Applied Math III) Math Elective – 2 credits	3
<u>Physical Education:</u> PE - 1 credit	1
<u>Health:</u> Health - ½ credit	½
<u>Fine Arts Education:</u> Intro to Art - ½ credit Art Elective - ½ Arts elective include Art II, Advanced Art, Web Design, Computer Graphics, Band, Jazz Band, Chorus, Music Theory, History of Rock	1
<u>Computer Education:</u> 1/2 credit of a Computer Education elective.	½
Required Courses	16½
Elective Courses	<u>8½</u>
TOTAL CREDITS REQUIRED FOR GRADUATION	25

MINIMUM REQUIREMENTS FOR CLASS STANDING

Classification for credit requirements are as follows:
 Senior.....18 credits
 Junior.....13 credits
 Sophomore..... 6 credits

Your 4 Year Plan

Name: _____

Occupational goals:

1st Choice _____

2nd Choice _____

Plans after graduation (please check one)

_____ Four year college or university

_____ Two year college or technical school

_____ Military training

_____ On-the-job training or apprenticeship

_____ Immediate employment

Please use this sheet to list the courses you will need to take during your four years of high school. Your selections must reflect BHS graduation requirements as well as the admissions requirements for any post-secondary education or employment you might be interested in. Be sure to use the Program of Studies book as well as your guidance counselor, teachers and parents to make your choices as accurate as possible. It is expected that changes will be made to this plan throughout your high school career.

Freshman Year – 9		Sophomore Year - 10	
ICT: (½)		English:	
English:		Math: Geometry	
Math:		Social Studies: World History	
Social Studies: Civics (½)		Science: Biology	
Geography: (½)		Earth Science (½)	
Science: Physical Science		Electives:	
Health (½)			
Electives: P.E. recommended			
Total Credits:		Total Credits:	
Junior Year - 11		Senior Year - 12	
English:		English:	
Math:		Social Studies: Economics	
Social Studies: US History		Electives:	
Science:			
Electives:			
Total Credits:		Total Credits:	

Course Leveling

Not all courses are appropriate for all students. It is important to select courses in which you can be successful yet that are challenging for you. Your parents, teachers and guidance counselors will assist you in selecting the level of courses that are most appropriate for you.

Level 1

Level 1 classes are designed for students who may need to receive remediation on skills from previous years and emphasize development of basic skills. The focus is on small class size with development of skills. Student must have teacher recommendation to enter Level 1 classes which are only offered in English & Science.

Level 2

Level 2 classes are designed for the students who have a command of basic reading and math skills. Successful completion of Level 2 courses will meet the admissions requirements for many colleges and universities as well as technical and professional schools.

Level 3

Level 3 classes are highly competitive and are designed for students who have a strong command of basic skills. These classes are designed for students who require a rigorous preparation for a selective post secondary college or university.

Honors Program and AP classes

Students who intend to participate in Honors and/or AP level classes should be highly motivated, self-disciplined, and intellectually capable. In addition, students should possess reading, writing, speaking, thinking and research skills above grade level, as they will be studying a wider range of materials at a greater depth. Students in these courses should expect more complex skill reasoning and conceptual development (emphasis on analysis and synthesis); Considerable homework and/or independent extensive project or thesis; Primarily subjective testing or composite application of skills (essay questions for testing; and a Final exam is required).

The Advanced Placement (**AP**) programs provide high school students access to rigorous college-level courses and the opportunity to earn college credit through successful completion of the **AP** exams given each spring.

Independent Study

Independent studies are available to students in all subject areas who demonstrate a high interest in a particular subject or project. Students must demonstrate the ability to work independently. Independent study is designed to permit the student to pursue projects beyond the limits of other courses. The student must outline the proposed project to the particular department and is then assigned an advisor. Projects may receive up to one full credit. Independent study may not be used to meet minimum requirements toward graduation. The level of work will be assigned by the advisor at the time of project approval. Student must complete an ELO application to be considered for an independent study.

Project Running Start

Running start courses are denoted by the **RS** icon

The New Hampshire Running Start Program is a unique higher education initiative for high school students. Students are given the opportunity to enroll in selected college credit courses offered by the New Hampshire Community Technical College system at a significant reduction in tuition, \$100.00 per course. Students who successfully complete a Running Start course receive 3 college credits at the LRCC system and appropriate high school credit. Courses offered through the Running Start Program are: English 12 Honors, Website Development, Accounting and Statistics. Statistics students are also required to take the Accuplacer Exam at BHS in order to be considered for the Running start Statistics class. The cost of this exam is \$15.00.

Current Running Start (**RS**) courses include:

- English 12 Honors – Intro to Literature
- Web Design
- Computer Graphics – Design Software Essentials
- Computer Graphics – Digital Photography
- Statistics

Alternative Credit Options

Students are permitted to earn one credit per semester through Alternative Credit Options. The following are examples of Alternative Credit Options:

School-to-Career

Students may receive credit for being enrolled in internships or job shadow experience in a career of their choice. Enrollment in these programs must be arranged with the guidance department and school-to-career team and the student must complete the Alternative Credit Option application.

Extended Learning Opportunities

Students are encouraged to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. ELOs may include but are not limited to internships, community service, apprenticeships, or any other opportunity approved by the Superintendent or his/her designee. If the student intends to gain credit for the ELO, he/she must complete the Alternative Credit Option application and obtain approval in advance from the school principal and the guidance department. The student will then use the ELO Workbook available in the guidance office to complete the ELO process.

Online/Distance Education

This alternative includes things such as correspondence; video based or internet/online courses. If the course is to be taken for credit the student must complete the Alternative Credit option application and have the class approved in advance from the school principal and guidance department.

ALTERNATIVE HIGH SCHOOL CREDIT – APPLICATION

Request for Approval (check appropriate box)

- Extended Learning Opportunity Career** **Online/Distance Education** **School to**

Student: _____ Current Grade: ____ Application Date: _____

Course/Program to be taken: _____

Semester alternative program will occur: _____

School/Location of alternative program: _____

Attach a course description and list of competencies to be met through the alternative program.

Rationale for request:

If course/ program is approved, _____ credits will be awarded upon proof of successful completion

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Counselor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Copy to: Student/Parent Student File Guidance Counselor

Class Rank and Grade Point Average

A student's grade point average (GPA) and class rank are computed on the basis of weighted grades assigned to a given course. A student's GPA is calculated at the end of each semester.

Level 1 courses receive a multiplication factor of .95

Level 2 courses receive a multiplication factor of 1.0

Level 3 and Honors or AP courses receive a multiplication factor of 1.05

Grading System

The school year is divided into four nine-week marking terms. Grade reports are issued soon after each quarter closes. Progress reports are issued in the middle of each quarter.

Grading system:

A = 93 - 100

B = 85 - 92

C = 77 - 84

D = 70 - 76

F = 60 - 69

U = Below 60

Competencies

Each class offered at Belmont High School has course competencies that have been developed by each department. Competencies are the expected content, concepts, and skills to be mastered in each course. Each competency will be assessed by students demonstrating sufficient evidence of learning. Mastery is the term that will be used to indicate that a student has presented sufficient evidence of attainment of the competencies.

What Courses Do Colleges Want?

It is important to realize that admission to college is generally competitive and that a maximum rather than a minimum course of study is recommended. The single most important factor in admission decisions is your academic record. The overall rigor or your course selection, types of courses you select, as well as the number of years you study a subject and the grades you earn, are of primary importance. Additional consideration will be given to the student's class rank, GPA, extracurricular involvement and SAT and/or ACT scores. It is further recommended that students seek the guidance of counselors frequently in making plans for the future. This will help to insure that course selections are appropriate to your goals. The following chart generalizes recommended admissions requirements for various post-secondary options.

Academic Area	Highly Selective College/Univ.	4 Year College/Univ.	2 Year College	Technical Program	Military
English	4+	4	4	4	4
Math	4+	3	3	3	3
Science	4+	3-4	3	3	3
Social Studies	4	3	3	3	3
Foreign Language	4+	2-4	0	0	0

New Hampshire Scholar Program

The New Hampshire Scholar Program is part of the State Scholars Initiative, a national program that uses business leaders to motivate students to complete a rigorous course of study in high school. To be considered a New Hampshire Scholar, the student must complete the following core courses:

- **4 English Courses** (English 9,10,11 & 12)
- **3 Math Courses** (Algebra I, Algebra II & Geometry)
- **3 Lab-Based Science Courses** (Biology, Chemistry & Physics)
- **3.5 History & Social Science Courses** (Chosen from – US History, World Cultures, Western Civilizations, Geography & Economics and 1 other Social Studies Elective)
- **2 Foreign Language Courses** (in the same language)

New Hampshire Scholars receive recognition at graduation, designation on their high school transcript, additional financial opportunities, and increased college and career access.

Course Descriptions

ENGLISH

Primary Expectations for Student Learning:

- **Reading for Understanding**

The BHS student will read actively and critically to understand a variety of media.

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

Required English Course Selections

ENGLISH 9 - level 1

1 CREDIT

English 9-1 is a one-credit course especially designed to meet the needs of readers below the 6th grade level. This course is designed to help students who benefit from a small, highly structured academic program during their ninth grade year. Academically, students will master basic skills in Language Arts. The curriculum of this course focuses on communication (written and oral) needed to function as adults across environments (vocational, academic, community, domestic, recreation, leisure). Students are given the opportunity to learn and improve effective oral and written language skills. Writing skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students will develop and demonstrate writing skills through the writing process. Vocabulary, communication, and reading are taught using literature and vocational resources. Special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Cooperative projects and authentic/performance assessment opportunities are course components. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, their acceptance of authority, and those social and job seeking skills, which will permit them to become contributing members of our society.

ENGLISH 9 - level 2

1 CREDIT

English 9-2 is a one-credit course designed to prepare students for the academic rigors they will face in future English courses at the high school level. Writing skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Throughout the course, students are provided opportunities to refine effective written and oral language skills. Students will develop and demonstrate writing skills through the writing process. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from impromptu speeches to a Freshman Project Presentation. Authentic /performance learning experiences are an integral part of the course. Use of current technology is encouraged where appropriate. Cooperative learning projects are an on-going component. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society. The thematic focus for the course is the outsider or outcast which the students may connect to themselves as newcomers to the high school.

ENGLISH 9 - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

English 9-3 is a one-credit course designed to prepare honors level students for the academic rigors they will face in future English courses at the high school level, and even the college level. In order to help them successfully make the transition from the academic expectations in the middle school to those in the high school, the reading and writing assignments will focus on excellent literature and critical thinking, then writing about that literature. The thematic focus for the course is the outsider or outcast which allows the students to connect to themselves as newcomers to the high school.

The literature in the course is designed to provide the students with exposure to different cultures and different ways of thinking from our understanding of the American value system. They will read a variety of authors and genres and articulate in writing and speaking how the values of the culture which the literature portrays differ from the values in American culture. They will also explore various literary devices such as metaphor and symbolism in the literature.

The students will engage in a variety of writing assignments, both informal and formal. They will explain and support their opinions of the literature with quotes from the texts. They will understand that any argument or position must contain specific textual support in order to be strong and compelling for the reader and listener. They will complete a multi-genre research project as part of the course requirement, as well as a public speaking project. With all formal writing assignments they will participate in peer responding activities. Through these activities, they will learn and practice appropriate response to each others' writing.

