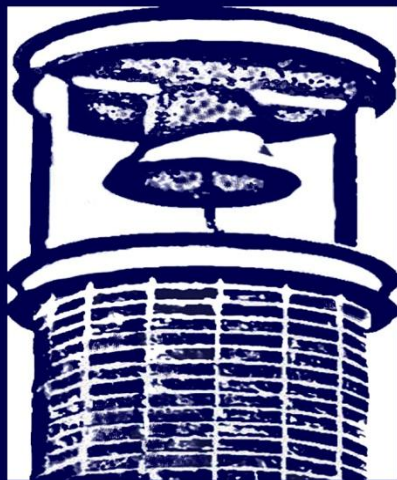


**SANBORN REGIONAL HIGH SCHOOL**

**PROGRAM OF STUDIES**



PRIDE

AMBITION

RESPONSIBILITY

2010-2011

# Sanborn Regional School District



*The mission of the Sanborn Regional School District is to work in partnership with the community to educate all learners in a safe environment. Together we are committed to providing these individuals with opportunities to develop the skills necessary to become responsible citizens who are capable of pursuing knowledge independently and making well-informed decisions.*

## 2009-2010 Administration

### School Administrative Unit 17 - (603) 642-3688

Dr. Brian Blake, Superintendent of Schools  
Carol Coppola, Business Administrator  
Jennifer Pomykato, Director of Student Services  
Ellen Hume-Howard, Director of Curriculum K-8

### Sanborn Regional High School - (603) 642-3341

Gail Sudduth, Principal  
Brian M. Stack, Assistant Principal / Director of Curriculum 9-12  
Andrea Somoza-Norton, Assistant Principal  
Michelle Catena, Director of Guidance  
Vicki Parady-Guay, Athletic Director

Course offerings, descriptions, and policies in this book are subject to change without notice and are based on anticipated staffing and financial resources available at the time of printing. Please contact the Guidance Office for more information.

**This Book Belongs To:**

\_\_\_\_\_

**Guidance Counselor:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

# PROGRAM OF STUDIES

## TABLE OF CONTENTS



Mission Statement	1
Accreditation	2
Statement of Nondiscrimination	2
Educational Rights & Privacy Act	3
Student Services Program	4-6
Guidance Services	7
Minimum Requirements	7-8
Freshman Teams	8
Independent Studies	8
Extended Learning Opportunities	8
Marking System	9
Honor Roll	9
Quality Points and Class Rank	9
Failed Classes/Make-Up Classes	10
Graduation Requirements	10-11
NH Scholars Program	12
Transfer Students	12
Suggested Credits for College	12
Explanation of Course Levels	13
New Courses for 2010-2011	14
Course Listings	15-72
English	17-22
Math	23-30
Science	31-34
Social Studies	35-41
World Languages	42-45
Special Education	46
Unified Arts	47-68
Art	47-50
Business Technology	51-56
Family & Consumer Science	57-58
Music	59-62
Vocational Studies	63-65
Wellness	66-68
Seacoast School of Technology	69-72

*Sanborn Regional High School is located in Kingston, New Hampshire. It services students in grades nine through twelve from the communities of Kingston, Newton, and Fremont. Once occupying the historic Sanborn Seminary that closed its doors in 1964, the school moved into a new state-of-the-art campus on Danville Road in the fall of 2006. This new campus allows Sanborn to continue to meet the challenges of providing an exceptional academic program for its students while at the same time being an important community resource for a variety of programs and events.*

*Sanborn offers a challenging curriculum designed to meet all the needs of its diverse student population. Course offerings include both honors and college and career preparatory levels. A variety of non-leveled elective offerings include art, business technology, family and consumer science, music, vocational studies, and wellness. Sanborn also offers a variety of Seacoast School of Technology courses for students who would like to specialize in a specific area of study.*

*In addition to academics, a variety of extra curricular programs and activities are available for students. For more information on these programs, please visit the school's website at [www.sau17.org/hs](http://www.sau17.org/hs) or contact the main office at 603-642-3341.*

# Sanborn Regional High School Mission Statement

The mission of the Sanborn Regional High School community is to provide a safe, supportive, and respectful learning environment where every student is empowered to become a responsible citizen with the skills, knowledge, values, and ambition to contribute with pride to society now and in the future.

**Responsibility** – Inspire students to take ownership of their independent learning and hold themselves accountable for their performance.

**Ambition** – Challenge each student to succeed in his or her goals and dreams in academic, social, and civic endeavors.

**Pride** – Nurture respect and dignity in every student as he or she positively contributes to the school community and beyond.

## STUDENT EXPECTATIONS

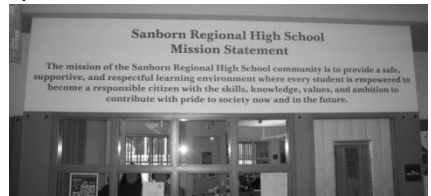
### ACADEMIC EXPECTATIONS

- ❖ Develop a proficiency in the communication skills of reading, writing, speaking, viewing and listening
- ❖ Demonstrate a proficiency in problem solving skills and critical thinking skills
- ❖ Demonstrate knowledge and application of technology skills

### SOCIAL AND CIVIC EXPECTATIONS

- ❖ Demonstrate an ability to resolve conflicts responsibly
- ❖ Assume responsibility for one's own behavior
- ❖ Demonstrate a respect for the diversity of *all* people in the communities of Sanborn Regional School District as well as the global community
- ❖ Maintain a safe, supportive environment
- ❖ Learn to contribute responsibly and support one's school, community and world through positive choices

Adopted by the Sanborn Regional High School Faculty on May 18, 2005 and by the Sanborn Regional School Board on June 1, 2005.



## ACCREDITATION

Sanborn Regional High School is fully accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliates include elementary schools through collegiate institutions offering post-graduate programs.



Accreditation by NEASC means that an institution meets or exceeds the criteria established by the commission. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs; is substantially doing so; and gives evidence that it will continue to do so

in the foreseeable future. The integrity of the institution is also addressed through the accreditation process. Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, nor of the competence of individual graduates. Rather, it provides reasonable assurances about the quality of opportunities available to students enrolled in the institution.

Sanborn Regional High School is a member institution of NEASC and, as such, is committed to its system of review. Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff. Individuals may also contact the Association:

*New England Association of Schools and Colleges  
21 Burlington Rd.  
Bedford, MA 01890  
(781) 271-0022*

## STATEMENT OF NONDISCRIMINATION

The Sanborn Regional School District does not discriminate on the basis of handicap, race, religion, color, national origin, or age in its educational activities, services, and employment practices. No student shall, on these bases, be denied equal opportunities to participate in said educational services and activities. Any person having inquiries concerning Sanborn Regional High School's compliance with Title IX or section 504 of the Vocational Rehabilitation Act of 1973 is directed to contact the Title IX or Section 504 Coordinator.

**ANNUAL NOTICE TO STUDENTS AND PARENTS OF THE SANBORN REGIONAL SCHOOL DISTRICT REGARDING THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Federal Family Education Rights and Privacy Act of 1974 (20 USCS §1232g) and regulations adopted by the US Department of Health, Education and Welfare (45 CFR §99.67) grant parents of students, along with “eligible students” (those who have attained 18 years of age or who are attending institutions of post-secondary education), certain rights relative to records maintained by the Sanborn Regional School District. These rights include the following:

1. Parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records.
2. A parent, or an eligible student, may request that the student’s education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.
3. The statute and regulations forbid the disclosure of personally identifiable education records without prior written consent from the parent or eligible student, except in certain specific situations.
4. In order to implement the statute and regulations, the Sanborn Regional School District has adopted a written policy which is available to parents and eligible students upon request.
5. One of the situations where information regarding a student may be released without prior consent is when the data consists of “directory information” which includes a student’s name, address, date of birth, place of birth, attendance record, academic achievement, and parents’ names and address. A parent of a student, or an eligible student, may request that any or all of these categories of information not be designated directory information with respect to that student. Such requests shall be written, dated and addressed to the Superintendent of Schools, Sanborn Regional School District, 178 Main Street, Kingston, New Hampshire 03848.

*All requests, except those received in September, shall remain effective until the first day of October of the following year. The federal statute and regulations are enforced by the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue SW, Washington, DC 20201. This office is empowered to investigate timely written complaints.*

## STUDENT SERVICES PROGRAM

Student Services at Sanborn Regional High School are designed to meet the New Hampshire Standards for the Education of Handicapped Students to provide a free and appropriate education for all identified educationally disabled students using an inclusionary model. The proper referral, evaluation, and placement requirements must be met in order for a student to take part in this program. A referral may be made by any person who bears a responsibility for a child's welfare.

After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available. Such

placements may include, but are not limited to, the following options: directed study support, consultative assistance, itinerant specialists, instructional assistants, work-study, special classes, class monitoring, and/or individualized instruction.

Students who are identified as educationally disabled will be graded according to their

Individual Education Plan which defines specific goals, objectives, and modifications. A cooperative determination will be made by classroom teachers and the Special Education staff. These may include the following areas of concern: test-taking, assignment completion, study techniques, counseling, and/or vocational planning.



### **NOTICE OF RIGHTS PURSUANT TO RSA 186-C: 16-b, *The Statute of Limitations for Special Education Cases***

The state and federal special education laws (New Hampshire Revised Statutes Annotated Chapter 186 – C and Title 20, United States Code, Sections 1400 – 1415) require that the school district offer a “*free appropriate public education*” to all educationally disabled children.

These statutes define educationally disabled children as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma.

A “*free appropriate public education*” consists of specially designed instruction and educationally related services in accordance with an “Individualized Education Plan” developed by the school district in consultation with the student’s parents.

If you suspect that your child is educationally disabled and qualifies for such services, you may make a written referral requesting that the school district determine your child’s eligibility. Such referrals should be addressed to the Director of Student Services, School Administrative Unit 17, 178 Main Street, Kingston, New Hampshire 03848.

The special education laws confer many rights and obligations upon parents and school districts regarding educationally disabled students. These include, but are not limited to, the following, which are listed in Title 20 United States Code, Section 1415(b):

1. Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate education.
2. Parents may obtain an independent educational evaluation.
3. The school district may adopt procedures to protect the rights of the child whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may include the assignment of an individual who is not an employee of the school district or the state department of education, to act as a surrogate for the parents or guardian.
4. The district must give the child’s parents or guardian prior written notice whenever the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The district must adopt procedures to assure that this notice informs the parents or guardian in their native language of procedures available under Section 1415, unless clearly not feasible.
5. The school district must adopt procedures which include the opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of free appropriate public education to such child.
6. Whenever a district receives such a complaint, the child’s parents or guardian shall have the opportunity for an impartial due process hearing which will be conducted by an administrative hearing officer appointed by the State Department of Education. The officer shall not be an employee of any agency involved with the education or care of the child. The decision may be appealed to the U.S. District Court or to the New Hampshire Superior Court.

***State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to New Hampshire Revised Statutes Annotated Section 186-C: 16-b:***

Any action seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative hearing from the State Department of Education within 2 (two) years of the date of when the alleged violation was, or reasonably should have been, discovered. However, an action against a school district to recover the costs of unilateral special placement should be commenced by requesting an administrative hearing from the State Department of Education within 90 days of the unilateral placement:

1. Where the parent, legal guardian, or surrogate parent has not been given proper notice of special education rights pursuant to Title 20, United States Code, Section 1415(b), including notice of the time limitations in New Hampshire Revised Statutes Annotated Section 186-C: 16b, such limitations shall run from the time the notice of those rights is properly given. The New Hampshire Department of Education shall make available a model notice of rights which school districts may use as one means of complying with this notice requirement.
2. An appeal from the New Hampshire Department of Education administrative hearing officer's decision to a court of competent jurisdiction shall be commenced within 120 (one-hundred twenty) days from the receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
3. Any action under Title 20, USC, Sec. 1415(e), seeking reimbursement from the school district for attorneys' fees related to a request for an administrative hearing, shall be commenced within 120 (one-hundred twenty) days from the receipt of the New Hampshire Department of Education administrative hearing officer's decision.
4. Where a unilateral placement has been made without the school district of residence being offered a reasonable opportunity to evaluate the child and to develop an Individualized Education Plan, reimbursement may not be sought from the school district for any costs incurred until the school district is given an opportunity to evaluate the child and to develop an Individualized Education Plan. *For additional information, please contact the Director of Student Services at School Administrative Unit 17, 178 Main Street, Kingston, New Hampshire 03848.*

## **GUIDANCE SERVICES**

The Sanborn Regional High School Guidance and Counseling program is an essential part of the educational process for students. This program is designed to meet students' needs by helping them define and meet expectations in all facets of their lives – educational, emotional, social, and career. Each student will be assigned to a counselor upon entrance to Sanborn Regional High School.

Guidance activities are conducted on a regular and planned basis with the goal of providing students with experiences to help them grow and to reach their full potential.

Counselors provide direct services to students, as well as working with parents, school staff, and members of the community.

Unless otherwise instructed in writing by a parent or guardian, services provided through the Guidance Office will be provided to all students through self-referral, staff referral, and/or parent referral. Special Education students who require counseling as an educationally related support will receive service consistent with state and federal laws and as detailed in the Individualized Education Plan.

All information shared in the counseling relationship is treated with the deepest respect. Counselors have an ethical responsibility and professional duty not to divulge information learned in private interaction unless there are compelling circumstances, or a legal mandate to do so. Counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse and neglect; and, to warn potential victims of the intent to harm.

