Hinsdale Middle/High School Program of Studies

2017-2018

Hinsdale High School
Hinsdale, NH

Program of Studies

Table of Contents:

.

CORE VALUES STATEMENT

Hinsdale Middle/High School is a school community which believes in providing a rich, rigorous, and supportive school experience for all learners. We place value on whole person wellness through:

Perseverance
Advocacy
Collaboration
Empathy
Responsibility
Scholarship

21st CENTURY LEARNING EXPECTATIONS

The courses listed in this program of studies all adhere to these learning expectations as indicated by the rubrics for each. The rubrics can be found on the HMHS website.

- Hinsdale students will communicate through various means.
- Hinsdale students will be able to solve problems.
- Hinsdale students will take responsibility for their own learning.
- Hinsdale students will recognize and demonstrate the importance of whole person wellness.
- Hinsdale students will demonstrate technological fluency and adaptability.
- Hinsdale students will demonstrate responsibility for their actions and choices.

Approved by HMHS faculty 9/8/15.
Approved by HSD School Board 10/14/15.

NOTICE OF NON DISCRIMINATION

The School District of Hinsdale SAU 92 does not discriminate in their educational programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion, pregnancy, marital status, physical or mental disability, or any other protected characteristic under state or federal law, under the provisions of Title VII of the Civil Rights Act of 1964, as amended; Title VI and Title IV of the Civil Rights Act of 1964; the Age Discrimination in Employment Act of 1976; the Equal Pay Act of 1963; the Civil Rights Act of 1866; the Rehabilitation Act of 1973, including Section 504; the Older Workers' Benefit Protection Act; the New Hampshire Law Against Discrimination, RSA 354-A; Title IX of the Education Amendments of 1972; the Education of All Handicapped Children Act of 1975; the Individuals with Disabilities in Education Act of 1990; the Americans with Disabilities Act of 1990; and any other federal or state human rights laws. Any persons having inquiries concerning School Administrative Unit No. 92's policies of compliance with the regulations implementing these laws may contact: Hinsdale School District, 49 School Street, P. O. Box 27, Hinsdale, NH 03451-0027, 603-336-5728, fax number 603-336-5731. The Hinsdale School District will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and it is implementing regulations.

GRADUATION REQUIREMENTS

4	**Credits**	**English**
4	**Credits**	**Social Studies** Must include: American Studies I and II Economics Civics/Current Events World History
3	**Credits**	**Science** (must include Biology)
4	**Credits**	**Mathematics** (must include Algebra I)
1	**Credit**	**Physical Education**
0.5	**Credit**	**Computer Science** **(**Beginning with the class of 2020, this must be Introduction to Computers and is also suggested for other classes before any on-line class is taken)
0.5	**Credit**	**Health Education**
0.5	**Credit**	**Arts Education** (may include art, performance music, band, chorus, aerobic dance, or theater)
0.5	**Credit**	**Personal Finance**
0.5	**Credit**	**On-line elective**
6.0	**Credits**	**Electives**

24.5 credits total

All students are required to carry 6 credits per semester.

PROMOTION REQUIREMENTS

In order to meet the requirements of graduation, the guidance department will attempt to ensure that all students will be enrolled in a minimum of 6 courses per day each semester (plus one on-line course). The minimum accumulation of course credits that must be successfully completed to be promoted to the next grade:

To Proceed to the Sophomore Year	-	6	Credits
To Proceed to the Junior Year	-	12	Credits
To Proceed to the Senior Year	-	18	Credits
Minimum Graduation Requirements	-	24 ½	Credits

GRADING SCALE

The class rank is calculated on the following weighted scale:

	AP*	Honors*	General
A+	4.50	4.33	4.25
A	4.33	4.25	4.00
A-	4.25	4.00	3.75
B+	4.00	3.75	3.50
B	3.50	3.25	3.00
B-	3.25	3.00	2.75
C+	3.00	2.75	2.50
C	2.50	2.25	2.00
C-	2.25	2.00	1.75
D+	2.00	1.75	1.50
D	1.50	1.25	1.00
D-	1.25	1.00	0.75
F	0.00	0.00	0.00

**AP and Honors designations are listed with each course description.*

NEW HAMPSHIRE SCHOLAR REQUIREMENTS

NH Scholars take this rigorous curriculum in high school-which is patterned after the recommendation of the National Commission of Excellence in Education.

NH Scholars

At a minimum, students must successfully complete the following courses:

- **English:** 4 credits
- **Math:** 4 credits
  Algebra I and II, Geometry and one other competency
- **Science:** 3 credits
  Lab science is required: Biology, Chemistry, Physics
- **History & Social Science:** 3.5 credits
  Choose from: U.S. History, World History, U.S. Government, World Geography, Psychology, Sociology, Economics, Civics
- **Foreign Language:** 2 Credits
  2 Credits must be in the same language

For the NH Scholars with STEM Emphasis:

At a minimum, students must successfully complete the following courses:

- **English:** 4 credits
- **Math:** 4 credits
  Algebra I and II, Geometry and one other competency
- **Science:** 4 credits
  3 credits of lab science is required: Biology, Chemistry, Physics
- **History & Social Science:** 3.5 credits
  Choose from: U.S. History, World History, U.S. Government, World Geography, Psychology, Sociology, Economics, Civics
- **Foreign Language:** 2 Credits
  2 Credits must be in the same language
- **1 additional credit** or more chosen from:
  Technology, Engineering, Computers, Advanced Manufacturing, etc.
- **Minimum GPA: 3.2**

NH Scholars with Arts Emphasis:

At a minimum, students must successfully complete the following courses:

- **English:** 4 credits
- **Math:** 4 credits
  Algebra I and II, Geometry and one other competency
- **Science:** 3 credits
  Lab science is required: Biology, Chemistry, Physics
- **History & Social Science:** 3.5 credits
  Choose from: U.S. History, World History, U.S. Government, World Geography, Psychology, Sociology, Economics, Civics
- **Foreign Language:** 2 Credits
  2 Credits must be in the same language
- **2 additional credits** or more chosen from:
  Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, Etc.
- **Minimum GPA: 3.2**

COLLEGE PREPARATION RECOMMENDED COURSES

College entrance requirements vary greatly from school to school and change often. It is important that students check the requirements of the post-secondary schools they wish to enter. The guidance counselor will be consulted for suggestions and specific recommendations regarding student's educational and career goals. Choices are made by students and their families. Students planning to attend Windham Regional Career Center during grades 11 or 12 should consult with their counselor for planning.

***Minimum recommendations for 4-year selective or highly competitive college, liberal arts programs*:**

Honors classes in all core subject areas (where available) are recommended.

- 4 year of college English (AP English literature recommended)
- 4 years of college Mathematics (Including Algebra I & II, Geometry, Pre-Calculus, with AP Calculus AB recommended)
- 3-4 years of Science (including min. 1 year of laboratory science, including Biology, Chemistry, and Physics)
- 3 years of Social Studies (AP United States History recommended)
- 3 years or more of foreign language (must be in same language and in most cases, taken at the high school level)

Minimum recommendation for University of New Hampshire System, liberal arts programs:

- Four years of English
- Three years of mathematics (including Algebra I, Geometry and Algebra II)
- Three years of science, two of which must be laboratory sciences
- Three years of social sciences (including U.S. History)
- Two years of a single foreign language (three years is preferred)

Minimum recommendations for 4-year Nursing (R.N.) programs:

In addition to the requirements for University of New Hampshire System listed above, students must complete high school chemistry and biology, or chemistry and physics, with a grade of C or better at a minimum and four years of math.

Minimum recommendations for 2 year technical/community colleges:

- 4 years of college English
- 3 years of college Mathematics depending upon vocation area chosen (note: 2 years of Algebra are required in several areas of study)
- 2 years of Science depending upon vocation chosen
- 2-3 years of Social Studies (including American Studies I & II)

The SATs or ACTs are required by most schools for admission.
All juniors will take the SAT in March during the school day.

RECOMMENDED COURSE OUTLINE

College Preparatory Program

Honors courses are offered for every core course except foreign language.
AP Courses have special requirements, see course listing.

Freshman
English 9
Algebra I or Geometry
French II or Spanish II
Earth Science
American Studies I
Physical Education
Economics
Health

Sophomore
English 10
Geometry and/or Algebra II
French III or Spanish III
Biology
American Studies II
Physical Education
Introduction to Computers
Art

Junior
English 11
College Composition
Chemistry and/or Physics
Algebra II or Precalculus
French IV or Spanish IV
World History and AP U. S. History
Civics
On-Line Elective

Senior
English Elective (1 credit) or AP English
College Composition
Precalculus or AP Calculus AB
Physics and/or Human Anatomy
Personal Finance
ELO
Elective

General Education Program

Freshman
English 9
Algebra I
Earth Science
American Studies I
Physical Education
Introduction to Computers
Health

Sophomore
English 10
Geometry
Biology
American Studies II
Physical Education
Economics
Art

Junior
English 11
Algebra II
Science
World History
On-Line Elective
Civics
ELO
Elective

Senior
English Elective (1 credit)
Personal Finance
Math Elective
ELO
Electives

Electives should be chosen based on graduation requirements, college admission requirements or post-secondary plans and recommendations of the guidance department. Windham Regional Career Center offers courses to supplement the educational program for interested juniors and seniors (see page 15).

ALTERNATE PATHWAYS TO DEMONSTRATE COURSE COMPETENCIES

Hinsdale High School has developed six alternate pathways for students to demonstrate course competencies. These pathways provide an opportunity to earn course credit. A description of each of these pathways is followed by a sample timeline and expectations showing how that pathway would work.

Pathway A: Extended Learning Opportunities (ELOs)

Extended Learning Opportunities provide Hinsdale High School students multiple ways for students to learn outside the classroom and achieve credit toward high school graduation. These personalized learning opportunities are founded on student interest and need, are planned in advance and include rigorous content. They offer authentic opportunities for students to collaborate with a certified teacher and/or highly trained community partner to demonstrate competencies outside of the traditional classroom.

ELO's are student driven and take an active role in the development of their ELO plan. They allow students to follow their passion through demonstration of rigorous academic knowledge as well as developing everyday life skills, such as problem solving, time management, critical thinking, and creativity.

ELO's are aligned with local curriculum frameworks and course competencies to ensure academic content. Assessment is based on achievement of these competencies and student goals.

An ELO consists of four components: Research, Reflection, Product, and Presentation. These components will allow students to demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing as well as the ability to use those skills to communicate effectively.

Sample timeline and expectations for students:

- Students must be a junior or senior to participate in an ELO unless they have permission from the school principal.
- Students must sign up for an ELO in the spring for an ELO in the fall of the next school year.
- Credit is only awarded after the final presentation has been completed and the assessment team has determined the final grade.
- Students must get approval from the principal and parents BEFORE they begin the ELO process.
- Students must complete all components of their ELO plan in order to receive credit.
- Ideally students participating in a full-year ELO will need to have their application filled out by April 30th of the previous school year so they can be scheduled accordingly. Students will be required to meet with the ELO Coordinator twice over the summer to plan the ELO. These dates will be assigned before the end of the school year.
- Students doing a half-year ELO for the second half of the year will need to have a meeting with the ELO coordinator and develop a plan for administrative approval by October 30th.

Pathway B: Dual Enrollment (DE)

This pathway enables students to earn course credit for learning opportunities extending beyond those offered on the school campus. Students earn credit through dual enrollment in college or through internships/apprenticeships with recognized programs. A student must be enrolled for a minimum of six classes each semester, with at least one credit based on course work here.

Sample Timeline and Expectations:

- Student meets with guidance in the spring to schedule courses. For dual enrollment, a student must first register with a college and present verification of that registration to the guidance department. If a student chooses DE, they must develop a DE plan in conjunction with the administration and the guidance department.
- In order to qualify for dual enrollment, a student must be entering either the junior or the senior year, be maintaining a 3.0 GPA and must write a letter to the principal requesting approval to enter the dual enrollment program.
- Student must still take a total of 6 classes (1 college course and 5 classes at HHS or 2 college courses and 4 classes at HHS). Depending upon the credit configuration of the college course(s), the minimum number of academic courses may be waived by principal.
- Upon passing class, the student will get both high school and college credit.

Example:

A senior could attend four morning classes at Hinsdale, and then attend two afternoon classes at Keene State College, enabling him/her to earn both high school and college credit.