The students will participate in whole class and small group discussions where they will practice the Socratic method, appropriate response when arguing or supporting their point, and appropriate response when they disagree with another's viewpoint in the class. The whole class discussions will clarify the text and propose opposing viewpoints in order to bring the students to think about the literature in new and unexpected ways. The students will learn to read, think, write and speak critically.

ENGLISH 10 - level 1

1 CREDIT

English 10-1 is a one-credit course especially designed to meet the needs of readers below the 6th grade level. This course is designed to help students who benefit from a small, highly structured academic program during their tenth grade year. Academically, students will master basic skills in Language Arts. The curriculum of this course focuses on communication (written and oral) needed to function as adults across environments (vocational, academic, community, domestic, recreation, leisure). Students are given the opportunity to learn and improve effective oral and written language skills. Writing skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students will develop and demonstrate writing skills through the writing process. Vocabulary, communication, and reading are taught using literature and vocational resources. Special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Cooperative projects and authentic/performance assessment opportunities are course components. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, their acceptance of authority, and those social and job seeking skills, which will permit them to become contributing members of our society.

ENGLISH 10 - level 2

1 CREDIT

English 10-2 is a one-credit course designed to meet the needs of students who are planning academic and non-academic choices beyond high school. Communication skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students are provided opportunities to refine effective written and oral language skills. Students will develop and demonstrate writing skills through the writing process. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from speeches to poetry readings to sophomore projects. Cooperative learning projects are an on-going component. Authentic /performance learning experiences are an integral part of the course. Throughout the course, special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society. Throughout the course, students are asked to reflect on their attitudes, thoughts, beliefs, and values. Discussions concerning contemporary issues are continuous. Students are asked to develop opinions and express them with thoughtfulness and discretion. Thematic units provide the framework for students to develop awareness and insight about themselves and about the world, both immediate and distant. Their own interests and motivations often bring enormous vitality to this class and can be integrated into activities and lessons.

Course literature connects students to others, transporting them to different worlds and times. This allows students to see what others have done and experiences the emotions and passions others have felt. Themes such as alienation, friendship, hope, and individualism are incorporated throughout the course.

ENGLISH 10 - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

English 10-3 is a one-credit course designed to meet the needs of the accelerated learner. These students for the most part are planning academic choices beyond high school. This course recognizes the students' abilities to learn new material quickly and perceptively and their abilities to express themselves in multiple forms. Communication skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students are provided opportunities to refine effective written and oral language skills. Students will develop and demonstrate writing skills through the writing process. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from speeches to poetry readings to video taped commercials. Vocabulary, communication, and reading are taught using literature and other resources. Cooperative learning projects are an on-going component. Authentic /performance learning experiences are an integral part of the course. Throughout the course, special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society. Throughout the course, students are

asked to reflect on their attitudes, thoughts, beliefs, and values. Discussions concerning contemporary issues are continuous. Students are asked to develop opinions and express them with thoughtfulness and discretion. Thematic units provide the framework for students to develop awareness and insight about themselves and about the world, both immediate and distant. Their own interests and motivations often bring enormous vitality to this class and can be integrated into activities and lessons.

Course literature connects students to others, transporting them to different worlds and times. This allows students to see what others have done and experiences the emotions and passions others have felt. Themes such as alienation, friendship, hope, and individualism are incorporated throughout the course.

ENGLISH 11 - level 1

1 CREDIT

English 11-1 is a one-credit course especially designed to meet the needs of readers below the 6th grade level. This course is designed to help students who benefit from a small, highly structured academic program during their tenth grade year. Academically, students will master basic skills in Language Arts. The curriculum of this course focuses on communication (written and oral) needed to function as adults across environments (vocational, academic, community, domestic, recreation/leisure). Students are given the opportunity to learn and improve effective oral and written language skills. Writing skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students will develop and demonstrate writing skills through the writing process. Vocabulary, communication, and reading are taught using literature and vocational resources. Special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Cooperative projects and authentic/performance assessment opportunities are course components. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, their acceptance of authority, and those social and job seeking skills, which will permit them to become contributing members of our society.

ENGLISH 11 - level 2

1 CREDIT

English 11-2 is a one-credit course designed to meet the needs of the diverse learner. Many of the English 11-2 students may be headed for colleges, technical schools, and/or workplaces. This course recognizes the students' varying abilities and goals. Throughout this course, attention will be given to the five core skill areas of reading, writing, speaking, listening and thinking. Reading, communication and vocabulary are taught using literature and other resources. Reading comprehension along with communication skills are addressed with the entire class, in small groups and on an individual basis when needed. Throughout the course, students are provided with opportunities to refine effective written and oral language skills. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from impromptu to a 90 minute Teaching Class project with one or two partners. Authentic/performance learning experiences are an integral part of this course. Use of current technology is encouraged where appropriate. Cooperative learning is an on-going component. Students will acquire those attitudes and skills which will improve their ability to work with other students, and those social skills which will permit them to become contributing members of our society.

This course centers around gender themes. Primarily using American literature, students examine how women have been portrayed as archetypal witches in western literature, and how men have been portrayed as archetypal saviors in western literature. Students are asked to

reflect in depth on western society's attitudes, beliefs, fears, philosophies and values, as well as on their own.

The study of literature helps students to organize their thinking and eventually by imitation and/or creation gives them the tools to express themselves. Through their reading, viewing and writing, we ask them to evaluate their own thinking and attitudes, as well as evaluate western culture's values and philosophies.

ENGLISH 11 - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

English 11-3 is a one-credit course designed to meet the needs of the accelerated learner. These students for the most part are planning academic choices beyond high school. This course recognizes the students' abilities to learn new material quickly and perceptively and their abilities to express themselves in multiple forms. Communication skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students are provided opportunities to refine effective written and oral language skills. Students will develop and demonstrate writing skills through the writing process. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from speeches to poetry readings to multi-media. Vocabulary, communication, and reading are taught using literature and other resources. Cooperative learning projects are an on-going component. Authentic /performance learning experiences are an integral part of the course. Throughout the course, special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society.

The study of literature helps students to organize their thinking and eventually by imitation and/or creation gives them the tools to express themselves. Through their reading, viewing and writing, we ask them to evaluate their own thinking and attitudes, as well as evaluate western culture's values and philosophies

ENGLISH 12 - level 1

1 CREDIT

English 12-1 is a one-credit course especially designed to meet the needs of readers below the 6th grade level. This course is designed to help students who benefit from a small, highly structured academic program during their tenth grade year. Academically, students will master basic skills in Language Arts. The curriculum of this course focuses on communication (written and oral) needed to function as adults across environments (vocational, academic, community, domestic, and recreation/leisure). Students are given the opportunity to learn and improve effective oral and written language skills. Writing skills, as well as reading comprehension and vocabulary are addressed with the entire class, in small groups, and on an individual basis when needed. Students will develop and demonstrate writing skills through the writing process. Vocabulary, communication, and reading are taught using literature and vocational resources. Special attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Use of current technology is encouraged where appropriate. Cooperative projects and authentic/performance assessment opportunities are course components. Students will also acquire those attitudes and skills, which will improve their ability to work with other

students, their acceptance of authority, and those social and job seeking skills, which will permit them to become contributing members of our society.

ENGLISH 12 - level 2

1 CREDIT

English 12-2: is a one-credit course designed to meet the needs of the diverse learner. Many of the English 12-2 students may be headed for colleges, technical schools, and/or workplaces. This course recognizes the students' varying abilities and goals. Throughout the course, attention will be given to the five core skill areas of reading, writing, speaking, listening, and thinking. Reading, communication, and vocabulary are taught using literature and other resources. Reading comprehension, along with communication skills are addressed with the entire class, in small groups, and on an individual basis when needed. Throughout the course, students are provided opportunities to refine effective written and oral language skills. Students will develop and demonstrate writing skills through the writing process. A variety of rhetorical strategies and genres are explored. Accuracy in mechanical and grammatical usage is an on-going process. Public presentations take a variety of forms ranging from impromptu speeches to a 20-30 minute Senior Project Presentation. Authentic /performance learning experiences are an integral part of the course. Use of current technology is encouraged where appropriate. Cooperative learning projects are an on-going component. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society. The course often centers on universal themes, some broad and far reaching like tolerance, war and peace, and diversity of culture. Other themes include those more intimate to the student's development like personal rites of passage, personal accountability, fears, beliefs, philosophies, etc. Students are asked to reflect on their attitudes, thoughts, beliefs, and values. Beyond language arts skills, this course is designed to prepare them for life by exposing students to a variety of situations in the context of literature. The study of literature helps students to organize their thinking and eventually by imitation and/or creation gives them the tools to express themselves. Their reading and viewing asks them to revitalize their own thinking and planning.

RS ENGLISH 12 - level 3/Honors

1 CREDIT/3 CREDITS LRCC

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

English 12-3 is a one-credit course designed to meet the needs of seniors who plan to attend college. During the year, students will study a wide variety of literature. They will learn to analyze, to reflect, and to think critically. Students will be required to develop proficient, essential writing skills and will be exposed to several types of creative and critical writing. Furthermore, students will be expected to develop the skills necessary to give and to receive constructive criticism during the writing process. Students will be asked to work together and to take an active role in their education. Understanding the importance of group process and the need to communicate effectively, students will work collaboratively on projects connected to social issues and areas of interest and curiosity. Cooperative learning projects are an on-going component. Students will also acquire those attitudes and skills, which will improve their ability to work with other students, and those social and job seeking skills, which will permit them to become contributing members of our society. This course, although somewhat traditional in content, attempts to connect the past to the present; recurrent themes found in Beowulf to Hamlet to selections written in the Twentieth Century are timeless and have a place in the lives of today's teenagers. English 12-3 attempts to offer students historical perspectives of the

attitudes, ideas, and emotions expressed in literature; from this, students gain a sense of self and an understanding of society and their place in it. The course often centers on universal themes, some broad and far reaching like tolerance, war and peace, and diversity of culture. Other themes include those more intimate to the student's development like personal rites of passage, personal accountability, fears, beliefs, philosophies, etc. Students are asked to reflect on their attitudes, thoughts, beliefs, and values and keep track of their continually changing attitudes through reflective writing. Public presentations take a variety of forms ranging from memorizations to a 20-30 minute Senior Project Presentation. Authentic /performance learning experiences are an integral part of the course. Use of current technology is encouraged where appropriate.

ADVANCED PLACEMENT ENGLISH (LITERATURE & COMPOSITION)

level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Advanced Placement English—Literature and Composition is a one and one-half credit course designed for students who wish to challenge themselves with college-level material. AP English attempts to offer students historical perspectives of the attitudes, ideas, and emotions expressed in literature; from this, students gain a sense of self and an understanding of society and their place in it. During the year, students will study a wide variety of literature from many countries that spans the time period from the 16th to the 21st century. They will 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. The three main elements of reading for the AP English course are the experience of literature, the interpretation of literature, and the evaluation of literature. The works chosen vary from year to year, depending upon the curriculum of the AP students' previous English classes and the availability of texts.