## **MINIMUM SCHEDULE REQUIREMENTS**

Every student is expected to take a full course-load each semester. Seniors requesting a reduced course load must complete a waiver form and submit it to the principal for approval at the beginning of the semester. Students can only apply for a one block course reduction (block 1 or 6) per semester. The



*Each year, Sanborn's graduates are accepted at a variety of two and four year universities and technical institutions. The Guidance Department posts these acceptances in the lobby and updates them regularly.*

principal will notify the student if their request has been granted. Students who are not carrying a full course load need to be aware that they may not be eligible for the honor roll, their class rank will likely be affected, and they may not be allowed to participate in athletics. *Note: Students who need to take a NECAP Portfolio Planning Class to meet the graduation requirement are not eligible for a course reduction.*

## **FRESHMAN TEAMS**

Every freshman student entering Sanborn Regional High School will be assigned to a freshman team. Students will meet with the same teachers for Freshman Science, Global Studies, and Wellness I. The purpose of the teams is to aid in the transition of students from middle school to the Sanborn community. Team teachers meet on a regular basis to discuss curriculum, assessment, and individual student progress.

## **INDEPENDENT STUDIES**

The Independent Study option is available to seniors who wish to expand their knowledge and experience in a certain academic discipline. This option is not to replace a required/scheduled course. A contract is required to ensure appropriate documentation of both the student and teacher responsibilities for entering into an Independent Study agreement. A copy of the contract may be obtained from the Guidance Office. All Independent Study classes will be non-leveled.



## **EXTENDED LEARNING OPPORTUNITIES**

Extended Learning Opportunities (ELO's) are available to students as a means to meet the diverse instructional needs of students with different talents, interests, and development. In order to participate in an ELO for a Sanborn Regional High School credit, students must develop a personal educational plan aligned with the educational goals and objectives of Sanborn Regional High School. The plan must detail how it will be supervised, and outline the specific curriculum standards that it will address. Over the course of four years, students are allowed to participate in no more than four ELO's. These must be pre-approved by a review council which will consist of the Principal, the Director of Guidance, and the Director of Curriculum.

## MARKING SYSTEM

Numerical grades, corresponding with traditional letter grades, are given at Sanborn Regional High School.

**90 – 100 = A      80 – 89 = B      70 – 79 = C      65 – 69 = D      Below 65 = F**

A grade of **1, 2, or 3** is given for effort and a grade of **4, 5, or 6** is given for conduct.

<b>EFFORT</b>	<b>CONDUCT</b>	<b>GRADE</b>
1	4	Excellent
2	5	Satisfactory
3	6	Poor/Unsatisfactory

## HONOR ROLL

The honor roll is determined at the end of each quarter and students carrying four or more courses are eligible.

**HONORS WITH DISTINCTION:** Non-Weighted Grade Point Average of 95 or above

**HIGH HONORS:** Non-Weighted Grade Point Average of 90-94.99

**HONORS:** Non-Weighted Grade Point Average of 85-89.99

## QUALITY POINTS AND RANK IN CLASS

Class Rank is used to determine academic standing within classes. The Weighted Quality Point is determined by multiplying the student's numerical grade by the multiplier appropriate for the level. Rank is determined by total quality points earned (the students with the highest number of quality points will have the highest class rank - quality points continue to accrue throughout the student's high school career) and is calculated at the end of each year. Class rank will improve for students taking a full load, as well as those taking the most challenging schedule. Non-weighted Grade Point Averages are available in the Guidance Office.

## MULTIPLIERS TO DETERMINE WEIGHTED QUALITY POINTS\*

LEVEL	MULTIPLIER
AP & RUNNING START	1.08
HONORS (H)	1.05
COLLEGE & CAREER PREP (CP)	1.02
ALL OTHERS	1.00

\*Rank is determined by the sum total (for all courses) of the student's weighted quality points at the end of each semester. The valedictorian, salutatorian, and essayist for that year's graduating class will be named at the end of third quarter.

## PROCEDURES REGARDING FAILED CLASSES & REPEAT CLASSES

Many courses at Sanborn Regional High School follow a sequence and students cannot advance to the next course without having successfully completed the prerequisite requirement. We strongly recommend that students who fail courses, especially required courses, enroll in an accredited summer program, an accredited online course and/or consultation with a guidance counselor to determine the most appropriate way to make-up a course. This will not only ensure a timely progression through the required curriculum, it will ensure that target dates are maintained. Also, the Credit Recovery option is available to students who have failed Citizens in a Global Society, Freshman Science, Freshman English, Wellness I, or Economics by no less than a 60. Determination for placement in credit recovery will be made by the Guidance Director with feedback from the student, parent/guardian, teacher(s) and Principal.

## GRADUATION REQUIREMENTS

Course	Credits	Course	Credits
Advisory	1	Science	3
Art	1	Social Studies	3
English	5	Technology	1
Economics	1	Wellness	2
Math	3	Electives	8

**Total: 28 Credits**

In order to meet the requirements for graduation, each student must complete one of the following options:

**Option 1:** A student must pass the New England Comprehensive Assessment Program (NECAP) with a proficient score in reading, writing, mathematics, and science and must meet the required 28 credits for graduation with an overall average of a 70 or better.

**Option 2:** A student must meet the required 28 credits for graduation with an overall average of a 70 or better and complete a two year course of study at the Seacoast School of Technology. *Note: Students with special needs are required to fulfill the above criteria except as modified in the Individual Education Plans.*

**Option 3:** For a student not meeting the requirement of proficiency on the NECAP, the student must demonstrate competency in reading, writing, mathematics, and/or science by maintaining a best practices portfolio and having the portfolio reviewed in the spring of their graduation year by a jury of faculty and administration and the student must meet the required 28 credits for graduation with an overall average of a 70 or better. Students pursuing this option must enroll in a portfolio class in the senior year. *Note: Students with special needs are required to fulfill the above criteria except as modified in the Individual Education Plans.*

**Option 4:** For a student not meeting the requirement of proficiency on the NECAP, the student may design and complete a senior project which will demonstrate competency in reading, writing, mathematics, and/or science. The senior project must be reviewed by a jury of faculty and administration for competency and the student must meet the required 28 credits for graduation with an overall average of a 70 or better. Students pursuing this option must enroll in a portfolio class in the senior year. *Note: Students with special needs are required to fulfill the above criteria except as modified in the Individual Education Plans.*

## **NEW HAMPSHIRE SCHOLARS PROGRAM**

The New Hampshire Scholars Program is a partnership between Sanborn High School, the local business community, and the New Hampshire College & University Council focused on increasing the number of high school students that take a challenging and rigorous curriculum designed to strengthen the chances for success in college and the workplace. In order to be eligible students must complete the following core course study requirements:

English: 4 Credits, Mathematics: 3 Credits, Science: 3 Credits (Biology and 2 other lab sciences), Social Studies: 3.5 Credits, World Languages: 2 Credits (in the same language)

For more information regarding additional requirements, please contact the Guidance Office at 603-642-3600.

## EARLY GRADUATION

Upon completion of a credit check with the student’s guidance counselor, students wishing to be considered for early graduation should submit a letter of intent and a copy of their credit-check form to the principal no later than December 15 of their graduation year.

## TRANSFER STUDENTS

Students transferring into or out of the district must begin the process with the Guidance Director. For students transferring into the district, the Guidance Director will review the transcript(s) from the other school(s) and discuss the best way to fulfill Sanborn’s graduation requirements.

The Guidance Office will transfer all previous courses taken and credits earned onto a Sanborn Regional High School transcript. A Grade Point Average (GPA) will be calculated. As the student completes courses at Sanborn, additional credits will accumulate and the GPA will continue to be calculated.

If a student transfers from a school having a different credit system, the Guidance Director will determine the number of appropriate credits for each course passed. The GPA and rank will then be determined. *(A student must be enrolled at Sanborn for at least two full semesters prior to being eligible for class rank standing in the junior year)*

## SUGGESTED CREDITS FOR ADMISSION TO COLLEGE

Type of College	English	Social Studies	Math	Science	World Languages
Selective 4 Year Colleges	5	4-5	5	4-5	4-5
4 Year Colleges	4-5	4	4	4	3-4
2 Year Colleges	4	3	3	3	0-2

## EXPLANATION OF COURSE LEVELS

**Advanced Placement Level (Including Project Running Start (PRS) Courses):** a college level program where students are expected to meet all of the expectations of the Honors Level student, and are also expected to:

- Complete all necessary preparation and sit for the appropriate Advanced Placement examination (for AP classes)
- Obtain a 75 average (for PRS college credit)
- Be an autonomous and independent learner
- Exhibit an attitude and level of motivation consistent with the college student

**Honors (H-Level):** an accelerated program where the college-bound student is expected to:

- Complete all required assignments in a timely fashion
- Actively participate in class discussions and written assignments
- Read above grade level and complete significant independent reading
- Complete many types of research projects, including papers
- Complete a variety of analytical, expository, and creative writings
- Think, write, and discuss critically
- Write for a variety of purposes, in a variety of modes
- Analyze and interpret data
- Work independently
- Demonstrate superior competence in reading, writing, speaking, and listening

**College & Career Prep (CP-Level):** a program designed for the student who is interested in pursuing a wide-variety of post-secondary options such as a two or four year college, a technical/vocational school, the military, or employment. A student in this program is expected to:

- Actively participate in class discussions and written assignments
- Write for a variety of purposes, in a variety of modes
- Read at or above grade level and complete some independent reading
- Think, write, and discuss critically
- Complete group and individual projects
- Analyze and interpret data
- Work independently, with instructional direction
- Possess a willingness to explore new material with instructional assistance
- Complete all required assignments in a timely fashion

# NEW COURSE OFFERINGS FOR 2010-2011

## **Art:**

Survey of World Architecture

## **Business:**

Community Media and Print

CAD IV: Architectural Design

CAD IV: Mechanical Design

## **English:**

The Evolution of Thought: An Introduction to Philosophy

Drama: Literary Analysis & Acting Method

## **Math:**

Applications of Algebra

## **Other:**

NECAP Portfolio Planning Class

## **Social Studies:**

Foundations in Education

History Through Film

Geography & World Regional Concepts

## **Unified Arts:**

Survey of Vocational Careers for Girls

## **Wellness:**

Introduction to Weight Training

Men's Competitive Sports Education

Women's Competitive Sports Education

## **World Languages:**

Spanish Art & Literature



## COURSE LISTINGS

Course Code	Course Title
AR 100	Visual Art
AR 101	Ceramics I
AR 102	Commercial Art & Digital Photography
AR 103	Black and White Manual Photography
AR 104	Arts and Society
AR 105	Survey of World Architecture
AR 200	Painting I
AR 201	Advanced Ceramics
AR 203	Drawing
AR 300	Advanced Painting
AR 301	Sculpture
AR 400	Portfolio Design
BT 100	Desktop Publishing
BT 101	Introduction to Computer Aided Design
BT 102	Web Page Design
BT 103	Economics
BT 104	Marketing and Accounting
BT 201	CAD II: Architectural Design
BT 202	CAD II: Mechanical Design
BT 204	Advanced Economics
BT 300	Accounting
BT 301	CAD III: Architectural Design
BT 302	CAD III: Mechanical Design
BT 400	Community Media & Print
BT 401	CAD IV: Architectural Design
BT 402	CAD IV: Mechanical Design
CI 100	Freshman Science

Course Code	Course Title
CI 200	Biology
CI 320	Environmental Science
CI 360	Forensic Science
CI 380	Chemistry
CI 390	Physics
CI 400	Anatomy and Physiology
CI 410	Human Biology
CI 450	Microbiology & Biotechnology
CI 500	Advanced Placement Chemistry
EN 100	Freshman English
EN 200	Sophomore Literature & Composition
EN 300	Junior College Literature and Writing
EN 400	Senior Critical Analysis & Composition
EN 500	Advanced Placement Literature
EN 501	AP English Language and Composition
EN 600	Journalism
EN 610	Creative Writing
EN 620	Performance Shakespeare
EN 630	The Evolution of Thought: An Intro. to Philosophy
EN 640	Drama: Literary Analysis & Acting Method
FC 100	Foods and Nutrition
FC 120	Quilting I
FC 121	Quilting II
FC 122	Garment Construction
FC 200	Advanced Foods and Nutrition
FC 220	Home Decorator Sewing & Int. Design

Course Code	Course Title
HI 300	20 <sup>th</sup> Century US History
HI 400	Psychology
HI 410	Women's Studies
HI 420	Sociology
HI 430	African and Middle Eastern Studies
HI 440	International Relations
HI 450	Foundations in Education
HI 460	History Through Film
HI 470	Geography & World Regional Concepts
HI 500	Advanced Placement US History
HI 501	AP US Government
ID 100	Global Studies
ID 200	Democracy and the Global Economy
ID 300	20 <sup>th</sup> Century American Studies
LC 100	Organizational and Study Techniques
LC 200	Life Skills
LC 300	Home Base
MA 100	Algebra 1
MA 101	Integrated Math 1
MA 102	Math Fundamentals
MA 150	Algebra 2
MA 110	Applications of Algebra
MA 200	Geometry
MA 201	Integrated Math 2
MA 220	Geometry in the Woodshop
MA 300	Trig & Adv. Math
MA 301	Integrated Math 3
MA 302	Statistics & Finite Math
MA 312	Problem Solving
MA 400	Precalculus
MA 410	Calculus

Course Code	Course Title
MA 500	Advanced Placement Calculus
MU 100	Symphonic Band
MU 101	Concert Choir
MU 102	Jazz Band
MU 103	Beginning Musical Theory
MU 104	Advanced Musical Theory
MU 105	History of Rock and Roll
MU 106	Percussion Ensemble
NECAP	NECAP Portfolio Planning Class
TE 100	Survey of Vocational Careers
TE 101	Welding & Metals I
TE 102	Welding & Metals II
TE 103	Woodworking I
TE 104	Woodworking II
TE 105	Automotive Services I
TE 106	Automotive Services II
WE 100	Wellness I
WE 150	Fitness
WE 160	Physical Education
WE 170	Healthy Lifestyles
WE 180	Intro to Weight Training
WE 190	Competitive Sports Ed
WE 200	Wellness II
WL 100	Spanish I
WL 110	French I
WL 120	Japanese I
WL 200	Spanish II
WL 210	French II
WL 300	Spanish III
WL 310	French III
WL 400	Spanish IV
WL 410	French IV
WL 420	Spanish Art & Literature
WL 500	AP Spanish
WL 510	AP French