Pathway C: Credit Recovery

This pathway enables students to attend summer school to recover credit for a failed course taken in the previous school year. To be eligible for this pathway, a student must have achieved at least a 55 % in the course. Upon demonstrating mastery of deficient competencies, and upon completion of a summative assessment with a minimum score of 70% at the end of summer school, students will receive credit for the course.

Sample Timeline and Expectations:

- Student meets with guidance in June to identify courses in which competencies were not met, and students achieved a minimum grade of 55%.
- Student enrolls for summer school.
- Student completes a competency project over summer school, to address standard deficiencies.
- Student completes a summative assessment at the end of summer school.
- The faculty reviews the summative assessment. If a score at least 70% is achieved, they recommend credit be awarded by the principal.

Example:

A student has unsuccessfully completed the year in English 10, with an average of 55%. The student must have the credit, and does not want to repeat the course next year.

Pathway D: Competency Based Assessment System (CBAS) or Accelerated Academic

This pathway provides greater flexibility for students who feel they know the subject and want credit. Credit is awarded upon successful completion of both a test and a project component. To qualify, a student must pass the spring "gatekeeper" test with a minimum of 70%. They will be eligible to pursue a summer or semester project, as described by the individual course CBAS option. The project may be pursued with faculty guidance or as an unguided, independent project. A faculty board will review the completed project following its submission to the principal in order to recommend credit be awarded by the principal. *Note: this pathway is available for any course.*

Sample Timeline and Expectations:

- Student commits to Pathway D prior to the first, second semester or summer school.
- Student makes an appointment with department teachers to get CBAS overview for specific course.
- Student completes "gatekeeper" test when arrangements can be completed.
- Student scores a 70% or better, and is notified by the guidance counselor.
- Student will, following that notification, determine if they will pursue a Guided or an Unguided Project.
- Student in Guided Project will be assigned to a cooperating staff member in the appropriate department. There will be a requirement that the student working in a guided project will check in with the cooperating teacher every other week for the duration of the project to ensure that the student is making effective progress. Student in Unguided Project works independently.
- A Teacher Review Panel assesses the project, and recommends credit achievement to the principal when their review has been completed. The principal shall be the final arbiter of credit award and will notify the guidance department.

Example:

A student who has transferred from another district and has successfully completed an integrated math course, wants credit for Advanced Math. Demonstrating competency on the Advanced Math CBAS would enable this student to earn that credit.

Pathway E: Articulated Expertise

- This pathway applies to courses with prerequisites or sequential levels of ability, and enables students to demonstrate mastery of those prerequisites without taking a course to do so. A student who chooses this pathway will take a placement test based on the competencies of the prerequisite course. A student must achieve a minimum score of 70% in order to participate in the targeted course or the next level of the course in the sequence. **Credit will not be awarded** for the test. *If a student would like to earn credit, they should follow Pathway D with a project extension to demonstrate competencies.*

Sample Timeline and Expectations:

- Student meets with guidance in the spring to schedule course enrollment, and may identify courses in which they can demonstrate competency in a placement test.
- Student registers for the placement test prior to the middle of May.
- Student takes the placement test when it is arranged depending upon the number of candidates but prior to the first Saturday in June.
- Student scores a 70% or better, and is notified via their guidance counselor.
- Student registers for the targeted course prior to the end of the school year, skipping the prerequisite. **No credit will be awarded** for the prerequisite course.

Example: A student with prior experience with the French language, can access a more rigorous level of the course, by demonstrating successful competency on the French I exam.

Pathway F: Community Service

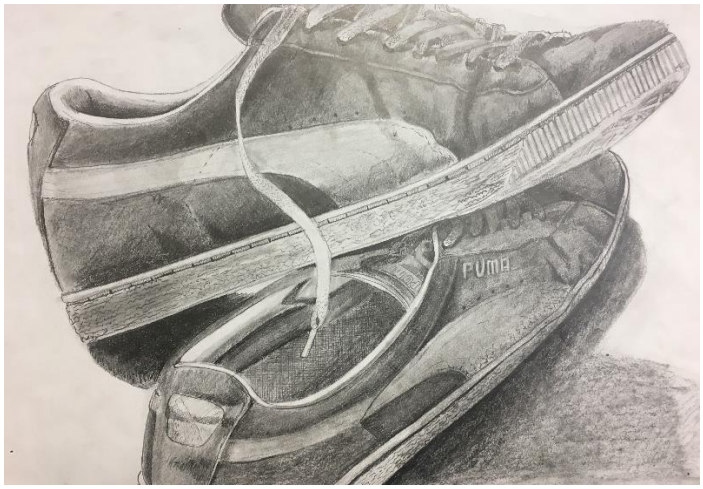
Hinsdale High School students have the opportunity in their Junior or Senior year to participate in community service. Students must be in good academic and disciplinary standing and be willing to complete the following requirements:

Credit Bearing Timeline and Expectations:

- Must fill out application, ideally by April 30th for fall semester and October 30th for spring semester.
- Must keep a log that includes DATE, TIMES IN and OUT, and a brief summary of what was accomplished during that time.
- Must complete 75 hours of on-site time for a ½ Credit.
- Must complete a 2-3 page paper at completion of community service hours. The paper must be inclusive of all duties performed while at the site and demonstrate learning that took place. It must also discuss the value of meaning of what community service offers to the organization involved and discuss how community service has impacted the student's life.
- The school will set up the site and make regular connections with the "mentor" to monitor progress and any issues that may arise.
- All work will be assessed by the Mentor and the Hinsdale High School Career Counselor.

Non-Credit Bearing Timeline and Expectations:

The non-credit bearing option allows for students to experience a community service setting based on a schedule that meets the needs of the student. School personnel must set up the site and monitor the student's attendance. Students are required to keep a log of time and meet monthly to review progress.



Anonymous

CLASSES OUTSIDE OF HINSDALE HIGH SCHOOL

Windham Regional Career Center

The WRCC is for only Juniors and Seniors at this time.

The Windham Regional Career Center offers some of the following programs:
Introduction to Non-Linear Digital Editing and Film Making
Law Enforcement
Fire Services
Automotive Technology
Construction Trades
Culinary Arts
Health Science Technology
Horticulture
Business Classes

The WRCC classes do not begin until 8:45. Given this, students must be on track, with sufficient credits, to graduate in order to fit many of these classes in their schedule. ***For further information on eligibility and applications please discuss this option with your guidance counselor.***

ON-LINE ELECTIVES

The following options all meet the on-line course requirement needed for graduation:

Khan Academy PSAT/SAT Prep

Students may receive the 0.5 on-line course credit for this option if they complete the following requirements:

1. Students must identify learning goals each year based on their scores.
2. Students must complete the six skills building activities (3 each Math and English Reading and Writing) that are recommended by Khan Academy to increase their PSAT/SAT score and complete the review quiz for each.
3. Students must complete one practice Essay each year (9 – 11).
4. Students must take a PSAT practice test in 10th and 11th grade prior to the end of September.
5. Students must take a SAT practice test in 11th grade prior to the end of January.
6. Students must participate in Yammer discussions around PSAT/SAT Prep at least 5 times throughout each year in grades 9 – 11. Each participation requires responding to counselor led discussions at least once per discussion thread.

At the time of the printing of this document, students must print their review each year (or print screenshots of completed sections) and present it to their guidance counselor to prove completion of the above requirements. In the future, students will be able to track this online and the guidance counselor will be able to see progress.

Credit will be awarded at the end of a student's junior year.

VLACS

Prerequisite: Completion of Introduction to Computers with a 65% or better

Virtual Learning Academy Charter School (VLACS) is New Hampshire's first fully approved school offering middle school and high school online courses at no cost. VLACS is different than Virtual High School in that this is an accredited high school. VLACS offers 40 classes that can be started at any time during the year. These classes can be used for grade recovery, scheduling conflicts, or to get extra credits. There is also an option to take online college classes for a fee. High School classes can be taken for a ½ or one credit. Some example of the high school classes are English 9-12, Algebra, Geometry, Pre-Calculus, History classes, Foreign Language, and SAT Prep. *www.vlacs.org*.

eStart

Prerequisite: Completion of Introduction to Computers with a 65% or better

eStart is a dual credit program that affords NH high school students the opportunity to take 100% online college courses through the Community College System of New Hampshire (CCSNH), while earning both high school AND college credit simultaneously

- **Earn high school AND college credit for the same online course**
- **Access your class anytime/anywhere to fit your busy schedule**
- **Learn from highly qualified CCSNH faculty**
- **Gain valuable experience with college coursework**
- **Transfer credits to many colleges and universities**
- **Save money - tuition is only $150 plus the cost of textbooks**

eStart is a partnership between the Community College System of NH (CCSNH) and the Virtual Learning Academy Charter School (VLACS)

Virtual High School

Prerequisite: Completion of Introduction to Computers with a 65% or better or permission of VHS Coordinator

Virtual High School consists of courses taught by teachers all over the country via the Web. There are over 120 courses currently offered. Courses can be taken at any time, at school or home. Students with self-discipline and the motivation to learn independently will excel in Virtual High School. Courses are graded and are accredited. You will interact with students from all over the country in a virtual classroom.

Selected VHS Course Offerings:
Arts, Business, Math, Foreign Language, Science, Language Arts, Life Skills, Health, Social Studies, Technology, Tech Ed., Pre AP Courses, AP Courses. A full list of courses is available from your Guidance Counselor. *www.govhs.com*

The Guidance Department maintains a list of other online options, some of which cost the student money to take, some are free. See your counselor for more information.

ENGLISH

All of the English courses develop students' reading, writing, listening, speaking, and technological skills as well as provide students with an understanding of literary works of worth and significance, both fiction and non-fiction. Instruction includes close reading of texts, vocabulary development, and the writing of arguments written for specific audiences and based on evidence. Our courses also reflect the Common Core State Standards and reinforce the academic competencies of the HMHS Learning Expectations, a copy of which can be found at the beginning of this Program of Studies.

English 9 General (110) — Year – 1 Credit

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will be able to closely read and comprehend a variety of works, primarily from Pre-Columbian America to 1900, such as Of Mice and Men and Animal Farm. Students will also read a play by William Shakespeare. Students will be able to analyze how different authors of this era address similar themes and topics. Students will use Early American works to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks. Collaboration through technology will be used to enhance students' understanding of Early American Literature. This level is designed to meet the needs of students with varying abilities.

English 9 Honors (110H) — Year – 1 Credit

Prerequisites: Demonstrated proficiency on standardized assessments, 90% or better in English 8 and recommendation of the sending teacher.

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will be able to closely read and comprehend a variety of works, primarily from Pre-Columbian America to 1900, such as Of Mice and Men and Animal Farm. Students will also read a play by William Shakespeare. Students will be able to analyze how different authors of this era address similar themes and topics. Students will use Early American works to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks. Collaboration through technology will be used to enhance students' understanding of Early American Literature. This class is designed for the student who is planning on attending a four-year college; there is more depth of understanding and rigor required in this course. ***Summer coursework may be required.***

English 10 General (120) **Year - 1 Credit**

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will be able to closely read and comprehend a variety of works, primarily from Progressive Era to the beginning of the 21st Century, such as To Kill a Mockingbird and The Catcher in the Rye. Students will also read a play by William Shakespeare. Students will be able to analyze how different authors of this era address similar themes and topics. Students will use Late American works to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks. Collaboration through technology will be used to enhance students' understanding of Late American Literature. This level is designed to meet the needs of students with varying abilities.

English 10 Honors (120H) **Year – 1 Credit**

Prerequisites: Recommendation of the sending teacher and completion of either English 9 General with 90% or better or English 9 Honors with an 80% or better.

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will be able to closely read and comprehend a variety of works, primarily from Progressive Era to the beginning of the 21st Century, such as To Kill a Mockingbird and The Catcher in the Rye. Students will also read a play by William Shakespeare. Students will be able to analyze how different authors of this era address similar themes and topics. Students will use Late American works to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks. Collaboration through technology will be used to enhance students' understanding of Late American Literature. This class is designed for the student who is planning on attending a four-year college; there is more depth of understanding and rigor required in this course. ***Summer coursework may be required.***

English 11 General (159) **Year – 1 Credit**

What are universal themes that are reflected in literature from around the world? In this survey approach to the study of world literature, students will be able to closely read and comprehend a variety of works from authors around the globe, such as Things Fall Apart and All Quiet on the Western Front. Students will use the world stage to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks. Collaboration through technology will be used to enhance students' understanding of world literature. This level is designed to meet the needs of students with varying abilities.