Students will be required to develop proficient, essential writing skills and will be asked to write expository, analytical, and argumentative essays. In addition, creative writing will be used as a vehicle for deeper understanding of an author's purpose, form, style, or diction. To write successfully in this course, students must learn to develop and organize their ideas in clear, coherent, and persuasive language. Instruction in grammar will occur on an as-needed basis; however, improving emphasis, vocabulary, and sentence structure are required components of each assignment. The writing process will be emphasized, particularly in the format of writing workshops for constructive criticism and revision strategies. There will be timed writing on a regular basis in order to best prepare students for the AP exam in May. Also, students will regularly keep a reflective journal on the readings, writings, and discussions from class. By the end of the course, students will have completed a summative and reflective portfolio of their work that will have a final teacher and self assessment.

English Electives

CREATIVE WRITING - level 2

1/2 CREDITS

Creative Writing is a ½ or one-credit course designed to meet the needs of those students who want to increase their individual writing ability. The course is designed to promote creative and critical thinking. The course implements a variety of styles, which the students mimic, to increase their own abilities in the written form. The writing process is the core of the course.

Students are expected to rewrite materials until they have shown improvement and growth in dealing with the English language. Peer editing, as well as assessment, is an integral part of this course. This course is ideal for those students who have struggled with writing in the past and need the individualized attention a writing course can offer. A primary objective of this course is to increase a student's ability in dealing with and dispensing constructive criticism. This course will invariably help improve a student's confidence in his/her writing skills, which will be visible across the curriculum.

YEAR BOOK - level 2

1 CREDIT

Yearbook is a one credit elective offered in the first semester of each school year. The purpose and goal of the class is to produce the high school's yearbook which is sold and distributed in early June.

The book is entirely computer generated using digital imaging and the InDesign graphics program. Students will be expected to take photographs of the events of the year, understand concepts of design to produce an effective product, meet deadlines, sell advertising, and sell the book.

This class is offered on a pass/fail concept, and although the course is over in January, the book is not completed until March, and so some will be expected to continue after the credit has been earned.

BROADCAST JOURNALISM - level 3

1/2 CREDIT OR 1 CREDIT

Prerequisite: Teacher Permission

This course provides the opportunity for students to learn basic journalistic and technological skills to be used in media productions. Students will research, gather, and analyze information to create media productions for broadcast to a variety of audiences. The course will conclude with a capstone project including a written and multimedia component.

THEATER ARTS - level 2

1/2 CREDIT

Theatre Arts is a survey course designed to focus on theatre literature, history and practice. We will learn how to read, interpret, and analyze dramatic texts and study the background, framework and vocabulary for the appreciation of major areas of production (directing, acting, design, etc.) Through the study of plays and production techniques, students will gain a broad base of knowledge about the theatre and the influence theatre has in our society. Over the course of the semester, students will be introduced to the basic principles of script review and analysis, truly learning to interact with literature, physically and intellectually in order to discover how to create successful productions from those texts.

SOCIAL STUDIES

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Local and Global Awareness**

The BHS student will acquire knowledge of and understand content from a local and global perspective.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

Required Social Studies Selections

CIVICS - level 2

1/2 CREDIT

The major goal of Civics and government education is to enable students to become responsible citizens who are committed to preserving and enhancing American constitutional democracy. In order to achieve this goal, Civics students learn about the history, purpose, structure, and function of government. Students also explore controversial issues in American society, as well as different ways to fulfill their own citizenship roles.

GEOGRAPHY - level 2

1/2 CREDIT

The major goal of Geography education is understanding our physical Earth and human-environment interaction. Through their study of European geography, students will examine why people settle in an area, how they make their living and the resources they use, why they speak or dress the way they do, and what they do for entertainment.

WORLD HISTORY - level 2

1 CREDIT

This course will cover the history of the world focusing on the following areas: Classical Greece, Ancient Rome & Early Christianity, the Byzantines, the Middle Ages, the Church and Reform, the Renaissance, the Reformation, the French Revolution & Napoleon, the Russian Revolutions & Stalin. While historical events themselves are unique, they are often driven by common forces. These recurring themes include power and authority, revolution, religious and ethical systems, cultural interaction, empire building, and science and technology. We study these themes to show that around the world and through time, humans have confronted similar obstacles and have shared similar goals.

OR

WORLD HISTORY - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

This course covers the same basic content as the level 2 World History course although the depth of content is expanded. The expectation is that students will utilize higher level research skills and expanded resources to complete the more rigorous assignments given in this class.

U.S. HISTORY - level 2

1 CREDIT

United States History is a required course for all eleventh grade students, the successful completion of which is mandatory for graduation. United States History is a topical and chronological survey of our country's social, political, economic and physical development from World War II to the present day with emphasis on major events, trends and personalities. Throughout the course, there is concern with the examination of the "why" of our history as well as the "what"; and the vital connection of the present as an outgrowth of the past. The meaning of history to the student as a relationship to his/her role as a citizen is emphasized. United States History also includes the continuous examination of the role of New Hampshire throughout the American experience. Also included and emphasized are geographical skill/concept and place geography knowledge development.

OR

U.S. HISTORY - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

United States History Honors is offered to Juniors who have been accepted into the course. It is designed to fulfill the state-mandated course with additional work in critical thinking and with more emphasis on primary and secondary source materials to meet the needs of juniors who plan to attend a four year college program. United States History Honors is a topical and chronological survey of our country's social, political, economic and physical development from the World War II to the present day with emphasis on major events, trends and personalities. Students will be asked to analyze, to reflect and to think critically. Students will be asked to develop their writing skills and their research skills in two major papers.

OR

ADVANCED PLACEMENT UNITED STATES HISTORY - level 3/Honors 2 CREDITS

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. (The College Board, 5/97)

ECONOMICS - level 2

1/2 CREDIT

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Social Studies Electives

THE ETHICS AND PHILOSOPHY OF SCIENCE - level 2

1 CREDIT

This is an elective course that encourages students to explore the ethics and philosophy of science and technology. Students spend time completing short units in which they explore a controversial topic in science, take a position, and debate their opinion. Topics include human-medical experimentation, animal experimentation, cloning, artificial intelligence, social media, and the nature of knowledge. Students are assessed on their ability to write persuasively and argue effectively across a variety of topics. The course is recommended for juniors and seniors, although sophomores may enroll with instructor permission.

AMERICANA – level 2

1 CREDIT

Americana is a one credit social studies course open to juniors and seniors. This will be a class that looks at Pop Culture in American History from the 1940's to the 1990's. Topics to be covered include; Movies, Television, Music, Broadway, Sports, Art, Literature, Fads and Advertising. By taking a close look at how Pop Culture has influenced Americans over the time frame, students will be able to discover how culture impacts society. Students will have to use analytical and critical thinking skills as they work their way through the course.

WORLD CULTURES - level 2

1 CREDIT

Students will learn about the basic teaching and historical development of various cultures and religions of the world. Religions to be studied include Hinduism, Buddhism, Judaism, Islam, Sikhism, and Confucianism. Students will be introduced to vocabulary of the field, as well as to some theories of the origins of the religions and the lives of their founders. Students will explore historical and philosophical foundations of the major living religions of the world. Students will look at the current world status of religions and the holy days and festivals celebrated by each.

INTRODUCTION TO PSYCHOLOGY - level 2

1 CREDIT

Psychology is designed to give upperclassmen an overview to the study of psychology with various areas of emphasis and to gain a better understanding of people. It is aimed at meeting the needs of juniors and seniors who plan to further their education. The students will be given five areas of study which correspond to five major fields of psychology: Roots of Behavior; The Work of Psychology; You, Others and Society; Abnormality and Adjustment; and The Individual. Students will be required to develop critical reading and thinking skills. They will be expected to draw conclusions by applying the textbook knowledge and enrichment activities to personal experiences. Students will be expected to work together and to take an active role in their education. They will work collaboratively on a major project dealing with their interpersonal relationships or a major topic of the course in which they are enrolled. This course is a very traditional introduction to psychology. It allows for the students to have a secure foundation in the various fields of psychology. It is through this foundation that the students will gain an understanding of themselves, behavior and society.

SOCIOLOGY- level 2

1 CREDIT

Sociology will cover a broad overview of the field of sociology stressing terms, concepts, and major contemporary theoretical perspectives in the discipline. Emphasis will be on American society, social change, culture, social structure, and on the sociological imagination. Students will be expected to draw conclusions by applying the textbook knowledge and enrichment activities to personal experiences. Students are expected to work together and to take an active role in their education.

INTERNATIONAL ISSUES - level 2

1/2 CREDIT

Prerequisite: Geography and Grade 9 English I

This elective is designed to provide a classroom environment by which current events are read via weekly magazines. Material provided through the American media will then be investigated via Internet in order to learn international opinions of the same subject. The emphasis of the lecture phase of this course will focus on the cultural histories of the globe as perceived through various authors and filmmakers. Students will be required to read the assigned magazine material, browse the web, read novels selected from a reading list and/or view movies selected from a viewing list. Student assessment will include oral and written presentations; research techniques both traditional and computer driven; opinion and journalistic papers. Some material will be studied and presented individually, others as pairs or small groups.

MATHEMATICS**Primary Expectations for Student Learning:****• Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

• Content Knowledge

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

• Communication

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

Math Required Course Selections**APPLIED MATH I and II** - level 2

1 CREDIT/COURSE

The Applied Mathematics series is designed to meet the needs of seniors, juniors, sophomores and/or freshmen who need a review of mathematical concepts before taking Algebra I. Upon completion of the series, students will have the skill set needed to progress to Algebra I or Geometry. Students in these courses will learn to analyze, reflect, and to solve problems logically. The course focuses on applications and hands-on activities to introduce and explore mathematical topics which occur authentically in the world beyond the mathematics classroom.

OR**ALGEBRA PART 1 and PART 2** - level 2

1 CREDIT /COURSE

College Algebra Part 1 and Part 2 are designed to provide a strong foundation of mathematical concepts and applications in order to prepare students for more advanced work in mathematics or science fields. Students develop quantitative reasoning and problem-solving skills, and develop an awareness of the connection between mathematics and other disciplines by modeling real world situations. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, students are encouraged to be active learners by analyzing and interpreting given information and formulating conjectures. Students explore mathematics in individually and group-oriented projects and use journal writing to develop the ability to understand and to communicate mathematical ideas effectively.

OR

ALGEBRA I - level 3

Year long - 2 CREDITS

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

College Algebra I is designed to provide a strong foundation of mathematical concepts and applications in order to prepare students for more advanced work in mathematics or science fields. Students develop quantitative reasoning and problem-solving skills, and develop an awareness of the connection between mathematics and other disciplines by modeling real world situations. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, students are encouraged to be active learners by analyzing and interpreting given information and formulating conjectures. Students explore mathematics in individually and group-oriented projects and use journal writing to develop the ability to understand and to communicate mathematical ideas effectively.

OR**ALGEBRA II - level 3/Honors**

Year long - 2 CREDITS

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Level 3 is similar to Algebra II level 2 except that it discusses concepts in more depth. Students are expected to be independent learners and are encouraged to research problems and perform assignments at a higher level than in level 2.

Math Electives**INTRODUCTION TO GEOMETRY - level 2**

1 CREDIT

Introduction to Geometry is designed to introduce students to the relationship between mathematics and the shapes in his/her surroundings. The course is intended for those students who have completed the Applied Math I/II classes or those students who have not yet passed Algebra I. The course uses an informal approach to the study of shapes, their size (i.e. measurement) and its application in practical ways to the solution of real-world problems. This course emphasizes the learning of geometric properties in an experiential, hands-on approach through graphing, drawing, designing and paper folding. The course begins with the introduction of given facts and observations and by a process of inductive reasoning arrives at the body of geometric properties. The course progresses from the introduction of the basic undefined terms of geometry (points, lines and planes) through a study of plane and solid figures to a study of elementary trigonometry. The course will also work on improving the algebra skills needed to pursue more advanced mathematics courses.