# ENGLISH OFFERINGS

## 5 CREDITS OF ENGLISH REQUIRED FOR GRADUATION

LEVELS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
AP / Project Running Start			AP Literature	AP Language & Composition
				Senior Critical Analysis and Composition
H	Global Studies	Sophomore Literature and Composition	20 <sup>th</sup> Century American Studies	Senior Critical Analysis and Composition
CP	Global Studies	Sophomore Literature and Composition	20 <sup>th</sup> Century American Studies	Senior Critical Analysis and Composition
	Freshman English		Junior College Literature & Writing	
Non-Leveled Electives	Journalism			
	Creative Writing			
	Performance Shakespeare			
	The Evolution of Thought: An Introduction to Philosophy			
	Drama in Literature			

### Freshman Year

*Freshman students must take Global Studies, which meets both the English and Social Studies requirements. Students may also be required to take Freshman English as a second English course. Placement into Freshman English is based on assessment data and teacher recommendation.*

**EN 100**  
**GRADE 9**

**FRESHMAN ENGLISH**  
**CP LEVEL \***

**1 CREDIT**

In this highly differentiated course, students will focus on specific literacy skills that they will need in order to be successful in high school and beyond. These will include reading fluency and comprehension, vocabulary development, written expression including grammar and mechanics, and study skills such as research, listening, viewing, speaking, note-taking, discussion, test taking, and others as the need is determined for each learner. **Prerequisite:** The selection



**Junior Year**

*Junior students may take either 20<sup>th</sup> Century American Studies, which meets both the English and Social Studies requirements, or Junior College Literature and Writing as a stand-alone English course. Students who choose the stand-alone option must also take 20<sup>th</sup> Century US History.*

**ID 300**

**20<sup>TH</sup> CENTURY AMERICAN STUDIES**

**2 CREDITS – 1 ENG, 1 SS**

**GRADE 11**

**HONORS AND CP LEVELS**

**FULL YEAR**

This year long leveled course combines 20<sup>th</sup> century American History and the Junior Literature and Composition requirement. The history covered in this class focuses on the turn of the century beginning with the Progressive Era through the twenties, the Depression, the World Wars, The Cold War, and Vietnam through contemporary social change and domestic and foreign policy. Students will analyze primary sources, maps, charts, timelines, and graphs in addition to writing and analyzing images, movies, documentaries, viewpoints, cause and effect, problem solving and decision making as well as debating and using technology. Traditional



writing and reading assignments will be developed in relation to the themes and time periods. Although the concentration will be on American Literature, such as the Great Depression, the American Dream, and/or the World Wars, other periods and types of literature may be studied in relation to the appropriate themes. **Prerequisite:** Successful completion of ID 100 and ID 200.

**EN 300**

**JUNIOR COLLEGE LITERATURE AND WRITING**

**1 CREDIT**

**GRADE 11**

**CP LEVEL**

This course provides students with the skills needed to be successful with college level literature and composition, with an emphasis on expository writing. Both classical and contemporary literature will be studied. Students will have regular reading and writing assignments, both in and out of class. They will complete a research project; and be engaged in group and independent editing and conferencing. In addition to the class literature assignments, each student will complete independent reading. **Prerequisite:** Successful completion of ninth and tenth grade English requirements.

**Senior Year**

*Senior students may choose from any of the following courses to meet their final English requirement.*





**EN 620**

**PERFORMANCE SHAKESPEARE**

**0.5 CREDIT**

**ALL GRADES**

**NON – LEVELED**

William Shakespeare made the claim, “All the world’s a stage.” In that spirit, this course will focus on performance as a way to understand four of Shakespeare’s plays, including “Othello,” “Henry VIII,” “Midsummer Night’s Dream”, and “The Tempest.” As a class, we will fearlessly, yet carefully, explore Shakespeare’s language and themes, both within the historical context of which they were written as well as their universal appeal. In addition to performing scenes from each play, students will analyze the work in written assignments, lead discussions, research the historical context of the plays, and compare theatrical choices to film adaptations. **Prerequisite:** None.

**EN 630**

**THE EVOLUTION OF THOUGHT:**

**0.5 CREDIT**

**ALL GRADES**

**AN INTRODUCTION TO PHILOSOPHY**

**NON – LEVELED**

From the Greek φιλοσοφία (philosophia), philosophy literally means “love of wisdom”. But what is “love of wisdom,” you ask? Good question; you have just stepped into the mind of a philosopher. In this course, starting with the ancient Greeks and moving into the present, we will work together to understand the major branches of philosophy: aesthetics (the nature of art and beauty), metaphysics (world and human), logic (sound reasoning), ethics (human conduct), epistemology (limits of knowledge), and political philosophy. Through this exploration, we will journey together to consider some of the major questions that humans have been asking for centuries, questions that remain relevant to this day. **Prerequisite:** None.

**EN 640**

**DRAMA: LITERARY ANALYSIS & ACTING METHOD**

**0.5 CREDIT**

**ALL GRADES**

**NON - LEVELED**

In this course we will read, analyze, perform, and write about several plays that comprise the pillars of the theatrical world. We will read a wide range of playwrights from Sophocles and Euripides (Ancient Greeks) to Ibsen and Chekhov (Modernists) to O’Neill and Beckett (contemporary). After a close reading of the plays we will perform some of the scenes and critique one another about the choices we made in staging each scene. Emphasis will be placed on literary analysis of the plays and acting techniques through performance. The goals of this course are to read and write about major plays, work on acting techniques, and apply analyses of the plays by acting before an audience.

## MATH OFFERINGS

### 3 CREDITS OF MATH REQUIRED FOR GRADUATION

The math department is in the process of implementing curriculum modifications that will impact the math course of study beginning with the class of 2014. These modifications will increase both the rigor and relevance of the curriculum and improve the accessibility of mathematics for all students.

Proposed Recommended Course of Study Beginning With the Class of 2014:

LEVELS	GRADE 9		GRADE 10	GRADES 11 AND 12		
<b>AP</b>						AP Calc
<b>Honors</b>	Applications of Algebra	Geometry	Algebra 2	Precalculus	Calculus	
<b>CP: Integrated Program</b>	Integrated Math 1 & 2		Integrated Math 3	Algebra 2	Precalculus	
<b>CP: Traditional Program</b>	Algebra 1		Geometry			
					Geometry in the Wood-shop	
<b>Electives</b>	Math Fundamentals (non-leveled)			Problem Solving (CP level)		
				Statistics and Finite Math (Honors or CP level)		

Current Recommended Course of Study for Classes of 2011, 2012, and 2013:

LEVELS	GRADE 10	GRADES 11 AND 12		
<b>AP</b>				AP Calculus
<b>Honors</b>	Trigonometry & Advanced Topics	Precalculus	Calculus	
<b>CP: Integrated Program</b>	Integrated Math 3	Trigonometry & Advanced Topics	Precalculus	
<b>CP: Traditional Program</b>	Algebra 2			
<b>Electives</b>		Problem Solving (CP level)		
		Statistics and Finite Math (Honors or CP level)		

There are two programs available to students: traditional and integrated. Both programs have been designed to prepare students to take advanced math courses in calculus or statistics, if the student chooses to do so.

**All students are strongly encouraged to purchase a calculator for their math course. For grade 9, any scientific calculator will be sufficient. By grade 10, students are strongly encouraged to invest in a graphing calculator. The school recommends the Texas Instruments (TI-84) graphing calculator. This is a required tool for both precalculus and calculus courses.**

**MA 102  
GRADE 9**

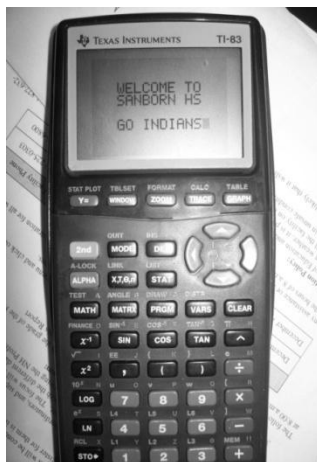
**MATH FUNDAMENTALS  
NON-LEVELED**

**1 CREDIT**

This course is designed to provide a solid foundation to students before they pursue a traditional or integrated math program at Sanborn Regional High School. In this highly differentiated program, students will review a variety of pre-algebra and 8<sup>th</sup> grade math concepts. Students will also work on organizational skills, study skills, and test-taking skills that they will need to be successful in math classes in high school. This course is open only to students, primarily grade 9, by recommendation only. **Prerequisite:** The selection criteria for the program include NWEA and NECAP scores, placement exam scores, and/or previous teacher recommendations. *Note: This course does not fulfill the Algebra 1 requirement. This course may be taken more than once with approval from the IEP team or the instructor.*

### **The Integrated Program (CP Level):**

An integrated math program distinguishes itself from a traditional math program by integrating the topics presented in the traditional sequence into a three-course sequence that “spirals” through topics from algebra, geometry, statistics, and discrete mathematics, revisiting them often as students work through the program. Emphasis is placed on mathematical modeling and applications, as well as teaching students to solve challenging real-world problems. Students will be asked to read, reflect, and write about mathematics on a daily basis.



This integrated math program was created by funding from the National Science Foundation and is aligned with the National Council of Teachers of Mathematics Standards for School Mathematics as a rigorous college-

preparatory program. It is a four-year college preparation program that can be taken as an alternative to the traditional sequence of math courses. Completion at the CP level prepares students for Algebra 2. **Students who enroll in this program may not transition into the traditional program.**

<b>MA 101</b>	<b>INTEGRATED MATH 1</b>	<b>1 CREDIT</b>
<b>GRADE 9</b>	<b>CP LEVEL</b>	

This course is the initial mathematics requirement necessary for admission to a four-year college or university. Students will be exposed to a wide variety of topics from Algebra I, Geometry, Probability & Statistics, and Discrete math. Emphasis will be placed on working in groups, reading and writing about mathematics, and solving multi-step application problems. Connections will be made across the curriculum. **Prerequisite:** None

<b>MA 201</b>	<b>INTEGRATED MATH 2</b>	<b>1 CREDIT</b>
<b>GRADES 10-12</b>	<b>CP LEVEL</b>	

This course extends the skills and concepts presented in Integrated Math 1. Students will continue to extend the concepts of Algebra, Geometry, Probability and Statistics, and Discrete math that were introduced in Integrated Math 1. Emphasis will be placed on working in groups, reading and writing about mathematics, and solving multi-step application problems. Connections will be made across the curriculum. **Prerequisite:** Successful completion of Integrated Math 1 or recommendation of instructor.

<b>MA 301</b>	<b>INTEGRATED MATH 3</b>	<b>1 CREDIT</b>
<b>GRADES 10-12</b>	<b>CP LEVEL</b>	

This course extends the skills and concepts presented in Integrated Math 2. Students will continue to extend the concepts of Algebra, Geometry, Probability and Statistics, and Discrete math that were introduced in Integrated Math 2. Emphasis will be placed on working in groups, reading and writing about mathematics, and solving multi-step application problems. Connections will be made across the curriculum. **Prerequisite:** Successful completion of Integrated Math 2 or recommendation of instructor.

**The Traditional Program:**

<b>MA 100</b>	<b>ALGEBRA 1</b>	<b>2 CREDITS</b>
<b>GRADE 9</b>	<b>CP LEVEL</b>	<b>YEAR-LONG</b>

This course is the initial mathematics requirement necessary for admission to a four-year college or university as well as a state requirement for graduation. The following topics are covered: basic operations with variables, solutions of linear equations and inequalities, graphs of linear equations and inequalities, writing linear equations, systems of linear equations, probability, solving

quadratics, graphing quadratics, operations with polynomials, factoring, exponents, rational equations and functions, and radicals.

Students will learn the structure of algebra and study its basic applications in fields from science to business. They will develop individual and group problem-solving skills. They will develop math communication skills while exploring critical thinking and algebraic applications. In order to accomplish this, various data collection methods will be used. Students will find that algebra is an efficient way to solve many real world problems.

This course is year-long and is preparation for Geometry and Algebra 2.

**Prerequisite:** None

<b>MA 110</b>	<b>APPLICATIONS OF ALGEBRA</b>	<b>1 CREDIT</b>
<b>GRADE 9</b>	<b>HONORS LEVEL</b>	

Applications of Algebra is designed for students who have successfully completed an Algebra I course at the middle school level and are prepared for the rigor, challenge, and accelerated pace of the honors-level. This course stresses the importance of word problems and applications of algebra. It puts a heavy emphasis on modeling real world data. The following topics are covered in depth: linear functions, quadratic equations and functions, polynomials, rational equations and function and probability. Students will continue to learn the structure of algebra through applications in job-related fields while developing individual and group problem-solving skills.

This course is preparation for Geometry and Algebra 2 at the honors-level.

**Prerequisites:** Successful completion of an Algebra 1 course at the middle school level and a teacher recommendation that is based on a final Algebra 1 grade, NECAP and NWEA scores, and any other relevant assessment data.