English 11 Honors (159H) **Year - 1 Credit**

Prerequisites: Completion of English 10 General with 90% or better or English 10 Honors with an 80% or better and recommendation of the sending teacher.

What are universal themes that are reflected in literature from around the world? In this survey approach to the study of world literature with an emphasis on British Literature, students will be able to closely read and comprehend a variety of works from authors around the globe, such as Things Fall Apart, Great Expectations, and All Quiet on the Western Front. Students will use the world stage to analyze how different authors address similar themes and topics and build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write research and critical essays for a range of tasks. Collaboration through technology will be used to enhance students' understanding of world literature. This class is designed for the student who is planning on attending a four-year college; there is more depth of understanding and rigor required in this course. ***Summer coursework may be required.***

Creative Writing (145) **Sem. – ½ Credit**

What are ways we can write more creatively? This course is an introduction to creative writing through the production of poetry, personal narrative, and fiction. Students will keep a journal critiquing other's work, will be able to complete various exercises designed to stimulate the imagination, and will hone writing skills. Students work both independently and collaboratively. *This course is weighted on the general scale.*

Literature of Nature (184) **Sem. – ½ Credit**

How are we connected to the natural world? In this course students will examine mankind's connection with nature. Units will focus on appreciation, adventure, and conservation. Students will read related works of poetry, short stories, novels, and nonfiction. Students will also take trips into the field to enhance their understanding of the subjects studied. Students will be assessed in a variety of ways including journals, tests, projects, and writing. *This course is weighted on the general scale.*

Mythology (150) **Sem. – ½ Credit**

How have Greek and Roman mythology affected our literature, our culture, and our understanding of the world we live in today? This course is a one-semester survey of Greek and Roman mythology in which students will be able to analyze myths and create real-world applications with the gained knowledge. Literature translated and studied are the important stories and poetry of the Greek and Roman writers, including excerpts from Ovid, Homer's Odyssey, and Edith Hamilton's Mythology. *This course is weighted on the general scale.*

College Composition I (183S and 183J) — Sem. – 1 Credit

Open to Seniors (183S) in the fall and Juniors (183J) in the spring.

How is learning to write competently important to the way we think, read, and express ourselves to the world outside? College Composition I is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Students will write their college essays as well as learning to write clearly and effectively for defined audiences through a variety of rhetorical strategies: description, narrative, example, classification, process analysis, comparison and contrast, definition, cause and effect, argument, and includes a research paper. Emphasis is placed is on the writing process from pre-writing through drafting, revising, and editing. The purpose of the course is to prepare students for writing in college.

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester and passing the Sentence Structure Accuplacer Test. This course is weighted on the AP scale.

Public Speaking (189) — Sem. – ½ Credit

Open to Juniors and Seniors Only

How valuable is it for a high school graduate to be able to speak and make presentations in front of an audience in this communicatory world we live in today? Students will become comfortable speaking in front of audiences as well as speak and present proficiently. This includes choosing a topic, dealing with fear, knowing your audience, using visual aids, using body language, and much more. *This course is weighted on the general scale.*

Literature and Composition – AP (165) — Year - 1 Credit

Open to Seniors Only

Prerequisite: Prerequisites: Recommendation of the sending teacher and completion of either English 10 General with 90% or better or English 10 Honors with an 85% or better.

How does one critically read and analyze a text? The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. College credit is contingent upon passing the Advanced Placement exam. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. ***Summer coursework is required. Students are expected to take the AP exam at the end of the course (for which there is an approximate fee of $95).***

Literature of War (196) **Sem. – ½ Credit**

Open to Juniors and Seniors Only

How is power gained, used, and justified? In this semester long study of war literature, students will be able to closely read and analyze a variety of texts that are written around the concept of war. There will be an emphasis on reading war themed literature along with analysis of how different authors address similar themes and topics. Students will write routinely as they address extended responses where they state, develop and support their ideas utilizing textual evidence. The reading in this class will be copious and frequently independent. Students will be expected to keep up with the reading in order for them to participate in classroom discussions. Texts and excerpts to be used include the following: The Red Badge of Courage, Maus I & II, Cat's Cradle, Slaughterhouse-Five, The Things They Carried, Catch 22, American Sniper, Unbroken, Code Talkers, and other texts.

Artwork by: Jennifer Matuzewski

MATHEMATICS

All of our Mathematics courses teach problem solving strategies, close reading for content, research and presentation, spatial reasoning, and numerical literacy. They reflect the New Hampshire Common Core State Standards and reinforce the academic competencies of the HMHS Learning Expectations, a copy of which can be found at the beginning of this Program of Studies.

Note: In addition to the courses listed below, **Accounting I and Accounting II** may be taken for 1 credit of the math requirement each in a student's junior or senior year.

Algebra I General (215) — Year - 1 Credit

Prerequisite: Successful completion of Math 8 or by recommendation of the sending teacher.

Students will be able to understand and apply algebraic principles to solve problems. This course includes problem solving, manipulating and solving equations, graphical, numerical, and conceptual understanding of functions, solving systems of equations with two variables, completing basic operations with polynomials, interpreting given representations and analyzing data, probability, graphing and solving inequalities, examining sequences and series, and exploring transformations of graphs. The course also covers properties of exponents, exponential functions, and scientific notation. Students will use the TI- 84 graphing calculators to problem solve and explore concepts.

Algebra I Honors (215H) — Year – 1 Credit

Prerequisites: Demonstrated proficiency on standardized assessments, 90% or better in Middle School Math and recommendation of the sending teacher.

Students will be able to understand and apply Algebraic principles to solve problems. Problem solving techniques are an essential skill developed by this course. This course is a more rigorous path that covers the same topics as Algebra I. The students, in addition to the above listed content, apply the concepts to solving problems in various fields of knowledge such as business, science, industry and engineering. Emphasis is given to practical use of the concepts involved in Algebra, and how these concepts can be used to predict equations and solve real-life problems.

Geometry General (220) — Year– 1 Credit

Prerequisites: Completion of Algebra I or Algebra I Honors with a 65% or better.

Students will be able to understand and apply Geometric principles, theorems and formulas. This is a comprehensive course featuring coverage of geometric terms and processes, logic, and problem solving. Topics include: angles and triangles, congruence, similarity, right triangles and trigonometry, circles, geometric measurement and dimension, and modeling with geometry. Students will use TI-83 graphing calculators and *Geometer's Sketchpad* to explore key concepts and prove statements. The course will include written assignments, projects involving technology, as well as constructions and presentations.

Geometry Honors (220H) Year– 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of either Algebra I General with 90% or better or Algebra I Honors with an 80% or better.

Students will be able to understand and apply Geometric principles, theorems and formulas. This is an accelerated version of the Geometry course, featuring more intensive coverage of geometric terms and processes, logic and problem solving. Topics include: angles and triangles, congruence, similarity, right triangles and trigonometry, circles, geometric measurement and dimension and modeling with geometry. Students will use TI-83 graphing calculators and *Geometer's Sketchpad* to explore key concepts and do proofs. There is increased emphasis on practical problem solving using geometric principles. The course will include written assignments, projects involving technology, as well as constructions and presentations.

Business Mathematics (MATH225) Year– 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra I or Algebra I Honors and either Geometry or Geometry Honors with a 65% or better.

In this course, students will learn to use mathematics effectively as a tool in their personal and business lives. After students have completed this course, they will be able to apply mathematical concepts in various personal and business situations. Student will review and apply mathematical operations with whole numbers, decimals, fractions, ratios, and percents. They will understand terminology relating to personal and business mathematics applications and apply basic math skills to the solution of both. They will use common mathematical formulas to solve a variety of personal and business mathematics as well as apply knowledge of computer and calculator use. *The general scale is used.*

Math Modeling (MATH226) Year– 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra I or Algebra I Honors and either Geometry or Geometry Honors with a 65% or better.

Mathematical Modeling expands upon the concepts covered in Algebra I and Geometry. The emphasis is on investigating the way various functions are applied in different disciplines and for different purposes. While Algebra I and Geometry address basic applications as one facet of each function, Mathematical Modeling examines the applications in depth. This non-STEM course includes a three-pronged approach to discovering applications. In some cases, the students determine the appropriate application by studying the properties of a function, while in other situations the applications will be discovered by using graphing calculators to find the function that best fits raw data. In several investigations, students use geometry to find solutions. Each investigation will conclude with a summary that requires the use of technical writing skills. *The general scale is used.*

Algebra II General (230G) — Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and a grade of 75% or better in Geometry or Geometry Honors

Students will be able to understand and apply Algebraic functions while enhancing problem solving techniques that are an essential skill developed by this course. This course extends the concepts covered in Algebra I to include such topics as functions, quadratic equations, matrices, absolute value, inequalities, simplifying rational expressions, linear programming, exponential/logarithmic functions, and applications of trigonometric functions. The students will be required to use a Tl-83 graphing calculator.

Algebra II Honors (230H) — Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of either Geometry General with 90% or better or Geometry Honors with an 80% or better.

Students will be able to understand and apply Algebraic functions while enhancing problem solving techniques that are an essential skill developed by this course. This course increases the student's ability to apply mathematical solutions to real-life situations by extending the concepts learned in Algebra I and adding quadratic equations, matrices, absolute value, inequalities, simplifying rational expressions, linear programming, exponential/logarithmic functions, and trigonometric functions, with an emphasis on problem solving and using a variety of mathematical approaches.

Precalculus (240) — Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra II General with a 90% or better or Algebra II Honors with an 85% or better.

Students will be able to understand and apply advanced Algebraic and trigonometric functions. This Pre-Calculus course is open to those seniors and juniors who have completed the Algebra and Geometry series. The course begins with a review of linear and quadratic functions and progresses into further study of function interpretation and transformation; exponential and trigonometric functions, expressing geometric properties with equations, and modeling with each of the functions studied. Coursework will include problem solving, including problems relevant to various fields of study, writing assignments, presentations and projects. There is also a focus on the study of limits, which is necessary to progress to Calculus. The student will be required to use a TI-83 Plus or TI-84 Plus graphing calculator. *The honors grading scale is used.*

Statistics (235G) — Year – 1 Credit

Prerequisite: Recommendation of the sending teacher a grade of 65% or better in Geometry, Geometry Honors, Algebra II, or Algebra II Honors.

The focus of the course will be on the development of statistical literacy and statistical thinking through the examination of real-world data from a variety of contexts, including data sets that are of interest to students. Without assuming a calculus background, Statistics is an introduction to the basics of descriptive and inferential statistics. Topics include statistical distributions, linear regression and correlation, surveys and experiments, sampling distributions, probability, confidence intervals and hypothesis testing. Student centered, the course engages students in projects focusing on activity-based instruction that integrates technology (e.g., dynamic statistical packages, calculator-based "labs", spreadsheets, on-line virtual manipulatives) and emphasizes the conceptual understanding of the statistical topics studied. *This course is weighted on the general scale.*

Calculus AB - AP (250) — Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and a grade of 85% or better in Precalculus.

The Calculus course is a rigorous treatment of the topics of calculus presented on a college level. Topics covered include: algebraic, trigonometric, exponential, and logarithmic functions with emphasis on the properties and limits of these functions, differential and integral calculus and applications. Techniques of integration and applications of the definite integral will also be examined in detail to include practical and economic applications. Calculus students will need to communicate through oral and written means and will need to engage in their own learning while taking responsibility and ownership through participation, self-evaluation, and reflection. Recommended for students considering majoring in Engineering, Business, Architecture, Science or Mathematics. Students are strongly encouraged to purchase a Texas Instruments 83-Plus or 84-Plus graphing calculator for this course. ***Students are expected to take the AP exam at the end of the course (for which there is an approximate fee of $95).***

College Statistics (235) Sem. – 1 Credit

Prerequisite: Must be a Junior or Senior and have earned a 65% or better in Algebra II or Algebra II Honors.

Usually offered in the spring.

The focus of the course will be on the development of statistical literacy and statistical thinking through the examination of real-world data from a variety of contexts, including data sets that are of interest to students. College Statistics is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Without assuming a calculus background, College Statistics is an introduction to the basics of descriptive and inferential statistics. Topics include statistical distributions, linear regression and correlation, surveys and experiments, sampling distributions, probability, confidence intervals and hypothesis testing. Student centered, the course engages students in projects focusing on activity-based instruction that integrates technology (e.g., dynamic statistical packages, calculator-based "labs," spreadsheets, on-line virtual manipulatives) and emphasizes the conceptual understanding of the statistical topics studied. *The AP weighting scale is used.*

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester and passing the Algebra Accuplacer Test.