GEOMETRY - level 2

1 CREDIT

Basic Geometry is a level two course designed to introduce any interested student to the relationship between mathematics and the shapes in his/her surroundings. The course uses an informal approach to the study of shapes, their size (i.e. measurement) and its application in practical ways to the solution of real-world problems. This course emphasizes the learning of geometric properties in an experiential, hands-on approach through graphing, drawing, designing and paper folding. The course begins with the introduction of given facts and

observations and by a process of inductive reasoning arrives at the body of geometric properties. The course progresses from the introduction of the basic undefined terms of geometry (points, lines and planes) through a study of plane and solid figures to a study of elementary trigonometry.

GEOMETRY - level 3 and Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Geometry is a course designed to show students the relationship between mathematics and real-world applications in a very formal setting. Writing proofs is an integral part of the course and allows students to develop the logical and sequential steps necessary to produce a finished product. This course, although traditional in content, enables students to work collaboratively on many assignments. They learn to be educators as well as students through active participation. This course uses a variety of manipulatives and constructions to strengthen students' understanding of geometrical concepts. They also become aware of the interrelationship between algebra and geometry topics. Students are strongly encouraged to pursue alternate methods of solving problems and often asked, sometimes through journal writing, to explain solutions to problems solved by themselves or someone else.

ALGEBRA II - level 2

1 CREDIT

Prerequisite: Algebra I, Pt I and Pt II

College Algebra II is designed to meet the needs of seniors, juniors, sophomores and/or freshmen who plan to attend college, go on to a technical school, or go into the work force. This course is an extension of the topics covered in Algebra I and continues to prepare students for more advanced work in mathematics. Students will be introduced to topics from quadratics to polynomials to power functions to trigonometry and beyond. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, students are encouraged to be active learners by analyzing and interpreting given information and formulating conjectures. Students explore mathematics in individually and group oriented projects and use journal writing to develop the ability to understand and to communicate mathematical ideas effectively. This course makes use of graphing calculators to support and extend the teaching and learning of pre-calculus concepts.

ALGEBRA II - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Level 3 is similar to Algebra II level 2 except that it discusses concepts in more depth. Students are expected to be independent learners and are encouraged to research problems and perform assignments at a higher level than in level 2.

JUNIOR MATH - level 2

1 CREDIT

Prerequisites: Applied II or Algebra I part 1

Junior mathematics is a semester long class with a dual purpose. The first nine weeks will focus on preparing students for all standardized exams, particularly the NECAP. The second nine weeks focuses on meeting the competencies of this course. Topics include: logic, equations, graphing, geometry and problem solving. This course is graded based on competencies and students are expected to demonstrate proficiency in all competencies of the course.

SENIOR MATH - level 2

1/2 CREDIT

Senior Math is designed to meet the needs of seniors who plan to attend college, go on to a technical school, or go into the work force. During the year, the purpose of this course is to bridge the mathematical gap that exists between algebra, geometry, trigonometry, probability and statistics, as well as financial mathematics. The standard elements of these concepts are reviewed, expanded and emphasized throughout the course. The students will learn to analyze, to increase their scores on the Scholastic Aptitude Test (SAT). This course, although somewhat traditional in content, attempts to connect and strengthen mathematical skills to the everyday world. This is done through developing skills in reading, writing, speaking, listening, computing, and problem-solving.

ADVANCED MATHEMATICS - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Advanced Mathematics is a level three course designed to provide a strong foundation of pre-calculus concepts and applications in order to prepare juniors and seniors for more advanced work in mathematics at the post-secondary level. Students develop quantitative reasoning and problem-solving skills, and develop an awareness of the connection between mathematics and other disciplines by modeling real world situations. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, students are encouraged to be active learners by analyzing and interpreting given information and formulating conjectures. Students explore mathematics in individually and group oriented projects and use journal writing to develop the ability to understand and to communicate mathematical ideas effectively. This course makes use of graphing calculators to support and extend the teaching and learning of pre-calculus concepts.

ALGEBRA III - level 2

1 CREDIT

Prerequisite: Successful completion of Algebra II

Algebra III will extend and reinforce Algebra skills and include an introduction to Right Triangle Trigonometry. The class is comprised of several units including a review and continuation of Factoring, Solving Quadratic Equations, Solving Radical Equations, Exploring Exponential, Logarithmic, and Polynomial Equations, Triangle Trigonometry, and Trigonometric Functions and Application.

CALCULUS - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Calculus is designed for seniors who want to take a fifth year mathematics course in high school which will enable them to pursue a science or mathematics careers. Although this is not an advanced placement course, the material covered is that which is ordinarily covered (in much greater detail) in a regular college Calculus I course. The emphasis during the year is on understanding, not to get through a certain number of topics. Throughout the year, greater understanding of topics covered in previous mathematics courses is stressed. Much effort is made to analyze questions before answering them. Graphing, inequalities, and absolute value concepts are examined on a much more abstract level than is done in algebra and geometry courses. This course enables students to work collaboratively on many assignments and encourages them to question much of their own work. They develop hypotheses and test them using graphing calculators and two computer programs currently installed on the system at

Belmont High School. Included in this course is a required paper addressing the importance of a mathematics - related topic. This paper consists of four areas: background information on the topic; that is given credit for discovering or inventing it; historical data of the time(s) in which it was discovered or invented; and interpretation by the student as to its importance. Students will also give an oral presentation thus developing their communication skills.

ADVANCED PLACEMENT CALCULUS (CALCULUS AB) 1/2 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Advanced Placement Calculus is a continuation of Calculus and is designed for students who plan to attend college and would like to earn college credit while at Belmont High School. Calculus AB is primarily concerned with further developing the student's understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also stressed. A passing grade on the national AP exam may entitle students to college credit.

RS STATISTICS - level 3 1/2 CREDIT BHS/3 CREDITS LRCC

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

This introductory course in statistics and probability covers analysis of single and bivariate data, algebraic and graphical analysis, sample statistics, probability, probability distributions, sample variability, sample distributions, the Central Limit Theorem, estimation, and hypothesis testing. Emphasis is on applications throughout the course.

SCIENCE

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

Required Science Course Selections

PHYSICAL APPLICATIONS - level 2

1 CREDIT

Physical Applications is a 1 semester course designed to introduce incoming high school students to concepts of Chemistry and Physics. The first half of the course covers the chemical structure of matter. The remainder of the course focuses on interactions among motion, forces and energy. The hands-on, project based curriculum will support all types of learners. The relationships studied will prepare students to be successful in Biology, Environmental Science, Scientific Investigations and other general electives. This credit fulfills the graduation requirement for Physical Science.

This course is an integration of physical science and technology. This course introduces the scientific method of inquiry through topics such as properties of matter, structure and design, forces and energy, optics and photography, earthscapes and rocketry and space.

PHYSICAL SCIENCE - level 2

1 CREDIT

Physical Science is a 1 semester course designed to introduce incoming high school students to the lab environment for Chemistry and Physics. The nature of matter and patterns of Chemical Change will be covered in the first half of the course. Motion, Forces and Energies will be covered in the remaining time. Course concepts and analytical skills will be integrated with appropriate math and writing skills. The course will prepare students to be successful in: Biology or BSCS, Chemistry 2 or 3, and Physics 2 or 3.

GENERAL BIOLOGY - level 2

1 CREDIT

Biology of Living Things is a general life science program which will include the study of cell biology, biochemistry, genetics and heredity, evolution, taxonomy, botany, zoology, microbiology, and human anatomy and physiology. There will be strong emphasis on collaborative learning and gaining problem-solving skills. Real world issues will be studied and students will be encouraged to think critically and form opinions. Grading is based on successful completion of projects, test and quiz scores and classwork (including daily participation) and homework.

OR

B.S.C.S - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

B.S.C.S. Biology (Biological Science Curriculum Study) is a sophomore level, college preparatory course. It is a survey course which illustrates the fundamental principles of biology using an ecological approach. Principles such as evolution, cellular and organism reproduction, interaction of organisms and environment, comparison of structure and function, organism regulation, and homeostasis are integral parts of this class. The interrelationships among organisms, organism systems, and their niche in the environment are constantly stressed.

Science Electives

THE ETHICS AND PHILOSOPHY OF SCIENCE - level 2

1 CREDIT

This is an elective course that encourages students to explore the ethics and philosophy of science and technology. Students spend time completing short units in which they explore a controversial topic in science, take a position, and debate their opinion. Topics include human-medical experimentation, animal experimentation, cloning, artificial intelligence, social media, and the nature of knowledge. Students are assessed on their ability to write persuasively and argue effectively across a variety of topics. The course is recommended for juniors and seniors, although sophomores may enroll with instructor permission.

EARTH AND SPACE SCIENCE - level 2

1/2 CREDIT

Earth and Space Science is a required half credit project based course that focuses on three main areas. These areas include the Earth as a system, tectonic processes and earth structure, the interaction between the Sun and Earth as well as the function and formation of stars in general. The course will also focus on enhancing the student's skill level of investigation, inquiry, observation and the ability to ask questions.

ATMOSPHERIC SCIENCE - level 2 or 3

1 CREDIT

Prerequisite for level 3: Student must complete entrance test to pursue Atmospheric Science as a level 3 course.

Atmospheric Science is a one credit science elective meant primarily for juniors and seniors. In this course you will gain a better understanding of how the physical and chemical properties of the atmosphere combined with radiation and surface characteristics of Earth dictate specific atmospheric properties/phenomena through student driven inquiries and investigations. Furthermore you will apply this newly attained knowledge to break down the atmosphere as a system by identifying how energy and matter are transported through the atmosphere and how these processes impact life in various ways across the surface of the Earth. Students must have successfully completed Physical Science and Algebra II to enroll in this course.

ENVIRONMENTAL SCIENCE - level 2

1 CREDIT

Environmental Science is designed for junior and senior students needing or wanting additional science credits in an elective class. The class has been designed as a level two choice for those students. Students will become more cognizant of their environment as well as gain knowledge in both natural history and outdoor skills. Students will be active in both traditional and non-traditional activities to acquire this knowledge. Students will work both individually and in groups on subject supportive activities. Students will be expected to dress appropriately for studying outdoors.

CHEMISTRY - level 2

1 CREDIT

Chemistry-2 is a lab course that covers all the basic concepts of chemistry including acids, gases, heat, and reactions. There will be frequent activities to enhance the hands-on nature of the course. This course does not cover as many concepts as level 3, so it is slower paced, however it is still challenging. Students must demonstrate an ability to work both independently and collaboratively and be diligent about safety procedures.

CHEMISTRY - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Chemistry-3 is a lab course in which concepts are developed mathematically and experimentally. There are frequent activities and labs based on the course material: reactions, acids, heat, gases, and solutions. Students are expected to work well independently and to develop their own lab methods. Students must have successfully completed Advanced Math to enroll in this course.

