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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.

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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](#)

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[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 recognize and demonstrate the importance of whole person wellness.
- ◇ Hinsdale students will demonstrate ethical practices with technological fluency and adaptability.
- ◇ Hinsdale students will demonstrate responsibility and understand the short- and long-term impacts of their actions and choices.

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*Amended Summer 2019

*Approved by HMHS Faculty 8/23/19

*Approved by HSD School Board 9/11/19

Graduation Requirements Class of 2029

- Classes of 2026, 2027 and 2028 must earn credits in American Studies I and American Studies II

	New Hampshire State Diploma 20 Credits	Hinsdale High School Diploma 24.5 Credits	New Hampshire Scholars Diploma 24.5 Credits
English	4 Credits	4 Credits	4 Credits
Mathematics	3 Credits 1 Must be Algebra	4 Credits 1 Must be Algebra I	4 Credits Algebra I, Algebra II, Geometry, Math Elective
Science	2 Credits 1 Must be Biology 1 Must be Physical	3 Credits 1 Must be Biology 1 Must be Physical	3 Credits All Must be LAB Sciences
Social Studies	2.5 Credits American Studies (1) World Studies (.5) Civics (.5) Economics (.5)	3.5 Credits American Studies (1) American Studies II or AP US History (1) World Studies (.5) Civics (.5) Economics (.5)	3.5 Credits American Studies I (1) American Studies II or AP US History (1) World Studies (.5) Civics (.5) Economics (.5)
Personal Finance	Embedded in Economics	.5 Credit	.5 Credit
World Language	No Requirement	No Requirement	2 Credits Must be same language
Physical Education	1 Credit	1 Credit	1 Credit
Health	.5 Credit	.5 Credit	.5 Credit
Art	.5 Credit	.5 Credit	.5 Credit
Digital Literacy/Computers	.5 Credit	.5 Credit	.5 Credit
Elective Credits	6 Credits	7 Credits	5 Credits
Total Credits	20 Credits	24.5 Credits	24.5 Credits

Academic Honors

Honor Graduates will have completed the prescribed course of study in accordance with New Hampshire code and regulations issued by the Hinsdale School Board and the New Hampshire State Board of Education.

Grade Point Average (GPA) to determine valedictorian, salutatorian, and other honor graduates will be computed at the conclusion of the third quarter of the Senior year. A student must achieve a 3.75 GPA to be designated an Honor Graduate. An Honor Graduate who has completed 24.5 or more credits, including 2 AP credits with completion of AP Exams, shall be designated as a High Honors Graduate.

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District Requirements for Designation as Valedictorian

The Valedictorian must be a High Honors Graduate.

1. The Valedictorian must have been a student at the High School for his or her entire sophomore, junior and senior years.
2. The student with the highest GPA, computed on the 4-point scale, shall be named Valedictorian.

In the event of a tie based on GPA, the numerical grade average of all AP classes will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

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District Requirements for Designation as Salutatorian

1. The Salutatorian must be a High Honors Graduate.
2. The Salutatorian must have been a student at the High School for his or her entire sophomore, junior and senior years.
3. The student with the highest GPA after the Valedictorian shall be named Salutatorian.

In the event of a tie based on GPA, the numerical grade average of all AP classes will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians.

Academic Honors is listed in concordance with policy IKC located in the District Policy Handbook.

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Promotion Requirements

To meet the requirements of graduation, the guidance department will ensure that all students will be enrolled in a minimum of 6 courses per day each semester. 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	24.5 Credits

Should a student not meet the credit requirement each year, they may be eligible for credit recovery.

Students should ask their high school counselor for more information.

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Class Rank for Official Transcripts

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follows:

1. Class rank shall be a composite of grades earned in high school credit-bearing courses. Grades transferred from schools where class rank is determined by a different system shall be converted to HMHS ranking system. Grades earned in summer school, other principal approved courses offered outside of the school, and principal-approved dual enrollment in programs offered at institutions of higher education (IHEs), shall be included in the calculation of class rank.
2. The class rank is calculated on the following scales:

	AP*	Honors*	General
A+	4.5	4.33	4.25
A	4.33	4.25	4
A-	4.25	4	3.75
B+	4	3.75	3.5
B	3.5	3.25	3
B-	3.25	3	2.75
C+	3	2.75	2.5
C	2.5	2.25	2
C-	2.25	2	1.75
D+	2	1.75	1.5
D	1.5	1.25	1
D-	1.25	1	0.75
F	0	0	0

**AP and Honors designations are listed with each course description. Students not taking the AP Exam at the end of any College Board Designated AP Class will have their grading scale moved to Honors.*

Class Rank is listed in concordance with policy IKC which is located in the District Policy Handbook.