College Mathematical Investigations (236) Sem. – 1 Credit

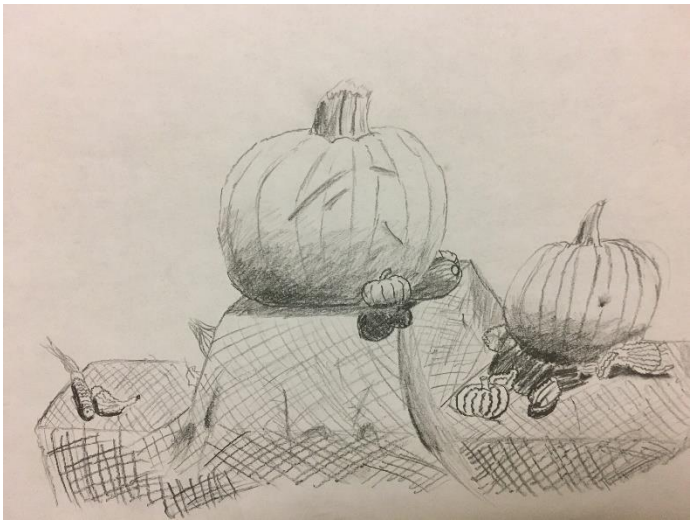
Prerequisite: Must be a Junior or Senior and have earned a 65% or better in Algebra II or Algebra II Honors.

Usually offered in the fall.

The course emphasizes mathematical thinking, habits of the mind, and problem solving. These strategies will allow you to apply mathematics to real-life situations. Mathematical Investigations is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). It represents an introduction to various branches of mathematics at the College level, including number theory, functions and modeling, geometry, and probability and statistics. The course will focus on some of the most interesting ideas in the history of mathematics and various applications, including the infinitude of the primes, the non-denumerability of the real numbers, different sizes of infinity, golden rectangles, non-Euclidean geometry, and measuring risk. Students will complete research projects in areas such as cryptography, platonic solids, topology, chaos and fractals, and different voting methods. Along the way, you will confront issues that challenge your intuition and even experience mathematical questions that have remained unsolved for hundreds of years. The course is student centered and focuses on activity-based instruction that integrates technology. *The AP weighting scale is used.*

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester and passing the Algebra Accuplacer Test.



Artwork by: Eben White, grade 8

SCIENCES

Earth Science 9 General (320) — Year – 1 Credit

Topics within this course include the study of the earth and its place in the universe. Conditions on the earth, its weather, its land forms, its atmosphere, and its oceans are explored. There is also an emphasis on past geologic history, as well as the plants and animals which inhabited the earth millions of years ago. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to topics covered in this class. Students will also be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Earth Science 9 Honors (320H) — Year – 1 Credit

Prerequisites: Demonstrated proficiency on standardized assessments, 90% or better in Science 8 and recommendation of the sending teacher.

Honors Earth Science is a high level class in which students will be able to interpret Earth-Space systems through excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory exploration and group work are both major components of the class. Essential understandings include the study of the earth, earth systems, and the earth's place within the universe. There is also an emphasis on past geologic history, as well as the plants and animals which inhabited the earth millions of years ago. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to topics covered in this class. Students will also be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Biology General (325) — Year – 1 Credit

In Biology students will understand that life is organized in a hierarchical manner, from atoms and molecules to the Biosphere as well as gain an understanding of Genetics, DNA structure and inheritance, and how the expression of genetic information involves cellular and molecular mechanisms. Further students will explore that Natural Selection is a driving force of evolutionary change in species. Students will also be able to properly use a microscope and other scientific equipment. An emphasis on reading scientific literature, developing scientific vocabulary, practicing inquiry, writing research projects and laboratory reports are an integral part of the program. Students are expected to engage in their own learning while taking responsibility and ownership through participation in laboratory activities, self-evaluation and reflection.

Biology Honors (325H) Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of either Earth Science General with 90% or better or Earth Science Honors with an 80% or better.

Honors Biology is a college preparatory class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory and group work is a major component of the course. In Biology students will understand that life is organized in a hierarchical manner, from atoms and molecules to the Biosphere as well as gain an understanding of Genetics, DNA structure and inheritance, and how the expression of genetic information involves cellular and molecular mechanisms. Further students will explore that Natural Selection is a driving force of evolutionary change in species. Students will also be able to properly use a microscope and other scientific equipment. An emphasis on reading scientific literature, developing scientific vocabulary, practicing inquiry, writing lengthy research projects and laboratory reports are an integral part of the program. Students are expected to engage in their own learning while taking responsibility and ownership through participation in laboratory activities, self-evaluation and reflection.

Chemistry General (341) Sem. - ½ Credit

Prerequisite: Sending math teacher approval and completion of one of the following with a 65% or better: Algebra I General or Algebra I Honors.

This semester course in chemistry is designed to provide students with an essential understanding of basic chemical principles and how they apply to change in the world around us. Atomic structure, systems and modeling, science as inquiry, applications in technology, as well as historical perspectives will be covered through a variety of lab based experiences and projects. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Students will be able to determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to chemistry. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Chemistry Honors (341H) — Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of either Algebra I General with 90% or better or Algebra I Honors with an 80% or better.

This course is designed for the college-bound student. Chemistry Honors is a high level class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory activities and group work are both major components of this class. The essential understanding within this course revolves around the application and study of elements that make up the world around us. Concepts covered include measurement, atomic structure, periodic law, chemical bonds, chemical reactions, solutions, material properties, periodic laws, stoichiometry and equilibrium. A strong emphasis is placed on problem solving and laboratory experiences. Students will be able to synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Physics General (351) — Sem. - ½ Credit

Prerequisites: Recommendation of the sending math teacher and completion of Geometry General or Geometry Honors with a 65% or better.

This semester course in physics is designed to provide students with an essential understanding of basis physics principles and their applications. Motion, energy forms, and electricity will be approached through both lab based experiences and projects. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to physics. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Physics Honors (351H) — Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of either Geometry General with 90% or better or Geometry Honors with an 80% or better.

This course is designed for the college-bound student. Honors Physics is a high level class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory activities and group work are both major components of this class. The essential understanding within this course looks at the laws of physics and their application to the world. Units covering measurement, motion, gravitation, vectors, work, power, simple machines, temperature, wave motion, sound, light and electricity are included. A strong emphasis is placed on problem solving and laboratory experiences. In this class, students will be able to evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Students will be able to synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Environmental Science (362) — Year - 1 Credit

Using an interdisciplinary approach that combines elements from Earth Science, Biology and Chemistry, with elements of Social Science, Economics and Policy, students understand the interconnectedness of the world we live in. Through readings, class work, field studies, lectures, labs and discussions students will learn how humans play a role in affecting our environment locally and globally. Students will also explore ecosystems and communities, cycles and interrelationships, and local and global issues and solutions. An emphasis will be placed on the study of science and the development of critical thinking and decision making skills. *This course is weighted on the general scale.*

Human Anatomy and Physiology (360) — Year – 1 Credit

Prerequisites: Recommendation of the sending science teacher and completion of either General Biology with 90% or better or Honors Biology with an 80% or better.

Human Anatomy and Physiology is a year-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). The following enduring understandings will be covered: The human body is organized at different levels from molecules to organ systems that work together to maintain homeostasis. The structure of an organ affects its function and, if homeostasis is not maintained, then the body will not function properly and illness and disease will result. Highly technical vocabulary and laboratory procedures are stressed. *The AP grading scale is used.*

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester and passing the Reading Accuplacer Test.

SOCIAL STUDIES

American Studies I General (410) **Year - 1 Credit**

What major events before and during the early years of the United States shaped our country and contributed to the United States as we know it today? This course is the first half of two-year study of "National" and "State" History. Students will be able to read and/or analyze a variety of historical sources, including primary and secondary sources, maps, photographs and film covering Pre-Columbian America through 1900, tracing the history of the United States from the Age of Exploration to the Progressive Era, with major topics including the American Revolution, the founding of the United States and the Civil War. Students will also be expected to use technology effectively, research independently and think critically and participate in class discussions about various topics as it relates to this period in history. Students will be writing daily in class, including some lengthy writing assignments. This course will also enforce the academic competencies of the HMHS Learning Expectations.

American Studies 1 Honors (410H) **Year - 1 Credit**

Prerequisites: Demonstrated proficiency on standardized assessments, 90% or better in Social Studies 8 and recommendation of the sending teacher.

What major events before and during the early years of the United States shaped our country and contributed to the United States as we know it today? This course is the first half of two-year study of "National" and "State" History. Students will be able to read and/or analyze a variety of historical sources, including primary and secondary sources, maps, photographs and film covering Pre-Columbian America through 1900, tracing the history of the United States from the Age of Exploration to the Progressive Era, with major topics including the American Revolution, the founding of the United States and the Civil War. Students will be expected to read and/or analyze a variety of historical sources, including primary and secondary sources, maps, photographs and film. Students will also be expected to use technology effectively, research independently and think critically and participate in class discussions about various topics as it relates to this period in history. Students will be writing daily in class, including some lengthy writing assignments. This course will also enforce the academic competencies of the HMHS Learning Expectations. ***Students in this course will need to be strong, independent workers and should be prepared for a more rigorous level of assignments, reading and class-discussion based/collaborative work.***

American Studies II General (420) — Year - 1 Credit

Prerequisites: Completion of American Studies I with a 65% or better.

How has America shaped and redefined the modern world from the early 20th century to present-day? This year-long course is the second half of a two-year study of United States and New Hampshire history. It covers the period of time from the early 1900s up through present day, tracing the history of the United States from the Progressive Era to the beginning of the 21st Century. Students will be expected to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Students will also be expected to practice independent research, use technology effectively, participate in class discussions and write critical essays by making logical inferences and citing specific textual evidence. Students will be required to write two independently researched papers, one for each semester.

American Studies II Honors (420H) — Year - 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of either American Studies I General with 90% or better or American Studies I Honors with an 80% or better.

How has America shaped and redefined the modern world from the early 20th century to present-day? This year-long course is the second half of a two-year study of United States and New Hampshire history. It covers the period of time from the early1900s up through present day, tracing the history of the United States from the Progressive Era to the beginning of the 21st Century. Students will be expected to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Students will also be expected to practice independent research, use technology effectively, participate in class discussions and write critical essays by making logical inferences and citing specific textual evidence. Students will be required to write two independently researched papers, one for each semester. ***Students in this course will need to be strong, independent workers and should be prepared for a more rigorous level of assignments, reading and class-discussion based/collaborative work.***

U.S. History – AP (430) — Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and a grade of 85% or better in American Studies II Honors.

Open to Juniors and Seniors

How can historical materials be assessed to weigh the evidence and interpretations presented in historical scholarship? The Advanced Placement United States History course will follow the prescribed content as recommended by the Advanced Placement United States History course description book published each year by the College Board: *"The Advanced Placement Program in U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year college courses. Students should learn to assess history materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An A.P. U.S. History 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."* This AP course will cover subjects in U.S. history, which reflect the emphasis found in the A.P. exam: political institutions and behavior and public policy, social change, economic development and changes, diplomacy and international relations, and cultural and intellectual developments. The free response section is broken down into a Documentary Based Essay Question (DBEQ) and 2 standard essay questions. Students in this course will spend a great deal of time preparing for this test. Occasional HIP sessions may be implemented as needed. ***Students will be REQUIRED to do summer reading and writing assignments. Failure to do summer assignments will result in exclusion from the course. Students are expected to take the AP exam at the end of the course.***

World History (470) — Sem. – ½ Credit

Open to Juniors and Seniors.

How have historical developments in ancient societies shaped our world and impacted our lives from ancient times to present day? Students will be expected to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Students will also be expected to practice independent research, analyze maps, practice independent research, use technology effectively, participate in class discussions and write critical thinking essays by making logical inferences and citing specific textual evidence as it relates to this period in history. In addition to writing critical thinking essays, students will be required to write a lengthy research paper on a subject matter of their choice, given teacher approval. This semester - long course will investigate the roots of world civilizations as they developed from ancient times up to the Renaissance and Reformation, considered to be the beginning of modern world history. *This course is weighted on the general scale.*

Civics/Current Events (445) — Sem. - ½ Credit

Open to Juniors and Seniors.