SCIENTIFIC INVESTIGATIONS - level 2

1 CREDIT

Scientific Investigations is a one credit science elective for Juniors and Seniors. The course will consist of one academic quarter of botany and one academic quarter of zoology. The botany portion of the course will examine the study of mosses, ferns, angiosperms and gymnosperms. Students will study plant reproduction, habitat, and identify various plant life indigenous to the region. The zoology portion will examine various invertebrate and vertebrate animals. Body systems, habitats, evolutionary significance, and taxonomy of invertebrate and vertebrate animals will be studied. Invertebrate and vertebrate dissections will emphasize structure and function, with an understanding of comparative anatomy. Animal dissections are a significant part of the zoology portion, which should be considered before taking this course.

PHYSICS - level 2

1 CREDIT

Physics-2 is a lab course designed for the college-bound senior. Students will explore concepts in kinematics, dynamics, energy, and waves. Math and writing skills are incorporated with the required analytical and inquiry skills. Successful completion of algebra II and Trigonometry are strongly suggested

ADVANCED PHYSICS - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

This lab course is for students planning to continue studying for a science based career. Students will explore concepts in kinematics, dynamics, energy, and waves. Advanced mathematics and calculus principles will be applied.

ADVANCED BIOLOGY - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3 or have earned an 83 in the previous level 3 course to stay in level 3. Teacher permission is also required.

Advanced Biology is a senior level course for students who are interested in Biological Sciences and who may pursue them in the future. Advanced Biology is divided into three general subject areas: ecology, anatomy and physiology, and special topics. The ecology section is an outdoor, hands-on forest terrestrial inventory and analysis. This unit stresses the biome as a whole. All

aspects of the abiotic and biotic communities are identified and analyzed. The anatomy section of the class stresses the study of anatomy and laboratory techniques through the dissection of a fetal pig. The special topics section includes studying current news issues, analyzing current science fiction topics, genetics, and common diseases and disorders.

INFORMATION AND COMMUNICATION TECHNOLOGY

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Communication** The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

REQUIRED FOR ALL STUDENTS

ICT - level 2

1/2 CREDIT

This course is required for all freshman students. Students will develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making and become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information. This includes but not limited to common productivity and web based software, as well as, a variety of multimedia software and equipment

TECHNOLOGY EDUCATION

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Communication** The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

RS COMPUTER GRAPHICS I – DESIGN SOFTWARE ESSENTIALS - level 2

1 CREDIT/3 CREDITS LRCC

In this course students cover the necessary functions of Adobe Photoshop and Illustrator. These are the two major 2D image creation and editing softwares. These programs form the foundation of digital imaging in both print screen and video graphics. Students will learn through several lab assignments that cover pixel manipulation, composing, adjusting, and resizing in Photoshop. In Illustrator, students will learn how to properly and efficiently manipulate vectors; how to create and use color properly, and finally how to efficiently output vector images for screen or print. Concepts learned in this course carry over into animation, motion graphics, 3D design, and more.

RS COMPUTER GRAPHICS II - level 2

1 CREDIT/3 CREDITS LRCC

Prerequisite: Student must have earned a "C" in Computer Graphic 1. Teacher permission is also required.

Computer Graphics II combines Digital Photography and Animation

Digital photography gives students a chance to sharpen their skills by studying what makes a good photograph instead of a snapshot. Some time will be spent using Photoshop to manipulate digital images to create different artistic presentations. Flash, along with Illustrator, will be the software that we will be using to create animations. Multimedia presentations include, but are not limited to, PowerPoint, Moviemaker video production and audio/enhanced podcast

College credit is available through Lakes Region Community College / Project Running Start for Digital Photography.

ADVANCED COMPUTER GRAPHICS - level 3/Honors

1 CREDIT

Prerequisite: Student must have earned a 93 in the previous level 2 course to move to level 3. Teacher permission is also required.

Advanced Computer Graphics- In the first two courses the students have been introduced to a number of different areas of computer graphics. In the independent study course, the student, with instructor help, will design a course of study that advances them in there area of interest and strengthens deficiencies. Students should come into the course with a draft of what they wish to study plus their portfolio so their work can be reviewed. Space for this course is limited. Students will be selected for this course by approval of the instructor based on previous grades, strength of portfolio and the draft of what they propose to study.

RS WEBSITE DEVELOPMENT - level 3/Honors

1 CREDIT BHS/3 CREDITS LRCC

Prerequisite: Student must have earned a "C" in Computer Graphic 1. Teacher permission is also required.

Website Development- This class provides the students with the opportunity to take this course for BHS credit and also for three LRCC credits through the Running Start agreement we have with the Laconia College. This course offers an introduction to Website Development using both HTML and Dreamweaver to create multiple sites. Students will: learn the basics of good design, create a root folder, develop a site by creating pages and importing images, and link pages with hyperlinks. Our school site is an example of their work.

COMPUTER PROGRAMMING - level 2

1 CREDIT

This course is for the student with a strong interest in computers. Material covered in this course will consist of a detailed, in-depth study of programming in general and practice writing programs in the following languages: Qbasic, Visual Basic, HTML and C. If time permits, an investigation of C++ and Java will also be covered.

COMPUTER TOPICS - level 2

1/2 CREDIT

Teacher permission required

This course is for the student with an interest in a career in the computer field. Material covered in this class will be as follows:

1. PC building, repair and maintenance
This will be a project-oriented class with PC's.

A+ ESSENTIALS - level 2

1 CREDIT

Students select one of the following three technology options to complete during this one semester long class.

A+ Hardware/Software: This course is designed to provide a strong foundation of computer concepts and procedures in order to prepare students for taking the A+ Essentials exam. Students develop reasoning and problem-solving skills, and develop an awareness of the connection between the software and hardware vocabulary of the modern PC. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, A+ Essentials is designed to provide a strong foundation of computer concepts and applications in order to prepare for the Information Technology world. Students are encouraged to be active learners by analyzing and interpreting given information, performing hands on exercises to problem solve various real life problems. Students explore the computer in individual and group-oriented projects and use the Internet to research different ways to accomplish tasks to be an effective and communicative member of an IT team.

A+ Practical Application: This course is designed to enhance the knowledge of computer concepts and procedures in order to prepare students for taking the second A+ exam called Practical Applications. Students continue to develop reasoning and problem-solving skills, and applying this skill to different problems and scenarios. This course utilizes various learning and teaching styles. In addition to the traditional lecture technique, A+ Practice Applications is designed to provide a strong foundation of computer concepts and applications in order to prepare for the Information Technology world. Students are encouraged to be active learners by analyzing and interpreting given information, performing hands on exercises to problem solve various advanced real life problems.

Networking/CCNA: This course is an introduction to the different types of networks with an emphasis on peer to peer networking which is used in local gaming. Students will come away with knowledge of how different networking devices are used to enhance speed and band width. The dedicated student may learn about Cisco, sub-netting and routing in order to take the CCNA at a local testing site.

INNOVATIONS IN RESEARCH METHODS - level 3

1/2 CREDIT

Innovations in Research and Methods provides self-motivated individuals the opportunity to investigate a wide range of academic topics using a variety of technologies. This project-based course covers topics including alternative energy, electronics, energy conservation and research and collaboration techniques. Research on the impact that technology has had on society and an analysis of applications of technology to academic practices will be undertaken. Students will investigate methods to accurately gather, manipulate, and communicate information.

ADVENTURES IN COMPUTING – level 2

1/2 CREDIT

Adventures in Computing is a beginners programming course using Alice 2.2. Alice is an innovative 3D programming environment that makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. Students learn fundamental programming concepts in the context of creating animated movies and simple video games. In Alice, 3-D objects (people, animals, and vehicles) populate a virtual world and students create a program to animate the objects. In Alice's interactive interface, students drag and drop graphic

tiles to create a program, where the instructions correspond to standard statements in a production oriented programming language, such as Java, C++, and C#.

ENGINEERING TECH - level 2

1/2 CREDIT

The engineering tech class is similar in scope to the engineering class mentioned above with less of an emphasis on algebra and upper level science topics to allow access to all BHS students. Students will be involved in the hands-on aspects of the class projects that are conducted in conjunction with the TRAC class.

BIOTECHNOLOGY - level 3/Honors

1 CREDIT

Prerequisite: Successful completion of Biology and Chemistry.

Biotechnology is a one credit elective for Juniors and Seniors. It is designed to cover introductory biochemistry, analytical and biomanufacturing processes, and bioethics. Students will work with basic lab equipment and also more advanced biochemical equipment. Students will be able to work both individually and collaboratively on a variety of tasks including: research, problem solving, experimentation design, lab execution, and presentation. Students enrolled in chemistry during biotechnology are eligible. This is a challenging course that explores and experiences one of the new, developing fields of science.

WORLD LANGUAGES

Primary Expectations for Student Learning:

- **Reading for Understanding**

The BHS student will read actively and critically to understand a variety of media.

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Local and Global Awareness**

The BHS student will acquire knowledge of and understand content from a local and global perspective.

FRENCH I - level 2

1 CREDIT

French I is designed to meet the foreign language component of the college bound student's high school curriculum as well as the needs of any student who desires to be proficient in a second language. Throughout the academic year the students will study French through a variety of situations common to daily life in France and francophone countries. The students will be required to memorize vocabulary and grammatical structures in order to accurately communicate in French. Students will be expected to develop skills necessary to understand spoken and written language as well as to respond orally and in writing. All students will be required to work collaboratively and individually for mastery of subject material. The text is used as the skeletal structure for the French I curriculum. Students are expected to use the language as soon as possible and many lessons are conducted entirely in French.

FRENCH II - level 2

1 CREDIT

Prerequisite: C or better in French I.

French II is designed to continue the second part of meeting the foreign language component of the college bound student's high school curriculum as well as the needs of the student who desires oral proficiency. As in French I the students participate in situations common to those in which one finds oneself in francophone country. Students will complete a long-term project in which they will pretend to move to Paris. The text is used as the framework for grammar and vocabulary. Daily class activities will develop the students' abilities in the four skill areas of listening comprehension, reading, writing, and speaking in French. At this level more original expression in the language will be required and students are expected to speak French as much as possible.

FRENCH III - level 3/Honors

1 CREDIT

Prerequisite: C or better in French II.

French III is designed to provide an arena in which the college bound student will enhance his communication skills in the target language of French. Throughout the academic year the students will study France, French culture, French history and French politics. Students will draw on their mastery of basic grammar skills from the preceding two years in order to participate in activities. The text is used to continue to build vocabulary and grammar. Reading material of various levels will be offered in order to augment the vocabulary and grammar. During the second quarter students will read *Candide* by Voltaire. Classes are held in the target language as much as possible.

FRENCH IV - level 3/Honors

1 CREDIT

Prerequisite: C or better in French III.

French IV is designed to meet the needs of a college bound student who either desires to study at a post-secondary institution which substitutes four years of foreign language at the secondary level for its general education foreign language credit. It also serves as a year during which the student may practice the skills mastered during the previous three years. Students will be asked to watch movies dealing with a variety of historical periods and cultural topics. Selected reading from different time periods and a variety of philosophical stands are intrinsic to the nature of this course. During the second quarter students will read *Le Petit Prince* by Saint-Exupery. Classes will be held entirely in the target language.

SPANISH I - level 2

1 CREDIT

Spanish I is designed to meet the foreign language component of the college-bound student's high school curriculum as well as the needs of any student who desires basic knowledge and skill in a second language. It is an introduction to both Spanish language and culture. Students will study Spanish through a variety of situations common to daily life in any Hispanic country. Students will be required to memorize vocabulary and grammatical structures to establish a foundation for accurate communication in Spanish.