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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 or extra-curricular activities. If considering selective colleges, students should seriously consider enrolling in 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/Competitive Colleges & Universities	4+	4-5+	4+	4+ (Mostly Lab)	4+
Trade Programs	4	3	2	2	0

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Advanced Placement Courses At Hinsdale Middle High School

Advanced Placement courses are the equivalent of an introductory college-level course. Each course follows a nationally developed curriculum and helps students learn and practice the skills necessary for success in college or employment after graduation. While the content of each course is different, the very specific work-study practices that make everyone successful in their daily lives are embedded in every experience. AP coursework is challenging and requires a commitment to completing preparatory summer learning. It is also very manageable and the experience of participating in an AP course is highly rewarding!

All students are encouraged to enroll in at least one AP course over the course of their high school career. Each year, HMHS students participate in the Preliminary Scholastic Aptitude Test (PSAT) which, combined with a review of annual student achievement, produces results that help us determine which AP courses would be most appealing and popular for the upcoming year (noted with an asterisk below). We historically have also offered standard AP courses every other year to further

broaden students' opportunities. For the 2025-2026 school year, AP offerings will include:

[AP Seminar*](#)

[AP Art History*](#)

[AP English Literature and Composition](#)

[AP United States History](#)

[AP Calculus AB](#)

[AP Spanish Language and Culture](#)

[AP French Language and Culture](#)

There is potential for additional AP Course offerings via a live virtual class. Details of this will be announced when final agreements are reached.

Students are expected to participate in their AP exam(s) that is/are administered in May of each year. These comprehensive exams are designed to help students demonstrate their learning in a traditional manner, and their score (1-5) can lead to college credit. There is a fee for the exam and fee waivers are available. More information about enrolling in AP courses, exams, and fee waivers is available from your school counselor. For more information about Advanced Placement in general, please visit the website <https://apstudents.collegeboard.org/>.

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PATHWAYS

Pathways provide a means for students to prepare for careers in selected areas of interest in a competency-based manner that supports individualized learning. There are presently two pathways available for Hinsdale High School students: Business Management and Science, Technology, Engineering, and Mathematics (STEM). Each pathway has prescribed courses of study to support students in their endeavors. The pathway experience will culminate with a Capstone Activity or an Extended Learning Opportunity which supports the area of study. Industry recognized credentials can be obtained as available in each area. Faculty mentors will also be assigned to pathway students to assist them in their journey.

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Business Management Pathway

Students wishing to pursue careers as Managers, Accountants, and/or Entrepreneurs would complete core and elective courses in those fields each year. The Business Management track prepares students for related trades, primarily in the field of Business. Guest speakers working in & owners of local businesses, and capstone activities provide additional hands-on experience. Industry recognized credentials and opportunity for college credit allow students the opportunity to demonstrate a commitment to continuing education in the Business discipline. Below are the suggested paths for the core Business Management track courses of study.

Guidance and faculty mentors will assist students with unique situations.

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Business Management Pathways		
Year	Management	Finance
Grade 9	Economics Personal Finance	Economics Personal Finance
Grade 10	Intro to Business	Intro to Business
Grade 11	Business Management Seminar	Accounting I Accounting II
Grade 12	Pathway Capstone Activity or ELO	Pathway Capstone Activity or ELO

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STEM Pathways

The STEM pathway offers several sub-options or tracks under the umbrella of STEM disciplines. Students wishing to pursue careers as Scientists or Mathematicians would complete core and elective courses in those fields each year, whereas those interested in the field of Engineering would complete a blended pathway consisting of both Scientific and Mathematical studies. The Manufacturing and Technology track prepares students for related trades, primarily in the field of Machinery. Field trips to local businesses and capstone activities provide additional hands-on experience. An elective course in Drone Systems is also available for those interested in pursuing certification as a Commercial Drone Pilot. Below are the suggested paths for the core Engineering and Technology & Manufactory track courses of study. Guidance and faculty mentors will assist students with unique situations. The Drone Systems course can be taken at any time during the High School years.

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Engineering Pathway	
Year	Recommended Courses
Grade 9	Algebra 1 Introduction to Engineering
Grade 10	Geometry Algebra 2 Biology
Grade 11	Pre-Calculus Chemistry
Grade 12	AP Calculus Physics Principles of Engineering Pathway Capstone Activity or ELO

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Manufacturing and Technology Pathway	
Year	Recommended Courses
Grade 9	Algebra 1 Introduction to Engineering
Grade 10	Geometry Biology
Grade 11	Machine Mathematics & 3D Printing Chemistry
Grade 12	Principles of Engineering Pathway Capstone Activity or ELO

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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 the high school counselor or log on to www.ncaa.org 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 or online. 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.

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Early College Program Credits

The Early College Program 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.

 (<https://www.rivervalley.edu/programs-training/high-school-programs/>)

Students should see their high school counselor for more information.

(This includes e-start and Bridge2College.)

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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. ([Accelerated High School program](#)

· [Graduate Studies and Extended Education](#) · [Keene State College](#))

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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.

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 Appendix A).

Competencies can be demonstrated through:

- **Coursework** –classes offered through Hinsdale High School, Career Center or approved online learning.
- **Extended Learning Opportunities (ELO)** - Opportunities for 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, and Bridge2College
- **VLACS** – Classes offered online for free to New Hampshire residents. A student may only be allowed to drop a current HMHS Class after they have started their VLACS class (this can take up to two weeks. Please plan accordingly.