How does the government of the United States function and what are the rights, roles and responsibilities of each citizen in this country? This one semester course studies the United States government and the role citizens play in the running of our country, as well as studying both national and international current events. The Civics portion of this course will cover how the United States, state and local governments work, and students will study the rights and responsibilities of American citizens through reading and analysis of primary source documents such as the Declaration of Independence, the Bill of Rights and the U.S. Constitution. The Current Events portion will allow students to gain an understanding of the world today while developing research, media and internet literacy skills. Daily current event analysis homework and participation in class discussions are required. *This course is weighted on the general scale.*

Sociology (465) — Sem. – ½ Credit

Open to Juniors and Seniors

What are the major influences on the development of societies and the individual within a given society? This one semester course will explore various aspects of human behaviors and societies. Major sociological themes are studied, including human society, culture, socialization and social problems. Students will study a variety of countries in order to understand how different cultures and societies develop, and how we are each individually affected by different aspects of our own culture. Students will learn how to conduct sociological research through various social experiments and will acquire skills that enable them to think critically and respectfully of our society and other societies throughout the world. Students will also develop media and internet literacy skills. Participation in class discussions and experiments is required. *This course is weighted on the general scale.*

Economics (750) — Sem. – ½ Credit

See page 40 in the Business Department for a description of this course.

WORLD LANGUAGES

Spanish Culture (610) **Sem. – ½ Credit**

How do Spanish film, literature, fine arts, and music reflect the history, culture, and values of the Spanish speaking world? This one-semester course will introduce students to the culture of the Spanish speaking world through the study of history, film, literature, geography, fine arts, and music. Taught in English.

Spanish I (600) **Year – 1 Credit**

How can connections with people be enhanced through language? This class is the first class in a sequence that develops communications skills in a careful progression taking into account different learning styles. In addition to working on the four traditional skills of language acquisition—speaking, comprehension, reading, and writing—students will also be introduced to the cultural contexts of the Spanish speaking world. Students will learn to communicate in the target language in basic conversation. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. Students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students can express themselves in lists of words and simple sentences. This class in an immersive class where students will develop skills to understand and be understood in the target language without English. *This course is weighted on the general scale.*

Spanish II (601) **Year – 1 Credit**

Prerequisite: Recommendation of the sending teacher and completion of Spanish I with a 70% or better.

How can learning and using a language help to understand other cultures? This course builds on those skills that were introduced in the Spanish I. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. They will learn to communicate through oral, written and non-verbal means. There is a focus on initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students also write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences in the appropriate tense. Students will be able to expand their ability to understand and speak in simple sentences. They are able to express their needs and ideas with some detail. This class in an immersive language class where students will develop skills to understand and be understood in the target language without English. *This course is weighted on the general scale.*

Spanish III (602) **Year – 1 Credit**

Prerequisite: Recommendation of the sending teacher and completion of Spanish II with a 75% or better.

What does the on-going process of language learning look like? There will be concentration on real world conversational knowledge by using film and song in Spanish. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to ask pointed questions and be able to respond to questions with some reasoning and detail. Students will be able to understand the main idea of a short and/or simple text on a familiar topic. This class in an immersive language class where students will refine the skills needed to understand and be understood in the target language without English. *This course is weighted on the general scale.*

Spanish IV (603) **Year – 1 Credit**

Prerequisite: Recommendation of the sending teacher and completion of Spanish III with a 75% or better.

How does art and literature reflect the culture and history of a people? The class will focus on conversation and listening, through class discussion, music and film. There will also be an emphasis on creative writing as well as academic writing. Students will study art and literature from many different cultures where Spanish is spoken. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. They will write opinion and reflection pieces on topics or texts, supporting a point of view with reasons and information. Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Students will be able to participate in conversations on familiar topics by responding to and asking a variety of questions. Students will be able to communicate on many different topics and understand the main idea of most simple conversations and texts. This class in an immersive language class where students will refine the skills needed to understand and be understood in the Spanish without English. *This course is weighted on the general scale.*

Spanish V (604) **Year - 1 Credit**

P*rerequisite: Recommendation of the sending teacher and completion of Spanish IV with a 65% or better.*

How do art and literature reflect the culture and history of a people? The course emphasizes active and meaningful communication in Spanish as well as the ability to understand spoken Spanish in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Previously acquired language structures are thoroughly reviewed and refined, and new grammar topics will be introduced through excerpts of Hispanic literature. Students will enhance their language proficiency and cultural awareness by viewing and discussing feature-length films in the target language. Students will routinely engage in written and oral discussions. Students will learn to communicate effectively through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *This course is weighted on the general scale.*

French Culture (627) **Sem. – ½ Credit**

How do French film, literature, fine arts, and music reflect the history, culture, and values of the French speaking world? This one-semester course introduces students to the culture of the French speaking world through the study of history, film, literature, geography, fine arts, and music. Taught in English.

French I (620) **Year - 1 Credit**

How can connections with people be enhanced through language? French is a global language that millions of speakers use daily on six of the world's continents. French I is the first class in a sequence that develops communications skills in a careful progression taking into account different learning styles. In addition to working on the four traditional skills of language acquisition, speaking, comprehension, reading, and writing, students will also be introduced to the cultural contexts of the French-speaking world. Middle school students who successfully complete French I will obtain one high school credit and will move into French II in the ninth grade. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. They will learn to communicate through oral, written and nonverbal means. Students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students can express themselves in lists of words and simple sentences. Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences in the present tense. *This course is weighted on the general scale.*

French II (621) — Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of French I with a 70% or better.

How can learning and using a language help to understand other cultures? In this course, the focus is on developing the skills that were introduced in French I. Increased competency is a major objective. Review material is presented in new situational contexts and new material is presented in the form of a drama or narrative with continual emphasis on and comprehension. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. They will learn to communicate through oral, written and non-verbal means. There is a focus on initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will be able to expand their ability to understand and speak in simple sentences. They are also able to express their needs and ideas with some detail. *This course is weighted on the general scale.*

French III (622) — Year– 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of French II with a 70% or better.

What does the on-going process of language learning look like? There will be concentration on real world conversational knowledge by using film and song in French. Emphasis is placed on using the language as a means of self-expression. Students will learn to communicate through oral, written and non-verbal means. Students will be able to participate in conversations on a number of familiar topics using simple sentences. They will also be able to ask pointed questions and be able to respond to questions with some reasoning and detail. Students will be able to understand the main idea of a short and/or simple text on a familiar topic. *This course is weighted on the general scale.*

French IV (623) — Year– 1 Credit

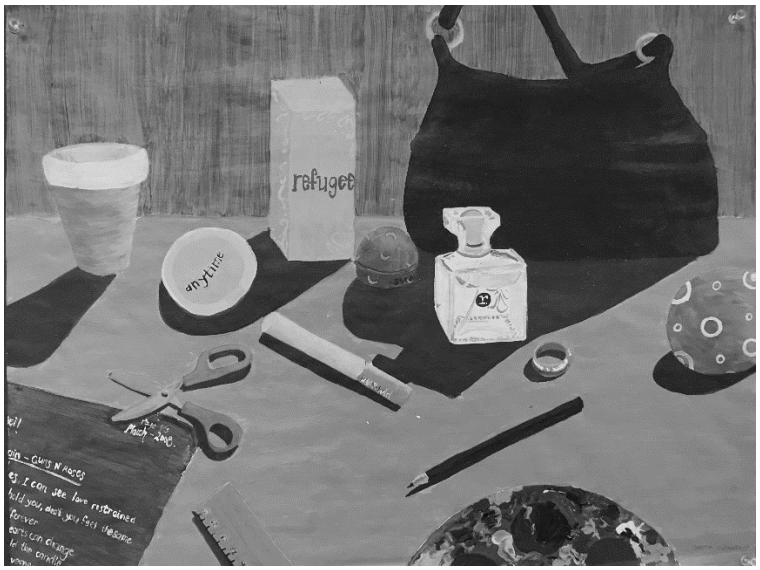
Prerequisite: Recommendation of the sending teacher and completion of French III with a 75% or better.

How do art and literature reflect the culture and history of a people? This is a course for students who have successfully demonstrated their ability and interest in French and who desire to further expand their knowledge about France, Francophone Culture and civilization. Greater emphasis on multimedia technology includes video materials from French Television, songs, slides, advertising, films and recordings. Carefully chosen works of literature, which lend themselves to lively discussion in French, are introduced. Students will learn to communicate through oral, written and non-verbal means. They will write opinion pieces on topics or texts, supporting a point of view with reasoning and information. Students will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Students will be able to communicate on many different topics and understand the main idea of most simple conversations and texts. *This course is weighted on the general scale.*

French V (626) **Year- 1 Credit**

Prerequisite: Recommendation of the sending teacher and completion of French IV with a 75% or better.

The course emphasizes active and meaningful communication in French as well as the ability to understand the language in a variety of contexts. Students are expected to express themselves with reasonable fluency and accuracy in both written and spoken language. Students will reach a level of proficiency in the language skills that enable them to read magazines, newspapers and on-line content as well having the ability to read with comprehension works of poetry, plays and prose passages of French Literature. Students will continue to understand French language and literature through the prism of the French-speaking world. Students will learn to communicate effectively through oral, written and nonverbal means. Students will be able to easily understand the main idea and some details of most video, audio and texts in French. *This course is weighted on the general scale.*



Anonymous

BUSINESS EDUCATION & COMPUTERS

Introduction to Computers (749) — Sem. – ½ Credit

This course provides instruction in basic computer hardware and operating systems that support software applications. Concepts and applications dealing with programming, software integration, Internet use, and future technological trends will be incorporated. Instruction in software concepts using the Microsoft Office suite software package which includes word processing, spreadsheet, presentation and publishing software will be introduced. Also, the importance of proper file management and computer equipment will be discussed and utilized throughout the course. Students will be exposed to the ethical and legal issues related to technology and online learning environments. ***This course is required beginning with the class of 2020 (in lieu of computer credit) and recommended for all students prior to taking required on-line course.*** *This course is weighted on the general scale.*

Economics (750) — Sem. – ½ Credit

Encouraged for Freshmen and Sophomores

This course provides an introduction to the American Free Enterprise System. In this course students will learn to identify the ways in which society organizes its limited resources to satisfy unlimited wants. Students will be able to recognize and explain the interaction of various roles of consumers, businesses and the government within our economic structure. They will understand and be able to articulate the main types of business firms, market structures and the risks and benefits of entrepreneurship as well the key factors involved in the United States' economic relationships with other nations and economic systems. Students will understand the role the stock markets play in the economy and will be able to understand some of the reasons stock markets fluctuate. *This course is weighted on the general scale.*

Personal Finance (754) — Sem. – ½ Credit

Open to Juniors and Seniors

Prerequisite: Completion of Economics with a 65% or better.

This course provides students with skills they will need in life to make valuable decisions regarding money management, career planning, saving and investing, credit management and retirement planning. Students will apply rational decision-making processes in their roles as citizens, workers, and consumers. They will be able to evaluate services provided by financial institutions. Emphasis will be placed on the responsible role of the student as they enter the adult world and deal with choices regarding credit, including cost of credit and legal aspects of credit use. They will be able to understand credit ratings and credit reports. Further, students will know the services of banking institutions (savings accounts, checking accounts) and other banking services and well as investment risks and potential returns. Students will become familiar with 1040EZ and 1040A tax returns. Through project learning, students will understand the process of car buying and apartment rentals. *This course is weighted on the general scale.*

Introduction to Marketing (758a) — Sem. – ½ Credit

Open to Juniors and Seniors

This course is offered during the 2017-2018 school year but will not be offered in 2018 – 2019.

Prerequisite: Recommendation of the sending teacher and completion of Economics with a 65% or better.

Introduction to Marketing is designed to give students an awareness of the importance of marketing and the role it plays in both business and the lives of consumers. Students will understand how marketing benefits business competition by studying the role of product, price, placement and promotion in both regional and global markets. Career opportunities in the field of marketing will be explored. Students will complete projects, both individually and in teams, throughout this class. *This course is weighted on the general scale.*

Entrepreneurship (759a) — Sem. – ½ Credit

Open to Juniors and Seniors

This course is offered during the 2017-2018 school year but will not be offered in 2018 – 2019.

Prerequisite: Recommendation of the sending teacher and completion of Economics with a 65% or better.