Students will develop skills necessary to understand and respond to spoken and written language. Students will be required to work collaboratively and individually for mastery of the subject material. The text (*Somos Asi 1*) and affiliated materials are used as the scope and sequence for the Spanish I curriculum.

SPANISH II - level 2

1 CREDIT

Prerequisite: C or better in Spanish I.

A sequential course to Spanish I, Spanish II builds on the proficiency gained in Spanish I. Grammar and vocabulary are studied more intensely to allow students a better command of

the language. The culture and history of Mexico is studied through a virtual travel project. Situations and problem solving will allow students to show their competency and control of the subject material. The skills gained in this course will serve as a firm basis for more advanced study. The text (Somos Asi 2) and associated materials are used as for the scope and sequence of the Spanish II curriculum.

SPANISH III - level 3/Honors 1 CREDIT

Prerequisite: C or better in Spanish II.

Spanish III continues to reinforce the skills learned in the first two years of Spanish language study. Expanded vocabulary and grammar will enable students to participate in classroom discussions in Spanish related to units developed in prior years of study. Oral, multimedia media presentations and writing assignments relate to current events, culture and the history of Spain. Students will read and discuss the classic Spanish work *El Cid* (adapted for high school students by Marcel C. Andrade). A combined Spanish language text/workbook, Spanish language readers and collections of poetry, legends and short stories are used to enhance the Spanish III curriculum.

SPANISH IV - level 3/ Honors 1 CREDIT

Prerequisite: C or better in Spanish III.

Spanish IV further develops students' speaking, listening, reading and writing skills. The vocabulary and structure studied allows for more creative expression. Students will read and study a number of literary works including Miguel de Cervantes' *Don Quijote de la Mancha* (adapted by William T. Tardy). They will also explore and study various Hispanic artists, authors, and musicians. Students will show their proficiency through projects designed to meet their future educational or career goals. This course is designed for the student that is able to successfully accomplish independent/individual study projects.

BUSINESS EDUCATION

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Self and Community Awareness**

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

INTRODUCTION TO BUSINESS - level 2

1 CREDIT

The Introduction to Business course is an introductory-level course open to students in grades nine through twelve. In addition to meeting the state requirement for economics, the course is designed to accomplish the following purposes:

1. Introduce the student to the American economic system and the various roles played individuals, businesses, and the government within that system.
2. Introduce the student to the variety of roles and functions required to operate a business
3. Prepare the student for further training and study in business.

Students will analyze case studies and events affecting the U.S. economy and businesses, develop a business plan for a company of their choice, and participate in a competitive on-line business management simulation against other students throughout New Hampshire.

This course can also fulfill the ½ credit Economics requirement.

FINANCIAL LITERACY - level 2

1 CREDIT

*Financial Literacy is also listed as a Family and Consumer Science Course

Money, money, money, money! Some people let money control their lives, while others take control of their finances and make their money work for them. Getting started early can make a huge difference when it comes to managing your money. The Financial Literacy course is an introductory-level course open to students in all grades but particularly useful for students in grades eleven and twelve. The course is designed to provide students with the basic skills and knowledge needed to effectively manage their personal finances. Topics covered include the following:

1. An overview of personal financial management
2. Budgeting
3. Banking and checking accounts
4. Savings and investments
5. Credit and credit risks
6. Risk management and insurance
7. Careers, income, and taxes
8. The wise consumer.

Students will work in an activity and project-based environment to learn and use very practical skills related to maximizing what your money can do for you.

ACCOUNTING - level 2

1 CREDIT

Everybody loves to make money! When it comes to business, understanding the numbers and how to manage them is a key to becoming profitable. Accounting I will provide students with an introduction to basic accounting concepts, including debits, credits, and the accounting equation. Students will also learn about the entire accounting cycle, including recording transactions, preparing financial statements, and closing the books for a small business or proprietorship. Concepts covered in class will help prepare students who wish to study business or accounting in college, open their own business, or simply manage their own personal finances. Accounting I is an introductory level course open to students in grades 9-12.

ACCOUNTING II - level 3/Honors

1CREDIT

Accounting II builds upon the foundation established in Accounting I. This course helps students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. Students apply previously learned principles to the more complicated types of business organizations: partnerships and corporations. Students also become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and not-for-profit accounting. Automated accounting programs are utilized. Projects and simulation packets that follow each unit provide students with an on-the-job type of experience.

MARKETING - level 2

1 CREDIT

Marketing is a creative and fun area of business that many students enjoy. The Marketing course is a more advanced business course open to all students. The course is designed to explore and experiment with an array of marketing functions, including selling, product presentation, promotion, distribution, pricing, marketing research, product planning, and careers in marketing.

Students will apply the concepts discussed in class to practical marketing projects and simulations related to local and global business. Students will also develop a marketing plan for a new product of their choice.

MANAGEMENT AND LEADERSHIP - level 2

1 CREDIT

Students in this course will study concepts related to management and leadership, including motivation, communication, group dynamics, perception, negotiation and influence, and conflict management. Students will also look at different leadership styles and their impact on people. The course will involve a review of practical application by leaders and managers, including case analysis, guest speakers, and field trips. Students will choose a leader and seek to understand what characteristics helped them to become successful. By course end, students should have a solid understanding of the qualities and skills that are often found in effective managers and leaders, as well as an understanding of how to more effectively interact with others, a skill that is essential for success in any social or professional environment.

INDEPENDENT STUDY – level 3/Honors

Any student interested in designing a business project in a specific area of interest to research or conduct for a quarter or semester can see Mr. Hill to develop a proposal.

FINE ARTS EDUCATION

Primary Expectations for Student Learning:

- **Communication**

The BHS student will communicate effectively through writing, speaking, listening, and viewing, utilizing technology when appropriate to the task at hand.

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

All students are required to earn 1 fine arts credit. Refer to page 5, BHS Graduation Requirements, to see other options for fulfilling this credit.

INTRO TO ART - level 2

1/2 CREDIT

This .5 credit course will concentrate on the elements and principles of design, with drawing and painting the primary focus. Students interested in art will be required to take this course prior to any other fine arts course. Understanding and applying different media, techniques, and processes is the primary goal. This class offers those students who would like to learn new skills or those wishing to improve are encouraged to take this class. Expectations are high and grading standards are geared towards effort, creativity, and craftsmanship. Certain students may portfolio out of Intro to Art by demonstrating proficiency with drawing, and with a fundamental understanding of color theory.

ART EXPLORATORY - level 2

1/2 CREDIT/ Exploratory

Prerequisite: Successful completion of Intro to Art.

Each Art Exploratory concentrates in depth on one process of art making. Student's have an opportunity to zero in on that area of art that they want to concentrate on. Students may take one, two or all four if they want but must take Intro to Art first.

9 weeks each:

Drawing Painting Design Sculpture

Drawing

This exploratory will be solely observational drawing using different materials, subject matter and techniques. Portraits, still life, figure and landscape drawing will be included and sketchbook work is mandatory.

Painting

This class focuses on learning how to paint representational imagery. A solid grasp of observational drawing is imperative; understanding spatial relationships, the difference between real and imaginary space and value. The goal is to demonstrate, with paint, how to portray light traveling across the surface of an object. Color theory and color mixing will be emphasized as the vehicle to attain realism. The class will use both watercolor and acrylic paints.

Painting can be highly frustrating so this class is very challenging. Light source, value, tints, shades, realism, positive and negative space, and ground all must be integrated into each painting. Careful observation of each object and accurate drawing of each object prior to painting will be as important as the actual painting. Each aspect will be evaluated.

Design

This is an excellent class for students interested in understanding how to make any project involving layout work better, from graphic design to crafts, yearbook to set design and everything in between. Learning the qualities of positive and negative space and the interaction between the two is crucial for successful design work. No drawing experience is necessary for this exploratory.

Sculpture

Creating 3 dimensional form is the basic premise of this exploratory. The class will use a variety of materials to investigate positive and negative space, modeling, additive vs. subtractive, and combining multiple objects.

ART II - level 2

1 CREDIT

Prerequisite: Successful completion of Art I.

Art Two utilizes the skills acquires in Art One and takes those skills to the next level. Using more advanced tools and materials, students study drawing, painting, printmaking, and design in a more sophisticated and technically challenging manner. However, the central core of each unit will be a specific art movement, commencing in the 19thc. In addition to the art projects, students will conduct research on a piece of art from each period we study, following a specific format, as well as quizzes to test their understanding. The breakdown of grading is: Projects 70%, Research 20%, Tests 10%. Any student wishing to pursue art at the college level and planning to take Advanced Art is required to take this course.

ADVANCED ART - level 3/Honors

1 CREDIT

Prerequisite: Successful completion of Art II.

Advanced Art offers junior and senior students with studio experience a background that will more thoroughly prepare them for a career in visual arts. These students may be considering further study at an art school or university. Advanced Art is designed to develop a sense of craftsmanship, artistic and aesthetic maturity and a responsibility to one's personal growth. Through focused individual and group studies of works of artists from the second half of the century, the students will make identifications with contemporary issues. They will find their own voice as artists through experimentation with various mediums of their own choosing as well as assigned projects. The technical skills that were developed in the previous classes will continue to be enhanced through experiences that require a variety of media and processes.

HIGH SCHOOL BAND - level 2

1 CREDIT

High School Band is open to all students grade 9-12 who meet minimum requirements. Throughout the year, students build on their musical knowledge and increase their skills in using the vocabulary and notation of music. They will be expected to learn a large number and variety of types of musical pieces. Students will also develop increased expertise and confidence in musical performance. Ensemble and solo performance is encouraged, in addition to participation in full band and / or stage band. Performance is an integral part of the Belmont High School Band. The band plays a vital role within the school, the communities of Belmont and Canterbury and also throughout the northern New England region. Band students are active within the school by performing in the annual Holiday Concert, Spring Concert and graduation ceremonies. There are also frequent appearances in assemblies, sporting events and musicals. In the wider communities of Belmont and Canterbury, band members are required to attend Memorial Day parades, Old Home Day parades, and the annual Gazebo Concert. And in the region, band members participate in music festivals, march at the Eastern States exhibition, numerous Fourth of July and Christmas parades and are involved in

exchanges with other schools in neighboring states. In all of these settings, band members are representatives of Belmont High School. From this, students gain a sense of pride as they contribute to their community and learn to appreciate the value of working together towards a common and concrete goal. Attendance at concerts and performances is required and absence from events will affect final grades.

CHORUS - level 2

1 CREDIT

Chorus is an elective class for high school students who desire either to sing or to learn about singing both individually and in a group. The course is open to all who wish to take it, having demonstrated some basic musical abilities such as pitch comprehension (ability to match a pitch) and a desire to expand energy creating and learning the choral art. Students may take the course regardless of any amount of prior musical experiences. The course centers around the arts of vocal and choral singing, vocal aspects focusing on solo singing and choral on group singing. Throughout a year's participation in the course, the student will be required to show proficiency and improvement in choral skills, musical knowledge and vocal production. Chorus can be taken for a half year, a whole year, four years or any combination in-between. The course is not sequential, and so can allow the students to add or drop at appropriate times during their matriculation at Belmont High School. Musical vocal expression is an outlet for many students of varying musical ability. The process of learning how to use this tool of self-expression requires a course of study involving different methods of its creation and knowledge of the art itself. Learning how to vocally express oneself involves, among other things, knowledge of how to match pitches to a piano and other vocalists, how to create a pleasing vocal tone that fits into the specific style of song sung, how to make sure that one's expression can be interpreted correctly by the listener and how the grouped singing of a chorus differs from a solo performance. Knowledge of the use of music as a tool for musical expression must be done on a personal performance basis: one must perform musically in a trial and error format in order to learn how best to express exactly what one is trying to express. Classes in the performing arts, such as Chorus, are in place to give the student these opportunities. Attendance at concerts and performances is required and absence from events will affect final grades.