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Alternative Credit

Students may earn credit for a given course by meeting competencies if the following requirements are met:

Students propose a plan, in writing, to the principal no later than the end of add/drop for the current semester. Plan to include:

- Timeline for progress monitoring and completion
- List of competencies to be completed.
- Artifacts that show Depth of Knowledge (such as a project, test, etc.)
- Summative project that will show Transfer of Learning

Students have a faculty mentor, in a matching content area, determining that the competencies for the course have been met.

Students will present to a predetermined assessment panel to evaluate if competencies have been successfully completed.

This process complies with ED306.27(d).

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Course Selection Process

Students are expected to consider their course selections carefully. 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.

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Scheduling Process

The school's master schedule is developed to maximize each student's opportunity to take courses each semester. Seniors are given priority in the scheduling process followed by juniors, sophomores and freshmen. In some cases, students will not be able to be scheduled for every course which they would like to take.

Students need to carefully select their classes and their alternate selections during the scheduling period. Because classes are run based on student interest, while offering courses required for graduation, it is essential that we get an accurate count for each class. Once the scheduling sheet is submitted, the courses will be scheduled for the student. When all students are scheduled, decisions will be made about the number of teachers needed to properly staff our high school.

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Schedule Change Procedure

All requests for schedule changes should be made prior to the start of the upcoming semester/ school year through the Guidance Department. Students may not change their schedules when a new quarter or semester has begun. Certain circumstances may arise, requiring a schedule change:

- The schedule is incomplete.
- The schedule does not reflect the classes or alternate choices (a student must have alternate course choices) the student personally selected in the spring. This is why students must choose their courses and alternate courses wisely in the spring.
- The student does not meet the prerequisite of the course.
- The student is requesting a more rigorous academic course.
- The student failed a course and needs that course as a graduation requirement.
- The student has successfully completed the failed course in an authorized summer or night school program.
- There is a computer or clerical error.
- Administrative approval.

To request a change, students need to obtain a **Schedule Change Form** from the Guidance Office, fill it out, have it signed by the teachers involved, a parent, and return it to the Guidance Counselor before the schedule change can be made.

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COURSES OF STUDY

ENGLISH

All 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.

110G English 9 (General)

Full Year – 1 Credit

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will closely read and comprehend a variety of works such as *Of Mice and Men* and *Animal Farm*. Students will also read a play by William Shakespeare.

There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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110H English 9 (Honors)

Full Year – 1 Credit

Prerequisites: Demonstrated proficiency on standardized assessments or 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 closely read and comprehend a variety of works such as *Of Mice and Men*, *Animal Farm*, and *The Crucible*. Students will also read a play by William Shakespeare. There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This class is designed for the student planning on attending a four-year college; there is more depth of understanding and rigor required in this course.

Summer coursework will be required.

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120 English 10 (General)

Full Year – 1 Credit

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will closely read and comprehend a variety of works such as *To Kill a Mockingbird* and *The Catcher in the Rye*. Students will also read a play by William Shakespeare. There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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165AP AP Seminar (Advanced Placement)

Full Year – 1 Credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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159 English 11 (General)

Full Year – 1 Credit

What universal themes 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 analyze how different authors address similar themes and topics. Students will also 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 and use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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159H English 11 (Honors)

Full Year – 1 Credit

Prerequisites: Completion of English 10 and recommendation of the sending teacher.

What universal themes 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 analyze how different

authors address similar themes and topics. Students will also 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 and use technology to present new knowledge and ideas in a collaborative manner. This class is designed for the student planning on attending a four-year college; there is more depth of understanding and rigor required in this course.

Summer coursework will be required.

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145 Creative Writing (General)

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

What are ways we can write more creatively? This course is an introduction to creative writing through 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.

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184 Literature of Nature (General)

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

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.

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150 Mythology (General)

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

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.

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190 Music: Influences and Impact (General)

Semester – .5 Credit

Welcome to Music: Influences and Impact. This course is an elective course written and built to explore the vast world of music from the lens of its impact on the world around it both past and present along with the world's impact on the musician's

world. Students will be exposed to and encouraged to explore the vast genres of music from past and present both nationally and internationally. Over the semester, we will learn about musicians through multiple formats from online articles, magazines, books, documentaries, and movies. We will examine what influences both internally and externally affected these musicians and their music. We will learn about music at a foundation level of vocabulary for musical terms, poetry terms as they apply to music, along with the components of bands. We will learn strategies to analyze music lyrics and videos. In this class you will learn strategies that not only expand your appreciation of language through music and its significant impact on the world around it.

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183 College Composition I (Advanced Placement) (183S and 183J)

Semester – 1 Credit

The AP weighting scale is used.

Open to Seniors (183S) in the fall

Prerequisites: Recommendation of the sending teacher and completion of English 11.

Open to Juniors (183J) in the spring

Prerequisites: Recommendation of the sending teacher and completion of English 10.

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.

