## EPPING HIGH SCHOOL MISSION STATEMENT

The Epping High School community
educates and empowers students
within a safe environment to become
**Respectful, Involved,** and **Knowledgeable** citizens.

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# Contact Information

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Ms. Barbara Munsey – Superintendent
Ms. Catherine Zylinski – Director of Student Services

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**EPPING HIGH SCHOOL**
21 Academy St.
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Phone: (603) 679-5472
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A complete staff and e-mail directory is available at
www.sau14.org/EHS

## EQUAL OPPORTUNITY STATEMENT

The Epping School District, in its actions and those of its employees, does not discriminate on the basis of gender, sexual orientation, marital status, race, color, religion, nationality, ethnic origin, age or disability. This statement is a reflection of the mission of the Epping School District and refers to, but is not limited to, the provisions of the following laws: Title VI & VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1967; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1975; New Hampshire Law Against Discrimination (RSA 354-S) and State Rile: Ed. 303.01(i), (j) and (k). Inquiries regarding discrimination may be directed to Barbara Munsey, Superintendent SAU #14; 213 Main St. Epping NH 3042 or (603) 679-8003.

Reference Policy AC under School Board **Policy** at **www.SAU14.org.**

## ACCREDITATION

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

Accreditation by the NEASC means that an institution meets or exceeds the criteria established by a commission. This is established by a voluntary peer group review process. 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 NEASC 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 the competence of individual graduates. Rather, it provides reasonable assurances about the quality of opportunities available to students enrolled in the institution.

## STUDENT SERVICES

A full range of guidance services is available to students in grades 9-12 and their parents/guardians. Students must make an appointment to see their Guidance Counselor, while regular individual counseling can be arranged by parents/guardians, professional staff and students themselves. Students may receive advice on selection of courses, have their academic records reviewed, receive career information and acquire information on colleges.

Parents/Guardians are encouraged to contact the Guidance Office concerning any issues impacting a student's social adjustment or academic progress. In addition, the results of school authorized and aptitude testing can be reviewed individually with students and parents/guardians.

All student records are kept and maintained according to federal and state regulations. Parents/Guardians of students needing to inspect student records should contact the Guidance Office.

The Epping schools will not release copies of records or personal information about any student unless a signed release form from the parent, guardian or 18 year old student is received, except when providing information to recruiters from the Armed Forces. **As required by provision in the No Child Left Behind Act, the Guidance Office provides student information upon request to the various branches of the Armed Forces. To "Opt-Out" of these lists, written notification by the parent/guardian, or 18 year old student must be provided to the Guidance Office.** Form may be accessed under Parents & Community, Student Forms at www.sau14.org.

# GRADUATION REQUIREMENTS – DIFFERENTIATED DIPLOMAS

In order to better meet the individual needs of each of our student, Epping High School has instituted a differentiated diploma program. In addition to our standard diploma there will be a basic and honors diploma option. Students will need to meet the criteria below and have a plan for successful completion of the diploma requirements by the start of the second semester of their senior year.

**1. Basic Diploma –** this diploma is awarded in special circumstances and is based on the State of New Hampshire Requirements for a High School Diploma. Administrative and Superintendent approval are required to be considered for this diploma.
**2. Standard Diploma** – this diploma meets the established Epping High School minimum graduation requirements.
**3. Honors Diploma** – students must meet the credit requirements listed below; have a cumulative GPA of 3.2 or better; and have earned credit for two or more Honors courses or AP courses. Please note that honors-option courses do not count toward the Honors course requirement.

**BASIC DIPLOMA REQUIREMENTS**

| SUBJECT | CREDITS |
|---|---|
| English | 4 |
| Math (including Algebra I) | 3 |
| Science (must include Biology & Physical Science) | 2 |
| Social Studies (including World/US/NH History, Civics & Economics) | 2 1/2 |
| Physical Education | 1 |
| Health | ½ |
| Fine Arts (Art/Drama/Music) | ½ |
| Computers | ½ |
| Electives | 6 |
| **TOTAL** | **20** |

**STANDARD DIPLOMA REQUIREMENTS**

| SUBJECT | CREDITS |
|---|---|
| English | 4 |
| Math (including Algebra I) | 3 |
| Science (must include Biology & Physical Science) | 3 |
| Social Studies (must include World Cultures, Civics & US History) | 3 |
| Physical Education | 1 |
| Health | ½ |
| Fine Arts (Art/Drama/Music) | ½ |
| Computers | ½ |
| Electives | 7 |
| **TOTAL** | **22 ½** |

**HONORS DIPLOMA REQUIREMENTS**

| SUBJECT | CREDITS |
|---|---|
| English | 4 |
| Math (must include Algebra I, II, Geometry and Pre-Calculus) | 4 |
| Science (must include Biology and Physical Science) | 3 |
| Social Studies (must include World Cultures, Civics and US History) | 3 |
| World Languages (must be in same language) | 3 |
| Physical Education | 1 |
| Health Education | ½ |
| Fine Arts (Art/Music/Drama) | ½ |
| Computer Education | ½ |
| Electives | 5½ |
| **TOTAL** | **25** |

## COURSE LOAD

Students are required to enroll in the following **minimum** number of **credits** per semester:

Freshmen: 3 credits Juniors: 3 credits
Sophomores: 3 credits Seniors: 2.5 credits

Please note that independent studies and courses taken after or outside of school do not count toward this total.

## PROMOTION REQUIREMENTS

In order for a student to qualify as a member of the indicated class, the minimum number of credits must be acquired. Class standing indicates the class activities in which a student may participate and vote.

- A student must have **17** credits to be a senior
- A student must have **12** credits to be a junior
- A student must have **6** credits to be a sophomore

## ATTENDANCE POLICY

Time spent in the classroom is used by teachers to convey important information to students through activities and lectures. When a student is absent from class, the student misses valuable instruction that cannot be duplicated in another setting. Students who are excessively absent from class put themselves at risk of poor academic performance due to lost opportunities for interaction with teachers and peers. In order to encourage students to attend school regularly and to make informed decisions about missing classes, Epping High School has the following attendance policy:

*Students who are absent from a class more than five times during a semester will not earn credit for that class regardless of the grade that is earned. All absences, with the exception of documented absences, count toward the total absences in the class. Students may*

*appeal the loss of credit. See the student/parent handbook for complete details about the attendance policy and appeal process.*

## GRADING POLICIES

GPA and Class Rank are weighted based on the chart below.

| GRADE | RANGE | NON-H*/NON-AP** | H*/AP** COURSES |
|---|---|---|---|
| A+ | 97-100 | 4.33 | 4.83 |
| A | 93-96 | 4.00 | 4.50 |
| A- | 90-92 | 3.67 | 4.17 |
| B+ | 87-89 | 3.33 | 3.83 |
| B | 83-86 | 3.00 | 3.50 |
| B- | 80-82 | 2.67 | 3.17 |
| C+ | 77-79 | 2.33 | 2.83 |
| C | 73-76 | 2.00 | 2.50 |
| C- | 70-72 | 1.67 | 2.17 |
| D+ | 68-69 | 1.33 | 1.83 |
| D | 65-67 | 1.00 | 1.50 |
| F | 0-64 | 0.00 | 0.00 |

**H=Honors Option and Honors Courses **AP=Advanced Placement Courses*

**WEIGHTED GRADE POINT AVERAGE (GPA)**

A student's GPA is determined by multiplying the grade point value earned for the semester by the credits earned for each individual class, totaling the grade points earned, and then dividing the total grade points earned by the total credits attempted.

Sample Semester GPA Calculation:

| Class | Semester Grade | Grade Points | Credit Earned | Grade Points Earned | Credit Attempted |
|---|---|---|---|---|---|
| AP Lit & Comp | A | 4.50 | 0.50 | 2.25 | 0.50 |
| Spanish II | C+ | 2.33 | 0.50 | 1.17 | 0.50 |
| Pre-Calculus | B | 3.00 | 0.50 | 1.50 | 0.50 |
| AP US History | F | 0.00 | 0.00 | 0.00 | 0.50 |
| SST--Biotech I | B- | 2.67 | 1.00 | 2.67 | 1.00 |
| *TOTAL* | | | | *7.59* | *3.00* |

**GPA= Grade Points Earned/Credit Attempted** **2.53**

Official Grade Point Averages are recalculated each semester or when credit is awarded.

**WEIGHTED CLASS RANK**

Class Rank is determined by putting the GPA's of all students in a class in rank order from highest to lowest. For example, a senior with the rank of "5" has the fifth highest GPA in the senior class.

**HONOR ROLL**
To qualify for the honor roll at Epping High School students must meet the following criteria:

- Principal's List – 3.75 simple GPA for the quarter
- Honors – 3.50 simple GPA for the quarter
- Honorable Mention – 3.25 simple GPA for the quarter

*Simple GPA is calculated by averaging the grade points earned for a quarter and does not reflect earned credits.*

**COURSE INCOMPLETES**
An **Incomplete** may be extended to a student if extenuating circumstances prohibited a student from completing a course's work by the end of the term. Incompletes must be cleared within 14 calendar days of the close of a term; if the Incomplete is not cleared, the current grade will be assigned unless approval to extend the Incomplete is granted by the Principal or Director of Guidance. **For purposes of Honor Roll, athletic and extracurricular activities, and other grading policies, a current Incomplete carries the same sanctions as an F.**

**ADVANCED PLACEMENT (AP) COURSES – Revised for a new policy**
Any student who is capable of and wishes to take advanced placement courses should be permitted to do so. Guidance counselors will provide assistance to students who wish to enroll in such courses. Advanced Placement Courses are college level courses that students can take while still in high school. At the conclusion of the course, students take the corresponding AP exam. AP exams are two to three hour exams given in May, which are graded on a scale of 1 to 5, with 3 considered a "qualifying" score. If a student receives a qualifying score on the exam, they may be eligible for advancement placement or course credits at many colleges and universities in the United States.

AP courses require students to make a commitment to meeting individual course requirements, which include, but are not limited to, completing summer work and certain prerequisites to enrollment.

If advanced placement courses are not available within Epping High School, guidance counselors will assist students in finding alternative means of taking such classes. Credit may be given provided the course meets school policy. The student will be responsible for any tuition, fees, transportation, or other associated costs.

**HONORS OPTIONS & HONORS LEVEL COURSES**
Honors Options and Honors Courses and are available at Epping High School. These courses are more rigorous and students should expect a heavier work load. Students choosing honors options and honors courses will be expected to complete additional assignments, leading to a greater depth and understanding of the material studied.

Honors options are intended to prepare students for honors level and Advanced Placement courses. While honors options are awarded extra value when calculating GPA, they are not

considered honors level or Advanced Placement courses for the purposes of meeting the requirements of an Honors Diploma.

**Classes with an honors option:** English 9, Algebra I, Biology, World Cultures, Issues in Non-fiction, Geometry, Physical Science, Civics, American Literature, Chemistry, Physics, US History, and British Literature.

## DROP/ADD PROCEDURES FOR COURSES

A student who wishes to drop or add a class must follow the procedure listed below. Remember that "not liking" a class or teacher is not a sufficient reason to drop. Consideration of any schedule changes will be given only following a procedure which requires input from the student, parents/guardians, teacher, Guidance Counselor and administration.

- Students wishing to change a schedule **must** make an appointment with their Guidance Counselor to discuss the change and to obtain a Course Change Request form.
- Students must write a valid reason for wanting to drop/add a course and obtain signatures from the teacher, their parents/guardians and their Guidance Counselor.
- If the change is approved, the Guidance Counselor will make the change and notify the student of his/her new schedule**. Students must remain in a course until official notification from their Guidance Counselor that the drop/add has been approved.**

All drops and adds must be completed within the first **five** school days of the first semester and the first **three** school days of the second semester. **Full year courses may not be dropped at the end of the first semester unless there are extenuating circumstances and the change is approved by the Principal.**

## NO REPEAT POLICY

A student earning a failing grade (64 or below) in a class is not allowed to repeat that course during their time at Epping High School. It is the student's responsibility to make up the credit, or specific course if a requirement, on their own time and at their own expense. If a student is in this situation they should see their Guidance Counselor to explore their options and develop a plan for Graduation.