Entrepreneurship is designed to give students an understanding of both the risks and rewards of owning a business. Students will consider the careers and lives of entrepreneurs in our society such as Jeff Bezos, Richard Branson, Mary Kay Ash and Walt Disney and report on an entrepreneur of their choosing. Students will develop a business plan for their own business and present their plan to a group of "investors". *This course is weighted on the general scale.*

Business and Personal Law (751) — Sem. – ½ Credit

This course is not offered during the 2017-2018 school year but will be offered in 2018 – 2019.

Open to Juniors and Seniors.

Prerequisite: Completion of Economics with a 65% or better.

Business and Personal Law is designed to develop understanding of our rights and responsibilities in both personal and business situations. Students will learn about and be able to articulate a brief history of the US legal system, the procedures of both criminal and civil law and our roles as citizens. Upon completion of the course they should have an understanding of the elements of a contract and its obligations as a consumer. They will also have knowledge of their rights and responsibilities in the workplace. Students will understand the many aspects of renting or owning a home. The program also covers legal rights and responsibilities for domestic situations including living together, marriage and parenting. *This course is weighted on the general scale.*

Introduction to Business (757a) — Sem. – ½ Credit

This course is not offered during the 2017-2018 school year but will be offered in 2018 – 2019.

Open to Juniors and Seniors

Prerequisite: Recommendation of the sending teacher and completion of Economics with a 65% or better.

This course is designed to familiarize students with different aspects of the world of business. Students will explore the areas of business management, entrepreneurship, marketing, business law and international business. Students will have the opportunity to investigate opportunities in different business careers. Introduction to Business includes an emphasis on projects, with students completing projects both individually and in teams for each of the different modules. This class will serve as a background for more focused classes offered by the department. *This course is weighted on the general scale.*

Accounting I (755) — Sem. – 1 credit

Accounting I is designed to give basic understanding of manual accounting principles, concepts and procedures. Accounting I is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Students will be able to apply Generally Accepted Accounting Principles for an accounting system for a single proprietorship service-based industry. Upon completion of the course students will be able to set up and maintain financial records for a company for one complete accounting cycle including journalizing, posting, preparing a worksheet, adjusting and closing entries, and preparation of financial statements used to analyze business activities and make choices for the future. In addition to using workbooks, students will be required to use Excel to prepare accounting documents. Prior knowledge of Excel helpful but not required. *This course may be used for math credit. This course is weighted on the AP scale.*

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester.

Accounting II (756) — Sem. – ½ Credit

Prerequisite: Completion of Accounting I with a 65% or better.

Accounting II is designed to give basic understanding of manual accounting principles and concepts as well as procedures for a merchandizing company run as a corporation. Students will apply concepts of accounting previously learned and will know how to keep accurate records using multiple journals, a cash control system and tax procedures that apply both to payroll and the corporation. *This course may be used for math credit. This course is weighted on the AP scale.*

To receive college credit $150.00 is due at registration (generally by the end of the first month of the class). The cost is subject to change.

College credits: Students will receive three transferable college credits from River Valley Community College in Claremont NH, upon receiving a grade of C or better for the semester.

Computerized Accounting (757) — Sem. – ½ Credit

Prerequisite: Completion of Accounting I with a 65% or better.

Computerized Accounting is designed to give students a basic understanding of computerized accounting systems. Using QuickBooks, students will use previously learned concepts of accounting as they work through problems associated with a fictitious photography company that supplies both services and products run as a corporation. Students will know how to keep accurate records, set up customers and vendors, prepare invoices, process accounts payable, accounts receivable and payroll as well as manage inventory and prepare reports. *This course is weighted on the general scale.*

Parallax Microcontrollers/Robotics Lab (762) **Sem. – ½ Credit**

This full-semester course will explore the use of microcontrollers and robotics using *Parallax* products. In the first half of the semester, students will:

- Build simple circuits with schematics and wiring diagrams
- Write programs in PBASIC to control the circuits
- Send signals by blinking LEDs
- Sense contact with pushbuttons
- Read a dial using a potentiometer
- Measure light with a phototransistor
- Control motion with a servo motor
- Play tunes on a piezo speaker
- Display data on a 7-segment LED
- Combine several circuits to prototype an invention

The second half of the semester will introduce the Boe-Bot which takes about 2 hours to build. Projects involving experimentation with the Boe-Bot will include the use of wiring, programming with P-Basic robotics language, and experimentation with a large array of programs which explore the many sensors, electronics to include breadboards, circuits, resistors, LED's, and more. *This course is weighted on the general scale.*

FINE & PERFORMING ARTS

Art Exploratory (700a) **Sem. – ½ Credit**

This course is designed to introduce the student to a breadth of art media providing a comprehensive visual foundation and appreciation of art as it will be encountered in high school and beyond. Students will explore a wide variety of media in both 2- and 3-dimensional art projects. The emphasis will be on creative problem solving using the elements and principles of design. Students will maintain a sketchbook for homework. Students will also be responsible for writing artist's statements for evaluating and reflecting on their effort and art work. Students will write weekly reports on contemporary and historical artists and movements. A digital portfolio of completed projects will be kept to monitor progress. Students will be able to apply the skills drawing, painting and 3D disciplines to generate, conceptualize, and organize artistic ideas. *This course is weighted on the general scale.*

Advanced Art (701a) **Sem. – ½ Credit**

Prerequisite: Completion of Art Exploratory with a 65% or better.

In this guided studio setting students will have an opportunity to further develop skills that were introduced in Art Exploratory. This course is intended to provide students with the opportunity to explore projects with greater depth and intensity. The creation of art will focus on the personal development of style and theme. Students will further develop an understanding of visual language. Upon completion of assignments there will be critiques where students will be responsible for critical responses for their artwork and that of their peers. Students will write artist's statements for evaluating and reflecting on their effort and art work. Students will maintain a sketchbook. The sketchbook will serve as a visual journal for developing ideas and skill practice. A digital portfolio of completed projects will be kept to monitor progress. Students will be able to apply the skills of drawing, painting and 3D disciplines to generate, conceptualize, and organize original artistic ideas. Students will be able to refining and complete artistic ideas. *This course is weighted on the general scale.*

Digital Imaging (707a) **Sem. – ½ Credit**

Open to students in grades 10 – 12.

Prerequisite: Completion of Art Exploratory with a 65% or better.

This course is designed to introduce and explore the basic concepts of digital editing through the use of digital photography and Adobe editing software. Students will learn how to shoot pictures with a digital SLR camera and manipulate them using Adobe Photoshop, while learning and applying the elements and principles of design. Written and oral critiques will be required to demonstrate an understanding of technical and aesthetics aspects. A digital portfolio of completed projects will be kept to monitor progress. *This course is weighted on the general scale.*

HMHS Pacer Morning News (709A and 709B) — Sem. – ½ Credit

Open to Juniors and Seniors

The course is designed to develop skills for producing the Hinsdale Middle High School morning news as well as field pieces that will appear on the program. Students will develop an advanced understanding of how to work with digital video equipment as well as how to use video production programs. Students will be responsible for writing, planning, organizing, and producing the news. Teamwork is essential because the class is the production crew that will produce the morning news and stories for the morning news. The ability to independently plan productions and meet strict deadlines is required. Grading will be based on the ability to work as a team member and to independently plan productions. Students will be able to apply skills and language of a media arts to convey meaning and communicate ideas by analyzing developing and performing presentations. ***It is preferred that students take this course both semesters to allow for mastery. Students may take this course more than once.*** *This course is weighted on the general scale.*

HHS Performance Music (718) — Sem. – ½ Credit

Through the study, practice, and performance of a wide variety of musical styles and genres with a focus on contemporary music, students will gain a better understanding of music as a performance art. Every student enrolled in the class will be expected to perform. While prior knowledge of music theory, an instrument or vocal techniques are helpful, they are not a requirement of the class. Students will have access to a variety of instruments that are commonly found in a jazz/pop/rock ensemble. All students enrolled will develop and follow practice plans to better understand the use of melody, harmony, and rhythm. Fundamental music reading and ear training skills will be developed as a class and individually. It is an expectation of the class that the practice of instruments and voice continue independently beyond the school day.

As part of the common core initiative, students will practice speaking and listening skills through intense collaboration with other students in the class. There is a strong emphasis on Hinsdale's social learning expectations of respecting others ideas and attitudes, and having a positive attitude toward working to solve problems both individually and collaboratively. Students will write practice plans, journals and will be required to complete reflections that analyze and critique performances. Students will use technology to research and create informative and explanatory materials, and to write and record music. Daily participation is a key component to each student's success in the class. ***Students may take this course more than once.*** *This course is weighted on the general scale.*

Band @ BUHS (712) **Year– 1 Credit**

Prerequisite: Audition and permission of BUHS Instructor

A performance course designed to build instrumental skills and foster artistic expression and creativity. An understanding of various musical styles and forms will develop as students rehearse and perform standard concert band literature as well as orchestral transcriptions, arrangements of Broadway or movie scores and pep/marching band styles (pop and rock). Private lessons (available in or out of school) are required for all band members. Individual achievement is guided and monitored through the use of portfolios, allowing students to set individual learning goals and to document them through written self-assessments and recorded evidence. A regular routine of individual practice is required. Attendance at all rehearsals, concerts, parades, and sectionals is required. Parade marching band is a required component of this course.

Chorus @ BUHS (715) **Year- 1 Credit**

Prerequisite: Audition and permission of BUHS Instructor

Chorus is a performance class designed to develop individual as well as choral vocal technique, music literacy, and an understanding of the musical heritage of diverse choral compositions. Students are expected to attend a personal vocal lesson as well as several sectional rehearsals with the instructor for developing their vocal skills. In daily rehearsals, students will be challenged to develop their ability to read music as the ensemble prepares concert repertoire. Reading music is approached as much as possible at a beginning, intermediate and advanced level as this class hosts a wide spectrum of student competence in this artistic language. In addition to developing skills and performing in three school concerts, students are expected to reflect on their musical growth through written assignments in a chorus journal.

Theater (721) **Sem. - ½ Credit**

This course is designed for both the experienced and novice actor. Students will be introduced to different facets of theatre arts such as acting, play writing, and technical theatre. The course may cover such varied dramatic arts as mime/pantomime, improvisation, oral interpretation, radio theater, storytelling, monologues, scenes and one-act plays**.** Participants will be required to take part in a public performance outside of school hours. *This course is weighted on the general scale.*

FAMILY AND CONSUMER SCIENCES

Parenting (780) — Sem. – ½ Credit

Usually offered in the fall.

Students will be able to evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. This class explores various family forms and functions, the cycle of family development, and how the parenting role changes through the lifespan as children grow. Conception, pregnancy, and prenatal development and care are discussed with an emphasis on abstinence to avoid unplanned pregnancies. The Safer Choices Curriculum is embedded to help make students aware of choices and decisions that they will face both now and in the future. *This course is weighted on the general scale.*

Child Development (781) — Sem. – ½ Credit

Prerequisite: Recommendation of the sending teacher and completion of Choices and Decision Making or Parenting with a 65% or better.

Usually offered in the spring.

Students will be able to analyze factors that influence human growth and development. This course provides students the knowledge needed to work with and care for children as they grow. All areas of development – physical, intellectual, social and emotional – are addressed so students can better understand, assess, and meet the needs of children. This course will focus on individual student engagement in an effort to understand the emotional, physical and social health of children. *This course is weighted on the general scale.*

Early Childhood Education (790) — Year – 1 Credit

Students will be able to integrate knowledge, skills and practices required for careers in early childhood, education and services. The class begins with helping to better understand young children and develop guidance skills. Students will learn how to handle specific concerns related to infants, toddlers, and school-age children. A second year can be taken in the form of an ELO to gain practical experience via a continuation of the concepts and applications learned in the first year, with an increased emphasis on research and on site practical applications. *This course is weighted on the general scale.*

Foods (786) — Sem. – ½ Credit

Students will be able to demonstrate food preparation methods and techniques for all menu categories to produce a variety of food products. This course is a lab based food and nutrition program where students learn how to make healthy and nutritious food reflecting current national guidelines; how to prepare foods, appreciate food diversity, how science and technology impact foods and nutrition. *This course is weighted on the general scale.*

Chefs (787) — Sem. – ½ Credit

Only open to Seniors

Prerequisite: Completion of Foods with a 65% or better.

Students will be able to demonstrate advanced food preparation methods and techniques for all menu categories to produce a variety of food products. This course takes the complex world of food and breaks it into individual units of study. Students will choose several units of interest for in-depth study and creation of more complex recipes. Meal planning and preparation topics are studied. *This course is weighted on the general scale.*

Sewing and Design (FCS783) — Sem. – ½ Credit

Students will be able to demonstrate skills needed to produce, alter or repair fashion, apparel and textile products. This course teaches the basic use of sewing machines and fabric construction techniques. Students are given information and practice to learn basic sewing skills in a hands-on format. Learning is as rapid and in depth as students' interests take them. Content builds from basic sewing skills to project construction. Project examples include pillow cases, table runners, stuffed animals, tote bags, patchwork pillows, etc. Students will be able to choose and complete their own individual projects. *This course is weighted on the general scale.*

PHYSICAL EDUCATION/HEALTH

Physical Education I (501A) — Sem. – ½ Credit

Encouraged for Freshmen and Sophomores

The Hinsdale Physical Education program intends to provide all students with cognitive and physical knowledge they will need to pursue lifelong health and wellness. During this course students of all abilities will learn to be competent movers through a selection of activities in the following areas: individual sports, team sports, and lifetime activities. Throughout these experiences, students will learn the importance of using technology in PE (heart rate monitors and pedometers etc.), why exercise is important, how it is enjoyable, their own fitness needs, and how to maintain fitness throughout their lives. Students will know how to design a fitness program and demonstrate progress towards their fitness goals. Students will be able to understand, describe and apply health and skill related fitness concepts as required competencies developed by National and State Standards in Physical Education and the Society of Health Physical Educators. Other lifetime skills promoted include leadership, building self-confidence, and sportsmanship. Additionally, students will continue to improve motor skills, change for class, complete homework as assigned and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations. *This course is weighted on the general scale.*

Physical Education II (501B) — Sem. – ½ Credit

Prerequisite: Completion of Physical Education I with a 65% or better.

This highly active and more competitive PE II course is designed to center around competitive team sports that emphasize sportsmanship and team-building skills. Respect for the rules and how team games are managed is a must. The focus is on traditional team activities, which include ultimate Frisbee, soccer, speedball, flag football, volleyball, floor hockey, softball, and basketball. Competencies include creating, evaluating and analyzing a fitness program for college living or career planning, recognize the value of physical activity by comparing and contrasting benefits of exercise and health., as well as demonstrate improvements in the areas of skill- related fitness and health-related fitness using goal setting and reflection. *This course is weighted on the general scale.*

Personal Fitness (501p) — Sem. – ½ Credit

Prerequisite: Completion of Physical Education I with a 65% or better.

Personal Fitness is a course devoted to health-related and skill-related fitness components. A variety of assessments will be used to assess personal fitness and subsequently set goals while tracking progress at several intervals throughout the semester. Competencies will include understanding and describing training theories, anatomy, and physiology while applying a variety of conditioning methods. Students will create a plan for their personal fitness based on their fitness assessment, demonstrate progress towards their fitness goals as well as address personal nutritional needs based on their activity levels. Specific skills will include free weights, cardio and weight machines, plyometrics, stability ball and more. *This course is weighted on the general scale.*

Aerobic Dance (506) — Sem. – ½ Credit

Prerequisite: Completion of Physical Education I with a 65% or better (only if taken for PE credit).

This is a half year course that will give students the option to broaden their repertoire of physical activities and art expression. There is a combination of aerobic fitness, muscle toning, basic components of choreography, and dance. This class will meet five times a week. During this course, students will develop higher self-esteem, a positive body image, and team work. Students are required to change into clothes appropriate for physical activity for every class, participate to the best of their ability, and attend class each day. While dance background is not necessary, motivation is! ***There will be a required performance at the end of the semester that will count as a final exam. Credit earned may be used for a ½ Credit in Art or Physical Education.*** *This course is weighted on the general scale.*

Individual Physical Education Program (ELO/CBAS) — Sem. – ½ Credit

Prerequisite: Prerequisite: Completion of Physical Education I with a 65% or better.

With approval, students may use an Extended Learning Opportunity to meet the second ½ credit of required physical education. Students may also utilize a Hinsdale sponsored JV or Varsity athletic experience to satisfy the second ½ of their PE requirement. Students must meet with the PE Department prior to starting an ELO/CBAS option in physical education.

Health (315) — Sem. – ½ Credit

The Joint Committee on National Health Education Standards defines health literacy as "the capacity of individuals to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance health." This required course is designed to motivate and assist students to maintain and improve their health, prevent disease, reduce risk behaviors, increase health literacy enabling a student to make informed and knowledgeable health decisions. Specific content includes all areas stipulated in the New Hampshire and National Health Standards. Methods include allowing students to develop and demonstrate increasingly sophisticated health related knowledge, skills and practices while following the Hinsdale's social learning expectations, respecting others ideas and attitudes, positive attitude toward working to solve problems both individually and collaboratively. Techniques to insure success in these areas include practicing reading, writing, listening, speaking, and language skills, as referenced by the Common Core anchor standards. All instruction will be presented in diverse media and formats such as presentations, research, projects, Keys to Literacy writing, role play and varied assessments to stimulate understanding of health concepts and acquisition of skills to use the information to promote health. *This course is weighted on the general scale.*

SUPPLEMENTAL PROGRAMS

Life Skills

Life Skills is a credit bearing special education program designed to service students with disabilities. The curriculum focuses on functional academics geared toward preparing students for independent living. Students learn about and participate in structured social interactions. Instruction is provided in money and time concepts, cooking, organizational strategies, decision making and problem solving. Students have the opportunity to practice role playing real-world scenarios and to participate in the school's Extended Learning Opportunities (ELO) program to gain hands on experience with job exploration skills. The Life Skills program reinforces the academic competencies of the HMHS Learning Expectations, a copy of which can be found at the beginning of this document. Differentiated levels may be offered at the middle and high school. *Enrollment in these classes are by request of the Special Education Department only.*

MIDDLE SCHOOL CLASSES

Grade 6 Language Arts

Grade 6 Language Arts Sixth grade uses a variety of resources within the Reading Street series such as the practice, grammar, and spelling books. Within those three resources are vocabulary, language arts, and reading genres are intertwined within each unit. The focus is on comprehension, using the analytical skills of: sequencing of events, comparing and contrasting, and author's purpose. Materials used are literacy books based on reading levels from AIMSweb data, Reading Street leveled readers, and miniseries collection for critical reading. Students are required to use their organizational skills to complete tasks and manage their time wisely in class and complete at-home activities. Students engage in their own learning while taking responsibility and ownership through participation, self-evaluation and reflection. Students will also be able to communicate effectively through narrative, informative, and argumentative writing.

Grade 6 Math

The four critical areas that are focused on in sixth grade math are ratios/rates, rational numbers, algebraic expressions/equations, and beginning statistics. Problem solving is a recurring theme within the math curriculum. Students build upon their previous knowledge and experience with numbers in order to understand ratio concepts and use ratio reasoning to accurately solve problems that include both whole numbers and fractions. The rational number system is also expanded to begin including negative numbers. Algebraic expressions, equations, and inequalities are introduced during this year and students use these concepts to represent and analyze relationships that exist between variables in given situations. Algebra is also part of the discussion, development, and justification of formulas used to solve both real-world and mathematical geometry problems. Lastly, in addition to developing algebraic and ratio reasoning, students also learn how to describe and analyze numerical data sets by using different statistical measures such as median and mean.

Grade 6 Science

Students in the sixth grade engage in inquiry by observing, questioning, and analyzing information ranging from our galaxy to Earth's land features. Through the combination of text, media, and hands on activities students engage independently and collaboratively within the curriculum. The Science Experiments class helps support hands-on activities within the curriculum. Students gather and interpret information about the earth which is recorded in their science experiment books, notes, and homework assignments. Through these tools and reflections students are able to compare observations and draw conclusions. Students learn how organizational skills to keep an up to date science binder and manage their time wisely within science experiments.

Grade 6 Social Studies

Students in the sixth grade focus on ancient world history that takes you from Europe to China and also encompasses Greece, Egypt, and Africa. Students will use organization, as well as independent problem solving and task completion to complete projects that will describe how regions preserve culture and traditions in addition they will utilize maps, globes, charts and models to analyze patterns. Students do a variety of hands-on activities within the curriculum. Using written and oral means, students will identify countries and their governments as well as describe the major migration of the first humans in Africa to the rest of the world.

Grade 7 English

In English 7, students must read and comprehend grade-level fiction and nonfiction texts. They must also be able to communicate their ideas orally and through written means. Students read closely, applying reading strategies to draw inferences and analyze texts, and integrate outside knowledge in their reflections and discussions of the texts. Not only are students required to determine the main ideas of what they read, but they also need to cite textual evidence to support their argument in extended responses. Understanding author's craft through studying literary devices, diction, and format is emphasized. Students are required to participate as members of a literate community, discussing literature and writing, and listening respectfully to others. This course will address the following: Are students effectively reading and analyzing texts so that they can coherently formulate a summary based off of main ideas? Can students build and defend a thesis statement that serves as the central focus for an argumentative writing assignment? Can students make connections to texts through either real-life experiences, media sources, or other texts that they have read and are they able to support those connections with ample evidence?

Grade 7 Math

In Math 7, students continue to build upon the knowledge gained in previous years while focusing on four main areas: proportional reasoning, using operations with rational numbers to work with algebraic expressions and linear equations, geometric figures, and data analysis. Students extend their understanding of ratios to include proportions and apply proportional reasoning in a wide variety of percent and scale drawing problems. Students continue to develop a stronger understanding of the different ways to represent rational numbers, as well as the algorithms for the operations performed. The properties of operations are used to understand and solve real-world and mathematical algebra and geometry problems, including linear equations, angle measures, area, surface area, and volume. Students also begin using statistics to compare two or more data distributions, make inferences about sample and population groups, and explore/develop probability models for simple and compound events.

Grade 7 Science

In Life Science 7, students discover, interpret, and learn the vernacular of the class ranging from human body systems to genetics and heredity. Integration of multiple informational texts and outside resources allow students to gain hands-on experience with the words and phrases of the class through educational games and other media. Students evaluate how two or more texts discuss a subject through similar or different viewpoints while taking note of the tone, connotative, and figurative meanings presented to the reader. Through close analytical reading students will be able to read independently and proficiently as they draw conclusions from their text. To support the readings in class, students work on a related experiment for each new unit in which they gather data, write a hypothesis, find supporting evidence, and draw conclusions based on their experiments. These experiments and lab data are then summarized in a lab reported showing the progression of their thinking and knowledge during the lab process. At the conclusion of this course students will be able to perform, and write a comprehensive lab report as well as see how the human body systems work together to maintain homeostasis.

Grade 7 Social Studies

In Social Studies 7, students mainly study of world geography with content that includes Latin America, Asia, and Australia. Our guiding question for this course is, "What are the physical and human characteristics of the geography of selected regions of the world?" As part of the study of geography, students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information while gaining understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

Through substantial writing assignments, students will cite specific textual evidence to support analysis of primary and secondary sources while analyzing the relationship between a primary and secondary source on the same topic. Students in this course will measure their progress toward these Common Core standards, and the content, by using the HM/HS school-wide rubrics.

Grade 8 English

In English 8, students must read and comprehend grade-level fiction and nonfiction texts. They must also be able to communicate their ideas orally and through written means, with particular emphasis on writing narrative, informational, and argumentative papers. Students read closely, applying reading strategies to compare and contrast texts. In extended responses, students routinely cite evidence to support their analysis of texts. With increased study of the author's craft, students evaluate not only the writer's point of view but also the social and historical context of his or her work. Students are required to participate as members of a literate community, discussing literature and writing, and listening respectfully to others.

Grade 8 Math

In the 8th grade math class students will continue to build on the concepts introduced in previous years. Instructional time will focus on the areas of reasoning as it relates to expressions and equations especially linear equations, and understand slope, functions and their use to describe quantitative relationships as well as describe how they are reflected in different representations, and analyzing two- and three-dimensional shapes, as well as understanding and applying the Pythagorean Theorem. Students will use problem solving as well as critical thinking tools to complete tasks. Students will produce clear, coherent, and effective informative writing.

Algebra I Honors

For students who excel on an Algebra entrance test, Algebra I Honors may be taken for high school credit. See page 23 for more information about the course.