Students will receive three transferable college credits from River Valley Community College

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184 College Composition II: The Research Essay (Advanced Placement)

Semester -1 Credit

The AP weighting scale is used.

Open to Seniors in the spring

Prerequisites: Open to Seniors who have completed College Composition I

The Research Essay builds on the skills and attitudes developed in College Composition I. Students will reach beyond personal knowledge toward expertise through research. Writing a variety of academic papers with strong emphasis on a research essay, students become active investigators, synthesizing traditional sources and personal expertise to combine insight and evidence.

Students will receive three transferable college credits from River Valley Community College

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189 Public Speaking (General)

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

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.

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181 Contemporary Literature (General)

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

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.

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165 AP Literature and Composition (Advanced Placement)

Full Year - 1 Credit

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. College Course Equivalent The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Prerequisites There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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MATHEMATICS

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 each be taken for 1 credit of the math requirement in a student's junior or senior year.*

215 Algebra I (General)

Full 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 technological resources to explore key concepts and prove statements.

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215 H Algebra I (Honors)

Full Year – 1 Credit

Prerequisites: Demonstrated proficiency in standardized assessments 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 technological resources to explore key concepts and prove statements.

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220 Geometry (General)

Full 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 online technological resources such as DESMOS to explore key concepts and prove

statements. The course will include written assignments, projects involving technology, as well as constructions and presentations.

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220 H Geometry (Honors)

Full Year– 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra I

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 technological resources online such as DESMOS 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.

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228 Business and Personal Mathematics (General)

Full Year – 1 Credit

Prerequisites: Earned credit in Algebra I and Geometry

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 can apply mathematical concepts in various personal and business situations. Students 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 and apply knowledge of computer and calculator use.

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229 Data Analysis (General)

Full Year– 1 Credit

Prerequisite: Earned credit in Algebra I and Geometry

Data Analysis 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, Data Analysis examines the applications in depth. This 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 and On-Line software tools 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 focuses on project-based learning and uses a group model to accomplish many of the projects.

230 G Algebra II (General)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra and Geometry

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.

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230 H Algebra II (Honors)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra I and Geometry.

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.

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240 Precalculus (Honors)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Algebra II.

The Honors weighting scale is used.

Students will be able to understand and apply advanced Algebraic and trigonometric functions. This Pre-Calculus course is an option for 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.

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250 Calculus AB (Advanced Placement)

Full Year – 1 Credit

This course is a rigorous study of calculus presented on a college level. Topics of study follow the College Board recommended curriculum in preparation for the Advanced Placement (AP) Examination. Emphasis will be placed on the differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions. Several

applications of differentiation and integration are presented throughout the course. Assessments will model the multiple choice and free response format, both with and without the use of a graphing calculator, found on the AP exam. Recommended for students considering majoring in Engineering, Business, Architecture, Science or Mathematics. Students will be required to use a graphing calculator.

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235 College Statistics (AP Grading Scale)

One Semester 1 Credit

The AP weighting scale is used.

Prerequisite: Must be a Junior or Senior and have earned credit in Algebra II

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.

Students will receive three transferable college credits from River Valley Community College

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237 Machine Math (General)

Full Year- 1 Credit

Prerequisites: Algebra I, Geometry

This course prepares students for a career in manufacturing. It applies mathematical disciplines such as measurement, geometry, and trigonometry in an integrated fashion to solve problems that a machinist may encounter. In addition to performing calculations, students will make use of various measuring tools such as calipers and micrometers during hands-on activities. An exposure to industry-based Computer Aided Design (CAD) software and 3-dimensional printing is also included.

This course is ideal for a student interested in pursuing an Extended Learning Opportunity (ELO) in Machine Manufacturing. Field trips to local companies are possible.

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SCIENCE

320 Earth Science (General)

Full Year – 1 Credit

Topics in this course include the study of the earth and its place in the universe. Conditions on the earth, its weather, its landforms, 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.

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320 H Earth Science (Honors)

Full Year – 1 Credit

Prerequisites: Demonstrated proficiency in standardized assessments 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.

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325 Biology (General)

Full 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.

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325 H Biology Honors

Full Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of Earth Science

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.

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341 Applied Chemistry (General)

Full Year – 1 Credit

Prerequisite: Recommendation of math teacher and earned credit in Algebra I

This year-long course is designed to provide students with an essential understanding of basic chemical principles and how they apply them 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.

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341 H Chemistry (Honors)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of Algebra I

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.

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351 Applied Physics (General)

Full Year – 1 Credit

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

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

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351 H Physics (Honors)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending math teacher and completion of Geometry.

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.

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362 Environmental Science (General)

Full 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.

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365 Marine Biology/Oceanography (General)

Semester - .5 Credit

Prerequisites: Passing Grade in Earth Science and Biology or instructor approval

This course involves the study of the oceans, both physical and biological, with an emphasis on the ecology of oceans and man's interactions with the oceans. Local aquatic ecosystems and watersheds and how they affect the oceans will also be investigated.