Before students are allowed to enroll in credit-awarding programs outside Epping High School, prior approval must be granted by the Principal. If prior approval is not granted, credit will not be awarded.

Standing approval is granted to enrollment in the following: dual-enrollment programs at colleges and universities accredited by NEASC or an equivalent regional body; summer school programs at local NEASC-accredited high schools; adult-education programs at local NEASC-accredited high schools; area state-approved charter schools

## EARLY GRADUATION

Students are encouraged to spend four years completing their high school education choosing from the rich array of courses available. Meeting requirements in less time is possible, but not recommended in most cases. In some special circumstances, it is appropriate for a student to graduate early and we will work closely with such students to meet their needs. An appointment with a Guidance Counselor is the first step for students exploring this option. In all cases permission of the Principal is required. Below is a list of the steps to follow.

1. A student meets with their Guidance Counselor to review credit status and discuss an Early Graduation Plan
2. A letter of support for early graduation is required of parents/guardians and must accompany the application.
3. A student intending to graduate at the end of their junior year should apply in the spring of their sophomore year. A student intending to graduate at the end of first semester of their senior year should apply at the beginning of their junior year.
4. Within four weeks of submitting the application, the Principal will review the request and render a decision. Approval will be based upon the appropriateness of early graduation to the student's transition plan, the attainment of 22½ credits and approval of the Epping School Board. The student will receive written notification of the decision.
5. Early graduates may only participate in Awards Night, Senior Dinner, and Graduation.

If requirements are met in time for graduation at the end of the junior year, the student may participate in June graduation exercises. If met by mid-year senior year, a Letter of Certification will be given. The graduate may receive a diploma during the graduation exercises of his/her class or separately without a ceremony.

## FRESHMAN AND SOPHOMORE PROGRAMS

In order to facilitate the transition into high school, the curriculum is delivered with a focus on small learning communities, heterogeneous grouping and a collaborative approach to instruction. Teachers closely monitor student progress and are able to quickly identify students who are having difficulty with motivation, achievement or interpersonal skills and promptly address those issues in conjunction with students and parents/guardians.

GRADE 9 REQUIREMENTS

All 9th grade students must take Freshman English, Biology, Civics, a math course and Freshmen Seminar. In addition, one elective course must be selected as freshmen must take a minimum of six classes.

GRADE 10 REQUIREMENTS

All 10th grade students must take Issues in Non-fiction, Physical Science, World Cultures, a math course and Sophomore Seminar. In addition, one elective course must be selected as sophomores must take a minimum of six classes.

All sophomores all strongly to take the PSAT in October. Testing takes place during the school day for a small fee. Interested students should see their guidance counselor.

## CAREER DEVELOPMENT PROGRAM

The SAU 14 Career Development Program is based on the State of New Hampshire's Career Development Curriculum Framework and the National Career Clusters Initiatives.

The program standards for career development provide the foundation for the acquisition of skills, aptitudes and knowledge that prepare students to make a successful transition from high school to post-secondary options. In addition to individualized student planning, the following structures occur at each grade level.

GRADE 9 AND 10 ESSENTIAL QUESTIONS:

*"How do things work in my area of interest?"*
*"What do I do now to prepare to meet my goals?"*

GRADE 9 ACTIVITIES:

- Complete a variety of self assessments, evaluate results and apply the knowledge gained to academic/career planning.
- Evaluate relationships between individual interests, abilities and skills in achieving individual career goals.
- Locate, evaluate and interpret career information.
- Obtain broad knowledge of a variety of careers.
- Identify career pathways of interest and complete a supporting four-year high school plan.
- Set up a portfolio to begin documentation of progress of short-term and long-term career goals.

GRADE 10 ACTIVITIES:

- Continue the development of a portfolio including the development of a resume and update of Individual Educational and Career Plan.
- Consult with others and observe adult role models at work through job shadow, career fairs and other mentoring opportunities to determine the need for specific knowledge and skills, and to develop an awareness of the importance of lifelong learning.
- Attend "Get Centered" workshop that includes self-assessment (New Hampshire Higher Education Assistance Foundation – NHHEAF).
- Gain the skills to apply for a job and participate in a successful job interview.

GRADE 11 ESSENTIAL QUESTIONS:

*"What will it take to get ready?"*
*"What is the plan to meet my goal?"*

GRADE 11 ACTIVITIES:

- Continue the development of a portfolio including the development of a resume and update the Individual Educational and Career Plan.
- Take the PSAT in October and the SAT in the spring.

- Take the Armed Services Vocational Aptitude Battery (ASVAB) in the fall, if appropriate.
- Attend college and career fairs.
- Attend the "College Preparation for Juniors" workshop (NHHEAF) and the College Information Night with parents/guardians.
- Continue gathering information about colleges and occupations by visiting colleges or job sites.

GRADE 12 ESSENTIAL QUESTIONS:

*"What can I do to show how I have prepared for future challenges?"*
*"What steps do I need to take to complete my plan?"*

GRADE 12 ACTIVITIES:

- Share and discuss Individual Educational and Career Plan including decisions to be implemented after high school.
- Complete resume.
- Take the SAT and/or ASVAB test.
- Attend a college fair and meet with the college representatives who visit our school, then gather and complete the applications.
- Attend the "College Overview" workshop (NHHEAF).
- Attend the Financial Aid Night with parents/guardians.

# MEETING COLLEGE REQUIREMENTS FOR ADMISSION

Colleges prefer applicants who have taken a challenging high school program, who have demonstrated a good work ethic, and who have shown the development of skills and knowledge through a solid grade point average. In addition, there are many colleges that will accept students with average grades who have demonstrated particular skills or exceptional qualities of character and leadership. As you plan, consider the guidelines below:

4-YEAR COLLEGE REQUIREMENTS

| | |
|---|---|
| ENGLISH | 4 credits |
| SOCIAL STUDIES | 3 credits |
| MATH (College Prep) | 3 - 5 credits, including at least Algebra II |
| SCIENCE | 3 - 5 credits |
| FOREIGN LANGUAGE | 2 - 5 credits depending on college/major |
| ELECTIVES | Electives should be taken from those available based upon personal interests and educational goals, i.e. Art, Business, Computer and Technology Education, Music |

*****AP and Honors Courses/Options are highly encouraged for 4-year schools.*****

2-YEAR COLLEGES, 3-YEAR NURSING PROGRAMS, TECHNICAL SCHOOLS

| | |
|---|---|
| ENGLISH | 4 credits |
| SOCIAL STUDIES | 3 credits |
| MATH | 3 - 4 credits |
| SCIENCE | 3 - 4 credits |
| FOREIGN LANGUAGE | 0 - 3 credits depending upon college/major |
| ELECTIVES | as above |

Nursing Schools, whether the recommended 4-year program or the 2-year or 3-year programs, generally seek students with strong foundations in Algebra, Biology, and Chemistry.

Vocational and Technical Schools vary widely in their requirements but, in general, a strong foundation in math and science is important.

Business Schools prefer students who have had college preparatory courses in addition to business courses. In general, they are seeking a broad preparation that will form a good base upon which to build the more specific business studies.

Employment After High School (suggested)

| | |
|---|---|
| ENGLISH | 4 credits |
| SOCIAL STUDIES | 3 credits |
| MATH | 3 credits |
| SCIENCE | 2 - 3 credits |
| TECHNOLOGY-BUSINESS | 2 - 3 credits |
| ELECTIVES | as above (chosen with a vocational major in mind) |

## REQUIREMENTS FOR PARTICIPATION IN COLLEGE ATHLETICS

Students who plan to participate in Division I or Division II college athletics must register with the NCAA Eligibility Center (www.ncaaEligibility Center.org). The Eligibility Center issues a preliminary certification report to the college once all your materials have been submitted. After you graduate, the Eligibility Center reviews your final transcript to make a final certification decision according to NCAA standards.

To be certified by the Eligibility Center, each graduate must earn a grade point average of at least a 2.0 in the core classes listed below and receive a minimum score on the SAT Reasoning Test or ACT. Only core courses approved by the NCAA can be used to calculate your GPA and no special values are allowed for "+" or "-" grades. The chart below shows the minimum core classes.

| | Division I | Division II |
|---|---|---|
| English | 4 years | 3 years |
| Math (Algebra I or higher) | 3 years | 2 years |
| Science (including 1 lab science) | 2 years | 2 years |
| Additional English, Math or Science | 1 year | 2 years |
| Social Sciences | 2 years | 2 years |
| Extra Core Classes (English, Math, Science. SS or Foreign Language) | 4 years | 3 years |
| **TOTAL CORE UNITS REQUIRED** | **16 courses** | **14 courses** |

## PLANNING A COURSE OF STUDIES

The Program of Studies has a lot of valuable information in it that is important for students to know and remember as they go through high school. Students should talk with their parents, Guidance Counselor and teachers to help them make the best selections. Make sure to review the Graduation Requirements for graduation as well as the recommended course sequence below to help you figure out which classes to take. Make sure to consider your interests and think about what you might want to study or work at after high school. Use the Course Descriptions and Meeting College Requirements for College Admissions sections to learn about the various courses offered that can help you explore different career fields. If students and parents consider these things when making course decisions, they will see the four years students spend in high school as the stepping stone to their future whether going to college, into the military or right into the workforce. **The following course sequence is a recommendation**:

**FRESHMAN YEAR- 3 credits required per semester**
English 9 (required)
Math – Algebra I or Geometry (one credit is required)
Science – Biology (required)
Social Studies – Civics (required)
Freshman Seminar (required)
World Language – Spanish I or French I
Electives – Physical Education, Art, Family & Consumer Sciences, Music, etc.

**SOPHOMORE YEAR – 3 credits required per semester**
Issues in Non-Fiction (required)

Math –Geometry or Algebra II (one credit is required)
Science – Physical Science (required)
Social Studies – World Cultures (required)
Sophomore Seminar (required)
World Language – Spanish II or French II
Electives – Physical Education, Art, Family & Consumer Sciences, Music, etc.

**JUNIOR YEAR – 3 credits required per semester**
English - American Literature (one credit is required)
Math – Algebra II or Pre-Calculus (one credit is required)
Science – Chemistry (one credit is required)
Social Studies – US History (required)
World Language – Spanish III or French III
Electives – Physical Education, Art, Family & Consumer Sciences, Music, etc.

**SENIOR YEAR – 2.5 credits required per semester**
English – British Literature (one credit is required)
Math – Pre-Calculus or Calculus
Science – Physics
Social Studies Elective
World Language – Spanish IV or French IV
Electives – Physical Education, Art, Family & Consumer Sciences, Music, etc.

**FOUR-YEAR MINIMUM COURSE REQUIREMENT PLANNING WORKSHEET**

Grade 9 (six credit minimum)

1. English 9
2. Math
3. Biology
4. Civics
5. Freshmen Seminar
6. _____
7. _____
8. _____

Grade 10 (six credit minimum)

1. Issues in Non-fiction
2. Math
3. Physical Science
4. World Cultures
5. Sophomore Seminar
6. _____
7. _____
8. _____

Grade 11 (six credit minimum)

1. English
2. Math
3. Science
4. US History
5. _____
6. _____
7. _____
8. _____

Grade 12 (five credit minimum)

1. English
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

# EXTENDED LEARNING OPPORTUNITIES

Extended learning opportunities permit a student to acquire knowledge and skill through instruction or study outside of the traditional classroom. An Epping High School student may combine any of the following opportunities to earn credits toward their graduation requirements.