<b>MA 150</b>	<b>ALGEBRA 2</b>	<b>1 CREDIT</b>
<b>GRADE 10</b>	<b>CP LEVEL</b>	

This course will review the basic topics of Algebra I with more complicated applications in real life models. New topics (preparation for further mathematics and a basis for applications in fields from science to business) will include linear equations, systems, quadratics, functions, powers, roots, radicals, logarithms, polynomial functions, rational functions, and right triangle trigonometry. This course is preparation for Trigonometry and Advanced Topics. **Prerequisite:** Successful completion of Algebra 1 and Geometry.

**MA 200**  
**GRADES 9 – 10**

**GEOMETRY**  
**HONORS AND CP LEVELS**

**1 CREDIT**

The goal of the geometry program is to teach students to reason mathematically (using deductive and inductive reasoning) and inspire an awareness of the geometric world in which we live. This course demonstrates the usefulness and vitality of geometry. A large portion of this class is known as “formal” geometry or the writing of proofs, based on the theorems, postulates, and axioms that become known. Strategies include analysis, interpreting, recall and transfer, applying concepts, classification, spatial perception, and synthesis. Topics include points, lines, planes, angles, triangle (congruency, similarity, area), polygons, transformations, right triangles, trigonometry, circles, planar measurements and spatial measurements, both area and volume. **Prerequisite:** Successful completion of Algebra I or recommendation of instructor.

**MA 220**  
**GRADE 10**

**GEOMETRY IN THE WOODSHOP**  
**CP LEVEL**

**2 CREDITS**  
**1 MATH, 1 ART**

The goal of the geometry program is to teach students to reason mathematically (using deductive and inductive reasoning) and inspire an awareness of the geometric world in which we live. This course demonstrates the usefulness and vitality of geometry, while at the same time connecting the concepts to the real-world through the woodshop. Students will spend time in the classroom studying topics such as points, lines, planes, angles, triangle (congruency, similarity, area), polygons, transformations, right triangles,



trigonometry, circles, planar measurements and spatial measurements, both area and volume, and the writing of proofs based on the theorems, postulates, and axioms that become known. Students will then extend these concepts in the woodshop through various woodworking projects. This course is preparation for Algebra II. **Prerequisite:** Successful completion of Algebra I or recommendation of instructor.

**MA 300**  
**GRADES 10-11**

**TRIGONOMETRY & ADVANCED TOPICS**  
**HONORS AND CP LEVELS**

**1 CREDIT**

Trigonometry and Advanced Topics is a continuation of the college preparatory strand of high school mathematics. It is designed to incorporate areas of geometry with algebraic applications through the study of trigonometry, geometric solids, and coordinate geometry as well as provide a basic coverage of topics in probability, statistics and data analysis. The course focuses on

problem solving and critical thinking – essential skills in the mathematical and engineering fields - but clearly beneficial life skills as well. Topics will include: Coordinate geometry, conics, trigonometry, trigonometric identities, statistics, probability, data analysis, and formulas for area, surface area, and volumes of polyhedrons. This course is preparation for Pre-Calculus. **Prerequisite:** Successful completion of Geometry and Algebra II or Integrated Math 1 and 2.

**MA 302**

**STATISTICS AND FINITE MATHEMATICS**

**1 CREDIT**

**GRADES 11 – 12**

**HONORS AND CP LEVELS**

The goal of this statistics course is to teach students to reason using data analysis and inspire an awareness of the daily use of statistic in our world today. **Overview:** Statistics is the science of collecting, organizing and interpreting numerical data. Statistical literacy is an essential skill that enables people to understand and make sensible decisions based on the analysis of numerical information. Data and numerical arguments exist not only in all areas of academic inquiry but also in everyday life. The following principles have informed the design of this course: **1.** Statistics is not number crunching. This course will focus on understanding statistical concepts and on interpreting and communicating the results of a statistical analysis. You will learn how to construct numerical arguments. The solution to a problem will not be a single numerical result or an exact answer, but rather an explanation that includes such phrases as “there is strong evidence that...” and “the data suggest that...” We will use the SPSS



computer software package to do the numerical computations for us. **2.** Statistics involves the use of real data sets. In this course, we will analyze data from a variety of applications with an emphasis on the social sciences. We will learn how to place the data and its analysis in context. **3.** Active learning is the key to success. Much of the class time will be spent working with your classmates on data analysis activities. The teacher will be available for questions, suggestions and encouragement. To fully benefit from this approach, you must come to class prepared. **Prerequisite:** Successful completion of Geometry and Algebra II or Integrated Math 3.

**MA 312**

**PROBLEM SOLVING**

**1 CREDIT**

**GRADES 11 AND 12**

**NON-LEVELLED**

In this course, students will have the opportunity to refine the math skills and analytical problem solving abilities that they acquired in Algebra 1 and

Geometry. Working extensively in groups, students will learn how to solve a variety of real-world application problems using multiple strategies, including: draw a diagram, make a systematic list, eliminate possibilities, use matrix logic, look for a pattern, guess-and-check, identify sub-problems, analyze the units, solve an easier related problem, create a physical representation, work backwards, draw Venn diagrams, convert to algebra, evaluate finite differences, organize information, change focus, and visualize spatial relationships. Students will be encouraged to use strategies that they are most comfortable with. **Prerequisite:** Successful completion of two math credits.

**MA 400**

**PRE-CALCULUS**

**1 CREDIT**

**GRADES 11-12**

**HONORS AND CP LEVELS**

This course will prepare students for further study of mathematics at the college level. They will solve problems with applications in a variety of scientific and technical fields and develop quantitative reasoning and problem-solving skills. They will demonstrate the ability to understand and communicate mathematical ideas. Units include: functions, graphs, discrete math, data analysis, sequences and series, limits and introduction to calculus. This is preparation for Calculus. **Prerequisite:** Successful completion of Trigonometry and Advanced Topics. *Special Requirements: TI-84 Graphing Calculator.*

**MA 410**

**CALCULUS**

**1 CREDIT**

**GRADES 11-12**

**HONORS LEVEL**

This course is designed to prepare the serious math student for a variety of post-secondary programs. Thorough treatment is given to the following topics:

functions and limits of functions; the derivative and applications of derivatives; curve sketching; the integral as an anti-derivative and as an area under a curve; applications of the definite integral including volume and surface area of solids of revolution; and differentiation and integration of exponential and logarithmic function. This course serves as a necessary prerequisite to



Advanced Placement Calculus AB. **Prerequisite:** Successful completion of Honors Level Precalculus or recommendation of the instructor. *Special Requirements: TI-84 Graphing Calculator.*

**MA 500**  
**GRADES 11 – 12**

**ADVANCED PLACEMENT CALCULUS AB**  
**AP LEVEL**

**1 CREDIT**

This course extends the concept of limits and continues with expanded use of the operations made possible through limits—derivatives and antiderivatives. The content is similar to Honors Calculus, but with intensive preparation in trigonometric functions. Students are expected to invest extra time and a more concentrated effort, including demonstrating in detail the methods of solutions. They will investigate calculus in a single variable and focus study on the applications that interest them as they think about their future. Applications come from fields as varied as physics and engineering, to population growth and epidemiology. Students successfully completing this course will be prepared for, and are strongly encouraged to sit for, the AB Calculus Advanced Placement Exam. These exams are offered by the College Board organization for a fee and will be administered to our students in May. Passing scores on the exam can result in college credit. **Prerequisite:** Successful completion of Honors Level Calculus. *Special Requirements: TI-84 Graphing Calculator.*

**NECAP MA**  
**GRADE 12**

**NECAP PORTFOLIO PLANNING CLASS**  
**NON-LEVELLED**

**1 ELECTIVE CREDIT**

Any grade 12 student who did not receive proficiency in the area(s) of reading, writing, math, and/or science on the NECAP test (or other state-wide assessment) administered in their junior year is required to take this class as part of the NECAP graduation requirement. In this class, students will demonstrate competency in reading, writing, mathematics, and/or science by compiling a portfolio or project which will be assessed by a jury of faculty and administrators. *Note: Students enrolled in this class are not eligible for a reduced course load waiver.*

## SCIENCE OFFERINGS

### 3 CREDITS OF SCIENCE REQUIRED FOR GRADUATION, INCLUDING 1 IN BIOLOGY AND 1 IN A PHYSICAL SCIENCE

LEVELS	GRADE 9	GRADE 10	GRADES 11 AND 12	
AP				AP Chemistry
H	Biology	Chemistry	Chemistry	
		Physics	Microbiology / Biotechnology	
			Physics	
	Freshman Science	Biology	Anatomy and Physiology	
			Forensic Science	
			Environmental Science	
CP	Freshman Science	Biology	Chemistry	
			Microbiology / Biotechnology	
			Physics	
			Human Biology	
			Forensic Science	
			Environmental Science	

#### CI 100 GRADE 9

#### FRESHMAN SCIENCE HONORS AND CP LEVELS

1 CREDIT

This course is designed to teach methods of science (experimental, measurement, research, study, and communication). It represents a study of the most fundamental of all the sciences. It is focused on the behavior of matter and energy. Major topics address the properties of motion, forces, energy, momentum, heat, sound, light, electricity, magnetism, and atomic structure. Basic science skills such as use of the lab, lab equipment, lab safety, lab write-ups, measurement, graphing and written communication of scientific ideas will be stressed. "Hands on" laboratory experiences will be used to connect observations to the physical laws of nature. **Prerequisite:** None.



**CI 200**  
**GRADES 9-10**

**BIOLOGY**  
**HONORS AND CP LEVELS**

**1 CREDIT**

**Honors Level:** Topics are covered in more depth and at a faster pace than the CP Level. Students are expected to have a firm grasp of the scientific method, basic chemistry and the ability to work independently. Body processes and DNA replication are presented on the molecular level. Students will be expected to complete several projects outside of class.



**CP Level:** This course provides a comprehensive survey of the basics of biology. Topics include life processes, cell structure/function, genetics, DNA replication, evolution, protein synthesis, and ecology.

**Prerequisite:** Successful completion of Freshman Science. Ninth grade students have the option to place out of freshman science and take honors biology with recommendation of their 8<sup>th</sup> grade science teacher. These students must plan to take chemistry or physics as a tenth grade student.

**CI 320**  
**GRADES 11 – 12**

**ENVIRONMENTAL SCIENCE**  
**HONORS, CP LEVELS**

**1 CREDIT**

This course offers a survey of the following areas of environmental science: fundamental concepts of ecology; study of biomes and local flora and fauna; pollution and population issues; conservation laws and practices. Particular emphasis is placed on man's impact on the environment. **Prerequisite:** Successful completion of Biology.

**CI 360**  
**GRADES 11 – 12**

**FORENSIC SCIENCE**  
**HONORS, CP LEVELS**

**1 CREDIT**

This course will explore topics related to the field of Forensic Science. Students will use the scientific method and an understanding of basic chemistry principals to explore cases and analyze evidence using current techniques. Major topics of study and techniques will include polymer identification, soil examination, fingerprint analysis, fiber analysis, blood analysis, and urine analysis. **Prerequisite:** Successful completion of Freshman Science, Biology, and Algebra I (or Integrated Math 1).

**CI 380**  
**GRADES 11 – 12**

**CHEMISTRY**  
**HONORS AND CP LEVELS**

**1 CREDIT**

**HONORS:** Methods include lectures, problem-solving, and laboratory investigations. A perspective of atomic and molecular structure is presented and related to the structure of ionic and covalent compounds. Formulas and

equations are presented in a context where students will predict reactions. The kinetic theory, the basis of modern chemistry, is used to explain gas volume, pressure and temperature as well as rates of chemical reactions. Extensive calculations involving the mole concept will be employed. *Special Note: A scientific calculator is required.*

**CP LEVEL:** Methods include short lectures, laboratory investigations, and problem solving sessions. Topics include atomic and molecular structures, composition of and states of matter, chemical symbols, mathematics and formula writing, solutions and the solution process, acid/base theory, rates, equilibrium, kinetic theory and gas laws. **Prerequisite:** Successful completion of Biology and 1 math credit. *Special Note: A scientific calculator is required.*

**CI 390** **PHYSICS** **1 CREDIT**  
**GRADES 11 – 12** **HONORS AND CP LEVELS**

**CP Level:** This course examines the laws that govern the physical world. Topics covered include force, motion, energy, vectors, gravity, momentum, wave motion, light, sound, electricity and magnetism. Students explore the equations that describe physical laws through experimentation and data analysis. Projects such as building mousetrap powered cars, spaghetti bridges and model rockets are an integral part of the course. *Special Note: A scientific calculator is required.*



**Honors:** The pace is faster than CP Level and the learning more in depth. Students are expected to achieve a higher degree of mastery. **Prerequisite for both levels:** Successful completion of Algebra II (or Integrated Math 3) and Biology. *Special Notes: A scientific calculator is required.*

**CI 400** **ANATOMY AND PHYSIOLOGY** **1 CREDIT**  
**GRADES 11 – 12** **HONORS LEVEL**

This course intensively examines the structure and function of the human body and starts with a required in depth dissection of a mammal. Extensive time is devoted to the major human body systems. There will also be independent projects. Class activities will include lecture, reading projects, presentations, experiments, model-building, and memorization. **Prerequisite:** Successful completion of Honors Biology.

<b>CI 410</b>	<b>HUMAN BIOLOGY</b>	<b>1 CREDIT</b>
<b>GRADES 11 – 12</b>	<b>CP LEVEL</b>	

This course will focus on the systems of the human body. The structure and function of organs and their integration into systems will be discussed. While much of the materials covered in this course will be similar to Anatomy & Physiology, it will be done in less depth and scope. The health and wellness of the human condition will be discussed. **Prerequisite:** Successful completion of Biology.