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360 Human Anatomy and Physiology: Human Biology (AP Credit)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending science teacher and completion of Biology

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.

Students will receive three transferable college credits from River Valley Community College

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366 Introduction to Astronomy (General)

Semester - .5 Credit

Prerequisites: Recommendation of the sending teacher.

Introduction to Astronomy is a semester course designed to give students a broad overview of the most interesting aspects of the study of the Universe. The course covers the history of Astronomy (the oldest science) from the ancient Greeks to the most current evolving information available in this ever-changing field. Topics covered include the history of Astronomy, modern Astronomy and Astronomers, a deep dive into the make-up of the solar system and the cosmos, as well as space travel and exploration. 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.

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353 Introduction to Engineering Design (General)

Full Year - 1 Credit

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

This course is ideal for those students pursuing a career in Manufacturing & Technology, as well as Engineering. Through both individual and collaborative team activities and projects, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. Units of study include Design Process, Technical Sketching and Drawing; Measurement and Statistics, Modeling Skills; Geometry of Design, Reverse Engineering; Documentation, Advanced Computer Modeling; Design Team, and Design Challenges.

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355 Principles of Engineering (General)

Full Year - 1 Credit

Prerequisite: Successful completion of Machine Mathematics.

This course builds upon the skills learned in Machine Mathematics and Design of Engineering. Through problems that engage and challenge, students explore a broad range of engineering topics, more rigor is applied to mathematics and physics related topics. The academic topics and hands-on explorations sample subjects that a second-year engineering college student would encounter. These include Statics, Mechanics; Work & Energy, Electrical Systems; Control Systems, Materials; Process Control, Kinematics; Thermodynamics and Fluid Dynamics.

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SOCIAL STUDIES

410 American Studies I (General)

Full Year - 1 Credit

Essential Question: 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?

Students will be able 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 is the first half of a two-year study of “National” and “State” History. It covers 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. This course will also enforce the academic competencies of the HMHS Learning Expectations.

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411 American Studies I (Honors)

Full Year - 1 Credit

Prerequisite: Eighth Grade World History or permission of instructor American Studies I Honors Instructor.

Essential Question: 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?

Students will be able 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 is the first half of two-year study of “National” and “State” History. It covers 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. This course will also enforce the academic competencies of the HMHS Learning Expectations.

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420 American Studies II (General)

Full Year - 1 Credit

Prerequisite: Completion and earned credit of American Studies I or course equivalent.

Essential Question: How has America shaped and redefined the modern world from the early 20th century to present-day?

Students will be able to 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 able to write two lengthy, independently researched papers, one for each semester. This year-long course is the second half of a two-year study of “national” and “state” History. It covers the period of time from the early 1900s through present day, tracing the history of the United States from the Progressive Era to the beginning of the 21st Century. Students will be able to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Additionally, students will learn to write based on research for a range of tasks. This course will also reinforce the academic competencies of the HMHS Learning Expectations.

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420 H American Studies II (Honors)

Full Year - 1 Credit

Prerequisite: American Studies I

Essential Question: How has America shaped and redefined the modern world from the early 20th century to present-day?

Students will be able to 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 able to write two lengthy, independently researched papers, one for each semester. This year-long course is the second half of a two-year study of “national” and “state” 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 able to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Additionally, students will learn to write based on research for a range of tasks. This course will also reinforce the academic competencies of the HMHS Learning Expectations.

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430 AP United States History (Advanced Placement)

Full Year 1 Credit

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. College Course Equivalent AP United States History is equivalent to a two-semester introductory college course in U.S. history.

There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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470 Modern World History General (General)

One Semester – .5 Credit

Essential Question: How have historical developments in ancient societies shaped our world and impacted our lives from ancient times to the present day?

Students will be able 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 able 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 will also reinforce the academic competencies of the HMHS Learning Expectations.

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445 Current Events and Civics General (General)

One Semester - .5 Credit

Essential Question: 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.

Students will be prepared to pass the US Citizenship test at the end of the course.

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465 Sociology (General)

One Semester – .5 Credit

Open to Juniors and Seniors or with permission of Sociology instructor

Essential Question: 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 be able 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.

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473 Myth, Legend, and Folktale in History (General)

One Semester – .5 Credit

How long have human beings been myth makers? What are myths, how have they evolved? How do a culture's myths reflect the society from which they originated. This course will use myth, legend, and folktale as well as art and historical linguistics as a lens to introduce students to various historical periods. The class will draw content from Mesopotamian, Classical and Norse mythologies, Arthurian legend, and folktales. Students will think critically and participate in class discussions about various topics as they relate to various historical periods. Students will be writing daily in class and will use technology to make presentations to the class.