Grade 8 Science

In grade 8, physical science students will use a variety of tools to perform inquiry tasks. Through the use of informational texts students will be able to cite textual evidence, as well as determine a central idea or conclusion and provide an accurate summary. Using critical thinking as well as problem solving students will perform experiments that include following multistep procedures, taking measurements and performing other technical tasks. Instruction will include the nature of science (including safety, variables, graphing and the SI system), matter, motion including force, energy, electricity and waves. At the conclusion of the year students will understand the importance of lab safety as well as how matter, forces, and energy are interconnected. The students will also have to demonstrate their competencies with the use of a portfolio. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

Grade 8 Social Studies

"What were some of the political, cultural, geographic, and economic conditions in selected areas of the world from about 1500 A.D. up to the present?" Eighth Grade Social Studies is a year-long course which includes the study of world history from the end of the Middle Ages to contemporary times. As part of the study of history, students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance through the study of the interactions of peoples and governments over time. Students will also demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time. Through various writing assignments, students will determine the central ideas or information of a primary or secondary source, and provide an accurate summary of the source as well as analyze the relationship between a primary and secondary source on the same topic. Students in this course will measure their progress toward these Common Core standards, and the content, by using the HM/HS school-wide rubrics.

World Language

Students in the 8th grade have the option of taking either French I or Spanish I and receive high school credit for the course. See the World Languages Department on page 38.

VOCATIONAL EDUCATIONAL EXPERIENCE (VEX) CLASSES

Students rotate through these half-year and quarter-long courses throughout the school year. The order and specific classes for each grade are determined annually.

Writing 7

Students will be able to effectively develop, write, and analyze the main formats of writing such as arguments, informative texts, and narratives. In their writing, the students are expected to organize and maintain evidence of their writing process, which will enable them to create effective, coherent, pieces of writing while utilizing time management skills. Computers are an integral part of this class and are utilized for research, revision, and publication. There is also an emphasis on oral presentation skills that students learn and acquire by presenting their published work with their peers. This course will address the following questions: How does writing under a variety of genres help to develop whole-student wellness? How does writing engage students in using and developing critical thinking skills? How does writing factor in to inter-curricular fluency?

Writing 8

Students will be able to effectively develop, write, and analyze the main formats of writing such as arguments, informative texts, and narratives. In their writing, the students are expected to organize and maintain evidence of their writing process, which will enable them to create effective, coherent, pieces of writing while utilizing time management skills. Computers are an integral part of this class and are utilized for research, revision, and publication. There is also an emphasis on oral presentation skills that students learn and acquire by presenting their published work with their peers. This course will address the following: How does writing engage students in using and developing critical thinking skills? How does an author convey their message through writing in a variety of genres?

Media Literacy

Media Literacy Students will observe and analyze the media and the role that it plays in their lives. Over the course of the quarter, students will take a look at various forms of media and how each form conveys a message differently. Students will be asked to analyze messages being transferred to us through media and how our brains respond to such messages. Some forms of media that we will be discussing in class are: newspapers, television, radio, advertisements, Internet, social media, technology, music, literature, and film. Each mini-unit that we cover will focus on a different form of media, and we will discuss how each one impacts our lives on a daily basis. This course will address the following questions: Are students capable of identifying main ideas and concepts in a variety of forms of media? Are students aware of the messages that are being presented to them on a daily basis, as well as have an understanding of what these messages mean on a larger scale? Are students able to differentiate between a reliable news source and one that is heavily biased or opinionated?

Health

The Joint Committee on National Health Education Standards defines health literacy as "the capacity of individuals to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance health." Concepts in this course include how to prevent disease, reduce risk behaviors, increase health literacy, set goals, communicate effectively and media literacy which will enable a student to make informed and knowledgeable health decisions. Specific content areas required by New Hampshire and National Health Standards such as nutrition, fitness, disease prevention, conflict resolution, technology, communication, decision making, drug-alcohol-tobacco prevention and risks are included. Methods include allowing students to develop and demonstrate health related knowledge, skills and practices while following the Hinsdale's social learning expectations respecting others ideas and attitudes, positive attitude toward solving problems both individually and collaboratively. Techniques include practicing reading, writing, listening, speaking, and language skills, as referenced by the Common Core anchor standards. Many areas of study include hands on projects as well.

General Music

Through the general study of music students gain an appreciation for the arts and culture by learning about a diverse range of music styles throughout history while engaging in performance-based activities. Through musical interactions in class and semester performances, students will gain confidence, respect and a greater sense of community through creative collaboration.

Music skills include a focus on the fundamental elements of rhythm, melody, and harmony. Students are exposed to a variety of instruments and performance mediums and are encouraged to develop their individual interests through learning labs.

As part of the common core initiative, students will practice speaking and listening skills through intense collaboration with other students in the class. The central discussion throughout each class will revolve around the questions: Why is music important and what does it mean to you? Through discussion and activities there is a strong emphasis on Hinsdale's social learning expectations of respecting others ideas and attitudes, and having a positive attitude toward working to solve problems both individually and collaboratively. Reading and writing will take shape in a variety of contexts including the use of technology in activities, reports, and presentations. Daily participation is a key component to each student's success in the class.

Physical Education

The Hinsdale Physical Education Middle School program provides all students sequential physical and cognitive knowledge they will need to pursue lifelong health and wellness. During this course, students of all abilities will learn to be competent movers through a selection of activities in the following areas: individual sports, team sports, dance, and lifetime activities. Throughout these experiences, students will focus on sport-specific skills and fitness skills at an emerging, maturing and applying level. Students will be able to understand and describe health and skill related fitness concepts as required competencies developed by National and State Standards in Physical Education and the Society of Health Physical Educators. They will continue to develop these skills throughout their Middle School experiences to apply at High School level. Students will also participate in fitness testing and the importance of tracking their progress throughout their PE experience. Other lifetime skills promoted include leadership, responsibility, building self-confidence, problem solving and positive sporting behavior. Students will be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

Visual Arts

Visual Arts is introductory course to the visual design electives. The curriculum provides a comprehensive visual foundation necessary for the development of the student artist. The curriculum consists of four subjects of study: Drawing, Color, 2-D Design and 3-D Design. Students will explore the elements and principles of design and their relationship to all other art mediums with each section of study. Students will be able to apply the skills of drawing, painting and 3D disciplines to generate, conceptualize, and organize original artistic ideas.

Tech Ed

Tech Ed is a course in which students learn that technology means more than just computers. Using informational text, computer research and hands-on applications, students will discover that technology allows for the development of processes and systems that extend human capabilities. In addition, students will practice skills which will enrich their educational experience. Using textbook excerpts and handouts, students strengthen their ability to analyze technical text, isolate the key concepts and cite details to support those concepts. Hands on projects are designed to sharpen critical thinking skills and problem solving strategies. Through these projects students will learn that perseverance, collaboration and the ability to self-direct oneself is often needed to achieve the desired goal not only in labs but in life.

Adult Roles & Functions

Students will be able to analyze strategies to manage multiple roles and responsibilities (individual, family, career, and community). A comprehensive overview of Adult Roles and Functions. Topics include building relationships, decision making process, health related choices, money management, nutrition, and independent life skills. This course is inclusive of all facets of the Academic, Social and Civic Competencies, with particular focus on learning to take responsibility for individual actions and choices, and the importance of whole person wellness.

Family and Consumer Science

Students will be able to analyze strategies to manage multiple roles and responsibilities (individual, family, career, and community) and learn basic cooking and sewing techniques, as well as an introduction to child care. This class gives students experiences in all areas of family and consumer science. Students will look at ways to become successful, make friends, mange time and resources. They will practice skills needed to prepare foods and planning meals. In the textile unit they will learn to do laundry, repair clothes and create a project. Following directions, teamwork and giving best efforts stressed. This course is inclusive of all facets of the Academic, Social and Civic Competencies, with particular focus on learning to take responsibility for individual actions and choices, and the importance of whole person wellness.

Digital Portfolio

In digital portfolio, each student will build a digital portfolio to ensure they gain the 21st century technology skills and tools that they need to be successful in college and their future careers. This course is designed to help students understand the importance of the portfolio process and assist them with its development. Students create and/or select previously created digital artifacts and learn the skills of self-evaluation and reflection. Students will learn about the digital portfolio competencies that must be met, and prepare their portfolios for evaluation. This course will address the following: Basic technology operations and concepts, demonstration of digital citizenship through social, ethical, and human issues, demonstration of technology productivity tools used for creativity and innovation, demonstration of communications tools used to communicate or collaborate, demonstration of research and information fluency using research tools, and demonstration of critical thinking through problem solving and decision-making tools.

Information & Communication Technologies (ICT)

This class aids students in developing a basic technical fluency and learn 21st century tools that will provide a foundation for their future educational and professional careers. Students learn about technological elements such as hardware, software applications, networks, and other elements of digital technology. Research skills are also covered to teach students to gather relevant information from multiple sources, use search terms effectively; assess the credibility and accuracy of each source; and cite sources to avoid plagiarism and be a responsible digital citizen.

Research and Presentation

Students spend a quarter exploring the proper alleys of creating a research project. This class aims to help students become stronger in doing research using different types of media (both electronic and non-electronic), as well as become more comfortable with doing short oral presentations. Throughout the quarter we will be answering the following question: What is informational writing? Students will learn to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, determine a central idea of a text and how it is conveyed through particular details, and provide a summary of the text distinct from personal opinions or judgments. Students will also write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Keyboarding

This course is designed to help students develop their keyboarding and online communication skills which are fundamental components of literacy in the 21st century. This class will help students to develop speed and accuracy by learning the touch operation of the alphanumeric keyboard. Emphasis is placed on mastery of the keyboard with desirable keyboarding techniques and the development of speed and accuracy. By the end of the course students should be able to demonstrate sufficient command of keyboarding skills which are essential to prepare them for their future.

Guidance/Career

This course is divided into two parts with Guidance meeting three days per week and Careers meeting two days per week.

Guidance: Students will be better able to navigate adolescent issues while considering their behaviors and choices. Topics include: *The Three R's of Growing Up, You and Your Values, Enhancing Self-Esteem, Setting and Achieving Goals, Dealing with Pressures, Handling Emotions, Preventing Conflicts and Violence, Saying No to Alcohol and Other Drugs, Speaking of Sex, Friendship, Getting Along with Parents,* and *Respecting Others. Big Changes, Big Choices*, the video program that is used, helps young teens work their way through the turmoil of early adolescence while making positive, healthy life choices. By watching, discussing, and writing about these topics, students will come to a deeper understanding of the issues, think more critically about their own choices and behaviors, and gain confidence in their own choices.

Career Exploration: What career is exciting to me? How do I find my way through high school and into that career? What do I need to know to get into a college/career of my choice? What is my high school four-year plan? Students will spend time researching a chosen career and then demonstrate their knowledge of what it takes to make it through their four years of high school with a clear plan for life after Hinsdale Middle/High School. Students will demonstrate their knowledge in a culminating presentation that demonstrates competency in research, reflection, future planning, advocating for themselves, and presentation skills.

Robotics I

A hands-on learning program which engages students as they intertwine problem-solving skills with science, technology, engineering, and math education with real-world learning concepts using the Lego Mindstorms EV3 Robotics platform. Students will be able to solve problems and complete tasks collaboratively and independently through research, analysis and critical thinking (HNHSD Learning Expectation #02). These goals are aligned with the Common Core Curriculum Speaking and Listening Standards #2 and #5 for Grades 6-12 which center on comprehension and collaboration, as well as the presentation of knowledge and ideas, through the use of diverse media, formats, and visual displays.

Robotics II

A hands-on learning program which engages students as they intertwine problem-solving skills with science, technology, engineering, and math education with real-world learning concepts using the Lego Mindstorms EV3 Robotics platform. Students will be able to solve problems and complete tasks collaboratively and independently through research, analysis and critical thinking (HNHSD Learning Expectation #02). These goals are aligned with the Common Core Curriculum Speaking and Listening Standards #2 and #5 for Grades 6-12 which center on comprehension and collaboration, as well as the presentation of knowledge and ideas, through the use of diverse media, formats, and visual displays. At this advanced level, students will be given greater opportunity to be responsible as they endeavor to build and experiment with increasingly more involved robotics concepts and programming.

Science Experiments

In grade 6, science experiments students will use a variety of tools to perform inquiry tasks. Using critical thinking, engineering, as well as problem solving skills students will perform experiments that include following multistep procedures, taking measurements and performing other technical tasks. Students will be able to use the laboratory safely, use the metric system of measurement, and explain and analysis scientific concepts. As a part of the regular course work, students will be able to write up a basic formal lab report on their laboratory experiments.