<b>CI 450</b>	<b>MICROBIOLOGY/BIOTECHNOLOGY</b>	<b>1 CREDIT</b>
<b>GRADES 11– 12</b>	<b>CP LEVEL (WITH HONORS OPTION)</b>	

This course deals with bacteria, viruses, and other microorganisms. Emphasis is on meticulous lab technique, time budgeting and use of the scientific method. Microorganisms are cultured and observed, forming the basis for independent experiments. Projects include examination of water sources and foods; effect of chemical agents on bacterial growth; and the biological activities of microorganisms. Students will learn to do DNA fingerprinting, DNA transformation, polymerase chain reactions and other commercial biotechnical techniques. **Prerequisite:** Successful completion of Biology and permission of the instructor. *Successful completion of Chemistry is strongly recommended.*

<b>CI 500</b>	<b>ADVANCED PLACEMENT CHEMISTRY</b>	<b>1 CREDIT</b>
<b>GRADES 11 – 12</b>	<b>AP LEVEL</b>	<b>1 SEMESTER</b>

Topics will include the fundamental concepts of inorganic chemistry including the physical and chemical properties of matter, atomic structure, chemical bonding, stoichiometry, the gas laws, solutions, acids and bases, redox reactions and chemical equilibrium. Students will be prepared for, and are expected to sit for, the Advanced Placement Exam. This exam is offered by the College Board organization for a fee and will be administered to our students in May. Passing scores on the exam can result in college credit. **Prerequisite:** Completion of Honors Chemistry as a junior. *Special Note: A scientific calculator is required.*

<b>NECAP CI</b>	<b>NECAP PORTFOLIO PLANNING CLASS</b>	<b>1 ELECTIVE CREDIT</b>
<b>GRADE 12</b>	<b>NON-LEVELED</b>	

Any grade 12 student who did not receive proficiency in the area(s) of reading, writing, math, and/or science on the NECAP test (or other state-wide assessment) administered in their junior year is required to take this class as part of the NECAP graduation requirement. In this class, students will demonstrate competency in reading, writing, mathematics, and/or science by compiling a portfolio or project which will be assessed by a jury of faculty and administrators. *Note: Students enrolled in this class are not eligible for a reduced course load waiver.*

# SOCIAL STUDIES OFFERINGS

## 3 CREDITS OF SOCIAL STUDIES REQUIRED FOR GRADUATION

Level	Grade 9	Grade 10	Grade 11	Electives
AP / Running Start				AP US History
				AP US Government (Will be offered in 2011-2012)
				Psychology
				Foundations in Education
H	Global Studies	Democracy and the Global Economy	20 <sup>th</sup> Century American Studies	Sociology
				Psychology
				African and Middle Eastern Studies
				Women’s Studies
			20 <sup>th</sup> Century US History	International Relations
				Foundations in Education
Geography & World Regional Topics				
CP	Global Studies	Democracy and the Global Economy	20 <sup>th</sup> Century American Studies	Sociology
				Psychology
			20 <sup>th</sup> Century US History	African and Middle Eastern Studies
				Women’s Studies
				International Relations
				History Through Film
				Geography & World Regional Topics



economics courses through various reading, projects, come common assessments, and a final exhibition. Democracy and the Global Economy links the following two courses of study:

**Early American History Including the Foundations of Government:** In this course, students will study how early American colonist beliefs and ideals shaped our current form of government and review the changes brought about by the Continental Congress, the American Revolution, the Articles of Confederation, the Constitution, the Bill of Rights and the other Amendments, the Civil War, and the Reconstruction Era. Students will learn about the federal government with its three major branches, New Hampshire State and local governments, citizenship, political parties, elections, and foreign policy.

**Economics:** Students will study the structure and values of the American economic system as well as the emerging global economy. Economic theory, finance and budgeting, business organization, the stock market, taxation and government regulations, credit and banking are also part of the course of study. Additionally, students will study global impacts on the nation’s economy and the individual’s place in the economy.

**Prerequisite:** Successful completion of Global Studies.

**Junior Year**

*Students may take either 20<sup>th</sup> Century American Studies, which meets both the English and Social Studies requirements, or 20<sup>th</sup> Century US History as a stand-alone Social Studies course. Students who choose the stand-alone option must also take Junior College Literature and Writing.*

**ID 300                      20<sup>TH</sup> CENTURY AMERICAN STUDIES                      2 CREDITS – 1 ENG, 1 SS**  
**GRADE 11                      HONORS AND CP LEVELS                      FULL YEAR**

This course combines 20<sup>th</sup> century American History and the Junior Literature and writing requirement. The history covered in this class focuses on the turn of the century beginning with the Progressive Era through the twenties, the Depression, the World Wars, The Cold War, and Vietnam through contemporary social change and domestic and foreign policy. Students will analyze primary sources, maps, charts, timelines, and graphs in addition to writing and analyzing images, movies, documentaries, viewpoints, cause and effect, problem solving and decision making as well as debating and using technology. Traditional writing and reading assignments will be developed in relation to the themes and time periods. Although the concentration will be on American Literature, such as the Great Depression, the





**HI 420** **SOCIOLOGY** **1 CREDIT**

**GRADES 11 – 12** **HONORS AND CP LEVELS**

Sociology concentrates on the study of the structure and function of society including culture, social structure and groups, deviance and social control, social inequalities of race, gender, ethnicity and age, population and urbanization and the social institutions of family, education, religion, medicine, politics, the economy and the media. This elective incorporates lecture, research, individual and group activities, book reports, genealogical research, homework and class presentations. Students will actively use collected articles, documentaries, movies, and technology as their sources of information.

**Prerequisite:** None.

**HI 430** **AFRICAN AND MIDDLE EASTERN STUDIES** **1 CREDIT**

**GRADES 11 – 12** **HONORS AND CP LEVELS**

African and Middle Eastern Studies is an elective course that will be a comprehensive study of the countries that make up both Africa and the Middle-East and their roles in history. Common topics will include: geography and culture, ancient civilizations, imperialism, natural resources, the after-effects of World War I and II, and an outlook of the future. Middle-Eastern issues for discussion will focus on comparing the roots and influence of Judaism, Islam and Christianity, the role and influence of the Ottoman Empire, the establishment of Israel, the Palestinian State, terrorism, the Gulf Wars and nuclear proliferation. African specific topics will include in-depth coverage of genocide in Rwanda and the Sudan, tribal conflict, poverty, AIDS, and Apartheid. **Prerequisite:** None.

**HI 440** **INTERNATIONAL RELATIONS** **0.5 CREDIT**

**GRADES 11 – 12** **HONORS AND CP LEVELS**

This elective, one-semester course is an introduction to the major issues, questions, and events facing our global society. Students will examine the history of international relations, U.S. foreign policy, and the relationship between economics and politics in the international arena. Students will also be asked to examine, discuss, and evaluate the events that are taking place around the world. News sources, such as newspapers, magazines, news shows, and the Internet will be utilized on a daily basis. **Prerequisite:** None

**HI 450** **FOUNDATIONS IN EDUCATION** **1 CREDIT**

**GRADES 11 – 12** **HONORS LEVEL**

This course will include an examination of the many factors that influence the teaching profession, from the students in the classroom, educational philosophies, teaching strategies, learning styles and classroom management to the political climate and its effects on education in the K-12 setting. Students will be encouraged to participate in observations of classroom settings and



<b>HI 500</b>	<b>ADVANCED PLACEMENT US HISTORY</b>	<b>2 CREDITS</b>
<b>GRADES 11-12</b>	<b>AP LEVEL</b>	<b>FULL YEAR</b>

The Advanced Placement US History course is a year-long class covering the entirety of US history from colonization through contemporary times. This program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with maps, documentary material, statistical tables, and pictorial/graphic evidence of historical events. Students will learn to assess both primary and secondary sources and their relevance to the study of selected themes. Students will have additional and continued practice in the writing of analytical essays and will be required to complete independent reading assignments for class seminar discussions. Students successfully completing this course will be prepared for, and are strongly encouraged to sit for, the Advanced Placement Exam. This exam is offered by the College Board organization for a fee and will be administered to our students in May. Passing scores on the exam can result in college credit.

**Prerequisite:** Completion of ninth and tenth grade Social Studies requirements and the summer reading assignment. *Note: Semester 1 alone does **not** fulfill the US History requirement.*

<b>HI 501</b>	<b>ADVANCED PLACEMENT US GOVERNMENT</b>	<b>1 CREDIT</b>
<b>GRADES 11-12</b>	<b>AP LEVEL</b>	<b>1 SEMESTER</b>

**\* Not running until 2011-2012 \***

This course is designed to provide students with an analytical perspective on government and politics in the United States. It includes an extensive study of the concepts used to interpret American Government and analysis of specific examples. Students will study those institutions, groups and beliefs that constitute American politics. Units covered include the Constitutional foundations of government, political beliefs and behavior, parties and interest groups, mass media, the executive, legislative, and judicial branches and civil rights and liberties. Activities will include debate, analytical reading, critical writing and discussions. Students are expected to work independently in addition to daily class work. Students successfully completing this course will be prepared for, and are strongly encouraged to sit for, the Advanced Placement Exam. This exam is offered by the College Board organization for a fee and will be administered to our students in May. Passing scores on the exam can result in college credit. **Prerequisite:** Completion of 9th and 10th grade Social Studies requirements or permission of instructor. *This course is offered every other year.*

## WORLD LANGUAGES COURSES

LEVEL	SPANISH	FRENCH	JAPANESE
AP	AP Spanish	AP French	
H	Spanish III Spanish IV Spanish Art & Literature	French III French IV	
CP	Spanish I Spanish II	French I French II	Japanese I

**WL 100** **SPANISH I \*** **1 CREDIT**  
**GRADES 9 – 12** **CP LEVEL**

This course lays the foundation for the four main language skills: understanding, speaking, reading, and writing, using simple classroom conversations, basic dialog, and question and answer techniques. In-class memorized skits provide an oral dimension. Cultural activities and computer use are added for variety and greater understanding of Spanish heritage and the Spanish language. Frequent quizzes, unit tests and demonstrations of knowledge by exhibition are to be expected. Class work is a substantial part of the course. Homework is assigned daily to reinforce and enrich activities.

**Prerequisite:** None.

\* Option to petition out of the class: Ninth grade students may petition out of this class, if they have completed a language at the Middle School. This request is based upon a recommendation from an eighth grade teacher. The request will be considered based on current eighth grade assessment data from the report card grades, and the World Language placement test. *Note: Students who are granted permission to opt out of Spanish 1 or French 1 must still complete nine elective credits prior to graduation.*

**WL 200** **SPANISH II** **1 CREDIT**  
**GRADES 10 – 12** **CP LEVEL**

This course is an expansion of concepts introduced in Spanish I. Emphasis is placed on oral communication, with a particular concentration on communication in the past tense. Students will study the Hispanic culture and geography. Individualized packets are added, as is computer use. **Prerequisite:** Successful completion of Spanish I.

**WL 300**  
**GRADES 10 – 12**

**SPANISH III**  
**HONORS LEVEL**

**1 CREDIT**

In this course, projects are geared to mastery of basic structures previously learned. Vocabulary building, some literature study and cultural topics provide the materials needed to expand abilities and skills. Students will continue to work at sustaining brief, spontaneous conversations about familiar topics and to write short compositions with increasing control of the present, past and future tenses. This course will introduce the subjunctive. Homework assignments are designed to provide the basis for class discussions; such preparation is important. Class work, quizzes and tests complete the evaluation. Students are expected and encouraged to speak only in the target language during all class activities. **Prerequisite:** Successful completion of Spanish II.

**WL 400**  
**GRADES 11 – 12**

**SPANISH IV**  
**HONORS LEVEL**

**1 CREDIT**

Students' four basic language skills are advanced by more emphasis on written compositions, oral presentations, cultural topics, and computer activities. Class work, quizzes and tests, oral and written work provide the student with constant evaluation. Homework in Spanish IV provides a basis for in-class activities and must be done regularly and thoroughly. Students are expected and encouraged to speak only in the target language. **Prerequisite:** Successful completion of Spanish III.

**WL 420**  
**GRADES 11 – 12**

**SPANISH ART & LITERATURE**  
**HONORS LEVEL**

**0.5 CREDIT**

Explore the world of the Spanish language through Hispanic literature and art. We will study themes such as relationships and love, reality, and metaphor/poetry. **Prerequisite:** Successful completion of Spanish IV or by recommendation of a Spanish III teacher.

**WL 500**  
**GRADES 11 -12**

**ADVANCED PLACEMENT SPANISH**  
**AP LEVEL**

**1 CREDIT**  
**1 SEMESTER**

This course prepares students to take the Advanced Placement examination. Students are expected to speak the target language exclusively in class as they work to refine reading comprehension, listening, speaking and writing skills. Subtle grammar uses will be examined, with more complicated points being reviewed. Homework is assigned daily and students should expect to practice skills independently. Students successfully completing this course will be prepared for and are strongly encouraged to sit for the Advanced Placement Exam. This exam is offered by the College Board





**WL 410**  
**GRADES 11 – 12**

**FRENCH IV**  
**HONORS LEVEL**

**1 CREDIT**

Students' four basic language skills are advanced by more emphasis on written compositions, oral presentations, cultural topics, and computer activities. Class work, quizzes and tests, oral and written work provide the student with constant evaluation. Homework in French IV provides a basis for in-class activities and must be done regularly and thoroughly. Students are expected and encouraged to speak only in the target language. **Prerequisite:** Successful completion of French III.

**WL 510**  
**GRADES 11 – 12**

**ADVANCED PLACEMENT FRENCH**  
**AP LEVEL**

**1 CREDIT**  
**1 SEMESTER**

This course prepares students to take the Advanced Placement examination.