If a student wishes to take advantage of this opportunity, they should see their Guidance Counselor to explore their options and develop a plan for earning credits through ELO's. Prior approval must be granted by the Principal. If prior approval is not granted, credit will not be awarded.

**INDEPENDENT STUDY**

Epping High School offers students the opportunity to earn credit on an independent basis for projects and study topics which are not already offered in the school curriculum. A student might pursue independent study in a certain academic area (poetry, for example) with a faculty member or might work with the supervision of a sponsor in a career related internship (on the job training).

Students contemplating an independent study are advised to talk with an appropriate faculty member and their Guidance Counselor about their ideas and how to apply for approval. An independent study lasts for one semester and will enable a student to earn ½ or 1 credit. Goals, objectives and evaluation methods must be specified and an application submitted prior to the project being started. Retroactive independent study credit **will not** be awarded. Credit will also not be awarded if the student does not complete the project. **Approval from the student's parent/guardian, Guidance Counselor and the Principal is required.**

**VIRTUAL ON-LINE SCHOOLS**

Virtual schools are available through the internet and provide students the flexibility of anytime/anywhere access to rigorous and personalized education. Epping High School students may access the Virtual Learning Academy Charter School or a number of other accredited on-line institutions. Students must meet with their Guidance Counselor to discuss this option for high school credit. ***Any cost incurred is the student's responsibility. Prior approval of the Principal is required.***

**COMMUNITY SERVICE**

Students have the opportunity to perform Community Service. Example volunteer sites include: hospitals, nursing homes, day care centers, nursery schools, veterinary clinics, town offices and the Salvation Army. Credit is awarded based on the hours of service. Students can earn one quarter credit upon the completion of 45 hours of documented community service. A maximum of one credit (180 hours) can be earned during four years of high school. Students wishing to participate in this program for credit need to complete the following steps:

1. Seek prior approval from the School to Career Office or Principal.
2. Find a community service placement to perform this service.
3. Furnish documentation verifying the number of hours of service.

**WORK-BASED LEARNING**

This program is designed to provide structured experiences that offer students an

opportunity to learn about emerging careers and develop greater insights into their unique skills and talents. Options include Job Shadowing and Internships and both need to be approved by the student's Guidance Counselor and Principal prior to the start of the experience.

1. **Job Shadowing –** During a one or two day visit, students observe a range of job activities that provide exploration of various positions within a career field. This experience helps students decide on a future path of work and study. A tour of the facility and an informational interview with one of the employees is included in the job shadow.
2. **Internships –** These permit students to spend several weeks at worksites related to their career choice. Students develop broad skills and receive first hand knowledge of a particular career. These experiences require a great deal of self knowledge and commitment from the student, school, and business. Students will earn a pass/fail grade and it will not count towards GPA or class rank. Students can earn one credit for 150 hours of work and earn a maximum of two credits for 300 hours.

**STUDENT AIDE**

The Student Aide program is designed to allow students to learn procedures and be of service to the various offices that may need assistance during the school day. The student will be expected to help with whatever duties (technical or clerical) that may be required in that area. Areas may include, but is not limited to the school office, other offices, and the media center. This course is open to sophomore, juniors and seniors in good standing as far as credits and grades and is worth one quarter (.25) credit per semester. Students who wish to take this course must have an interview with the potential supervisor. The supervisor will then work with the student to set up goals and objectives that will determine how the student will be assessed. Students will be required to write a reflection paper to earn credit. This position will earn a pass/fail and it will not count towards GPA, class rank or satisfy graduation requirements. **No student may be an aide for more than one period per semester.**

**OTHER LEARNING OPPORTUNITIES**

There are many other opportunities for students to gain knowledge and skills in a variety of areas. The programs offered, usually during the summer, are a place where students can focus in on a certain subject or area of study, complete volunteer work, or even train for a specific discipline. Examples of these programs are: the Advanced Studies Program at St. Paul's School; study abroad programs such as the Putney Student Travel Program; community service programs through Landmark Volunteers; athletic programs which are usually held at colleges and boarding schools; and leadership programs such as the National Policy Institute at Bates College. These programs are very competitive and rigorous and some can be very expensive. There are many scholarships available and sometimes you can find a comparable program at a more local setting. All of these programs are excellent stepping stones along to path to post secondary education and are something colleges and universities look very favorably upon, however, students do not earn any high school credit for them and all expenses incurred are the responsibility of the student.

**OPTIONS FOR REGULAR & ALTERNATIVE HIGH SCHOOL CREDIT**

Students at Epping High School have a variety of ways to earn credit. While most credits will be earned via traditional classes, other options exist. Students who are interested in exploring alternative means should begin by seeing their guidance counselor. Please note that many options require prior approval and should not be undertaken without first ensuring that approval has been granted.

| OPTIONS | PROGRAM OF STUDIES |
|---|---|
| EHS course credit | Grades 9-11 3 credits minimum, grade 12 2.5 credits minimum per semester |
| EHS competency credit | Student- or parent-initiated credit by examination; principal approval required |
| | |
| NovaNET credit recovery | Computer-based learning, provided during and after school for students who have previously failed a course |
| Summer school credit | Computer-based learning at EHS though NovaNET; may enroll in other accredited schools |
| Summer activities credit | Principal prior approval required |
| EMS advanced work credit | Credit awarded for high-school level coursework; not included in GPA |
| Student transfer credit | Subject to meeting state and school graduation requirements |
| Other school course credit | Principal prior approval required |
| College/dual enrollment credit | Principal prior approval required |
| Distance learning credit | Principal prior approval required |
| Extended learning opportunities | |
| • Community service credit | 0.25 to 1 credit over 4 years |
| • Independent study credit | For courses not offered, 0.5 to 1 credit/semester |
| • Work-based credit | Pass/fail, not in GPA, 1 to 2 credits |
| • Teacher aide credit | Pass/fail, not in GPA, 0.25 credit/semester |
| • Office aide credit | Pass/fail, not in GPA, 0.25 credit/semester |
| • Internship project credit | For courses not offered, 0.5 to 1 credit/semester |
| • Other as approved | |

# 2011-2012 COURSE OFFERINGS

*Please note that course offerings are subject to change and depend upon teacher availability and student enrollment. Also note that not all classes are offered every year; please refer to course descriptions to see when courses are scheduled to be offered.*

**English**
10103 Freshman English
10201 Issues in Non-fiction
10301 American Literature
10311 Mass Media and Comm.
10319 Drama
10383 Foundations of Literacy
10401 AP Literature & Comp
10405 AP Language & Comp
10511 Multimedia Internship
19906 High School Basic English
19907 High School Reading
19911 ESOL Reading

**Social Studies**
11101 World Cultures
11201 Civics
11301 US History
11305 AP US History

**Mathematics**
12101 Algebra I
12103 Algebra IA
12105 Algebra IB
12107 Algebra Concepts
12201 Geometry
12222 Informal Geometry
12301 Algebra II
12303 Algebra II Concepts
12401 Pre-Calculus
12403 Topics in Mathematics: College Algebra
12501 AP Calculus AB
12503 AP Statistics
12903 Fundamentals of Math

**Science**
13101 Biology
13201 Physical Science
13301 Natural Resources
13303 Chemistry
13305 Anatomy & Physiology
13307 Aquatic Biology
13401 Physics
13403 AP Chemistry

**Art**
14101 Art I
14201 Art II
14203 Jewelry Making
14301 Ceramics I
14303 Drawing & Painting
14401 Ceramics II
14403 Advanced Studio Art–H

**Business**
15101 Computer Education
15203 HTML/Desktop
15207 Marketing
15209 Financial & Business Management
15304 Accounting I
15305 Accounting II
15403 Advanced Accounting
15903 Entrepreneurship

**Family & Consumer Sciences**
16101 Food Choices I
16201 Food Choices II
16209 Child Development
16310 Relationships

**Music**
17901 Concert Band
17905 Chorus

**Physical Education**
18101 General PE
18103 Competitive PE
18301 Weights & Fitness

**Health**
18503 Health Education

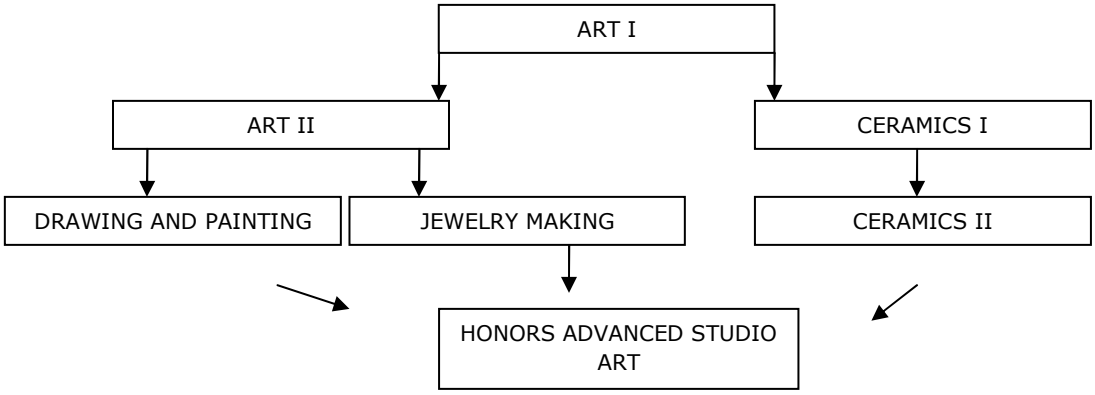
**Technical Education**
20101 Technology Education I
20103 Computer Aided Drafting
20201 Technology Education II
20203 Computer Aided Manufacturing
20301 Adv Lathe Fundamental
20303 Power Mechanics
20305 Alternative Energy

**World Languages**
21101 French I
21201 French II
21111 Spanish I
21211 Spanish II
21301 French III
21311 Spanish III
21401 French IV – H
21411 Spanish IV - H
21501 French V - H
21511 Spanish V – H

**General Courses**
55101 Freshman Tutorial
55201 Sophomore Tutorial
55501 Credit Recovery Lab
55921 SAT Prep
19951 Life-Centered Skills

**SST**
99918 Animal & Plant Science I
99919 Animal & Plant Science II
99922 Automotive Tech I
99923 Automotive Tech II
99924 Building Construction I
99925 Building Construction II
99927 Biotechnology I
99929 Biotechnology II
99930 Biotechnology III
99932 Early Childhood Ed. I
99934 Early Childhood Ed. II
99936 Culinary Arts I
99938 Culinary Arts II
99943 Computer Programming I & II
99944 Advanced Programming
99945 Digital Communication I
99946 Adv Digital Communication
99948 Health Sciences & Tech I
99950 Health Sciences & Tech II
99952 Marketing I
99954 Marketing
99964 Welding Technologies I
99966 Welding Technologies II
99970 Engineering Design
99972 Digital Electronics

**ART DEPARTMENT**




**Course #14101** **.5 credit/1 semester**
**Art I** **Grades 9-12**
Art I is an introduction to the visual arts. This course is designed for the student who has not yet taken a high school art class and would like to focus on drawing and painting and the use of various two dimensional materials. We will be working with the question 'How can I make my art more expressive?' by looking at ways in which other artists express themselves through their art. Different materials and techniques will also be studied.