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468 Holocaust and Genocide Studies (General)

One Semester - .5 Credit

This one semester course will explore the various genocides that have occurred throughout history. Major topics of the course would include analyzing the meaning of genocide, looking at the histories of the Holocaust, the genocide of the Native Americans, Rwanda, Cambodia, and other genocides. This course will allow students to learn about other parts of the world and understand the meaning of human rights. This course will be focused heavily on reading accounts of genocide survivors and there will be several texts to read as well. The final project of the course will be to complete a research paper where students will determine a modern area of the world that is potentially experiencing genocide, and students will be asked to provide numerous sources of information to explain their reasoning. Students will practice their critical thinking skills, their ability to analyze primary and secondary sources, and synthesize information across other genocides to help them understand modern issues of the world.

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750 Economics (General)

One Semester – .5 Credit

This course is a comprehensive and engaging course designed to introduce high school students to the fundamental concepts and principles of economics. This course provides students with a solid foundation in economic theory, policy, and real-world applications, empowering them to make informed decisions as consumers, workers, and responsible citizens in an ever-changing global economy. 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 economic structures. 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 role that markets play in the economy. This course is weighted on the general scale.

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754 Personal Finance (General)

One Semester– .5 Credit

Students are encouraged to take this course as a freshman or sophomore. This course provides students with skills they will need in life to make 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 the 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 as well as investment risks and potential returns. Students will be able to prepare simple tax returns using tax preparation software. Through project learning, students will understand the process of car buying and apartment rentals.

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WORLD LANGUAGES

600 Spanish I (General)

Full 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.

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601 Spanish II (General)

Full Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of Spanish I.

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.

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602 Spanish III (General)

Full Year - 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of Spanish II

What does the on-going process of language learning look like? There will be concentration on real world conversational knowledge by using film and song in Spanish. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to ask pointed questions and be able to respond to questions with some reasoning and detail. Students will be

able to understand the main idea of a short and/or simple text on a familiar topic. This class in an immersive language class where students will refine the skills needed to understand and be understood in the target language without English.

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603 H Spanish IV (Honors)

Full Year - 1 Credit

Open to Juniors or Seniors Only

Prerequisites: Recommendation of the sending teacher and completion of Spanish III

How do 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.

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607 Spanish V (Honors)

Full Year – 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Spanish IV Honors.

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes. The course also 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. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. 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 are expected to produce and understand at the intermediate proficiency level throughout the course.

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606 Advanced Placement Spanish Language and Culture

Full Year - 1 Credit

Prerequisites: Recommendation of the sending teacher and completion of Spanish IV

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes and prepares students to take the AP Spanish exam in May. The course also 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. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. 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.

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620 French I (General)

Full 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 considering 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 the 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 techniques, descriptive details, and clear event sequences in the present tense.

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621 French II (General)

Full Year – 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of French I.

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.

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622 French III (General)

Full Year– 1 Credit

Prerequisite: Recommendation of the sending teacher and completion of French II.

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.

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623 French IV (Honors)

Full Year - 1 Credit

Open to Juniors or Seniors Only

Prerequisites: Recommendation of the sending teacher and completion of French III.

How do 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 French 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 French without English.

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629 French V (Honors)

Full Year – 1 Credit

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes. The course also emphasizes active and meaningful communication in French as well as the ability to understand spoken French in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken French. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. 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 are expected to produce and understand at the intermediate proficiency level throughout the course.

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628 Advanced Placement French Language and Culture

Full Year - 1 Credit

Open to Seniors Only

Prerequisites: Recommendation of the sending teacher and completion of French IV.

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes and prepares students to take the AP French exam in May. The course also emphasizes active and meaningful communication in Spanish as well as the ability to understand spoken French in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken French. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. 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.

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630 Film in the French Speaking World General (General)

One Semester – .5 Credit

How do films reflect the culture of various regions in the French speaking world? This course offers an introduction to French film classics from the earliest movies from the nineteenth century to the present day. By putting the films into their historical context, the students will study the relation existing between French language films and the culture of some areas of the French-speaking world. Students will think critically and participate in class discussions about various topics as they relate to various historical periods. Students will write daily in class, will think critically, and will participate in class discussions. The course is taught in English, and films are shown with English subtitles. Students may complete written assignments in French.

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BUSINESS EDUCATION

760 Business Management Seminar (General)

Full Year – 1 Credit

Prerequisites: Earned credit in Economics and Intro to Business, or instructor approval required.

This course is designed to provide high school students with a comprehensive introduction to the world of business management.

This seminar offers a stimulating and interactive learning experience, equipping students with essential knowledge and skills that will prepare them for future educational and professional pursuits in the business field. Students will explore the areas of Human Resource management, quantitative decision making, entrepreneurship, leadership, and business laws & ethics. Business Management Seminar Leadership includes an emphasis on case studies, research, projects, with students completing projects both individually and in teams.

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755 Accounting I (AP)

One Semester – 1 Credit

The AP weighting scale is used.

Prerequisites: Earned credit in Economics & Intro to Business, or instructor approval required

Accounting I is designed to give basic understanding of 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. 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 credits.

Students will receive three transferable college credits from River Valley Community College.

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756 Accounting II (AP)

One Semester – 1 Credit

The AP weighting scale is used.

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 credits.

Students will receive three transferable college credits from River Valley Community College.