MUSIC THEORY - level 2

1/2 CREDIT

Music Theory is open to all students who demonstrate a willingness to learn music fundamentals and keyboard skills. This course provides an introduction to the structural aspects of music, including aural dictation and written theory. The course is designed to familiarize students with the rudiments of musical construction.

HISTORY OF ROCK AND ROLL - level 2

1/2 CREDIT

The History of Rock and Roll is open to all students who are interested in exploring the foundation of rock. This course provides an in-depth analysis of the origins of rock, starting with African blues and European influences, gospel and spirituals, country, jazz and then moving by decade through the early days of rock and roll, right up to the present day. Students will learn that Rock wasn't invented by one man or one race. They will learn instead about the many musical influences that contributed to this still evolving, highly durable form of music.

HEALTH EDUCATION

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Self and Community Awareness**

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

Required Health Course

HEALTH - level 2

1/2 CREDIT

Health is a required course for ninth graders. The health course at Belmont High School introduces the wellness approach to good health and stresses the need for balance in one's life. Students will have the opportunity to evaluate their own health knowledge and behavior so that they are better equipped to face critical health issues. They will be encouraged to look closely at their own lifestyles, to learn the skills necessary for changing negative behaviors, and to set goals for improving their well being.

FAMILY AND CONSUMER SCIENCE

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Self and Community Awareness**

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

FOODS - level 2

1/2 CREDIT

Prerequisite: Successful completion of Health

Students will learn the relationship of food to good health and changing lifestyles. Current topics such as obesity, body mass index, healthy snacks, and eating out will be discussed. The importance of food safety and sanitation in the kitchen, basic measuring skills, reading and understanding a recipe, and "how-to" techniques are practiced as the students prepare a variety of foods using the major food groups in relationship to the Dietary Guidelines for Americans. Consumer skills and meal management are also learned as students prepare a luncheon for invited guests. Planning and preparing a healthy dinner for their family is a final requirement.

ADVANCED LIFE SKILLS - level 2

1 CREDIT

Prerequisite: Junior/Senior and successful completion of Health I

This class is designed for juniors and seniors who wish to further pursue health for personal and/or professional goals and may be interested in pursuing a career in a health related industry. Students will participate in many class discussions about various health topics. Students will also have the opportunity to participate in community service projects, become certified in first aid/CPR, and teach a health class to different grade levels. Topics that will be covered include: Drug and alcohol abuse and addiction, Sexuality and your decisions, Infant/child development, First Aid/CPR, Mental/Emotional Health, Various health professions, Health throughout the world.

CAREER VISIONS - level 2

1/2 CREDIT

Career Visions is a nine week course designed to teach students how to be successful in the workplace. Employers need employees with critical thinking and problem solving skills. Effective communication skills are also necessary in achieving success in the workplace. Students will be challenged to develop and/or fine tune these skills through course activities, case studies and text readings. Upon successful completion of this course, students should be able to assess personal skills, abilities, strengths and weaknesses, utilize available resources to collect data and explain the relationship between workplace expectations and career development. Students will also develop an individual career plan and define employee rights and occupational safety and health guidelines.

FINANCIAL LITERACY - level 2

1 CREDIT

Money, money, money, money! Some people let money control their lives, while others take control of their finances and make their money work for them. Getting started early can make a huge difference when it comes to managing your money. The Financial Literacy course is an introductory-level course open to students in all grades but particularly useful for students in grades eleven and twelve. The course is designed to provide students with the basic skills and knowledge needed to effectively manage their personal finances. Topics covered include the following:

1. An overview of personal financial management
2. Budgeting
3. Banking and checking accounts
4. Savings and investments
5. Credit and credit risks
6. Risk management and insurance
7. Careers, income, and taxes
8. The wise consumer.

Students will work in an activity and project-based environment to learn and use very practical skills related to maximizing what your money can do for you.

PERSONAL WELLNESS - level 2

1/2 CREDIT

Prerequisites: 11th or 12th grade, Health 1 and Personal Fitness

Personal Wellness is an integrated health and physical education course. This course emphasizes personal fitness, focusing on cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Nutrition will also be a major concentration focusing on healthy choices, analyzing diets and creating menus. Additional topics will include but not be limited to, nutritional supplements, stress management and mental health, food and exercise fads and quackeries and sports medicine and athletic training. This course is a classroom and lab based course.

PHYSICAL EDUCATION

Primary Expectations for Student Learning:

- **Problem Solving**

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate, and solve practical and abstract problems.

- **Content Knowledge**

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

- **Self and Community Awareness**

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

Required Physical Fitness Courses

LIFETIME ACTIVITIES AND FITNESS - level 2 1/2 CREDIT

In this class students learn the basic principles of fitness. In addition they are introduced to several lifetime activities. Such activities include, archery, table tennis, golf, and other indoor and outdoor recreational activities. These activities challenge the students physically, mentally, and socially.

OR

TEAM SPORTS AND FITNESS - level 2 1/2 CREDIT

In this class students learn the basic principles of fitness. In addition they are introduced to different aspects of a variety of team sports including but not limited to basketball, lacrosse, volleyball and team handball.

Physical Education Electives (at least ½ credit required)

PERSONAL FITNESS - level 2 1/2 CREDIT

Prerequisite: Successful completion of Lifetime Activities & Fitness or Team Sports & Fitness.

The P.E. program provides students with the opportunity to participate in a wide variety of fitness activities. These activities challenge the students physically, mentally, and socially. Students will identify and research current wellness topics and will create and engage in a personal fitness program based on individual needs and appropriate fitness practices.

STRENGTH TRAINING AND CONDITIONING I - level 2 1/2 CREDIT

Prerequisite: Personal Fitness.

This class builds on the concepts learned in Personal Fitness. The assignments students are given reflect a deeper understanding of fitness principles and require more individualized programming.

STRENGTH TRAINING AND CONDITIONING II - level 2 1/2 CREDIT

Prerequisite: Successful completion of Strength Training and Conditioning I

This class reviews the concepts covered in Strength Training and Conditioning I. There is a greater focus on the science behind exercise and its effects on the human body. Students continue to engage in the personal fitness plans they developed in Strength Training and Conditioning I.

ADVENTURE PHYSICAL EDUCATION - level 2

1/2 CREDIT

Prerequisite: Successful completion of Lifetime Activities & Fitness or Team Sports & Fitness and teacher permission.

This course will be offered to those students who are interested in exploring additional topics in Physical Education. Possible topics may include multicultural/international activities, tennis, golf fly fishing, cooperative activities and the ropes challenge course. The course will consist of both physical and classroom activities.

J. OLIVA HUOT TECHNICAL CENTER **PROGRAM OF STUDIES**

Career and technical education is a curriculum designed to provide knowledge and technical expertise in various career pathways. It involves the development of an individual's abilities and understanding of attributes that result in future employment or pursuit of post-secondary educational opportunities which includes both the 2 and 4-year level. All programs articulate with at least one college to provide students with advanced placement, college credit through dual enrollment in some programs, and qualified admission.

Students receive a great deal of laboratory experience in settings that simulate business, industry, and community resources. Classroom theory and related instruction is provided to enhance learning. There are opportunities for participation in a variety of activities that are available through student leadership groups. Students may also be eligible for and participate in career experiences and internships available within the business community. Programs generally are two semesters and receive two credits. *All the Manufacturing and Engineering Technology courses are one semester and one credit each.* Entrance to the second level of any career and technical program is conditional upon attaining a grade of C/75% or better in the first level or with prior administrative approval. Most programs are available for juniors and seniors. Males and females are strongly encouraged to explore enrollment in any program of interest.

Automotive Technology I (10-12) (Comprehensive/Accelerated)

Automotive Technology II (Comprehensive/Accelerated)

Career Cluster: Transportation, Distribution and Logistics

Automotive Technology will allow the students to learn about maintenance, diagnosis, and repair of the many complex systems of the automobile (e.g., electrical, cooling, suspension, fuel, etc.). Each system is approached by starting with basic theory, parts identification and complete understanding of the function of each system and its relationship and use in the automobile. Shop time will be used to apply the knowledge of the classroom theory by allowing students to do actual hands-on repair on their own vehicles as well as "live" vehicles to work on. Competitions and an internship program are also offered to the students who wish to participate. The program is nationally accredited by the NATEF organization. An entry interview is required prior to admission.

College credit can be earned through LRCC Project Running Start in Automotive Systems. The program also articulates with Central Maine Community College.

Biotechnology (10-12) (Comprehensive/Accelerated/Honors)
Career Cluster: Science, Technology, Engineering and Math

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

Building Construction I (10-12) (Comprehensive/Accelerated)
Building Construction II (Comprehensive/Accelerated)
Career Cluster: Architecture & Construction

This is a two-year program providing entry-level skills in the area of residential and light commercial building construction. Construction tools and equipment are used to learn and practice the many skills that are necessary for residential construction career fields. You will build storage buildings and other small wooden structures and related projects which are built for area residents. The second level students are involved in the off-campus construction sites for various community organizations. Opportunities to become members of the Lakes Region Home Builders & Remodeler's Association will be available. The program articulates with Central Maine Community College.

BUSINESS COURSES

Career Clusters: Business Management Administration, Finance and Marketing

Business Technology (10-12) (Comprehensive/Accelerated)

Business

Technology is a course in which students learn how today's businesses function using the internet, current business software (electronic mail, word processing, spreadsheets, presentation software, and database applications), and office equipment. Employment procedures, records management, business correspondence, and ethics are also studied. Students will have the opportunity to gain skills leading to MOUS (Microsoft Office User Specialist) certification and earn 4 college credits in Software Applications through Lakes Region Community College.

Business Management (10-12) (Comprehensive/Accelerated)

The Business Management program provides students with skills and knowledge needed to open, operate, and manage a small business. Students will learn about management techniques, human resources, entrepreneurship, marketing, finance, research, business plans, business ethics, and international business. Students will help run the school store, and are exposed to local businesses while developing employability, leadership, problem-solving, and teamwork skills. Students have the opportunity to earn 3 college credits in Introduction to Business through Lakes Region Community College.

Financial Management (10-12) (Comprehensive/Accelerated)

The Financial Management program provides students with the opportunity to investigate the world of personal and business finance. Students examine personal and business finance, principles of investing, private and commercial lending, business communications, law and banking, marketing, customer service, and employability skills. The program provides real teller experience through the Huot Branch of the Laconia Savings Bank located in the classroom. Priority is given to seniors. This class fulfills an economics credit. Students have the opportunity to earn 3 college credits in Personal Finance through Lakes Region Community College. Note: Students may participate in Future Business Leaders of America and leadership activities in all classes.