Students are expected to speak the target language exclusively in class as they work to refine reading comprehension, listening, speaking and writing skills. Subtle grammar uses will be examined, with more complicated points being reviewed. Homework is assigned daily and students should expect to practice skills independently. Students successfully completing this course will be prepared for and are strongly encouraged to sit for the Advanced Placement Exam. This exam is offered by the College Board organization for a fee and will be administered to our students in May. Passing scores on the exam

can result in college credit. **Prerequisite:** Successful completion of French IV.

**WL 120**  
**GRADES 9 – 12**

**JAPANESE I**  
**CP LEVEL**

**1 CREDIT**

This course is intended for students interested in Japanese language and culture. The goal of the course is to provide students with foundations in speaking, understanding, reading and writing Japanese, with an emphasis on oral communication. Classroom activities will include partnered conversation, skits, games, and writing and calligraphy practice. Movies, books, webquests and manga will be used to supplement the language studies with cultural context. Frequent quizzes, tests, projects and student presentations will be used to assess student learning. Class work will be a substantial part of the course. Homework will be assigned frequently to reinforce and enrich in-class activities. **Prerequisite:** None.



## UNIFIED ARTS COURSES

### ART

**1 CREDIT OF ART REQUIRED FOR GRADUATION**

**1 CREDIT OF TECHNOLOGY REQUIRED FOR GRADUATION**

TOPIC	COURSE 1	COURSE 2	COURSE 3
Drawing & Painting	Visual Art	Drawing	Portfolio **
		Painting	Advanced Painting
Ceramics	Ceramics	Advanced Ceramics	
		Sculpture	
Graphic Arts	Commercial Art & Digital Photography *	Black & White Manual Photography **	
Other	Arts and Society		
	Survey of World Architecture		

\* Course meets art or technology requirement for graduation

\*\* Admittance to these courses is by permission of the instructor only.

#### AR 100

#### VISUAL ART

**1 CREDIT**

**GRADES 9 – 12**

**NON – LEVELED**

This course is open to all students and gives them the technical tools, perspective, shading, color theory, figure and facial proportions, to help them draw better. Overcoming the challenge of seeing objects and rendering them realistically is the primary focus of the course. Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. A sketchbook is required and reading and writing experiences are essential to the course. This course may not be taken again for credit. **Prerequisite:** None.

#### AR 200

#### PAINTING I

**1 CREDIT**

**GRADES 9 – 12**

**NON – LEVELED**

A variety of painting and drawing techniques will be taught to solve aesthetic problems and to make a series of statements about nature and humans. Acrylics, watercolors, water-based oils and pastels will be used. Evaluation will be done through design criteria, critiques, effort, tests and products. A sketchbook is required. Reading and writing experiences are essential to this course. **Prerequisite:** Successful completion of Visual Art.

**AR 203****DRAWING****1 CREDIT****GRADES 9 – 12****NON – LEVELED**

In this course, students will explore advanced drawing techniques through themed projects. A variety of materials will be utilized to solve visual problems. Emphasis is placed on incorporating elements and principles of design as well as composition to effectively create self-expressive artwork. Research into current drawing trends will be required. Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. A sketchbook is required. Reading and writing experiences are essential to the course.



**Prerequisite:** Successful completion of Visual Art.

**AR 300****ADVANCED PAINTING****1 CREDIT****GRADES 10 – 12****NON – LEVELED**

This course is similar to Painting I with the added expectations of more independent work with greater technical products. Students enrolled in this class are expected to want to pursue an art related field after high school. Reading and writing experiences are essential to this course. **Prerequisite:** Successful completion of Visual Art and Painting I. *Special Requirements: Student initiated projects may require a materials fee.*

**AR 400****PORTFOLIO DESIGN****1 CREDIT****GRADES 11 – 12****NON – LEVELED**

This course is designed for highly motivated students who are seriously interested in the study of art; the program demands a significant amount of time outside of school on projects. Work is highly individual although themes, cues, and special topics will be given from the instructor. Students will have access to a large variety of materials but may be required to purchase specialty items individually. A working sketchbook is required. Students will be graded on design criteria, effort, and participation, oral and written critiques, sketchbook and projects. Students are required to complete a large body of work including portraits, still life, landscapes, and other directly observational pieces, then prepare that work for college admission. Reading and writing experiences are essential to the course. **Prerequisites:** Successful completion of Visual Art or an equivalent and permission from the instructor.

**AR 101****CERAMICS I****1 CREDIT****GRADES 9 – 12****NON – LEVELED**

In this course, a variety of ceramic techniques, wheel and hand building, will be taught. Recognition of pottery from different cultures will be taught. Clay bodies, glaze formulations, and kiln firing will also be a part of this course.

Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. A sketchbook is required and reading and writing experiences are essential to the course. **Prerequisite:** None.

**AR 201** **ADVANCED CERAMICS** **1 CREDIT**  
**GRADES 9 – 12** **NON - LEVELED**

This course explores advanced hand-building and wheel techniques through project themes. Students will expand ceramic, glaze and firing vocabulary through reading, writing and hands-on activities. Ceramic artists and current trends in ceramics will be discussed. Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. A sketchbook is required and reading and writing experiences are essential to the course. **Prerequisite:** Successful completion of Ceramics I. *Student initiated projects may require a materials fee.*



**AR 301** **SCULPTURE** **1 CREDIT**  
**GRADES 9 – 12** **NON - LEVELED**

Carving, modeling and construction techniques will be used to solve three-dimensional problems with clay, paper, wire, plaster & stone, and other materials. Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. Recognition of sculpture from different cultures will be taught. A sketchbook is required and reading and writing experiences are essential to the course. **Prerequisite:** Successful completion of Ceramics I.

**AR 102** **COMMERCIAL ART & DIGITAL PHOTO** **1 CREDIT**  
**GRADES 9 – 12** **NON – LEVELED**

This course is open to all students interested in photography and graphic design. Students will spend half of the course using digital cameras and the other half working on graphic designs. Students will work both on the computers and with hand drawing. All students are required to have a three-ring binder and a sketchbook. Evaluation will be done through design criteria, critiques, effort, tests, sketchbook and products. Reading and writing experiences are essential to this course. **It is recommended that students have their own digital camera.** **Prerequisite:** None. *This course meets the art or technology requirement for graduation.*

**AR 103****BLACK AND WHITE MANUAL PHOTOGRAPHY****1 CREDIT****GRADES 10 – 12****NON – LEVELED**

This course is designed to help amateur photographers improve the quality of their pictures and photographic skills. Students will be using a vast array of available dark room equipment and chemicals, as well as digital and manual cameras. This course will look extensively into the film developing process and its history. It is a hope that students who take this course are interested in it as a career option. Personal motivation and outside of school camera work is necessary. Reading and writing are an essential part of the course. Students are strongly encouraged to provide their own SLR manual camera, lenses and black and white film in addition to a \$20 lab fee for a limited amount of paper and materials.



**Prerequisite:** Successful completion of Commercial Art and permission of the instructor.

**AR 104****ARTS AND SOCIETY****0.5 CREDIT****GRADES 9 – 12****NON – LEVELED****(FORMERLY CALLED CRAFT & CULTURE)**

This hands-on class is open to all students who are interested in how contemporary societies incorporate the arts into daily life and the fabric of their culture to promote issues like peace, religion, politics, heritage, and personal expression. Projects may include, but are not limited to: bookmaking, printmaking, mosaics, collage, silhouettes, natural sculpture, mask making, murals, batik, origami, and folk painting. Evaluation will be done through design criteria, oral and written critiques, effort, tests, sketchbooks, and products. Prerequisites: None. *Special Requirements: Students may need to bring in and/or purchase materials for some projects.*

**AR 105****SURVEY OF WORLD ARCHITECTURE****0.5 CREDIT****GRADES 9 – 12****NON – LEVELED**

This course is designed as an introduction to the principles of architecture and a survey of the important structures and sites from around the world. The course is organized chronologically, tracing the development of architectural styles and the forces that shaped them, beginning with ancient civilizations and ending with modern times. Special emphasis is given to increasing the learner's awareness of the built environment by connecting the study of world architecture to the learner's own experience of architecture. Through the exploration of pyramids of Egypt to the skyscrapers of New York City, students will explore timeless questions like the meaning of architecture, the reasons why building forms change from period to period, and how one talks about architecture. **Prerequisite:** None.

## BUSINESS TECHNOLOGY

**1 CREDIT OF ECONOMICS REQUIRED FOR GRADUATION**

**1 CREDIT OF TECHNOLOGY REQUIRED FOR GRADUATION**

TOPIC	COURSE 1	COURSE 2	COURSE 3	COURSE 4
<b>Desktop Publishing</b>	Desktop Publishing*	Community Media and Print	Community Media and Print	
<b>Computer Aided Design (CAD)</b>	Introduction to CAD*	CAD II: Architectural Design*	CAD III: Architectural Design *	CAD IV: Architectural Design *
		CAD II: Mechanical Design *	CAD III: Mechanical Design *	CAD IV: Mechanical Design *
<b>Web Page Design</b>	Web Page Design *	Community Media and Print		
<b>Business</b>	Marketing and Advertising	Accounting		
<b>Economics</b>	Economics	Advanced Economics		
	Democracy and the Global Economy			

\* Course meets technology requirement for graduation

### **BT 100**

### **INTRODUCTION TO DESKTOP PUBLISHING**

**1 CREDIT**

**GRADES 9 – 12**

**NON – LEVELED**

In this course, the student will be introduced to desktop publishing using a hands-on approach. Initially, the students will learn the basic skills of the Microsoft Office applications. Students will also gain an appreciation of the artistic and design aspects of desktop publishing. The students will learn skills that will enable them to develop flyers, posters, brochures, newsletters, and create advertising campaigns for both school and business applications. Once mastered, the students will move on to more comprehensive software such as Adobe Photoshop. They will develop skills using these applications and enhance their productivity in the classroom and workspace. **Prerequisite:** None. *This course meets the technology requirement for graduation.*

## THE COMPUTER AIDED DESIGN (CAD) TECHNOLOGY PROGRAM

The CAD Technology Program at SRHS is designed to help the student pursue a professional career in the architectural, mechanical, or engineering field. The CAD program has made great strides integrating computers into the classroom. Sanborn has entered into the ACES agreement, which allows the school to use AutoDesk software to train and expose students to the latest in CAD technology. The AutoDesk software is being taught at the college and university level and is being used in the industry. The CAD Technology Program is designed to help students enter a two or four year post-secondary school as well as prepare students to enter directly into the workforce.



### **BT 101**                      **COMPUTER AIDED DESIGN I: AN INTRODUCTION**                      **1 CREDIT** **GRADES 9 – 12**                      **NON – LEVELED**

This class is an introduction to basic skills and procedures of the CAD technology field. This is a technology-based course in which the student will be using a computer to run the AutoDesk software with AutoCAD, and Architectural Desktop. Topics will include geometric drawings, floor plans, elevation view, dimensioning, and orthographic drawings as well as working in a professional environment. This is a hands-on course, which is technical as well as creative and will explore the 2D and 3D aspects of the software. The student will be required to follow and observe national standards (mechanical & architectural) as well as local building codes (architectural) and professional standards throughout the duration of the course. **Prerequisite:** None. *This course meets the technology requirement for graduation.*

### **BT 201**                      **COMPUTER AIDED DESIGN II: ARCHITECTURAL DESIGN**                      **1 CREDIT** **GRADES 9 – 12**                      **NON – LEVELED**

This is a technology-based course where students will be using a computer to run the AutoDesk software with AutoCAD and the Architectural Desktop platforms. Subjects include floor plans, elevation views, section views, dimensioning, estimating materials, building costs, site layout, and local building codes. The student will be using furniture, bathroom, and kitchen templates that are built into the program. This is a hands-on course that is technical as well as creative and will explore the 2D and 3D aspects of the software. The student will work independently in a professional environment, using various resource materials to complete projects. The student will be required to follow and observe local building codes (architectural) and

professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the engineering, architecture, or building trades. Skills-USA membership is required. **Prerequisite:** Successful completion of Introduction to Computer Aided Design.

**BT 202**                      **COMPUTER AIDED DESIGN II: MECHANICAL DESIGN**                      **1 CREDIT**  
**GRADES 9 – 12**                      **NON – LEVELED**

This is a technology-based course in which the will be using a computer to run the AutoDesk software with AutoCAD and the Inventor platforms. Subjects include orthographic views, auxiliary views, section views, isometric views, 3D design, dimensioning, fasteners, and welding. This is a hands-on course that is technical as well as creative and the student will explore the 2D and 3D aspects of the software. The student will work independently in a professional environment using various resource materials to complete projects. The student will be required to follow and observe national and professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the engineering and machine tool trades. **Prerequisite:** Successful completion of Introduction to Computer Aided Design

**BT 301**                      **COMPUTER AIDED DESIGN III: ARCHITECTURAL DESIGN**                      **1 CREDIT**  
**GRADES 10 – 12**                      **NON – LEVELED**

This is a technology-based course where students will be using a computer to run the AutoDesk software with AutoCAD and the Architectural Desktop platforms. Subjects include floor plans, elevation views, section views, dimensioning, stair plans, fireplaces, roof plans and local building codes. This is a hands-on course that is technical as well as creative and will explore the 2D and 3D aspects of the software. The student will work independently in a professional environment, using various resource materials to complete projects. The student will be required to follow and observe local building codes (architectural) and professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the engineering, architecture, or building trades. Skills-USA membership is required. **Prerequisite:** Successful completion of CAD II.

**BT 302**                      **COMPUTER AIDED DESIGN III: MECHANICAL DESIGN**                      **1 CREDIT**  
**GRADES 10 – 12**                      **NON – LEVELED**

This is a technology-based course in which the student will be using a computer to run the AutoDesk software with AutoCAD and the Inventor platforms. This class is designed to take CAD to the next level, 3D. Subjects include the 3D coordinate system, multiple viewports, 3D surfaces, 3D objects and models, shading, rendering, and constructing 3D section of solid models. The student

will be asked to apply basic mathematical theory to practical problems. This is a hands-on course that is very technical. The student will work independently and in groups in a professional environment, using various resource materials to complete projects. The student will be required to follow and observe national and professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the construction, designing, drafting, or engineering fields. Skills-USA membership is required. **Prerequisite:** Successful completion of CAD II.

**BT 401**                      **COMPUTER AIDED DESIGN IV: ARCHITECTURAL DESIGN**                      **1 CREDIT**  
**GRADES 11 – 12**                      **NON – LEVELED**

This is a technology-based course where students will be using a computer to run the AutoDesk software with AutoCAD and the Architectural Desktop platforms. Subjects include floor plans, elevation views, section views, dimensioning, stair plans, fireplaces, roof plans and local building codes. This is a hands-on course that is technical as well as creative and will explore the 2D and 3D aspects of the software. The student will work independently in a professional environment, using various resource materials to complete projects. The student will be required to follow and observe local building codes (architectural) and professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the engineering, architecture, or building trades. Skills-USA membership is required. **Prerequisite:** Successful completion of Introduction to Computer Aided Design.

**BT 402**                      **COMPUTER AIDED DESIGN IV: MECHANICAL DESIGN**                      **1 CREDIT**  
**GRADES 11 – 12**                      **NON – LEVELED**

This is a technology-based course in which the student will be using a computer to run the AutoDesk software with AutoCAD and the Inventor platforms. This class is designed to take CAD to the next level, 3D. Subjects include the 3D coordinate system, multiple viewports, 3D surfaces, 3D objects and models, shading, rendering, and constructing 3D section of solid models. The student will be asked to apply basic mathematical theory to practical problems. This is a hands-on course that is very technical. The student will work independently and in groups in a professional environment, using various resource materials to complete projects. The student will be required to follow and observe national and professional standards throughout the duration of the course. This is a fast paced course that will assist the student in preparation for a career in the construction, designing, drafting, or engineering fields. Skills-USA membership is required.

**BT 102****WEB PAGE DESIGN****1 CREDIT****GRADES 9 – 12****NON – LEVELED**

Students will have an introductory experience in Web page Design. The student will be introduced to web page design using a hands-on approach. Initially, students will learn the basic skills of HTML coding. Students will also gain an appreciation of the artistic and design aspects of web page design. Students will learn skills that will enable them to develop web pages for school, personal and business applications. Once mastered, students will move on to more comprehensive software such as Macromedia Dream Weaver, Macromedia Flash, and Adobe Photoshop. They will develop skills using these applications and enhance their productivity in the classroom and workspace. This course meets the computer science requirement for graduation.

**Prerequisite:** None. *This course meets the technology requirement for graduation.*

**BT 103****ECONOMICS****1 CREDIT****GRADES 10-12****NON – LEVELED**

This stand-alone course will only be offered to students needing it to fulfill the economics graduation requirement. Tenth grade students must fulfill the economics requirement by taking the Democracy and the Global Economy course. Economics will concentrate on the study of the structure and values of the American economic system as well as the emerging global economy. Economic theory, finance and budgeting, business organization, the stock market, taxation and government regulations, credit and banking are also part of the course of study. Additionally, students will study global impacts on the nation's economy and the individual's place in the economy. **Prerequisite:** None.

**BT 204****ADVANCED ECONOMICS****1 CREDIT****GRADES 11-12****HONORS**

This course is an advanced business course that builds on basic understanding of economics. The course will further develop key concepts including, but not limited to: organization of a business entity; methods of financing a business; demand and supply strategies; pricing rationales to account for international trade; international trading and Internet trading; international trading partners; international trade agreements. This course emphasizes the global nature of world and business affairs. **Prerequisite:** Economics or Democracy and the Global Economy.



**BT 104**  
**GRADES 9 – 12**

**MARKETING AND ADVERTISING**  
**NON – LEVELED**

**0.5 CREDIT**

Marketing will provide a basic introduction to the scope and importance of marketing in the global economy. This course is based upon the Marketing Education Framework which includes business, management, and entrepreneurship; communication and interpersonal skills; economics; and professional development foundations. Emphasis will be placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to distribution, financing, market-information management, pricing, product/service management, promotion, and selling. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of activities. **Prerequisite:** None.

**BT 300**  
**GRADES 11 – 12**

**ACCOUNTING**  
**NON – LEVELED**

**0.5 CREDIT**

This course is an introduction to accounting as the language of business. The student will be introduced to accounting procedures necessary to prepare financial statement utilizing current concepts and principles. This includes journalizing transactions, trial balance, adjustments, closing entries, accounts receivable and payable, special journals, cash receipts, disbursements, and banking procedures to further his/her studies in accounting. **Prerequisite:** Successful completion of Economics.



**BT 400**  
**GRADES 10 – 12**

**COMMUNITY MEDIA AND PRINTING**  
**NON – LEVELED**

**1 CREDIT**

Students in this year-long hands-on course will work with the community and the School District to create different forms of media. This course will run as a business and will be broken down into four divisions. These divisions will be web page, desktop publishing, newspaper layout, and yearbook (for selling and producing the business section of the yearbook). The students enrolled in this course may be responsible for creating the Sanborn Echo (yearbook), set-up of the Sanborn Voice (school newspaper), and other media projects requested from the community. Students will become knowledgeable in many areas of media communication. Students will become familiar with common business terms as well as the many aspects of running a business. Students will focus on the skills involved with Dreamweaver, Adobe Photoshop, Microsoft Office (specifically Word, Publisher, and Powerpoint), and any other software to create an assignment. **Prerequisite:** Successful completion of Commercial Art, Desktop Publishing, or Web Page Design



complete at least one quilt with a pieced border. **Prerequisite:** Successful completion of Quilting I. *Special Requirements:* Students must supply their own materials for their quilts. An estimated minimum cost for supplies is \$75.00 per quarter. *This course meets the art requirement for graduation.*

**FC 122**  
**GRADES 9 – 12**

**GARMENT CONSTRUCTION**  
**NON – LEVELED**

**1 CREDIT**

**\* Will be offered in 2011-2012 \***

Students will learn the basics of sewing machine operation, pattern selection, measurements, and fabric purchase and layout. Students will construct a minimum of three garments during the course. Simple sewing techniques such as zipper application, darts, gathering, seams and finishing techniques will be emphasized. Students will then expand their techniques by incorporating waistbands, fly zippers, machine button holes, and sleeve applications. One garment during the course should be constructed in a nap fabric. **Prerequisite:** None. *Special Requirements:* Students must supply all materials for the class. An estimated minimum cost for various projects would be \$75.00 per quarter. *This course meets the art requirement for graduation, but is only offered every other year.*

**FC 200**  
**GRADES 9 – 12**

**ADVANCED FOODS AND NUTRITION**  
**NON – LEVELED**

**1 CREDIT**

**\*\* WILL BE OFFERED IN 2011-2012 \*\***

This course will explore breads; herbs and spices, pastries and desserts; meal planning; foreign cuisines; soups and stocks; and meat, poultry and seafood. Advanced level nutrition will be stressed throughout the course with a strong emphasis on understanding the effects of cholesterol; protein and fat consumption; and metabolism. Labs involve creative cooking projects. This course is recommended for students who enjoy food preparation and are interested in their personal nutrition. It is also recommended for students who plan to go into the food service industry.



**Prerequisite:** Successful completion of Foods and Nutrition. *This course is offered every other year.*

**FC 220**  
**GRADES 9 – 12**

**HOME DECORATOR SEWING AND INTERIOR DESIGN**  
**NON – LEVELED**

**1 CREDIT**

This course is designed to broaden each student's knowledge of housing and challenge his/her imagination, skills and interests in the various areas of

interior design. An emphasis is placed on purchasing and maintaining a home; selecting furniture; color; choosing lighting and window treatments. Lecture material will be put into practical application, students design a personal living space following specific criteria. During the second quarter, student projects will include decorator pillows, placemats, simple holiday decorations and basic window treatments. Students are required to supply all materials for the class. An estimated minimum cost for various project materials is \$75.00. **Prerequisite:** None. *This course meets the art requirement for graduation, and is offered every other year.*

## MUSIC

### 1 CREDIT OF ART REQUIRED FOR GRADUATION

TOPIC	COURSES	COURSES
<b>Music Performance</b>	Symphonic Band	Chorus
<b>Music Composition</b>	Beginning Musical Theory	Advanced Musical Theory
<b>Electives</b>	History of Rock and Roll	Percussion Ensemble

**MU 100**  
**GRADES 9 – 12**

**SYMPHONIC BAND**  
**NON-LEVELED**

**1 CREDIT**  
**FULL YEAR**



Symphonic Band is an instrumental performance ensemble which offers group instruction of woodwind, brass, and percussion instruments. Students will address the many aspects of music education while experiencing the enjoyment and excellence of musical performance. Each student will develop their skills in reading and listening to music. Emphasis will include creative expression of the music, both from an ensemble and individual

perspective. Students will be actively involved in problem solving as it relates to the various styles and levels of the music performed. All members of the band will learn the importance of working together, cooperating for a common goal. Some members of the class will be called upon to accept leadership roles to help with the daily management of the class and performances. Students will also participate in the evaluation of the various performances.

**This is a performance based class.** Students are required to participate in all the various performances unless otherwise noted. Symphonic Band presents two to three major performances every year, plus additional special events, as determined by the Director to be beneficial to the students' musical education and to the program as a whole. The performance schedule is subject to change. Participation in public performances is a required/graded activity of this class.

Opportunities will exist for individual students, as well as the entire band, to attend district and state festivals. **Prerequisite:** The completion of elementary band, private instruction, or Beginning Music Theory. Some exceptions may be made for specialized or string instruments. Students may demonstrate competency by passing the Beginning Music Theory final exam. *This course meets the art requirement for graduation.*

**MU 101**

**CONCERT CHORUS**

**1 CREDIT**

**GRADES 9 – 12**

**NON-LEVELED**

**FULL YEAR**

Concert Chorus is a choral performance ensemble offering training in the basics of singing technique, musicianship, and sight-reading through the study of Solfege and the traditional and popular choral repertoire. Concert Chorus teaches and reinforces musical sight-reading skills; language reading skills in English and other languages; critical listening skills regarding intonation, balance and blend; and communication skills whereby students will individually and collectively communicate the content and emotion of the text and music.



**This is a performance based class.** Students are required to participate in all the various performances unless otherwise noted. Concert Chorus presents two to three major performances every year, plus additional special events, as determined by the Director to be beneficial to the students' musical education and to the program as a whole. Students are required to attend rehearsals and performances outside of the school day. Opportunities will exist for individual students, as well as the entire chorus, to attend district and state festivals. **Prerequisite:** None. *This course meets the art requirement for graduation.*

<b>MU 102</b>	<b>JAZZ BAND</b>	<b>1 CREDIT</b>
<b>GRADES 9 – 12</b>	<b>NON-LEVELED</b>	<b>FULL YEAR</b>

Jazz Band is an instrumental performance class open to grades 9 -12 which offers group instruction of jazz performance techniques. Students will study the many styles of jazz, jazz-rock music, and improvisational skills necessary to present a successful performance while experiencing the enjoyment and excellence of music performance. Emphasis will include creative expression of the music, both from an ensemble and individual perspective.

**This is a performance based class.** Students are required to participate in all the various performances unless otherwise noted. Jazz Band presents two to three major performances every year, plus additional special events, as determined by the Director to be beneficial to the students' musical education and to the program as a whole. The performance schedule is subject to change. Participation in public performances is a required/graded activity of this class.

Opportunities will exist for individual students, as well as the entire band, to attend district and state festivals. **Prerequisite:** Enrollment in this class is limited by instrumentation and the nature of the music. The instrumentation of this class is based around the standard big band setup of saxophones, trumpets, trombones, bass guitar, piano, guitar, and drums. Other instruments may be included on an individual basis. Participation is limited to students also enrolled in SYMPHONIC BAND with the exception of piano, bass, and guitar. Based on enrollment numbers and instrumentation, an audition may be required. *This course meets the art requirement for graduation.*

<b>MU 103</b>	<b>BEGINNING MUSIC THEORY</b>	<b>0.5 CREDIT</b>
<b>GRADES 9 – 12</b>	<b>NON – LEVELED</b>	

This course is an introduction to western music theory focusing on reading and writing music notation, rhythm, harmony, intervals, chord progressions, and major and minor keys. This course is perfect for aspiring singers, songwriters, guitarists, and keyboardists not currently in a performing music class looking to understand the fundamentals of music better. **Prerequisite:** None. *This course meets the art requirement for graduation.*

<b>MU 104</b>	<b>ADVANCED MUSIC THEORY</b>	<b>0.5 CREDIT</b>
<b>GRADES 9 – 12</b>	<b>NON – LEVELED</b>	

This course will build upon skills developed in Beginning Music Theory, focusing on much more complex harmonic analysis, voice leading, counterpoint, and composition. **Prerequisite:** Beginning Music theory or pass the Beginning Music Theory final exam. *This course meets the art requirement for graduation.*

**MU 105**  
**GRADES 9 – 12**

**HISTORY OF ROCK AND ROLL**  
**NON – LEVELED**

**0.5 CREDIT**

This survey course will trace the evolution of Rock and Roll. Starting with the rock music of today, we will go backwards a decade at a time to discover how each significant advancement in rock happened and how it influenced the next generation of musicians until we reach its origins. Audio and video footage will help us to hear and see who these musicians were and why their music was so influential. **Prerequisite:** None. *This course meets the art requirement for graduation.*

**MU 106**  
**GRADES 9 – 12**

**PERCUSSION ENSEMBLE**  
**NON – LEVELED**

**0.5 CREDIT**

This course is an introduction to the basics of playing drums and percussion in a group ensemble format with the potential for performance. Each class will focus on technique building exercises, note and rhythm reading, and individual instrument techniques while playing in an entirely percussion based group. This class is perfect for anyone who already plays the drums, in or out of symphonic band, or anyone who has always wanted to learn to play drums. Technique exercises learned will be applicable to any style of music.



**Students are strongly encouraged to purchase an appropriate pair of drum sticks and a practice pad. All other supplies will be provided. Note: this is NOT an introduction to drum set course.**

**Prerequisite:** None. *This course meets the art requirement for graduation*



**TE 102**  
**GRADES 9 – 12**

**WELDING AND METALS II**  
**NON – LEVELED**

**1 CREDIT**

This course expands on the technology introduced in the Welding and Metals I and students will develop skills and knowledge of the SMAW (stick), and GTAW (heliarc) processes used in industry today. Reading and writing expectations are part of this class. **Prerequisite:** Welding/Metals I. *Special Requirements: Student initiated projects may require a materials fee. This course meets the art requirement for graduation.*

**TE 103**  
**GRADES 9 – 12**

**WOODWORKING I**  
**NON – LEVELED**

**1 CREDIT**

Students will have an introductory experience in woodworking. This is a “hands on” class with an emphasis on safety in the workplace. Students will learn the proper use of hand and power tools. Students will create their own wooden projects with power and hand tools used in cabinetmaking. Students will discover that safety is a key element when working in a woodshop setting, and that “horse play” does not have any place in a woodworking setting. Safety will be a major part of the student’s grade in woodworking, and students must understand that safety and proper conduct is essential in any woodworking shop. **Prerequisite:** None. *This course meets the art requirement for graduation.*

**MA 220**  
**GRADE 9-12**

**GEOMETRY IN THE WOODSHOP**  
**CP LEVEL**

**2 CREDITS**  
**1 MATH, 1 ART**

The goal of the geometry program is to teach students to reason mathematically (using deductive and inductive reasoning) and inspire an awareness of the geometric world in which we live. This course demonstrates the usefulness and vitality of geometry, while at the same time connecting the concepts to the real-world through the woodshop. Students will spend time in the classroom studying topics such as points, lines, planes, angles, triangle (congruency, similarity, area), polygons, transformations, right triangles, trigonometry, circles, planar measurements and spatial measurements, both area and volume, and the writing of proofs based on the theorems, postulates, and axioms that become known. Students will then extend these concepts in the woodshop through various woodworking projects. This course is preparation for Algebra II. **Prerequisite:** Successful completion of Algebra I or recommendation of instructor AND no prior course in Woodshop.



**TE 104**  
**GRADES 9 – 12**

**WOODWORKING II**  
**NON – LEVELED**

**1 CREDIT**

This course will expand on the technology introduced in Woodworking I. Advanced students will be expected to help the introductory students and help control the safety of the woodshop. They will plan, design and construct more advanced projects than the introductory students. The expectations of the advanced student are at a higher level than the introductory student. For example, the advanced student's projects will be graded at a higher standard than the introductory students. **Prerequisite:** Successful completion of Woodworking I or Geometry in the Woodshop. *Special Requirements: Student initiated projects may require a materials fee. This course meets the art requirement for graduation.*

**TE 105**  
**GRADES 9 – 12**

**AUTOMOTIVE SERVICES I**  
**NON – LEVELED**

**1 CREDIT**

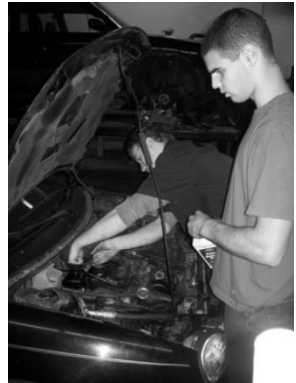
Students will work with both the systems and theory of auto body repair and design and automotive mechanics. Instruction in hand tools, auto body and automotive systems and vocabulary with the emphasis on automotive shop safety will be stressed. The methods in this course will be hands-on. Reading and writing expectations are part of this class. **Prerequisite:** None.

**TE 106**  
**GRADES 9 – 12**

**AUTOMOTIVE SERVICES II**  
**NON – LEVELED**

**1 CREDIT**

This course will expand on the technology introduced in Automotive Services I and will include advanced concepts in auto body, automotive design and mechanical design. Students will often work in teams to complete the more complex tasks. Reading and writing expectations are part of this class. **Prerequisite:** Successful completion of Automotive Services. *Special Requirements: Student initiated projects may require a materials fee.*



# WELLNESS

## 2 CREDITS OF WELLNESS REQUIRED FOR GRADUATION

TOPIC	COURSE 1	COURSE 2
Wellness	Wellness I	Wellness II
Electives	Fitness	
	Physical Education	
	Healthy Lifestyles	
	Intro to Weight Training	
	Competitive Sports Education	

**WE 100**  
**GRADE 9**

**WELLNESS I**  
**NON – LEVELED**

**1 CREDIT**

This course fulfills the first of two graduation requirements for Wellness. It will make physical activity available and attainable for all students and will stress healthy life choices, not competition. It represents a combination of physical activity and other life-long endeavors designed to promote healthy living. A variety of activities will be presented and students will often be able to create individual plans to suit individual needs. It will include a CPR component, a nutrition component and ongoing health choices discussions. Decision making skills which promote good health and well being throughout the students' lives will be stressed. An additional focus of emergency first aid and Cardiopulmonary Resuscitation (CPR) may lead to certification in these areas. This course explores the importance of proper nutrition and factors contributing to health and wellness. **Prerequisite:** None.



**WE 200**  
**GRADE 11**

**WELLNESS II**  
**NON – LEVELED**

**1 CREDIT**

This course fulfills the second graduation requirement for Wellness. This course will extend some of the concepts introduced in Wellness I by giving students more extensive information on current health and wellness issues. In this course, students will focus on creating multiple portfolios for developing a long-term healthy lifestyle such as nutrition, fitness, and life-long activities. **Prerequisite:** Wellness I.

The following courses do not fulfill the graduation requirement for Wellness. Enrollment in any of these courses is based on successful completion of Wellness I. Students may not take a course more than once (or more than one course in a given semester) without prior approval from the Athletic Director.

**WE 150**  
**GRADES 10 – 12**

**FITNESS**  
**NON – LEVELED**

**0.5 CREDIT**

This course will focus on developing and maintaining individual fitness. Students will be involved in a combination of weight training and cardio-



vascular activities. Other related topics of aerobics, stretching and goal setting will enhance the student’s ability to increase speed, power and agility. Through this on-going process, individuals will be developing a personal portfolio to help chart progress. To reinforce the concept of living a healthier lifestyle, information about muscles and how they work, combined with proper nutrition,

will complete the program. This class will have a reading and writing component.

**WE 160**  
**GRADES 10 - 12**

**PHYSICAL EDUCATION**  
**NON – LEVELED**

**0.5 CREDIT**

This is a course which will encourage healthy competition through various programs. These may include team sports, individual sports, and/or fitness activities. The emphasis in all the activities is placed on the development of skills through activities that promote good health and good sportsmanship.

**WE 170**  
**GRADES 10 - 12**

**HEALTHY LIFESTYLES**  
**NON – LEVELED**

**0.5 CREDIT**

The Healthy Lifestyle curriculum is an extension of the Wellness curriculum. It focuses on preparing students to adapt to a Healthy Lifestyle as they prepare to leave school and move on to independent living. It touches on nutrition, healthy eating and exercise. Activities consist of meal preparation or cooking, yoga, kickboxing, zumba, step aerobics, fitness, etc. Preventative measures to have a healthy lifestyle are also addressed.



**WE 180**  
**GRADES 10 - 12**

**INTRODUCTION TO WEIGHT TRAINING**  
**NON – LEVELED**

**0.5 CREDIT**

This course is open to all students interested in learning how to weight train. It teaches how to perform various strength exercises using dumbbells, body weight, and machines in the fitness center. It introduces the techniques, principles, and benefits of weight training. There is a strong emphasis on the use of proper form and establishment a workout routine.

**Prerequisite:** Successful completion of Wellness I. **Special Note:** Students will not be allowed to take this class more than once unless there is space available after first-time students have been enrolled.



**WE 190/191**  
**GRADES 10 - 12**

**COMPETITIVE SPORTS EDUCATION**  
**NON – LEVELED**

**0.5 CREDIT**

This course is designed for the highly-competitive student who is looking for a daily physical and mental challenge and/or workout. In this course students are given the opportunity to participate in competitive activities, games, and sports. Students are exposed to a wide-variety of information on careers in the sports-field including the history of the field and access to role-models and professionals associated with the field. Students are taught how to keep their bodies at maximum performance levels and prevent and deal with injuries. To maintain a competitive playing field for all, this course is scheduled by gender. Males should sign up for “Men’s Competitive Sports Education” with code WE 190 and females should sign up for “Women’s Competitive Sports Education” with code WE 191. **Prerequisite:** Approval of the Athletic Director.

# SEACOAST SCHOOL OF TECHNOLOGY

## FULL YEAR PROGRAMS

- Animal & Plant Science - Grades 11 & 12
- Automotive Technologies - Grades 11 & 12
- Biotechnology - Grades 10 – 12
- Building Construction Technologies - Grades 11 & 12
- Culinary Arts - Grades 11 & 12
- Early Childhood Education - Grades 11 & 12
- Health Sciences & Technologies - Grades 11 & 12
- Marketing Education - Grades 11 & 12
- Welding Technologies - Grades 11 & 12



## SEMESTER PROGRAMS

- Computer Programming - Grades 11 & 12
  - Visual Basic - Sem. I/AM & MID Session
  - Advanced Visual Basic - Sem. II/AM & MID Session
- JAVA Programming - Sem. I/PM Session
- C++ Programming - Sem. II/PM Session

- Digital Communications - Grades 11 & 12
  - Computer Graphics - Sem. I/AM & MID Session
  - 3D Animation & Graphics - Sem. II/AM & MID Session
  - WEB Graphics - Sem. I/PM Session
  - Digital Video Production - Sem. II/PM Session



- Pre-Engineering - Grades 9 - 12
  - Introduction to Engineering Design - Sem. I/AM & MID Session
  - Principles of Engineering - Sem. II/AM & MID Session
  - Digital Electronics - Sem. I/PM Session
  - Civil Engineering & Architecture - Sem. II/PM Session

Technology Careers - Grade 10/Sem. I or Sem. II/AM, MID, or PM

New technology constantly offers new challenges. Today's employers want employees who will be successful in tomorrow's economy. To meet this need, students must be prepared with technical skills and academic knowledge necessary for high demand positions, apprenticeship programs, and post-secondary education. By combining technical-career education with intensive practical experiences, the programs at the Seacoast School of Technology prepare a student for a post-secondary college, for an entry-level career developing position, and for responsible citizenship.

### **WHO SHOULD TAKE A SEACOAST SCHOOL OF TECHNOLOGY PROGRAM?**

The Seacoast School of Technology prepares all high school students for tomorrow's high technology future. Programs combine classroom academics with practical lab experiences and problem solving skills to provide the highest quality technical education. Any student wanting to get a head start toward their future career or higher education pursuits should take a course at SST. SST programs offer close links to business, industry and higher education through internships, advisory committees, and clinical affiliations.



### **WHO CAN TAKE A SEACOAST SCHOOL OF TECHNOLOGY PROGRAM?**

All juniors and seniors are eligible to attend SST. Students in grades 10-12 are eligible to enroll in Biotechnology. Students in grades 9-12 are eligible to enroll in Pre-Engineering. Students who have completed one year of high school are eligible to enroll in Technology Careers. Applications are available at sending high school guidance offices in January or from the SST Student Services Office. Applications and all other enrollment requirements must be completed before placement in all SST programs.



### **WHAT IS THE SCHOOL DAY LIKE IF YOU TAKE A SST COURSE?**

First year Sanborn Students are scheduled for the MID session from 9:30 to 11:00 a.m. PM Session students attend from 12:15 p.m. to 1:45 p.m. Students interested in program availability on a semester basis should contact their guidance counselor.

## HOW LONG IS AN SST PROGRAM AND HOW MANY CREDITS CAN I EARN?

You are encouraged to elect a full-year SST class during both your junior and senior years although some students choose to attend just one year.

Students who complete a two-year sequence are awarded a certificate of completion. After the first year you may change your class to enter another SST program – with administrative approval.



For students from Sanborn Regional High School, 3 credits are awarded for successful completion of an SST full-year, double-period class or 1.5 credits for a one-semester, double-period class.

## WHAT IS THE PROJECT RUNNING START PROGRAM?

**Project Running Start** is offered in partnership with the Community College System of New Hampshire. This program encourages students to seek



higher education and complete high school with a college transcript of earned credits. Students enrolled in Automotive Technologies, Biotechnology, Computer Programming, Culinary Arts, Digital Communications, Early Childhood Education, Marketing Education and Pre-Engineering are eligible to earn and transfer college credits with a reduction in tuition. Animal & Plant Science and Health Sciences students can earn college credits at the Great Bay Community College. These credits can be used toward the Veterinary Technology and Surgical Technology degree programs

at GBCC. Building Construction and Welding students can earn college credits from the Manchester Community College. These credits can be used toward the Building Construction Technology and Welding degree programs at MCC.

**HOW DO I APPLY FOR AN SST PROGRAM?**

Fill out an application form and return it to your guidance counselor as soon as possible. The deadline for SST applications is early March. After that, students are accepted on a space-available basis until September. Your guidance counselor will help you plan your schedule so that you will have the opportunity to include an SST course.



**Notes:**



**Notes:**



**Notes:**