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COMPUTER SCIENCE & DIGITAL LITERACY

749 Introduction to Computers (General)

One Semester – .5 Credit

Required for graduation. Students are encouraged to take this course as a Freshman or Sophomore.

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.

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762 Parallax Microcontrollers/Robotics Lab (General)

One Semester – .5 Credit

This full-semester course will explore the use of micro-controllers 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,

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762 DE Drone Systems (General)

One Semester – .5 Credit

This course is typically scheduled in the spring semester. Students will learn various aspects about the safe operation of both rotary and fixed wing Unmanned Aircraft Systems (UAS). Topics include regulatory guidance, aerodynamics, weather, airspace systems, aircraft systems and risk management. In addition to academics, students will gain hands-on experience with both simulation programs and operation of several UAS “drone” systems. These include small hobby remotely control systems and medium size automated commercial systems. Program of aircraft and

flight profiles with various “SMART” devices will be explored. The coding of software into small UAS devices will also be explored to adjust handling qualities. Students will also research commercial applications of UAS and career opportunities. Upon successful completion of this course, students will be better prepared to take the Federal Aviation Administration (FAA) Commercial Remote Pilot Examination.

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761A Introductory Programming with Python (General)

One Semester - .5 Credit

Prerequisites: Successful completion of Algebra I

How does programming code work, and what can you do with it? In this course we will explore the fundamentals of programming in code. These basics include the following topics and more:

- Getting started with a development environment
- Printing information to the console
- Debugging and testing code
- Creating and modifying different datatypes
- Naming objects and commenting code properly
- Using functions for efficiency and clarity
- Understanding Boolean logic
- Iterating and looping

We will use these tools to visualize data, deploy simple applications, and create some basic games. While we use Python as our language, most of the techniques and logical thinking that we develop will be transferrable to any other programming language.

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Robotics Team FIRST Tech Challenge

NH FIRST Tech Challenge teams challenged to design, build, program, and operate robots to compete in a head-to-head challenge in an alliance format. Guided by adult coaches and mentors, students develop STEM skills and practice engineering principles, while realizing the value of hard work, innovation, and working as a team. The robot kit is reusable from year to year and can be coded using a variety of levels of Java-based programming. Teams design and build robots, raise funds, design, and market their team brand, and do community outreach to earn specific awards. Participants are eligible to apply for \$80M+ in college scholarships. Each season includes up to 4 qualifiers spread out from November-January and concludes with the NH state championship event in February or beginning of March. All the qualifiers and state championship events take place on Saturdays in different locations around the state.

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ART AND MUSIC

700 A Art Exploratory (General)

One Semester – .5 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 artwork. 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 of drawing, painting and 3D disciplines to generate, conceptualize, and organize artistic ideas.

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701 A Advanced Art (General)

Semester – .5 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 artwork. 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 refine and complete artistic ideas.

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709 A Fall

709 B Spring

HMHS Pacer Morning News (General)

Semester – .5 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 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.

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723 Advanced Placement Art History (AP)

Full Year – 1 Credit

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. College Course Equivalent AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

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721 A High School Concert Band (General)

One Semester -.5 Credit

In Concert Band, students participate in a full group of diverse instruments refining their instrumental skills and cultivating a deep appreciation for ensemble playing. The curriculum will encompass a diverse repertoire, ranging from classical to contemporary pieces, challenging students to master various musical styles. Instrumental technique and ensemble dynamics will be a focal point, with regular rehearsals dedicated to honing precision, balance, and expressive interpretation. Students will delve into music theory, exploring topics such as harmony, rhythm, and form to enhance their understanding of the pieces they perform. The class will provide many opportunities for solo and small group performances, encouraging individual growth within the ensemble setting. Also, students will study music history, gaining insight into the cultural and historical context of the repertoire. Collaborative projects, community performances, and participation in regional competitions will foster a sense of camaraderie and pride at Hinsdale High School, creating a vibrant and enriching experience for all members of the concert band.

Participation in each rehearsal is a key component of each student's success and are encouraged to take this for both semesters during the year to allow for maximum growth and development.

Students are also encouraged to take this for more than one year.

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715 A High School Chorus (General)

One Semester -.5 Credit

In Chorus, students will take part in a group of singers performing a wide variety of music. The curriculum will encompass vocal technique, sight-singing, and ear training, fostering the development of each student's individual vocal prowess. The

focus will be on ensemble singing to cultivate a sense of unity and collective expression. The repertoire will span diverse musical genres, including classical, contemporary, and multicultural pieces, providing students with a comprehensive musical experience. The class will explore music theory concepts to lay the groundwork for understanding the structure and intricacies of the pieces they perform. The study of music history and cultural context will deepen students' appreciation for the rich tapestry of choral music. Collaborative projects, community performances, and participation in festivals will not only enhance musical skills but also foster teamwork, leaving students with a lasting passion for choral singing.

Participation in each rehearsal is a key component of each student's success and are encouraged to take this for both semesters during the year to allow for maximum growth and development. Students are also encouraged to take this for more than one year.

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FAMILY AND CONSUMER SCIENCES

780 Parenting (General)

One Semester– .5 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.

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781 Child Development (General)

One Semester – .5 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 with 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.

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786 Foods (General)

One Semester – .5 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.

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787 Chefs (General)

One Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

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.

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783 Sewing and Design (General)

One Semester – .5 Credit

Students will be able to demonstrate skills needed to produce 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 pillowcases, table runners, stuffed animals, tote bags, patchwork pillows, etc. Students will be able to choose and complete their own individual projects.

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PHYSICAL EDUCATION and HEALTH

501 A Physical Education I (General)

One Semester – .5 Credit

The Hinsdale Physical Education program intends to provide all students with cognitive, physical, and affective knowledge they will need to pursue lifelong health and wellness. During this course, students of all abilities will learn to be competent movers through activities in the following areas: individual sports, team sports, and lifetime activities. Throughout these experiences, students will learn about the benefits of exercise, how it is enjoyable, their own fitness needs, and how to maintain physical activity 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 and Physical Educators. Other lifetime skills promoted include leadership, building self-confidence, and sportsmanship. Additionally, students will continue to improve motor skills, complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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512 Net Sports (General)

One Semester - .5 Credit

Prerequisite: Credit earned in Physical Education I.

This course is designed to increase students' fitness, skills and knowledge in the area of Net Sports. These sports include, but are not limited to pickleball, tennis, badminton, volleyball and nitroball. While continuing to develop proficiency in motor skills and movement patterns, students will also need to demonstrate a deep understanding of tactics and strategies used during game play. Students will continue to monitor their personal fitness through participating in a fitness assessment, setting goals and documenting progress towards those goals throughout the semester. Additionally, students will continue to complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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508 Invasion Games (General)

One Semester - .5 Credit

Prerequisite: Credit earned in Physical Education I.

This course is designed to increase students' fitness, skills, and knowledge in the area of Invasion games. These sports may include soccer, ultimate frisbee, football, floor hockey, and lacrosse. While continuing to develop proficiency in motor skills and movement patterns, students will also need to demonstrate a deep understanding of tactics and strategies used during game play. Students will continue to monitor their personal fitness through participating in a fitness assessment, setting goals and documenting progress towards those goals throughout the semester. Additionally,

students will continue to complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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509 Individual Physical Education Program (General)

One Semester – .5 Credit

Prerequisite: Credit earned in Physical Education I.

With approval, students may use an Extended Learning Opportunity to meet the second .5 credit of required physical education. Students may also utilize a Hinsdale sponsored JV or Varsity athletic experience to satisfy the second .5 of their PE requirement. Students must meet with the Physical Education Department during the prior semester to start any independent sports participation option in physical education. Students choosing this option will be assessed using the five National and State Physical Education standards to achieve credit.

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315 Health (General)

One Semester – .5 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 ensure 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.

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SUPPLEMENTAL PROGRAMS

Advisory/SEL

Full Year – .25 credit

The purpose of advisory 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 emotional growth. This includes but is not limited to increased social emotional fluency through direct curriculum participation and group processing, participation in team building activities and initiatives, listening to vital school information and announcements, participation in school/grade wide advisory events and lessons. This content will be informed by 21st century learning expectations. Supported by counselors and administration, advisory teachers will provide direct communication to families, facilitate social emotional learning, and will monitor individual academic progress.

This is a required credit driven course.

Each student will earn a pass-fail mark based on their involvement.

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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 is by request of the Special Education Department only.

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850 AS Assisted Study (General)

One Semester – .5 Credit

Students may take this for more than one year.

Assisted Study is a Guided Study course that provides students with the opportunity with assistance and time to complete classroom assignments or school projects. Students typically work on their own or in a small group that is structured and supported by the supervising Special Educator. This is also a time for the Special Educator to complete Vocational training and Education and provide the Specially Designed Instruction within the Student's Individual Educational Plan.

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DRIVER EDUCATION

792 Driver Education (General)

Semester – .5 credit

Prerequisite: Student must be at least 15 .5 prior to the course start date and 16 prior to the end of the course. Course must be offered at Hinsdale High School in order to receive credit.

Note: Driver Education is not subject to add/drop. Students must commit to the course and may not add the course after the parent meeting prior to the first class.

This course will allow a student to get their driver education certificate upon successful completion of the class. The class follows the New Hampshire Drivers Education Risk Prevention Curriculum Guide. There are 10 parts that cover all the basics of learning both in-classroom and behind-the wheel lessons. The primary focus of this class is to learn safe and responsible driving. Students must receive an 80% average for the course to qualify for the certificate.

Due to state laws, students may not miss more than 4 hours of class time. Should attendance become an issue, students will be assigned an alternate course.

This course requires an application and a fee to be determined prior to starting the class which must be provided to the principal's administrative assistant.

The maximum number of students is 12. Preference is given to Juniors and Seniors and there may be a waiting list.

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EXTENDED LEARNING OPPORTUNITIES (ELO)

ELO General

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 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 and/or credits earned through ELO programs.

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