Culinary Arts I (10-12) (Comprehensive/Accelerated)

Culinary Arts II (Comprehensive/Accelerated)

Career Cluster: Hospitality & Tourism

This two-year program is for students interested in the study and preparation of commercial foods so they may enter directly into the culinary field or seek advanced education. Students are taught how to operate the equipment commonly found in a restaurant or cafeteria and participate in formal functions in the American Spirit Dining Room. A variety of food items are prepared to teach knowledge and skills in a Culinary Arts field. College credit can be earned through Lakes Region Community College Running Start in the courses of: Introduction to Hot Foods and Catering.

Early Childhood Education I (10-12) (Comprehensive/Accelerated)

Early Childhood Education II (Comprehensive/Accelerated)

Career Cluster: Education & Training

The Early Childhood Education Program/Careers in Education is a nationally accredited (NAEYC) two-year program designed for students who are interested in working with children of various ages in educational settings and other professional fields. Students pursuing degrees in elementary education, child psychology, speech/language, OT, etc. may also wish to enroll. These skills are developed as theories and then put into practical application when the students are placed in community field sites or the Child Development Center of the Huot Technical Center. Students learn various activities that improve upon the cognitive, physical, social/emotional, and language development of children. Students also participate in activities of the national FCCLA organization, which stresses leadership skills and community service. Eleven (11) college credits may be earned through Lakes Region Community College Project Running Start for 3 courses for a small fee and a grade of at least 85%.

Health Science & Technology I (10-12) (Comprehensive/Accelerated)
Health Science & Technology II (Accelerated)
Career Cluster: Health Science

Students who enter this career pathway will learn CPR, first aid, medical terminology, anatomy & physiology and many other health care skills. You will explore a variety of health careers options. Observation hours required for college admission can be done through this class. Students practice hands-on skills in the classroom and at local health care facilities. You may participate in a clinical field site experience designed to meet your career interests. You have the option to complete a state approved (LNA) Licensed Nursing Assistant course. You may obtain up to 8 college credits for a small fee through the Project Running Start Program by completing Nursing Assistant offered at Lakes Region Community College or Introduction to Exercise Science through Manchester Community College. Students may contract to take this course for Honors credit.

Human Service and Culinary Tech Careers (9-10)
Career Clusters: Human Services and Hospitality & Tourism

This course teaches students about the areas of food service, hospitality, and careers in human services, including employability skills, depending upon interest and goals. It is designed primarily for freshmen and sophomores who are interested in pursuing a 3-year sequence in programs in Culinary Arts, Early Childhood Education, or the health sciences.

Law Enforcement (12) (Comprehensive/Accelerated)
Career Cluster: Law, Public Safety, Corrections & Security

Students completing this course will recognize the social and political influences that contribute to law enforcement and how law enforcement is a critical partnership between citizens and the justice system. Particular attention will focus on the overview of the Laconia Police Department, goals, characteristics and culture of policing as well as the challenges of policing within the law (For example, apprehending criminals without violating their constitutional rights). Students will recognize the significant issues involved in policing, including discretion, discrimination, racial profiling, use of force, pursuit, liability, corruption and ethics. Major emphasis will be placed on police investigative and reporting techniques. Each learning experience will require students to be active participants, disciplined listeners, critical thinkers, as well as effective writers and public speakers.

MANUFACTURING AND ENGINEERING TECHNOLOGY (MET) COURSES
Career Clusters: Manufacturing & Science, Technology, Engineering and Math

You will have the opportunity to learn how to design and develop products using solid modeling software and CNC machinery. You will learn about proper and safe use of different computer-controlled precision manufacturing operations. There are opportunities for students to pursue various career pathways within this broad area of instruction which include; mechanical, industrial, electronic, civil and architectural engineering. The program articulates with various community colleges and students have the opportunity to receive certification from the American Drafting Design Association, a Master CAM Associate Level Certification, and Certified Solid Works Associate Certificate.

Manufacturing Engineering Technology I (9-12) (Comprehensive/Accelerated)

You will learn about the proper and safe use of different computer- controlled precision manufacturing operations and how the design process works using Solid Works software.

Manufacturing Engineering Technology II (9-12) (Comprehensive/Accelerated)

You will continue to learn about the proper and safe use of different computer- controlled precision manufacturing operations and how the design process works using Solid Works software.

Introduction to Engineering Design (9-12) (Comprehensive/Accelerated)

Students develop problem-solving skills using Solid Works Autodesk Inventor software with an emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. State of the art computer hardware and software will be used to emphasize design development processes and computer aided drafting & design. Requisite: Concurrent enrollment in college-level preparatory mathematics if not already taken. The fine art requirement can be met by this course. This class may be taken multiple times for additional credit. Students may contract to take this course for Honors credit.

Principles of Engineering (9-12) (Comprehensive/Accelerated)

This is a survey course designed to help students understand the field of engineering and engineering technology. Various engineering systems and manufacturing processes will be explored. The main goal is to experience theory and hands-on problem solving activities to learn what engineering is all about. Requisite: Concurrent enrollment in college-level preparatory mathematics if not already taken. This class may be taken multiple times for additional credit. Students may contract to take this course for Honors credit.

Open Engineering (9-12) (Comprehensive/Accelerated)

This is a course designed to give students the opportunity to explore and or advance in several specialty areas of engineering – Architectural, Landscape Design, Mechanical, Industrial Design, Advanced Robotics and Aeronautics. It is the intent of the open engineering course to expand a student's learning experience beyond the normal classroom setting. The Open Engineering course will require students to be self-motivated and organized to maintain productivity with completion of a detailed, accurate, hand written portfolio of activities. Students may contract to take this course for Honors credit.

Capstone in Manufacturing Engineering Technology (11-12)

The CAPSTONE project enables you to further your knowledge/skill in one of the career pathways which you believe to be especially interesting to you. The project represents a significant portion of your final grade for the course. You will be expected to represent attainment of advanced knowledge/skill levels in the selected topic. It will be necessary for you to create a computer-based presentation of your project at the end of the semester.

Multimedia Communications I (10-12) (Comprehensive/Accelerated)**Multimedia Communications II (Comprehensive/Accelerated)*****Career Cluster: Arts, A/V Technology and Communication***

The fundamentals of TV and radio production, web site design, broadcasting, and print advertising will be taught. Students will learn about basic audio and video equipment, integrated computer graphics, electronic field production, and digital editing techniques. Scriptwriting, lighting set-up, and audio production will also be covered. Local events within the schools and communities will be produced for the local community access television for viewing by community groups, coordinating with Lakes Region Public Access Television. Students are

expected to complete an off-site field experience or a portfolio. This is a high technology program for the creative student. The program articulates with New England School of Communications.

Plumbing and Heating I (10-12)(Comprehensive/Accelerated)

Plumbing and Heating II (Comprehensive/Accelerated)

Career Cluster: Architecture & Construction

This is a two-year program designed to provide the student with an understanding and appreciation of the plumbing and heating trade. The program will include residential and industrial work standards. Students will gain knowledge of plumbing and heating, its tools and equipment, and become familiar with the codes relating to the plumbing and heating trades. Skills to be studied include work with copper tubing, plastic pipe and fittings, soldering, pipe threading, solar and other alternative energy sources, work from prints, cost estimating procedures and various heating systems. Students receive experiences in off-campus building projects. Upon completion of the course you are eligible to enter into the second year of the New Hampshire Apprenticeship Program.

Pre Tech

This is a pre- technical education program that will teach experiences related to cooking, childcare, & health. Students will be selected by referral through the Huot's Learning Center Coordinator and following completion of a career & technical education assessment. This is a pre-technical education program focusing on employability skills. ***Special Requirements: By recommendation of IEP team. This class may be taken multiple times for additional credit.***

Notes: Students who successfully complete two years of a career & technical education program may be eligible for specific embedded credits applied towards high school graduation requirements. Check with your school counselor.

VOCATIONAL TECHNICAL COURSES AT WINNISQUAM AGRICULTURE CENTER

Courses at the Agricultural Education Center give students hands-on experience and skill training that help them obtain jobs or continue their education at a two or four year college. All courses are a year long, double period and part of a course sequence. Each course is worth 2.5 credits. All courses are Level 2, with the exception of Veterinary Science, which is Level 3.

The following are the two-year course sequences available:

- Agricultural Science/Natural Resources (Grades 9 – 12)**
- Agricultural Science/Interior Horticulture (Grades 9 – 12)**
- Agricultural Science/Exterior Horticulture (Grades 9 – 12)**
- Agricultural Science/Veterinary Science (Grades 10 – 12)**
- Interior Horticulture/Exterior Horticulture (Grades 10 – 12)**
- Exterior Horticulture/Interior Horticulture (Grades 10 – 12)**

*Although Agricultural Science is recommended before taking Horticulture or Veterinary Science, students **may** choose to enroll directly in either of these courses.*

AGRICULTURAL SCIENCE (Grades 9 – 11*)

2.5 CREDITS

This course is designed to give students a basic understanding of the principles of agriculture. It includes orientation to agricultural industries, in-depth fundamentals of plant and soil science, basics of forestry and natural resources, small animal management and animal health, use of machines, agricultural mechanics and shop safety. Students will be expected to participate in various agricultural jobs, judging contests and FFA leadership activities in order to obtain first hand agricultural experience. Record keeping and documentation of skill development are used to reinforce class activities.

**1st graders with permission only*

FORESTRY AND NATURAL RESOURCES (Grades 10 – 12)

2.5 CREDITS

Prerequisite: Agricultural Science.

This course is an introduction to the area of Natural Resources Management. In addition to awareness of employment opportunities, this course will encourage consumer awareness and responsibility for our natural resources. Students will learn the importance of multi-use forest management, become aware of the basic elements of the forest ecosystem, demonstrate proper tree planting techniques and timber management practices, and will be able to identify and specify uses for common commercially important trees in New England. The issues of water and air quality, as well as soil conservation, will be addressed. These concepts will be applied through land management and other practical projects. Prerequisite: Agricultural Science.

INTERIOR APPLICATIONS OF HORTICULTURE (Grades 10 – 11)

2.5 CREDITS

This course is designed to provide the student with entry-level skills in the fields of greenhouse management, interior plantscaping and floral design. Students will first learn the basics of plant anatomy & physiology, propagation, soils, pest control and other related topics including career awareness in horticulture. Greenhouse production will be a significant project as will activities related to the floral design industry and interior plantscaping. The class will work cooperatively with horticultural businesses and public agencies in the community.

EXTERIOR APPLICATIONS OF HORTICULTURE (Grades 10 – 12) 2.5 CREDITS

This course is designed to provide the student with entry-level skills in the nursery and landscape industries, outdoor equipment operation, turf management and other related fields. Students will first learn the basics of plant anatomy & physiology, propagation, soils, pest control and other related topics including career awareness in horticulture. Landscape design and construction will be a significant project as will activities related to the nursery and turf industries. The class will work cooperatively with horticultural businesses and public agencies in the community.

VETERINARY SCIENCE (Grades 11 – 12) 2.5 CREDITS

Level 3. Prerequisite: B or better in General Biology, or completion of Honors Biology.

This course explores the anatomy and physiology of domestic mammals and relates concepts to human anatomy and physiology. It will allow students considering any career in the life sciences a head start on understanding body systems. Classroom learning and laboratory activities will be supplemented with the handling of domestic animals on a regular basis. Practical management of domestic animals will be emphasized throughout the course. Occupational leadership and responsibility will also be a core element of the program. Enrollment limited to 9