*This course satisfies the Arts Requirement for graduation.*

**Course #14201** **.5 credit/1 semester**
**Art II** **Grades 9-12**
Art II is for the student who has taken Art I and wants to improve. This class focuses on one main goal: PRACTICE. Only by practicing will the student become a better artist. Students will develop goals for themselves and focus on technical improvement and creativity. The student will move towards being a more independent and self-directed learner and will begin to speak more intelligently about their work by becoming more familiar with the elements and principles of art. Technology such as Adobe Photoshop will also be introduced. Art as a profession will be explored and the class may take a fieldtrip to a museum or gallery.

*Prerequisite: Art I*

**Course # 14203** **.5 credit/1 semester**
**Jewelry Making** **Grades 10-12**
This course is designed to teach a variety of jewelry making techniques as well as learning what one needs to create a successful business out of their art. Students will learn the most effective ways to display, order, price and even sell their work. Students will find or create the opportunity, such as Holiday Craft Fairs, to sell the products that are generated during the course. They will be thinking more globally in this art course and studying current trends in jewelry as wearable art. Exploring the use of semi-precious stones, wire, copper, brass, silver, soldering and stained/fused glass will allow the students to create wonderfully exciting works of art.

*Prerequisite: Successful completion of Art II with a "B" or better.*
*This course will be offered in '11-'12 and '13-'14.*

**Course #14301** **.5 credit/1 semester**
**Ceramics I** **Grades 10-12**
Working in clay is one of the oldest crafts known. Some history of this field will be explored, as well as some of the chemistry of clay and glazes. The following techniques in clay will be explored: hand built pottery using the coil and slab method, wheel-thrown pottery, sculpture using the hollow built method, mask-making, sculpture for the outdoors, and simple mold-making. Inspiration for ceramics will be gained by visiting a working clay studio.

*Prerequisite: Art I or permission of instructor.*
*This course will be offered in '10-'11 and '12-'13.*

**Course #14401** **.5 credit/1 semester**
**Ceramics II** **Grades 10-12**
This course allows interested ceramics students the opportunity to refine all hand building techniques and wheel throwing. Special emphasis will be placed on the creative approach and individual exploration of the ceramic process, strengthening technical skills and increasing knowledge of the ceramic process, including firing and glazing, which will also be a significant part of this course. The class may visit a museum or gallery.

*Prerequisite: Successful completion of Ceramics I with a "C" or better.*
*This course will be offered in '10-'11 and '12-'13.*

**Course #14303** **.5 credit/1 semester**
**Drawing and Painting** **Grades 10-12**
All kinds of drawing and painting will be explored using all available media. Students will explore the following subject matter: still life, narratives, figure work, portraits, muscular/skeletal studies, landscapes, self-portraits, and individual designs. Students will also explore the use of technology, including Adobe Photoshop.

*Prerequisites: Successful completion of Art II with a "C" or better.*
*This course will be offered in '10-'11 and '12-'13.*

**Course #14404** **.5 credit/1 semester**
**Advanced Studio Art - H** **Grades 11-12**
Advanced Studio Art is a course designed for the serious art student who wants to pursue further education in art. The course will allow individuals to explore and develop specific areas of interest. Students in Advanced Studio Art will be required to write a portfolio proposal including goals and evaluation criteria, which will serve as the primary focus of their study in the class. ***This course is an Honors Level course.***

*Prerequisite: Drawing and Painting or Ceramics II and permission of instructor.*
*This course will be offered in '11-'12 and '13-'14.*

## BUSINESS DEPARTMENT

**Course #15101** **.5 credit/1 semester**
**Computer Education** **Grades 9-12**
Computer Education is an introduction to three basic applications in *Microsoft Office*. Students will complete a series of project-based exercises in *Word, Excel* and *PowerPoint*. The goal of this class is to enable students to use the basic features of each of the software packages to support studies and activities in school. A secondary goal is to introduce basic features used in workday activities. A proficiency exam is offered to exempt students from the class; advance arrangements must be made to take the exam.

*This course satisfies the Computer Requirement for graduation.*

**Course #15203** **.5 credit/1 semester**
**HTML/Desktop Publishing** **Grades 10-12**
In this course, the student will be introduced to Web page design and Desktop Publishing. Initially, students will learn the history of the Internet, proper use and navigation tools on the Internet, and then complete a series of projects using HTML code to create Web pages. In the Desktop Publishing section of the course, students will learn skills that will enable them to develop flyers, posters, brochures, newsletters, and create advertising campaigns for both school and business applications. The goal of the class is to enable students to develop skills using these applications and to enhance their productivity in the classroom and workplace.

*Prerequisite: Successful completion of Computer Education or proficiency exam.*

**Course #15205** **.5 credit/1 semester**
**Consumer Choices** **Grades 10-12**
This course is designed to give students a better understanding of consumer related issues and money management. Students will learn about issues that are utilized in everyday living in order to become a wiser consumer and a successful money manager/investor.

*This course will be offered in '12-'13.*

**Course #15207** **.5 credit/1 semester**
**Marketing** **Grades 10-12**
Marketing introduces students to marketing concepts, functions, and institutions. The course will cover the conduct and management of activities related to the marketing of goods and services. Students will receive an overview of marketing strategies, market segmentation, consumer behavior, advertising and promotion, channels of distribution, marketing institutions, and legal and economic issues. Additionally, students will work on various projects promoting and marketing school activities and products.

*This course will be offered in '11-'12 and '13-'14.*

**Course #15901** **.5 credit/1 semester**
**Introduction to Business** **Grades 10-12**
This course is designed to introduce students to the world of business and help prepare them for the roles they will play in our society as consumers, workers, and citizens. This course will lay a foundation for future business courses the student may take. In addition, the student will learn decision-making skills that will assist them in the work world and in becoming responsible citizens.

*This course will be offered in '12-'13.*

**Course #15209** **.5 credit/1 semester**
**Financial and Business Management** **Grades 10-12**
This one semester course is designed to give students many opportunities to understand how the world of business, banking, and finance operates; and to practice making wise financial and business decisions. Students will receive in depth information on how to make solid business and managerial decisions, the banking system, personal finance, and wealth management. Students will learn the fundamentals of investing and compete with other schools in a statewide stock market game. The course will include related Internet research, group activities, and critical thinking activities centered around current business and financial issues. Students will be afforded an opportunity to think, process, and analyze information and learn how to be successful in both their personal and professional dealings.

*This course will be offered in '11-'12 and '13-'14*

**Course #15903** **.5 credit/1 semester**
**Entrepreneurship** **Grades 10-12**
This course will help students gain an understanding of the business principles necessary to start and operate a business. Students will develop an awareness of the opportunities for small business ownership, the planning skills needed to open a small business, and explore the traits and characteristics of successful entrepreneurs. Students will learn about the knowledge needed in research, plan, and operate a business, as well as the regulations affecting small businesses. Strategies in business managing and marketing will be discussed as well as the economic role of the entrepreneur in the market system.

*This course will be offered in '11-'12 and '13-'14.*

**Course #15301** **.5 credit/1 semester**
**Business Law** **Grades 11-12**
This course teaches some of the basic characteristics of the American legal system: rights of private property, freedom of trade, the dignity and worth of the individual. Students become aware of their legal obligations and rights in order to avoid future legal difficulties. Actual cases are studied and interpreted. There will be a required field trip to the Rockingham County Court House and the House of Corrections.

*This course will be offered in '12-'13.*

**Course #15304** **1/2 credit/1 Semester**
**Accounting I** **Grades 11-12**

This course introduces accounting principles and applications to various service businesses. This class covers the accounting cycle, income determination, and basic financial reporting. Students will prepare, record, and analyze business transactions by journalizing them into formal business records. Included is a comprehensive study of the basic elements of accounting and emphasizes the nature and importance of formal accounting procedures.

**Course #15305** **1/2 credit/1 Semester**
**Accounting II** **Grades 11-12**

This course is designed as a continuation of Accounting I where students will be prepared for entry-level positions maintaining business financial records. This class is recommended for all who wish to gain a better understanding of financial operations. Our focus is on maintaining records for a partnership and merchandising business. Students will prepare and analyze various financial statements. Emphasis will be made on preparing payroll, taxation, and the utilization of specialized and subsidiary journals and ledgers. In order to provide a realistic experience, simulated business operations will be managed by the students.

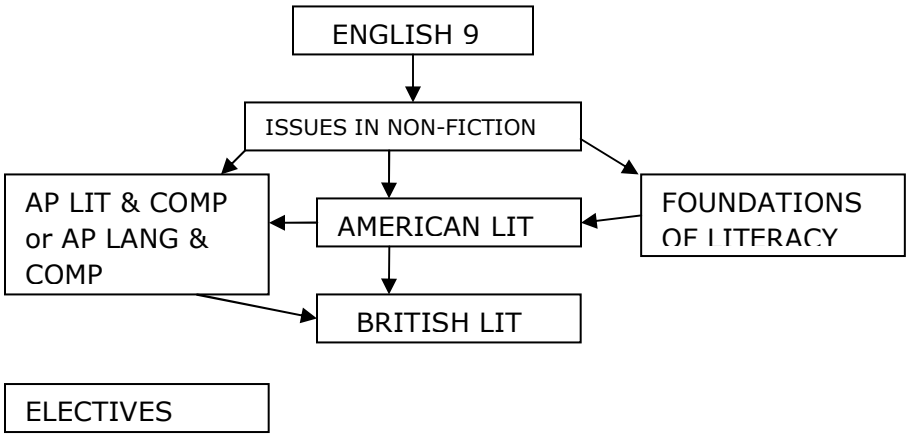
Prerequisite: Successfully completed Accounting I with a 75 or higher semester average.

**Course #15403** **1 credit/full year**
**Advanced Accounting** **Grade 12 only**

This course is an independent study class that is offered only to students who have an "A" average in the first-year accounting course. This class is one of the Project Running Start classes, in which students may earn college credit during their high school years. The class covers advanced applications, depreciation, uncollectible accounts, returns and allowances, notes payable and receivable, corporate procedures and others. There will be multiple simulation activities.

*Prerequisite:* The successful completion of Accounting with an "A" average.

**ENGLISH DEPARTMENT**




**Course #10103** **1 credit/full year**
**English 9** **Grade 9 only**
This course focuses on the major components of language arts: writing, reading, discussion and analysis of literature. Students will explore genres such as non-fiction, fiction, poetry and persuasive writing. Literature will be analyzed to develop critical thinking skills and written papers with appropriate rules of format will be assigned. Grammar and mechanics will be addressed as needed. Students will be expected to participate in class discussions and activities. By the end of the year, a wide range of writing methods and literature will be examined.

**Course #55101** **1 credit/full year**
**Freshman English Tutorial** **Grade 9 only**
Freshman English Tutorial provides extra support for students who are likely to struggle in high school English without additional supports. Students enroll in this course and Writing Workshop or Writing About Literature simultaneously. **Freshman English Tutorial does not provide an English credit; students will receive a General Elective credit instead.**

*Permission of the Instructor required.*

**Course #10201** **1 credit/full year**
**Issues in Nonfiction** **Grade 10 only**
The focus of Issues in Nonfiction is the study and analysis of nonfiction texts, as well as composing works of nonfiction. Students will look at a variety of literary material both current and historical. This course will allow students to delve more deeply into areas explored in grade 9 English, as well as cover new territory. Grammar and mechanics will be addressed as needed. Students will write multiple papers ranging from autobiography to

response to literature. In addition, students will conduct interviews of outside sources and complete a research paper on an issue of their choice.

**Course #55201** **1 credit/full year**
**Sophomore English Tutorial** **Grade 10 only**
Sophomore English Tutorial provides extra support for students who are likely to struggle in high school English without additional supports. Students enroll in this course and Issues in Nonfiction simultaneously. **Sophomore English Tutorial does not provide an English credit; students will receive a General Elective credit instead.**

*Permission of the Instructor Required.*

**Course #10301** **1 credit/full year**
**American Literature** **Grade 11 only**
This course emphasizes creative and analytical writing for a college preparatory survey of American literature. The literature whole language approach integrates literature, writing, mechanics, and vocabulary. Evaluation of mastery is based on homework, quizzes, essays, creative writing, and independent projects. There will be units on Native American literature, colonial literature, romanticism, transcendentalism, realism, African-American literature, and modernism, utilizing a variety of short stories, plays, poems, and essays, with special attention paid to New England writers, from Puritan writing to the contemporary novel*, A Prayer for Owen Meaney* (Irving). Specific focus will be the development of college standard writing, thesis exposition, and college application essays.

**Course #10303** **.5 credit/1 semester**
**Contemporary Literature** **Grades 11-12**
The purpose of this course is to expose students to a diverse body of 20th Century literature. While the merits of such literary giants as Hemingway, Faulkner, and Tennessee Williams can hardly be questioned, it is feasible to also include other perspectives while navigating our way through this vast cache of modern literature. Novels, short stories, poetry, and drama will all be reviewed and discussed in class. Some of the authors (other than Hemingway, Faulkner, and Williams) that might be covered in class include, but are not limited to, Kerouac, Kincaid, Langston Hughes, Ellison, Marquez, and Sam Shepard. Issues pertaining to race, gender, and identity will be addressed specifically through this body of literature and through the scope of 20th Century ideology and myth.
*This course will be offered in `11-`12.*

**Course #10312** **.5 credit/1 semester**
**Mass Media and Communication** **Grades 11-12**
Mass Media and Communication is an exploration of the traditional communication branches; print, radio, TV, and film with specific attention to their history, cultural significance, recent trends, and hands-on application. Possible unit topics include the ethics of journalism, Associated Press style writing, propaganda and persuasion, news editorials, the history of communications technology from the telegraph to the Internet, the cultural history of advertising, news writing, editing, management and sales in radio/TV/print, popular culture, alternative press, the First Amendment, media and politics, press freedoms, and censorship. Students will be responsible for a variety of research papers, news articles, editorials, speeches and press releases. Self-motivation and active class participation is the

key to success in the class. Attention to deadlines and leadership roles will also be crucial to the success of the class. The course will rely heavily on a close study of current affairs, from local news to global news.
*This course will be offered based on instructor availability and enrollment.*

**Course #10511** **Credit Varies**
**Multimedia Internship:** **Grades 11/12**

Designed for both the interested and the experienced, this internship will provide interns to learn the processes of:

- Writing for news (Associated Press Style)
- Video Editing
- Copy Editing
- Video Photography
- Lighting for television
- Journalism ethics and First Amendment rights
- Producing a morning news program for ETV

*Interested students should speak to their guidance counselor.*

**Course #10319** **.5 credit/1 semester**
**Drama** (Grade 10 with instructor's permission) **Grades 11-12**
In this course, students will be given the opportunity to experience drama as a significant and rewarding activity to enable students to demonstrate knowledge of the historical background of drama. The content includes, but is not limited to, recognition of the different genres of drama (tragedy, comedy, farce, melodrama, musical) and the elements of playwriting; knowledge of the different historical periods of drama and acting; knowledge of the work of important dramatists; understanding of the importance of drama as a reflection of society (the influence of cultural, literary, religious, and political forces upon drama); recognition of drama as a self-rewarding activity that involves the identification of the unique worth of the individual; the motivation behind human behavior; and the dynamics of the interpersonal relationships.
*This course will be offered based on instructor availability and enrollment. This course satisfies the Arts Requirement for graduation.*

**Course #10305** **.5 credit/1 semester**
**Mythology and Ancient Storytelling** **Grades 11-12**
Students in this course will study the stories told by people around the world, stories that seek to answer life's essential questions. Students will explore connections between the stories of various cultures and historical periods and examine how cultures are similar and different in the answers they offer to life's essential questions. Daily readings will include creation myths, hero and love stories, epic tales ("The Odyssey"), tragic drama ("Oedipus Rex") and ancient religious texts. Assignments in this course include journal and creative writing, individual and group projects, daily classroom discussions, quizzes, tests, and at least one formal paper.
*This course will be offered based on instructor availability and enrollment.*

**Course #10318** **.5 credit/1 semester**
**Women's Perspectives** **Grades 11—12**
This course, for both young women and young men, examines the lives of women through their contributions to literature and society. Students will explore the "role" of women in the world, and in the process examine their own self image, character and goals. Units of study include the following: suffrage movement, roles for women, matriarchal society, sisterhood, self-image and self-esteem. Students should expect thoughtful class discussion, oral reports, interviews with mothers or significant adult women in their lives, journal writing, quizzes, tests, an ongoing collection of media items concerning women and at least one formal paper.
*This course will be offered based on instructor availability and enrollment.*

**Course #10317** **.5 credit/1 semester**
**Multicultural Literature** **Grades 11-12**
Multicultural Literature exposes students to the world's diverse cultural heritage through the literature of Latino, Asian, African, European and Middle-Eastern writers. Students will learn to think critically about race, ethnicity and culture. Through their study of the world's various cultures, students will strengthen their understanding of the connection between literature, themselves and the world. Requirements of this course are an open mind, thoughtful class discussions, reading assignments, quizzes, journals, research, presentations and at least one formal paper.
*This course will be offered based on instructor availability and enrollment.*

**Course #10383** **1 credit/full year**
**Foundations of Literacy** **Grade 11**
Foundations of Literacy is a skills-focused course, designed as a junior-year offering for students who were in Sophomore English Tutorial. The course has a reading- and writing-intensive curriculum to prepare students to take American Literature their senior year. Learners' strategies and higher-order thinking skills will be explicitly taught.

**Course #10401** **1 credit/full year**
**AP English Literature and Composition** **Grades 11-12**
AP English Literature and Composition is a rigorous course, designed to challenge gifted and motivated Seniors. The course is taught as a college course, using university-level texts, promoting higher order thinking and discussion, and requiring the highest level of composition. Students who take this course will take the Advanced Placement Exam in the spring. It is possible for the student to earn college credit or to be exempted from a college requirement if a high enough score is achieved. *Instructor approval required.*

Prerequisite*: Sophomore instructors recommendation and successful completion of World Cultures with a grade of "B" or higher and a grade of "B" or higher in sophomore English.*

**Course #10403** **1 credit/full year**
**British Literature** **Grade 12 only**
The emphasis of this course is critical and analytical interpretation of literature, knowledge and application of literary elements, and an advanced writing program. Literature choices include novels, poetry, and short stories ranging from the Anglo-Saxons through the 20th Century. Writing skills focus on improving sentence structure and organization of multi-

paragraph essays.

**Course #10405** **1 credit/full year**
**AP English Language and Composition** **Grade 12 only**
AP Language and Composition is a course that focuses upon developing the highest level of reading and writing skills in senior students. Though often believed to be purely courses focused upon test preparation for the AP exam, AP courses are meant to take the place of college-level classes. With this in mind, AP Language and Composition has been tailored to be a class that prepares students for the rigor of college by enhancing students' understanding of English grammar, critical analysis skills, expository writing skills, and research skills. *Instructor approval required.*

**Course #19911** **1 credit/full year**
**ESOL Reading** **Grades 9-12**
This course will offer opportunities for intensive reading through content-centered language learning. ESOL Reading will focus on building vocabulary and fluency. Strategies to enhance reading for meaning will also be implemented.

*Permission of instructor required.*

**Course #19907** **1 credit/full year**
**High School Reading** **Grades 9-12**
This course is designed to provide reading instruction for high school students. The instruction will include phonics (spelling and word attack), vocabulary development, and comprehension (literal and inferential).

*Permission of Special Education Building Coordinator required.*

**Course #19908** **1 credit/full year**
**High School Basic English** **Grades 9-12**
This course is designed to provide instruction in written language and reading comprehension for high school students. The instruction will include parts of speech, sentence completeness, spelling, and vocabulary development.

*Permission of Special Education Building Coordinator required.*

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

**Course #16101** **.5 credit/1 semester**
**Food Choices I** **Grades 9-12**
Students will be introduced to basic nutrition, safety, sanitation, health and food preparation. These concepts and skills will help students make better life time food choices. Skills and principles of food preparation will be emphasized in a laboratory setting. Laboratory activities, class participation, quizzes, and monthly challenge activities will determine grades. Students will be expected to provide and keep a notebook for this course.

**Course #16201** **.5 credit/1 semester**
**Food Choices II** **Grades 10-12**
Students will develop additional skills and concepts as they participate in laboratory activities, which will emphasize meal planning and preparation. Additional activities will include International Meals and Food for Special Occasions. Laboratory activities, class participation, quizzes, and monthly challenge activities will determine grades. Students will be expected to provide and keep a notebook for this course.

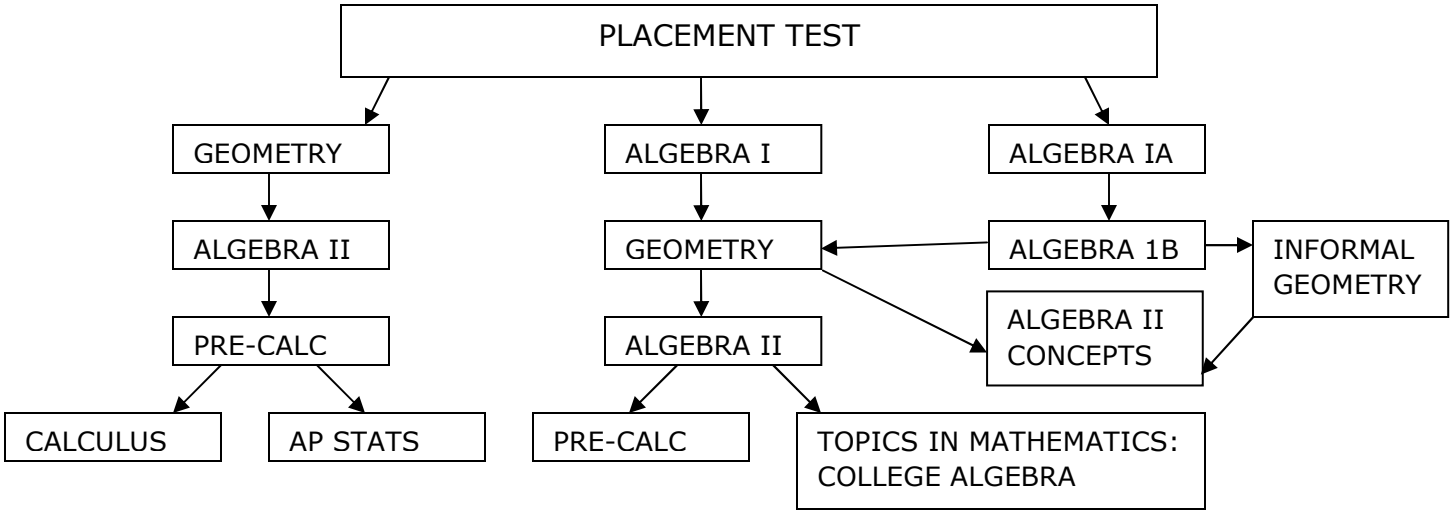
*Prerequisite: Successful completion of Food Choices I.*

**Course #16209** **.5 credit/1 semester**
**Child Development** **Grades 10-12**
Students will develop the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus will be on research-based nurturing, parenting practices and skills. Through this course, students will develop realistic expectations for children and how best to foster their physical, social, emotional, and psychological development. Students will develop abilities to interact positively with children in preparation to become better parents or caregivers. Projects, class participation, exams, and challenge assignments will determine grades. Students will be expected to keep a notebook for this course.

**Course #16309** **.5 credit/1 semester**
**Relationships** **Grades 11-12**
Students will examine factors that shape their behavior and beliefs. Students will be encouraged to develop realistic and helpful guidelines that will ultimately influence their interactions with other people and determine their decision-making habits. Students will contribute to discussion topic ideas. Depending on student interest, topics could include: building a positive self-concept; success versus failure; feelings and emotions; relationships with friends and family. The relationship between individual, family, and societal issues will be examined. Exams, weekly assignments, research papers, class participation, and personal perspective papers will determine grades.

**MATHEMATICS DEPARTMENT**

Starting with the class of 2012, all Epping eighth graders will be required to take an Algebra placement test. Depending on the students score of this test as well as data from NWEA scores, the students will be placed in an appropriate math class. Algebra IA and IB classes have been created to cover the material covered in the traditional one year Algebra I course at a slower pace to ensure a mastery of the material by all students so they can move successfully through their subsequent math courses. Algebra IA and IB will be worth one credit each and together will satisfy the new state requirement for all high school students to successfully complete Algebra.




**Course #12903** **1 credit/full year**
**Fundamentals of Math** **Grades 9-12**

This course is designed to provide the structure and instruction that will increase each student's basic math and critical thinking skills. The intent is to prepare them for higher-level math courses and/or post-secondary living. Students will learn how mathematics can be used to help in the decision-making process that is vital to their successful employment and independent living. A students' progress will be measured through homework assignments, class participation, projects, tests, and quizzes. Effort and preparedness are also factored into the assessment.

*Permission of the Special Education Building Coordinator is required.*

**Course #12101** **1 credit/full year**
**Algebra I** **Grades 9-12**

The goal of the course during the first semester is to help students to become critical thinkers by developing problem solving strategies. Topics to be covered include statistics, solving equations and inequalities, graphing, rates, ratios, proportions, probability, and applications. The semester two goal of this course is to help students to become critical thinkers by developing problem-solving strategies and understanding how mathematics can be used to help in the decision-making process. Topics to be covered include factoring,

polynomial expressions, rational expressions, solving simultaneous systems of equations, exponential functions, permutations, combinations, and graph theory. Student progress will be evaluated through homework, class projects, quizzes, and tests.

**Course #12103** **1 credit/full year**
**Algebra IA** **Grades 9-12**
The goal of this course is to help students become critical thinkers by developing problem solving strategies. Topics to be covered include: a thorough review of pre-algebra skills; statistics; solving equations and inequalities; graphing; rates; modeling linear relationships; ratios; proportions; probability; and applications. Student progress will be evaluated through homework, class projects, quizzes and tests.

**Course #12105** **1 credit/full year**
**Algebra IB** **Grades 9-12**
The goal of this course is to help students become critical thinkers by developing problem-solving strategies and understanding how mathematics can be used to help in the decision making process. Topics to be covered include: factoring; operations with polynomial expressions; rational expressions; solving simultaneous systems of equations; exponential functions; and graph theory. Student progress will be evaluated through homework, class projects, quizzes and tests.

**Course #12107** **1 credit/full year**
**Algebra Concepts** **Grades 9-12**
This course is designed to provide the structure and instruction that will help students to become critical thinkers by developing problem-solving strategies and understanding how mathematics can be used to help in the decision-making process. Topics to be covered include: arithmetic with numbers, linear equations with one variable, exponents and polynomials, factoring, fractions and algebra, linear equations and data analysis, and statistics and probability if time allows.

*Permission of the Special Education Building Coordinator is required.*

**Course #12222** **1 credit/full year**
**Informal Geometry** **Grades 9-12**
The goal of this course is to introduce students to the concepts of geometry without the formal proof process. Topics include: measurement of length; angles; perimeter; area; volume; classifying polygons; proving and applying congruence; parallel lines; Pythagorean theorem; similarity; proportionality; right triangle trigonometry applications; and inductive reasoning. Student progress will be evaluated through homework, class projects; quizzes and test.

**Course #12201** **1 credit/full year**
**Geometry** **Grades 9-12**
The goals of this course are to prepare students for further study in mathematics and to increase their problem-solving skills. The major topics that will be covered include: pattern recognition, inductive/deductive reasoning, classifying triangles, proofs, coordinate geometry, parallel lines, and triangle congruence. Semester two is a continuation of the semester one course and includes the following topics: areas, volumes, symmetry and

translations, similarity and proportionality, right triangles, circles, matrices.

*Prerequisite: Successful completion of Algebra I.*

**Course #12301** **1 credit/full year**
**Algebra II** **Grades 10-12**

This course is designed to be the third year of high school mathematics. The material covered is roughly equivalent to that covered in the first Algebra course in college. Students successfully completing Algebra II will be well prepared for any of the next three high school math courses. Major topics include mathematical modeling, linear functions, exponential functions, quadratic functions, logarithmic functions, radical functions, polynomial and radical functions, solving systems of equations, probability, sequences and series and discrete mathematics. Students are required to maintain a comprehensive three-ring notebook. TI 84 graphing calculators are used extensively and students are expected to master this technology. Students are strongly urged to have their own.

*Prerequisite:* Algebra *I (C or better), Geometry (C or better)*

**Course #12303** **1 credit/full year**
**Algebra II Concepts** **Grades 11-12**

Algebra Concepts is designed for students who wish to take an Algebra II course at a non-prep college level. The class will begin with a review of Algebra I fundamentals, and then continue with linear equations and functions, inequalities, quadratic equations and functions, polynominals, rational expression, powers, roots, radicals, fractional exponents, exponential and logarithmic functions, conic sections, trigonometry, permutations, combinations, probability and series, complex numbers, mathematical induction, operations with functions as well as measurement and statistics. Student's progress will be measured through homework assignments, class participation, projects, tests and quizzes. Effort and preparedness are also factored into the assessment.

**Course #12401** **1 credit/full year**
**Pre-Calculus** **Grades 11-12**

This course is designed for college bound Juniors and Seniors who have very strong math skills and interest. The first semester covers a brief review of Algebra II, as well as typical pre-calculus topics including linear, quadratic, polynomial and trigonometric functions. Students will be evaluated primarily on test and quiz grades. The second half of the course is a college level calculus, highly steeped in applications involving social, life, and physical sciences. Topics will include limits, differentiation and its applications as well as integration and its applications. Students will be evaluated primarily on test and quiz grades.

*Prerequisite: Algebra II with a "C" or better*

**Course #12403** **1 credit/full year**
**Advanced Math: College Algebra** **Grades 11-12**

This course is geared toward the college bound Junior or Senior who would like to take a fourth year of Mathematics. Topics will include college algebra, probability, statistics,

trigonometry and problem solving. This course will provide continuity in a student's mathematics learning to ease the transition to college mathematics. It is important for Seniors to prevent the difficulties that result from missing a year of mathematics the year before entering college.

*Prerequisite:* Algebra II

**Course #12501** **1 credit/full year**
**Advanced Placement Calculus AB** **Grades 11-12**

This is a full year college level introductory course in Calculus. The topics covered prepare students who have already studied college preparatory mathematics to perform acceptably on a college level. Students who take AP Calculus will take the Advanced Placement Exam in the spring. It is possible for them to earn college credit or to be exempted from a college requirement if a high enough score is achieved.

*Prerequisite: Pre-Calculus with a "C+" or better.*

**Course #12503** **1 credit/full year**
**Advanced Placement Statistics** **Grades 11-12**

The purpose of the advanced placement course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be able to explore data using graphical and numerical techniques to study patterns and identify departures from patterns. They will also collect data according to a well-developed experimental design when a valid conjecture is to be obtained. The second half of the course focuses on selecting appropriate models for statistical inference. The use of probability as a tool is taught throughout the course. A TI-83 calculator is required. Students who take AP Statistics will take the Advanced Placement Exam in the spring. It is possible for them to earn college credit or to be exempted from a college requirement if a high enough score is achieved.

*Prerequisite: Pre-Calculus with a "C" or better, if not currently enrolled in Pre-Calculus.*

**MUSIC DEPARTMENT**

**Course #17901** **1 credit/full year**
**Concert Band** **Grades 9-12**

The Concert Band welcomes all high school students that play a wind or percussion instrument. The band will concentrate on the performance of high quality concert band literature. All scheduled performances are a required element of this course. Dedication to improvement of skills and musical knowledge is essential to participate in concert band. Students will be expected to perform assignments regularly with emphasis on rhythm reading and producing an appropriate tone. Individual practice outside of rehearsal is required. Any student with little or no experience is welcome. Please see the band director to get started on an instrument during the summer.

**Course #17905** **1 credit/full year**
**Chorus** **Grades 9-12**

The High School Chorus is a performing ensemble of students who sing and learn beginning rhythms, musical notation and vocal anatomy. Vocal technique, music reading, choreography, rehearsal technique and performance discipline are developed in depth as members prepare for a variety of performances and festivals throughout the year. Interested students must be able to match pitch, be committed to quality results and possess a willingness to try new things.

## PHYSICAL EDUCATION DEPARTMENT

**Course #18101** **.5 credit/1 semester**
**General Physical Education** **Grades 9-12**

The focus during semester one will be to teach basic fitness components and the overall importance of fitness. The students will be involved in activities such as developing fitness plans, walking programs, aerobics, and leisure activities. The students will be required to reach a basic fitness level and take a written final. Semester two will focus on teaching basic fitness components and the overall importance of fitness. The students will be involved in activities such as fitness, introductory team and individual sports, and leisure activities. The students will be required to reach a basic fitness level and take a written final.

**Course #18103** **.5 credit/1 semester**
**Competitive Physical Education** **Grades 9-12**

The first semester of this course is designed for students desiring a more competitive physical education experience. Students will be involved in team sports such as football, lacrosse, soccer, basketball, ultimate Frisbee, handball, badminton, and others. Topics such as strategy, philosophy, and rules will be discussed during class. Tournament play and competitive games will be involved in each unit. Students will be expected to reach proficient levels of fitness and take a written final on the rules and history of each activity. In semester two, students will be involved in individual sports and activities such as bowling, badminton, weight jump rope, aerobic activities, nutrition planning, and weight management. Students will be expected to reach personal fitness goals developed with the instructor. Students will be required to take a written and practical fitness test as a final.

**Course #18301** **.5 credit/1 semester**
**Weights and Fitness** **Grades 11-12**

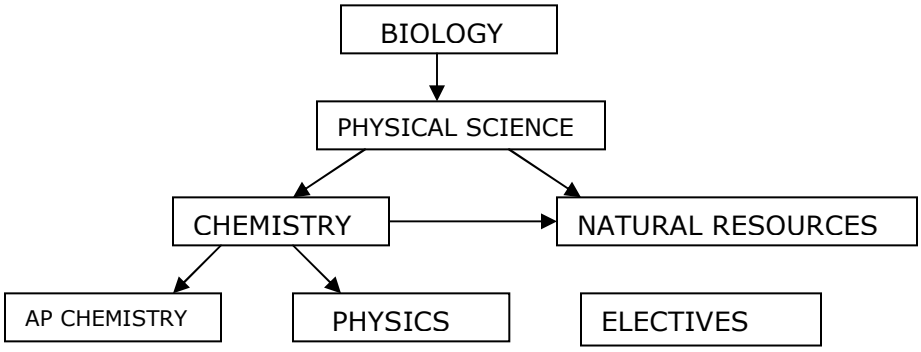
Weights and Fitness is an introductory course to basic fitness. Muscular strength and endurance will be explored through aerobic activities, and flexibility explored through various stretching techniques and exercises. This course is an elective course offered to Juniors and Seniors who have completed their general/competitive PE requirement. Sophomores wishing to take the course will be accepted only if space is available.

## HEALTH DEPARTMENT

**Course #18503** **.5 credit/1 semester**
**Health Education** **Grades 10-12**

This course is a survey of Health concepts that are in line with the National Health Education Guidelines. The curriculum is written following the New Hampshire Health Education Curriculum Guidelines. The course focuses on coaching students in the exploration of health concepts relating to risk and wellness behaviors. The course also analyzes decision making and the effects these decision have on health promotion and disease prevention throughout life. The students are encouraged to take personal responsibility for becoming health literate consumers.

**SCIENCE DEPARTMENT**




**Course #13101** **1 credit/full year**
**Biology** **Grade 9 only**
The first semester focuses on an in-depth study of cellular processes, genetics, evolution, and the scientific method. The second semester covers classification of organisms, ecology, and an extensive look into each of the Kingdoms of Life. Themes and concepts will reappear throughout the course. There is a strong focus on laboratory procedure and safety during both semesters. Students are required to keep a scientific binder for this course.

**Course #13201** **1 credit/full year**
**Physical Science** **Year?**
The first semester of the course will focus on introductory physics concepts. Core topics include the scientific method, measurement, motion and forces, heat and phase changes, and waves and magnetism. The second semester will focus on introductory chemistry concepts, but will include coverage of earth science and astronomy concepts. The core topics include scientific method, states of matter, atomic models and the periodic table, chemical reactions, acids and bases, Earth's geologic cycles and theories for the creation of the solar system. Students are required to keep a comprehensive 3-ring notebook or binder. Laboratory activities are integrated into the course.

**Course #13301** **1 credit/full year**
**Natural Resources** **Grades 11-12**
In this course students will study the many aspects of Earth science and ecology. The majority of the first semester will be spent studying the formation of rocks and minerals, the architecture of the earth, and ocean and atmospheric interactions. Second semester will include ecosystem dynamics, climate change, diminishing and alternative fuel sources, and exotic species case-study.

**Course #13303** **1 credit/full year**
**Chemistry** **Grades 11-12**
Chemistry is the central science; the fundamental concepts of chemistry provide a foundation from which the other sciences are understood. Chemistry is also a college preparatory course intended to help students academically prepare for college. Along with the fundamental concepts of general chemistry, problem solving skills and critical thinking

skills will be taught. The laboratory component of the course is designed to engage the student in learning chemistry concepts by doing chemistry. Topics covered in this course include: atomic structure, the periodic table, stoichiometry, acids and bases, chemical reactions and applications of chemistry.

*Prerequisites: Successful completion of Algebra I.*

**Course #13305** **.5 credit/1 semester**
**Anatomy and Physiology** **Grades 11-12**
This course covers the anatomy and physiology of animals and humans. Topics include the cell, types of tissues, the skeleton, the nervous system, circulatory system, lymphatic system, respiratory system, digestive system, excretion, reproduction and development.

**Course #13307** **.5 credit/1 semester**
**Aquatic Biology** **Grades 11-12**
This course covers fresh water and marine systems. Freshwater systems include types of standing and flowing waters, nutrient balance, and biotic interactions. Marine systems include ecology of marine ecosystems and abiotic factors such as wave motion and chemical properties.

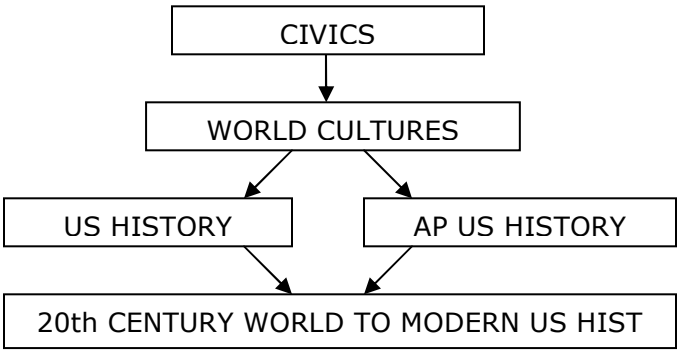
**Course #13401** **1 credit/full year**
**Physics** **Grade 12 only**
Physics is a fundamental science that studies how matter and energy interact, and it provides a foundation from which the other sciences are understood. This course in physics is a college preparatory course intended to help students academically prepare for college. Along with the fundamental concepts of general physics, problem solving skills and critical thinking skills will be taught. Topics covered in this course include: mechanics, heat, sound, light, electricity & magnetism, atomic & nuclear physics and relativity.

*Prerequisite: Successful completion of Algebra I*.

**Course #13403** **2 credits/full year**
**AP Chemistry** **Grade 12 only**
AP Chemistry is equivalent to a college freshman chemistry course designed for chemistry majors. This course is geared toward highly motivated students with interests in chemical and physical sciences. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. AP Chemistry builds on concepts covered in Chemistry, using greater detail in concept exploration and laboratory investigation. This course prepares students to take the AP Chemistry exam. AP Chemistry topics include atomic theory, chemical bonding, phases of matter, solutions, types of reactions, equilibrium, reaction kinetics, and thermodynamics. AP Chemistry meets for a full block on both A and B days.

*Prerequisite: Completion of Chemistry with a grade of 'B' or better and completion of Algebra II with a grade of 'B' or better.*

## SOCIAL STUDIES DEPARTMENT




**Course #11201** **1 credit/full year**
**Civics** **Grade 9 only**

This required course will prepare students to learn the rights and responsibilities necessary to be productive citizens while developing decision-making skills. Special attention will be given to origins of American Government, the Constitution and how the three branches of government function at the national and state level. The political party process will be integrated into the study of civics in an effort to help students define their role in the democratic process. Students will be expected to complete research and projects; tests and quizzes; and to continually improve critical thinking and writing skills in order to master the competencies of this course.

**Course #11101** **1 credit/full year**
**World Cultures** **Grade 10 only**

This required course will provide students with an understanding of the interdependence of the cultural, economic, geographic, religious and political factors that have shaped selected developed and developing nations in the world. Students will further explore how the interaction of these countries today affects human rights. Proof that the class competencies have been met will be demonstrated by successfully completing reading assignments; participating in class discussions, using research skills, completing projects and passing tests and quizzes.

**Course #11309** **1 credit/full year**
**20th Century World to Modern World History** **Grades 10-12**

This course will emphasize 20th Century history starting with the industrial revolution through America's world wars to help students better understand current events. First semester special emphasis will be placed on the legacy of imperialism in Africa, India, and Latin America and the fight for human rights as nations of each continent gained independence. Second semester the 20th Century in the post-war era, as a framework for understanding modern global society and the interdependence of these nations in today's world will be emphasized. This semester will place special emphasis on the Middle East, Eastern Europe, and East Asia. The main goal of the course is to have students develop

high levels of competency in research and reasoning skills through a variety of tasks including simulations, research, debate, and writing assignments.
*This course will be offered based on instructor availability and enrollment.*

**Course #11301** **1 credit/full year**
**US History** **Grade 11 only**
This required course is designed to highlight major historical events from pre-colonial times to events of the 20th century. Students will explore these events through themes that will emphasize: conflict and cooperation through wars; civic ideals and practices through the establishment of federalism; social, political and economic change through slavery and the industrial revolution; equality and authority through civil rights; and how science and technology have shaped the United States today. Further development of writing skills and critical thinking will be required to **master** the competencies of this course.

**Course #11305** **1 credit/full year**
**Advanced Placement US History** **Grades 11-12**
This is a college-level course that, in semester one, covers an in-depth survey of American history from pre-colonial times through Reconstruction and the West. Students will be required to read selected books and pieces of literature in addition to the text. Students will focus on essay writing, inquiry-based projects, examination of primary documents, and research. During semester two, the course covers an in-depth survey of American history from the Gilded Age through present day. Students will be required to read selected books and pieces of literature in addition to the text. Students work will focus on essay writing, inquiry based projects, examination of primary documents, and research. Students taking an AP course must have a high level of motivation and exemplary work habits. This course will make demands on students equivalent to those made on students in an introductory level college course. Students who take AP US History will take the Advanced Placement Exam in the spring. It is possible for them to earn college credit or to be exempted from a college requirement if a high enough score is achieved.

*Prerequisite: A student's acceptance into the course will be based in part on recommendations from that student's English Teacher and History Teacher; students will be expected to have a yearly average of B or better in each class. The successful completion of a summer project is also mandatory for enrollment.*

## TECHNICAL EDUCATION DEPARTMENT

**Course #20101** **.5 credit/1 semester**
**Technology Education I** **Grades 9-12**
Topics in Tech Ed I could include basic and advanced woodworking, problem-solving activities, and drafting.

**Course #20201** **.5 credit/1 semester**
**Technology Education II** **Grades 9-12**
This is a course offered in the area of woodworking. The course will focus on furniture and cabinet making using the skills acquired in Tech Ed I. Students will learn joinery techniques, along with finishing during this course.

*Prerequisite: Tech Ed I*

**Course #20103** **1 credit/full year**
**Computer Aided Drafting (CAD)** **Grades 9-12**
The first semester will focus on basic drafting styles on a computer. This course will enable the first time user to learn geometric construction, dimensioning, tolerant and drawing layout as well as plotting drawings. The second semester will focus on reinforcing skills learned in CAD I and developing an increased expertise.

**Course #20301** **.5 credit/1 semester**
**Advanced Lathe Fundamentals** **Grades 11-12**
This is an advanced course specializing in various types of advanced wood turning techniques such as bowl turning, hollow vessel turning, and micro detail turning. The course will cover proper use and care of lathe and turning tools, as well as proper turning techniques and safety. Work will be done in domestic as well as exotic woods.

*Instructor approval is required.*

**Course #20203** **.5 credit/1 semester**
**Computer Aided Manufacturing (CAM)** **Grades 11-12**
This is a course in the area of manufacturing with the aid of computers. Students will learn programming, part design, and basic manufacturing techniques.

*Prerequisite: Successful completion of CAD.*

**Course #20303** **.5 credits/1 semester**
**Power Mechanics I** **Grades 10-12**
This "hands on" course introduces students to basic 4-stroke engine fundamentals. Students will learn about proper repair/overhaul, operation, and maintenance, of horizontal and vertical shaft 4-stroke engines. Various “hands on” activities will be incorporated in the areas of electrical, fuel/carburetion, compression, and intake/exhaust.

In addition, basic dc low voltage electricity will also be covered. Students may be required to write on various power mechanics topics.

**Course #20305** **.5 credit/semester**
**Alternative Energy I** **Grades 10-11**

This "hands on" course introduces students to basic alternative energy options, fundamentals, and conservation. Students will learn about solar (photovoltaic), wind power, hydroelectric/wave power, and geothermal power. Various "hands on" activities will be incorporated in the areas of solar power and wind power.

In addition, basic dc voltage electricity will also be covered. Students may be required to write on various alternative energy topics.

**WORLD LANGUAGE DEPARTMENT**

*"Those who know nothing of a foreign language, know nothing of their own."*
*- J.W. von Goethe -*

*The aim of the World Language Program is to have the maximum amount of students in the district engage in the magnificent adventure of discovering a new language, culture, and a new world vision. During this voyage, students will connect their newfound knowledge to their other disciplines, leading to enriched experiences in school and in their community. The program follows the Communication, Culture, Connection, Comparison, and Community competencies set forth by the state.* ***It is strongly recommended that all students interested in taking a foreign language begin their Year I courses by 9th grade, 10th at the latest.***

## FRENCH

*All students will be expected to be active participants in the classroom. Students will be required, on several occasions, to present information in front of the classroom, perform in skits, and engage in conversation activities in groups or with the instructor. Students will also be required to complete writing prompts and essays to assess their mastery of written communication and grammar in French.*

**Course #21101** **1 credit/full year**
**French I** **Grades 9-10**

This is an introductory course designed to develop the basic skills of listening, speaking, reading, and writing French. Although the use of these skills will be limited, at the conclusion of the course students should be able to carry on a short conversation with a native speaker in the present tense about themselves, their family, and their community. Students should also be able to talk briefly in English about several cultural differences and similarities between the American culture and that of one other Francophone country.

*Grade of "C" or better required to move on to French II, or instructor approval*

**Course #21201** **1 credit/full year**
**French II** **Grades 9-11**

This course is designed to continue the development of the four basic skills introduced in French I. Although the use of these skills will still be limited, at the conclusion of the course students should be able to carry on a short conversation with a native speaker in the present and past tenses about themselves, their family, and their community. The conversation should be sustained to reflect the acquisition of additional vocabulary. Students should also be able to talk briefly in English about Paris and one other French cities.

*Prerequisite: A grade of "C" or better in French I, or instructor approval.*
*Grade of "C" or better required to move on to French III, or instructor approval.*

**Course #21301** **1 credit/full year**
**French III** **Grades 10-12**

This course concentrates on reinforcing the basic skills as well as developing the student's speaking and reading ability. Students should be able to carry on a more extended

conversation with a native speaker in the indicative, imperative, and subjunctive moods of the various tenses (present, past, future, conditional, and imperfect). A conversation should be able to be sustained and should include more complex discussions of issues concerning daily life and various Francophone cultures.

*Prerequisite: A grade of "C" or better in French II, or instructor approval.*
*Grade of "C" or better required to move on to French IV,*

**Course #21401** **1 credit/full year**
**French IV - H** **Grades 11-12**
See French V – Honors Description Below.

*Prerequisite: A grade of "C" or better in French III, instructor conference and approval.*
*Grade of "C" or better, instructor conference and approval required to move on to French V.*

**Course #21501** **1 credit/full year**
**French V - H** **Grade 12 only**
Since levels IV and V are a combined class and taught together, this curriculum has been structured in a two year alternating rotation. This program aims at building students proficiency in all four language skills (reading, writing, listening, and speaking). It also stresses the enhancement of their knowledge of the multi-cultural facets of the French speaking world. Students are invited on a fascinating journey through the Francophone world via engaging readings, thought provoking activities, authentic listening passages, French feature length films, and internet activities. This program is completed by a number of thematic 'modules' and a variety of literary documents, allowing students to obtain a diversified view of French history, literature, and fine arts. **These are Honors Level Courses.**

*Prerequisite: A grade of "C" or better in French IV, instructor conference and approval.*

## SPANISH

*All students will be expected to be active participants in the classroom. Students will be required, on several occasions, to present information in front of the classroom, perform in skits, and engage in conversation activities in groups or with the instructor. Students will also be required to complete writing prompts and essays to assess their mastery of written communication and grammar in Spanish.*

**Course #21111** **1 credit/full year**
**Spanish I** **Grades 9-10**
This is an introductory course designed to develop the basic skills of listening, speaking, reading, and writing Spanish. Although the use of these skills will be limited, at the conclusion of the course students should be able to carry on a short conversation describing themselves, their family, and their community. Students should also be able to talk briefly in English about several cultural differences and similarities between the American culture

and that of one other Spanish country.

*Grade of "C" or better required to move on to Spanish II, or instructor approval.*

**Course #21211** **1 credit/full year**
**Spanish II** **Grades 9-11**
This course continues the development and improvement of the basic skills with increased emphasis on speaking, reading, and writing. Students are introduced to the past tense of verbs, and should be able to describe what they, and others, did in the past. Students will also be introduced to the three main native pre-Columbian cultures: Aztecs, Incas, and Mayas.

*Prerequisite: Grade of "C" or better in Spanish I, or instructor approval.*
*Grade of "C" of better required to move on to Spanish III, or instructor approval.*

**Course #21311** **1 credit/full year**
**Spanish III** **Grades 10-12**
While the basic skills are always reinforced, students will be required to summarize Spanish Language News Articles as part of a Current Events/Writing Prompt on a regular basis. Students will be introduced to verb tenses beyond the Present and Past Tenses in order to be able to describe future plans and what events took place during another event. Students will analyze the evolution of Mexico City from being the capital of the Aztec empire to becoming one of the largest cities in the world. Students will also compare the Spanish Civil War to that of the American Civil War.

*Prerequisite: Grade of "C" or better in Spanish II, or instructor approval.*
*Grade of "C" or better in Spanish III, instructor conference and approval required to move on to Honors Spanish IV.*

**Course #21411** **1 credit/full year**
**Spanish IV - H** **Grades 11-12**
This course reinforces the content learned in previous levels, while bridging the gap between communication and culture through the use of 'culture and reading modules' in Spanish. Students will also be exposed to essays, presentations, and dictation exercises on a regular basis. Students will be introduced to the Subjunctive Tense, and at the end of the course should be able to communicate (verbal and written) by synthesizing all the content learned throughout their Spanish career. On occasion students will be exposed to college level material, as an introduction to college level Spanish. ***This is an Honors Level course.***

*Prerequisite: Grade of "C" or better Spanish III, instructor conference and approval.*
*Grade of "C" or better Spanish IV, instructor conference and approval required to move on to Honors Spanish V.*

**Course #21511** **1 credit/full year**
**Spanish V - H** **Grade 12 only**
This culture and literature intensive course will expose students to the history of Spanish

literature and culture. Students will be exposed to Spanish Language novels such as *El Cid, La Celestina, Lazarillo de Tormes, Don Quijote,* and other works form Spanish speaking authors. Opposite from Spanish IV, students will receive 'grammar and communication modules' to reinforce communicative skills learned in previous sections and learn new concepts. On occasion students will be exposed to college level material as an introduction to college level Spanish. **This is an Honors Level course.**

*Prerequisite: Grade of "C" or better in Spanish IV, instructor conference and approval.*

## GENERAL COURSES

**Course #55501** **0 credit/1 semester**
**Credit Recovery Lab** **Grades 10-12**

Credit Recovery Lab provides students with access to NovaNET computer-based instruction. Students may earn credits in a variety of courses; however, students may not take courses that they have not previously taken through regular instruction. Students are supervised and provided support. In some circumstances, enrollment in Credit Recovery Lab may be mandatory.

*Permission of the Director of Guidance is required.*

**Course #55913** **.5 credit/1 semester**
**SAT Prep** **Grades 10-12**

This course prepares students for taking the Scholastic Aptitude Test. The focus will be on areas requiring review to prepare for the SAT. In addition to test preparation, students will begin the college exploration and application process.

**SAT Prep will be scheduled after school. Please note that arrangements have been made so that SAT Prep will not conflict with athletic practices and events.**

**Course #19951** **1 credit/full year**
**Life-Centered Skills** **Grades 10-12**

This course is designed to provide the critical skills and outcomes for high school students to make a successful transition from high school to work and the community. Topics to be covered include managing money, caring for personal health, eating at home and in the community, cleaning and purchasing clothing, exhibiting socially responsible behavior, developing and maintaining relationships, and communicating with others. The instructional and training activities will occur both in school and in the community to promote the skills students need to succeed at school, at home, and in the community.

*Permission of the Special Education Building Coordinator is required.*

# APPENDIX: SEACOAST SCHOOL OF TECHNOLOGY (SST)

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 position, and for responsible citizenship.

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

SST 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?**

Juniors and Seniors are eligible to attend SST. Students in grades 10-12 are eligible to enroll in Biotechnology. Students in grades 10-12 are eligible to enroll in Pre-Engineering. Applications are available at your 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.

**Course #99918** **2 credits/year**
**SST—Animal & Plant Science I**
**Course #99919** **2 credits/year**
**SST—Animal & Plant Science II**

Do you like cats, dogs, horses and other animals? Are you going to major in a biological science in college? Maybe you have a green thumb and enjoy floral design and working in a greenhouse. Students will work with both animals and plants to become familiar with the many different skills and challenging career opportunities. Veterinarian, kennel technician, barn manager, aquaculturist, floral designer and greenhouse manager are just a few of the jobs in this endless career field. Students who complete two years of this course with a C or better will meet their Biology requirement for graduation. **College credit for Introduction to Veterinary Technology at Great Bay Community College is offered. Successful completion of Algebra I and Chemistry before graduation is required to receive college credit.**

**Course #99922** **2 credits/year**
**SST—Automotive Technologies I**
**Course #99923** **2 credits/year**
**SST—Automotive Technologies II**

As the automotive industry continues to evolve with sophisticated electronics-based vehicles, so too does the demand for highly-skilled technicians who have an understanding of all aspects and fundamentals of the modern automobile. In this class, you will learn about all automotive systems - bumper to bumper. Students use quality Snap-On hand tools and sophisticated diagnostic equipment, including a 4-wheel computer alignment machine and hand-held and laptop-based diagnostic scan tools, to develop professional automotive skills. This program is proud to be certified by the National Automotive Technicians Education Foundation (NATEF), the educational arm of the National Institute for Automotive Service Excellence (ASE) and Automotive Youth Educational Systems (AYES). **Through the AYES Program, qualified students receive paid internships during the summer at local automotive dealerships.** AYES interns receive tools and uniforms while at the dealerships. Interested students compete in state and national SkillsUSA competitions and other events that provide the opportunity to earn college scholarships and awards.

**Course #99927** **2 credits/year**
**SST—Biotechnology I**
**Course #99929** **2 credits/year**
**SST—Biotechnology II**
**Course #99930** **1 credit/year**
**SST—Biotechnology III**

Biotechnology is a college preparatory program designed for students wanting to pursue a areer in the medical field as a medical doctor, researcher, geneticist, pathologist, biochemist or forensic scientist, among others. Honors or college prep credits can be contracted for. The course is approved for 15 college credits through Project Running Start. Microbiology and Biology college credits can be earned. Students who successfully complete Biotechnology I may be eligible for Biotechnology II and III (internship) on a competitive basis, as well as Health Sciences I and Animal and Plant Science I. A great deal of independence and preparedness for college level work is required. Successful completion of Chemistry is recommended. Prerequisites: Freshmen Science (B or better) and Algebra I (or taken concurrently).

**Course #99924** **2 credits/year**
**SST—Building Construction Technologies I**
**Course #99925** **2 credits/year**
**SST—Building Construction Technologies II**

Students interested in a career in **Building Construction Technologies** will learn skills in a variety of areas including carpentry, blueprint reading, hand and power tool instruction and safety procedures. The SST Multi-Trades Lab will give students the opportunity to explore plumbing, masonry, HVAC and electrical careers. Students will construct small building projects at SST and also work on a variety of construction/renovation projects in our local communities. Skills taught in this program include framing and remodeling, estimating, materials usage and installation, staging set-up and safety, basic electrical installation, plumbing fabrication and energy efficient/green building practices.

**Course #99932** **2 credits/year**
**SST—Early Childhood Education I**
**Course #99934** **2 credits/year**
**SST—Early Childhood Education II**

Are you interested in a career in education? This course focuses on the development of children from birth to age six, theories of child development, and the applications of these theories in preparation for a successful teaching career. As an assistant teacher in **The Wright Start Preschool,** you'll help young children grow and develop by managing all aspects of the preschool program. You'll gain valuable leadership skills, work with parents, participate in job shadow and internship activities, and work in the community through volunteer activities. Graduates of this program attend 4-year and 2-year colleges to earn teaching and teaching assistant certificates at all educational levels. **Project Running Start college courses include Learning Environments for Young Children & Health, Nutrition and Safety.**

**Course #99943** **2 credits/year**
**SST—Computer Programming I & II**
**Course #99944** **2 credits/year**
**SST—Advanced Programming**

**Computer Programming is a series of semester courses.** Students may elect to take one or several courses in this sequence. All courses are aligned with the Community College System of NH and may be taken for college credit through Project Running Start. The first course in the series will be an introductory course - