



Hinsdale
Middle/High School
Program of
Studies
2018-2019

**Hinsdale High School
Hinsdale, NH
Program of Studies**

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PROFILE OF A HINSDALE GRADUATE

The graduate of Hinsdale Middle/High School will have demonstrated the ability to achieve and apply appropriate academic and technical knowledge in authentic ways. This includes demonstrating essential work habits, such as creativity, critical thinking, communicating effectively, collaboration, and problem solving. These essential habits promote the graduate's ability to align their knowledge and skills in support of future career opportunities. Further, the graduate will demonstrate optimism as well as responsibility regarding their role as citizens in the broader community. The Hinsdale Middle/High School Core Values and 21st Century Learning Expectations are guidelines for supporting the Profile of a Hinsdale Graduate.

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

This we believe to be the essence of 21st Century learning. Hinsdale Middle/High School students will graduate as positive, adaptive individuals prepared to pursue their goals and participate as responsible, contributing members of their community and the world.

21st Century Learning Expectations*

- ❖ 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

GRADUATION REQUIREMENTS

Students may elect to accomplish any of the following requirements in many ways. See “Courses of Study” section beginning on page 10.

Content Area	Hinsdale H. S. Diploma	NH Scholars	NH Scholars - STEM	NH Scholars - Arts	NCAA	NH State Diploma*
English	4	4	4	4	4**	4
Math	4 (One must be Algebra I)	4 (Algebra I, Geometry, and Algebra II plus one more)	4 (Algebra I, Geometry, and Algebra II plus one more)	4 (Algebra I, Geometry, and Algebra II plus one more)	4** (3 must be Algebra I and higher)	3 (One must be Algebra I)
Science	3 (One must be Biology)	3 (Must be lab sciences)	4 (3 must be lab sciences)	3 (Must be lab sciences)	3** (One must be a lab science)	2 (One must be Biology)
Social Studies (American Studies/ World Hist)	2.5	2.5	2.5	2.5	2.5	1.5
Civics	0.5	0.5	0.5	0.5	0.5	0.5
Economics	0.5	0.5	0.5	0.5	0.5	0.5
Personal Finance	0.5	0.5	0.5	0.5	0.5	0
World Language	0	2 (Must be same language)	2 (Must be same language)	2 (Must be same language)	**	0
Physical Education	1	1	1	1	1	1
Health	0.5	0.5	0.5	0.5	0.5	0.5
Art	0.5	0.5	0.5	2	0.5	0.5
Computer Science	0.5	0.5	1	0.5	0.5	0.5
Online Elective	0.5	0.5	0.5	0.5	0.5	
Electives	6.5	4.5	3.5	3	6.5	6
Total Credits	24.5	24.5	24.5	24.5	24.5	20
Required Minimum GPA			3.2	3.2	2.3 in core courses	

*A 20 credit State of New Hampshire Minimum Requirement diploma may be granted on a case by case basis.
 **NCAA also requires 1 additional credit of either math, English, or science. In addition, 4 credits comprised of English, Math, Science, or World Language are required.

HIGH SCHOOL COURSE SELECTION PROCESS

Students are expected to give serious consideration to their course selections. Students should involve parents, teachers, counselors, and case managers in their decision-making process. Once a student has selected courses, the expectation is to follow through with the original course selection unless a course is cancelled, or the high school counselor determines the course has been otherwise completed.

Scheduling errors will be adjusted by the counselors before the beginning of school. Course issues and concerns should be brought to the counselor's attention as soon as they occur. When necessary, the high school counselor and administration will determine the best method to resolve scheduling issues. *Courses in this Program of Studies may be cancelled due to low enrollment or staffing restrictions. Be sure to select alternative courses.*

Action	Deadlines	Requirements	Important Comments and Notes
Individual Meetings with School Counselor	Throughout the prior year.	Meet with counselor to discuss future plans and courses that meet those plans as well as method for completion.	The discussions include progress toward 4-year plan, changes to the plan, and long-term goals.
Program of Studies available	End of semester 1 of prior year.	Go over options with current teachers	Be sure to take a close look at the document to make thoughtful choices.
Parent Input	Ongoing	Students need to discuss their course selection with parents.	Make sure to read the Program of Studies carefully for individual course prerequisites and requirements.
Course Selection	Week following February Vacation at Course Selection Nights.	For honors courses, students must receive the appropriate grade, have teacher recommendation, and tests scores that support mastery.	Two weeks prior to the beginning of school counselors return and are available for questions or concerns.
Finalized schedules to students and parents.	Mid-August with parent school information.	Final review of students' schedule prior to start of school year.	Parents wishing to make changes to their student's selection must contact the high school counselor to discuss changes.
First Semester and Year-long Course Changes	5 th Day of School	Add/Drop form filled out. Must be signed by teachers, and parents then by high school counselor and administration.	Acceptable Rationale: <ul style="list-style-type: none"> • Graduation requirements • Schedule conflict • Misplaced levels • Career goal changes that are absolutely necessary • Course/ELO conflict.
Second Semester Course Changes	By 5 th day of second semester	As above	As Above
Course Changes After Add/Drop Period Ends	By Special Permission Only but no later than end of first quarter of the course.	Permission/signatures of administration with team of teachers, parents, and high school counselor.	Students may not follow this process if: <ul style="list-style-type: none"> • Dropping a class will cause student to carry fewer than 6 courses for the semester. • Established deadlines have passed. • Appropriate signatures are not acquired Students withdrawing at this point will receive a "W" if they are passing or a "WF" if they are not passing on their transcript.

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 (and courses for junior year promotion) 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

* 12 credits must include 2 credits each of math, science, and English

Should a student not meet the credit requirement in a given year, they may be eligible for credit recovery. Students should ask their high school counselor for more information.

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.*

ADMISSION TO POST SECONDARY SCHOOLS

While completing competencies and earning credit is most important, if a student's goal is to attend college then attention should also be given to such criteria as course rigor, grades, GPA, rank in class, SAT/ACT scores, school recommendations, and co-curricular/extra-curricular activities. If considering selective colleges, students should seriously consider enrolling rigorous courses such as dual enrollment, ELO, and AP courses in their Junior and Senior years. Since admission requirements vary widely between higher education institutions, students should consult college websites and their high school counselor to discuss future plans. The following chart is an overview of requirements based on type of school a student may be applying to:

	English	Mathematics	Social Studies	Sciences	World Language
Community Colleges	4	3	3	2	0-2
Four-Year Colleges	4	3	4	3 (2 Lab)	2
Highly Selective Colleges	4	4-5	3-4	3-4 (mostly Lab)	2
Trade Programs	4	3	2	2	0

Running Start College Credits

Running Start is a concurrent enrollment program available through the Community College System of NH that provides high school students with the opportunity to take college courses, on their high school campus, while also completing the requirements for high school graduation. At Hinsdale Middle High School, we work with River Valley Community College. Students may elect to sign up for Running Start near the beginning of the course and pay a reduced tuition of \$150. Students should see their high school counselor for more information.

Dual Enrollment

Students who wish to earn credit for learning opportunities extending beyond those offered on our campus may do so by taking classes at nearby college campuses. Students would register with the college and create a Dual Enrollment plan with their high school counselor. Students must have a 3.0 GPA or higher and write a letter to the principal requesting approval.

Keene State College Accelerated Program

Courses at Keene State College are available to juniors and seniors with a 3.0 or better cumulative GPA at a rate of half of the tuition. Students who are interested in taking classes at Keene State College for enrichment or academic exploration should see their high school counselor for more information.

NCAA Eligibility

Students seeking eligibility for athletics at the collegiate level must ensure that the courses they select have been approved by the NCAA to meet graduation requirements as a minimum. Prospective collegiate athletes may enroll in a non-NCAA approved course for graduation from HMHS but this does not necessarily mean that the course has been approved by the NCAA. For more information please see your guidance counselor or log on to www.ncaa.org for more information.

COURSE COMPETENCY

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competencies: The expected content, concepts and skills to be mastered in a course.

Competency Assessments: The process by which a student demonstrates sufficient evidence of learning.

Formative Assessment: This type of assessment is used to determine the progress of a student's learning during a unit of instruction. This may include homework, quizzes, and classwork.

Summative Assessment: These types of assessments are used to determine if students have achieved mastery after a unit of instruction. This will usually come in the way of traditional tests, long term projects, presentations, research papers, etc.

Components of Assessment that Measure Competency:

- **Depth of Knowledge** – Students are asked to demonstrate their knowledge of understanding, and skills by producing a product that is original. This involves students analyzing and integrating knowledge with understanding and the ability to transfer skills.
- **Transfer of Learning** – Students are asked to demonstrate their competency beyond the course and to other courses taken with the school; including advanced courses, independent work, extended learning opportunities, national/state assessments that measure college and career readiness.

COURSES OF STUDY

Graduation competencies are those needed for a student to be college and career ready, which includes core academic course competencies and associated knowledge, skills, and work-study practices. (NH ED 306.02)

Course selections are best made in alignment with the student's individual 4-year plan as designed with their counselors and parents (See Appendices A and B).

Competencies can be demonstrated through:

- **Coursework** – classes offered through Hinsdale High School, Windham Regional Career Center, or approved online learning.
- **Extended Learning Opportunities (ELO)** - Opportunities for all students, defined as, "Learning at any time, in any place and in any form".
- **Dual Enrollment** – Classes offered through community colleges, Keene State College, e-Start

Career Cluster Abbreviations

These abbreviations can be found after elective courses to give examples of types of courses students may wish to include in their schedules depending on their career path choice. Of course, all electives are open to all students! Four-year plan examples based on these clusters can be found in Appendix A.

AFN	Agriculture, Food, and Natural Resources
AC	Architecture and Construction
ATC	Arts, Audio/Visual Technology, and Communications
BMA	Business, Management, and Administration
ET	Education and Training
FIN	Finance
GPA	Government and Public Administration
HS	Health Science
HT	Hospitality and Tourism
HU	Human Services
IT	Information Technology
LPC	Law, Public Safety, Corrections, and Security
MFG	Manufacturing
MSS	Marketing, Sales, and Service
STEM	Science, Technology, Engineering, and Math
TDL	Transportation, Distribution, and Logistics

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 to attend a four-year college; there is more depth of understanding and rigor required in this course. ***Summer coursework will 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 will 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 will 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.*

Clusters: AFN, AC

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

Prerequisites: Recommendation of the sending teacher and completion of either English 11 General or English 11 Honors with an 80% or better.

Open to Juniors (183J) in the spring

Prerequisites: Recommendation of the sending teacher and completion of either English 10 General or English 10 Honors with an 80% or better. Further, at the end of semester one, students who are maintaining the 80% in English 11 or English 11 Honors will continue to be eligible.

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 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.*

Clusters: ATC, BMA, ET, FIN, GPA, HT, HY, LPC, MSS, TDL

Contemporary Literature (181)

Sem. – ½ Credit

Open to Juniors and Seniors Only

How does close reading and reflection develop one's reading skills? In this class, students will examine works of poetry, prose, and drama from the last fifty years. Students will be able to summarize, make connections, and draw conclusions about literature and literary nonfiction. Texts may include Life of Pi, The Lovely Bones, Snow Falling on Cedars, Tuesdays with Morrie, and Angela's Ashes.

Literature and Composition – AP (165)

Year - 1 Credit

Open to Seniors Only

Prerequisites: Recommendation of the sending teacher and completion of either English 11 General with 90% or better or English 11 Honors with an 80% 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).***



Artwork by: Nathan O'Melia, grade 11

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 *Geometer's Sketchpad* to explore key concepts and prove statements.

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. Students will use *Geometer's Sketchpad* to explore key concepts and prove statements.

Geometry General (220)

Year– 1 Credit

Prerequisites: Earned credit in either Algebra I or Algebra I Honors.

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 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 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: Earned credit in Algebra I or Algebra I Honors and either Geometry or Geometry Honors.

In this course, students will be able to use mathematics 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 be able to 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. *This course is weighted on the general scale.*

Clusters: BMA, FIN, IT, MSS

Math Modeling (MATH226)

Year– 1 Credit

Prerequisites: Earned credit in Algebra I or Algebra I Honors and either Geometry or Geometry Honors.

Math 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, Math Modeling examines the applications in depth. This non-STEM course includes a three-pronged approach to discovering applications. Students will be able to 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 will use geometry to find solutions. Each investigation will conclude with a summary that requires the use of technical writing skills and/or presentations. *This course is weighted on the general scale.*

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. Students will be required to use a 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 such as adding quadratic equations, matrices, absolute value, inequalities, simplifying rational expressions, linear programming, exponential/logarithmic functions, and trigonometric functions. Emphases will be placed on problem solving and using a variety of mathematical approaches. Students will be required to use a graphing calculator.

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 80% or better.

Students will be able to understand and apply advanced Algebraic and trigonometric functions. This Pre-Calculus course is an option to those students 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 of exponential and trigonometric functions, expressing geometric properties with equations, and modeling with each of the functions studied. Coursework will include problem solving 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 graphing calculator. *This course is weighted on the honors grading scale.*

Clusters: BMA, ET, FIN, GPA, HS, IT, STEM

Statistics (235G)

Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and earned credit in 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 of interest to students. This course 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. This 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. Students will be required to use a graphing calculator. *This course is weighted on the general scale.*

Clusters: BMA, FIN, GPA, HS, HU, LPC, MSS, TDL

Calculus AB - AP (250)

Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and a grade of 80% or better in Precalculus.

The course is a rigorous study of calculus presented on a college level. Emphasis will be placed on the differentiation of algebraic, trigonometric, exponential, and logarithmic Topics include related rates, extrema of functions, and implicit differentiation. Students will need to communicate through oral and written means and 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 will be required to use a graphing calculator. *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 credit 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. This 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.*

Clusters: BMA, FIN, GPA, HS, HU, LPC, MSS, TDL

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.

College Mathematical Investigations (236)

Sem. – 1 Credit

Prerequisite: Must be a Junior or Senior and have earned credit 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 the student to apply mathematics to real-life situations. College 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, the student will confront issues that challenge intuition and explore 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.



Artwork by: Jordan Petro, grade 7

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 earned credit in Algebra I General or Algebra I Honors.

This course is generally offered in the fall.

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.

Clusters: AFN, HU, IT, MFG, MSS, TDL

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.

Clusters: AFN, HS, HS, STEM

Physics General (351)**Sem. - ½ Credit**

Prerequisites: Recommendation of the sending math teacher and earned credit in Geometry General or Geometry Honors.

This course is generally offered in the spring.

This semester course in physics is designed to provide students with an essential understanding of basic 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.

Clusters: AFN, HU, IT, MFG, MSS, TDL

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.

Clusters: AC, TDL

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.*

Clusters: AFN, GPA, LPC, MSS

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.*

Clusters: HS, STEM

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: Credit earned in American Studies I.

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 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. ***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 80% or better in American Studies II Honors.

This course is open to Juniors and Seniors and may, depending on enrollment, be offered every other year.

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 (for which there is an approximate fee of \$95).***

Clusters: GPA, LPC, TDL

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.*

Clusters: ATC, BMA, ET, GPA, HS, HT, HU, LPC, MSS, TDL

Economics (750)

Sem. – ½ Credit

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

WORLD LANGUAGES

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 is 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 is 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 is 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 is 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

Prerequisite: Recommendation of the sending teacher and earned credit in Spanish IV.

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 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.*



Artwork by: Serena Beard, grade 12

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: Credit earned in Economics.

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 will not be offered during the 2018-2019 school year but will be offered in 2019 – 2020.

Prerequisite: Recommendation of the sending teacher and credit earned in Economics.

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.*

Clusters: BMA, FIN, MSS

Entrepreneurship (759a)

Sem. – ½ Credit

Open to Juniors and Seniors

This course is not offered during the 2018-2019 school year but will be offered in 2019 – 2020.

Prerequisite: Recommendation of the sending teacher and credit earned in Economics.

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.*

Clusters: BMA, FIN, MSS

Business and Personal Law (751)

Sem. – ½ Credit

This course will be offered during the 2018-2019 school year but will not be offered in 2019 – 2020.

Open to Juniors and Seniors.

Prerequisite: Credit earned in Economics.

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.*

Clusters: BMA, FIN, GPA, LPC, MSS

Introduction to Business (757a)

Sem. – ½ Credit

This course will be offered during the 2018-2019 school year but will not be offered in 2019 – 2020.

Open to Juniors and Seniors

Prerequisite: Recommendation of the sending teacher credit earned in Economics.

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.*

Clusters: BMA, FIN, MSS

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.*

Clusters: BMA, FIN, MSS

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: Credit earned in Accounting I.

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.*

Clusters: BMA, FIN, MSS

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: Credit earned in Accounting I.

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.*

Clusters: BMA, FIN, MSS

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.*

Clusters: ATC, IT, STEM

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: Credit earned in Art Exploratory.

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.*

Clusters: AC, ATC

Digital Imaging (707a)

Sem. – ½ Credit

Open to students in grades 10 – 12.

Prerequisite: Credit earned in Art Exploratory.

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.*

Clusters: ATC, IT, STEM

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.***

Clusters: ATC, IT, STEM

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.***

Clusters: ATC, IT.

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.***

Clusters: ATC, IT, STEM

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.*

Clusters: HS, HU

Child Development (781)

Sem. – ½ Credit

Prerequisite: Recommendation of the sending teacher and credit earned in Parenting.

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.*

Clusters: HS, HU

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.*

Clusters: ET, HS, HU

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.*

Clusters: AFN, ET, HT, HU

Chefs (787)**Sem. – ½ Credit**

Only open to Seniors

Prerequisite: Credit earned in Foods.

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.*

Clusters: AFN, ET, HT, HU

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.*

Clusters: AFN, ET, HT, HU

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: Credit earned in Physical Education I.

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: Credit earned in Physical Education I.

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: Credit earned in Physical Education I (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: Credit earned in Physical Education I.

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

Hinsdale Intervention Program (HIP)

Year – ¼ credit

The purpose of HIP is three-fold. The first is to create a cohesive, ongoing community of learners and to provide all students with a connection to a staff member who will guide and support them with their academic, personal, and social growth. Students work on their 21st Century Learning Expectations Portfolio to show they are meeting these goals during HIP meetings. HIP groups also work on the Social Emotional Learning Curriculum. Three days per week students are assigned to teachers for remediation, exploration, and/or enrichment, based on individual needs in order to become college and career ready. The focus will be academic in nature. High school students will receive credit based on participation and portfolio completion.

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.*

Extended Learning Opportunities (ELO)

The NH Department of Education supports and encourages school districts to adopt policies that encourage "extended learning". Hinsdale High School provides Extended Learning Opportunities to ALL students and defines ELO as, "Learning at any time, in any place and in any form".

At HMHS Extended Learning Opportunities are:

- Student designed and student driven. Students are encouraged to follow their passion and explore new areas of interest.
- Overseen by a certified school personnel
- Competency based
- Assessed on mastery of competencies
- Credit bearing (core and elective)
- Aligned with local curriculum frameworks
- Rigorous in academic content
- Embedded with HMHS 21st Century Learning Expectations
- Flexible and fluid in the progress of the four components: Research, Reflection, Project, and Presentation
- Based solely on mastery of required competencies not on the time taken to complete the competencies.
- Developed with a community business/partnership that brings mentors on board to teach side by side with the certified school personnel and ELO Coordinator while keeping the student at the center.
- Assessed for credit at a school-wide final exhibition of learning.
- Endorsed by the University System of NH. In addition, many colleges in the New England area have endorsed or otherwise supported competencies/credits earned through ELO programs.
- 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:

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 may 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 or demonstrate competency (class of 2020 or later)

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 a full high school selection of 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 or demonstrate competency (class of 2020 or later)

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)

These courses are weighted on an AP scale similarly to River Valley Community College Running Start Classes.

Windham Regional Career Center

WRCC courses are available to Sophomores – Seniors.

The Windham Regional Career Center offers coursework in the following areas:

Law Enforcement
Fire Services
Automotive Technology
Construction Trades
Culinary Arts
Health Science Technology
Horticulture
Business
Performing Arts
Forestry and Natural Resources
Electronics and Electricity
Film Making and Digital Editing

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.***

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, manage 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

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.

Appendix A

Four Year Plan Examples by Career Clusters



Agriculture, Food, and Natural Resources

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Agriculture, Food and Natural Resources
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students. (See WRCC options page 52)	<i>Foods, Chefs, and ELOs related to Food and Natural Resources depending on sub-area of interest.</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Dependent on chosen pathway (page 17)	<i>Dependent on chosen pathway (page 23)</i>	World History, Civics, and Sociology		
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13)	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Occupations Requiring Less than Baccalaureate Degree:</p> <p style="padding-left: 40px;">Agricultural Chemical Dealer, Aquaculturalist, Bank/Loan Officer, Environmental Compliance-Assurance Manager, Equine Manager, Farm Manager, Health and Safety Sanitarian, Meat Cutter/Grader, Park Manager, Recycling Technician, Wildlife Manager</p> <p>Occupations Requiring a Baccalaureate Degree (or beyond):</p> <p style="padding-left: 40px;">Agricultural Educator, Botanist, Ecologist, Environmental Engineer, Fish and Game Officer, Plant Pathologist, Veterinarian</p>						

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Architecture and Construction

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Construction Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities such as SkillsUSA and FFA.	
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		<i>Architecture and Construction I at WRCC.</i>
11	English 11/ Honors	Determined by specific career path.	<i>Dependent on chosen pathway (page 23)</i>	World History, Civics, and Sociology		<i>Architecture and Construction II at WRCC.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13)	<i>Dependent on chosen pathway (page 17)</i>		Personal Finance		<i>ELO related to specific career pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Carpenter, Code Official, Concrete Finisher, Construction Engineer, Construction Forman/Manager, Construction Inspector, Contractor, Design Builder, Drywall Installer, Electrician, Electronic Systems Technician, General Contractor/Builder, Heating and Ventilation Mechanic, Air Conditioning Mechanic, Refrigeration Mechanic, Mason, Painter, Paperhanger, Plumber, Project Estimator, Project Inspector, Project Manager, Roofer, Safety Director, Sheet Metal Worker, Specialty Contractor, Superintendent, Tile and Marble Setter</p>						

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Arts, Audio/Video Technology, and Communications

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Arts, Audio/Video Technology and Communications
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including public speaking, theater, play production, etc.	<i>Art Exploratory, Introduction to Computers (required for class of 2020 and beyond, suggested for all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	General Physics/ General Chemistry or Physics Honors	World History, Civics, and Sociology		<i>Filmmaking and Digital Imaging at WRCC.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Electives and ELO work based on specific career interest.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Actor, Audio-Visual Designer and Engineer, Broadcast Technician, Commercial Artist, Computer Animator, Curator/Gallery Manager, Director and Coach, Fashion Designer, Journalist,</p> <p>Lithographer, Musician, Printing Equipment Operator, Telecommunication Technician, Videographer, Web page designer</p>						

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Business, Management, and Administration

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Business, Management and Administration
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies II/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including public speaking, record keeping and FBLA.	<i>Introduction to Computers (required for the class of 2020 and beyond and suggested for all students.)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	Chemistry or Physics	World History, Civics, and Sociology		<i>Accounting I and Accounting II</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition	Pre-Calculus, AP Calculus, Math Investigations or Statistics	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Continue courses and an ELO relevant to the pathway selected.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Administrative Assistant, Advertising Sales Person, Auditor, Business Consultant, Certified Public Accountant, E-Commerce Analyst, Entrepreneur, Facilities Manager, Finance Director, Human Resources Manager, Investment Executive, Marketing Analyst, Medical Transcriptionist, Office Manager, OSHA/ADA Compliance Officer, Personnel Recruiter, Public Relations Manager, Sales Representative, Wholesale and Retail Buyer</p>						

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Education and Training

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Education and Training
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5)	
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/Honors	Chemistry or Physics	World History, Civics, and Sociology	Volunteer opportunities such as helping at elementary school or in the pediatric ward of the hospital.	<i>Parenting and Child Development</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	Pre-Calculus, AP Calculus, Math Investigations or Statistics	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>ELO in specific pathway choice.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Administrator, Assessment Specialist, CareerTech Administrator, Child Care Worker Clinical Psychologist, Coach, College/University Faculty, Counselor, Curriculum Developer, Elementary Teacher, Middle School Teacher High School Teacher, Principal, Speech-Language Pathologist</p>						

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Finance

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Finance
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including FBLA and treasurer or an organization.	<i>Introduction to Computers (required for class of 2020 and beyond)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	Chemistry or Physics	World History, Civics, and Sociology		<i>Accounting I and Accounting II</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	Pre-Calculus, AP Calculus, Math Investigations or Statistics	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Business electives (page 36) and ELO appropriate to the area of finance interest.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Abstractor, Accountant, Actuary, Bill and Account Collector, Commodities Representative, Controller, Credit Analyst, Debt Counselor, Financial Planner, Foreign Exchange Manager, Fund Raiser, Insurance Broker, Internal Auditor, Loan Officer, Non-Profit Manager, Tax Examiner, Title Researcher and Examiner, Treasurer, Trust Officer, Underwriter</p>						

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Government and Public Administration

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Government and Public Administration
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including Officer of class or organization, FBLA, and participate in town events such as town meeting.	<i>Introduction to Computers (required for the class of 2020 and later and recommended for all students)</i>
10	English 10/Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/Honors and College Composition	<i>Dependent on chosen pathway (page 17)</i>	Chemistry or Physics	AP U. S. History and Civics		<i>Online Electives in Psychology or European History.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance, World History, and Sociology		<i>ELO in specific pathway of choice.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Ambassador, Bank Examiner, City Manager, Combat Control Officer, Commissioner, Cryptographer, Election Supervisor, Elected Official, Foreign Service Officer, Immigration Officer, Intelligence Analyst, Internal Revenue Investigator (IRS), Lobbyist, National Security Advisor, Planner, Policy Advisor, Tax Policy Analyst</p>						

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Health Science

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Health Science
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including volunteering at the hospital or other service relevant to specific career pathway.	<i>Health (required for graduation), Introduction to Computers (required for the class of 2020 and beyond and recommended for all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	<i>Dependent on chosen pathway (page 17)</i>	Chemistry	World History, Civics, and Sociology		<i>Human Body Systems and Medical Terminology at WRCC</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	<i>Dependent on chosen pathway (page 17)</i>	Anatomy and Physiology	Personal Finance		<i>Emergency Medical Response at WRCC or an ELO related to specific pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken at the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Occupations Requiring Less than Baccalaureate Degree: Dental Assistant/Hygienist, EMT/Paramedic, Health Information Coder, Home Health Aide, Lab Technician, Phlebotomist, Radiographer, Registered Nurse</p> <p>Occupations Requiring a Baccalaureate Degree (or beyond): Athletic Trainer, Biochemist, Industrial Hygienist, Nutritionist, Physician (MD/DO), Physician's Assistant, Psychologist, Radiologist, Research Scientist, Speech/Language Pathologist, Toxicologist, Veterinarian, Biostatistician, Geneticist</p>						

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Hospitality and Tourism

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Hospitality and Tourism
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including organizing dances and participating in student council.	<i>Introduction to Computers (required for the class of 2020 and beyond, suggested for all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		<i>Foods</i>
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	Chemistry or Physics	World History, Civics		<i>Culinary Arts I at WRCC.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Chefs and ELO in area related to specific pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Baker, Bartender, Casino Manager, Caterer, Concierge, Convention Services Manager, Director of Operations - Lodging, Director of Tourism Development, Event Planner, Executive Chef, Facilities Manager, Maitre d', Museum Director, Reservations Manager, Restaurant Owner/Manager, Sports Promoter, Theme Park Manager, Tour and Travel Guide, Travel Agent, Wine Steward</p>						

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Human Services

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Human Services
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including volunteering at a local shelter or assisting with a food drive.	<i>Health (required for graduation), Introduction to Computers (required for the class of 2020 and beyond and recommended for all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	World History, Civics, and Sociology		<i>Human Body Systems and Medical Terminology at WRCC</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13)	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Emergency Medical Response at WRCC or an ELO in specific pathway of choice.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken at the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Buyer, Certified Financial Planner, Community Service Director, Consumer Advocate, Cosmetologist, Director of Childcare Facility, Emergency and Relief Worker, Esthetician, Funeral Director, Licensed Professional Counselor, Market Researcher, Massage Therapist, Personal Fitness Trainer, School Counselor/Psychologist, Small Business Owner, Social Worker</p>						

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Information Technology

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Information and Technology
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including robotics club.	<i>Introduction to Computers (Required for class of 2020 and beyond and recommended for all students).</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		<i>Robotics.</i>
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	General Chemistry/Gener al Physics	World History, Civics		<i>WRCC courses that match specific career interest.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	Pre-Calculus, AP Calculus, Math Investigations or Statistics		Personal Finance		<i>ELO related to specific career pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Animator, Database Administrator, Data Systems Designer, E-Business Specialist, Game Developer, Information Technology Engineer, Media Specialist, Network Administrator, Network Security Analyst, PC Support Specialist, Programmer, Software Applications Specialist, Systems Administrator, Telecommunications Network Technician, User Support Specialist, Virtual Reality Specialist, Web Architect/Designer</p>						

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Law, Public Safety, Corrections, & Security

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Law, Public Safety, Corrections and Security
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including a junior firefighting program or town planning committee.	<i>Introduction to Computers (required for the class of 2020 and beyond and recommended or all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	<i>Dependent on chosen pathway (page 23)</i>	World History, Civics, and Sociology		<i>Emergency Medical Response at WRCC.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13)	<i>Dependent on chosen pathway (page 17)</i>		Personal Finance		<i>Criminal Justice or Firefighter I at WRCC and ELO related to specific pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Attorney, Bomb Technician, Corrections Officer, Court Reporter, Criminal Investigator, EMT, Federal Marshall, Fighrefighter, Gaming Surveillance Specialist, Hazardous Materials Responder, Loss Prevention Specialist, Paralegal, Park Ranger, Police and Patrol Officer, Probation/Parole Officer, Security Director, Youth Services Worker</p>						

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Manufacturing

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Manufacturing
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important such as SkillsUSA.	
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/Honors	American Studies II/ Honors		
11	English 11/ Honors	Pre-Calculus or Algebra II/ Algebra II Honors	General Chemistry/Gener al Physics	World History, Civics		<i>Engineering and Advanced Manufacturing I at WRCC.</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13)	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23) or WRCC course</i>	Personal Finance		<i>Engineering and Advanced Manufacturing II at WRCC and ELO pertaining to specific career pathway.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Assembler, Boilermaker, Design Engineer, Foundry Worker, Freight/Stock/Material Mover, Health and Safety Representative, Industrial Machinery Mechanic, Inspector, Labor Relations Manager, Logistician, Manufacturing Technician, Pattern and Model Maker, Production Manager, Quality Control Technician, Safety Engineer, SPC Coordinator, Tool and Diemaker, Traffic Manager, Welder</p>						

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Marketing, Sales, and Service

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Marketing, Sales and Service
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5) Certain local student organization activities are also important including fundraising, FBLA, and treasurer for class or organization.	
10	English 10/Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		
11	English 11/Honors and College Composition	Pre-Calculus or Algebra II/ Honors	Chemistry or Physics	World History, Civics, and Sociology		<i>Accounting I and II as well as courses from the business department (page 36)</i>
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	Pre-Calculus, AP Calculus, Math Investigations or Statistics	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>Courses from the business department (page 36)</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Copywriter/Designer, E-Commerce Director, Field Marketing Representative, Forecasting Manager, Interactive Media Specialist, Inventory Manager/Analyst, Logistics Manager, Merchandise Buyer, Online Market Researcher, Public Relations Manager, Promotions Manager, Retail Marketing Coordinator, Sales Executive, Shipping/Receiving Clerk, Telemarketer, Trade Show Manager, Warehouse Manager, Webmaster</p>						

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Science, Technology, Engineering, & Mathematics

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Science, Technology, Engineering and Mathematics
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5)	<i>Introduction to Computers (required for class of 2020 and beyond and recommended for all students.</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		<i>Additional math and science courses both in the classroom and online. Students should also consider an ELO in a specific pathway.</i>
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/ Honors	Chemistry or Physics	World History, Civics, and Sociology		
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	Pre-Calculus, AP Calculus, Math Investigations or Statistics	Chemistry or Physics	Personal Finance		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Aerospace Engineer, Agricultural Engineer, Analytical Chemist, Anthropologist, Architectural Engineer, Astrophysicist, Biomedical Engineer, CAD Technician, Civil Engineer, Computer Programmer, Ecologist, Geologist, Geothermal Engineer, Math Teacher, Mathematician, Metallurgist, Statistician, Survey Technician, Zoologist.</p>						

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Transportation, Distribution, & Logistics

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Graduation Requirements and Learner Activities	Career and Technical Courses for Transportation, Distribution and Logistics
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9	English 9/ Honors	Algebra I/ Honors, or Geometry/ Honors	Earth Science/ Honors	American Studies I/ Honors and Economics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. (page 5)	<i>Introduction to Computers (required for class of 2020 and beyond and recommended or all students)</i>
10	English 10/ Honors	Geometry/ Honors or Algebra II/ Honors	Biology/ Honors	American Studies II/ Honors		Certain local student organization activities are also important including organizing events, class or organization leadership, town planning.
11	English 11/ Honors and College Composition	Pre-Calculus or Algebra II/Honors	Chemistry or Physics	World History, Civics, and Sociology		
College Placement Assessments-Academic/Career Advisement Provided						
12	English Electives (page 13) or AP Literature and Composition.	<i>Dependent on chosen pathway (page 17)</i>	<i>Dependent on chosen pathway (page 23)</i>	Personal Finance		<i>ELO related to specific pathway. Particularly in health/safety and transportation areas.</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
<p>Sample Occupations Related to this Career Cluster:</p> <p>Airplane Pilot/Co-Pilot, Air Traffic Controller, Avionics Technician, Cargo and Freight Agent Customs Inspector, Environmental Manager, Facility Engineer, Industrial Equipment Mechanic, Industrial and Packing Engineer, International Logistics Specialist, Locomotive Engineer, Marine Captain, Port Manager, Safety Analyst, Storage and Distribution Manager, Transportation Manager, Truck Driver, Urban and Regional Planner, Warehouse Manager</p>						

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Appendix B

Blank Four-Year Plan

Name _____

Graduation Year _____

Career Cluster _____

Circle One:

Specific Career Pathway _____

8th 9th 10th 11th 12th

GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	Career and Technical Courses for Health Science
Interest Inventory Administered and Plan of Study Initiated for all Learners						
9						
10						
11						
College Placement Assessments-Academic/Career Advisement Provided						
12						
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken at the secondary level for articulation/dual credit purposes.						

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Post-Secondary (after High School) Plans:

Outline Changes From Previous Plans: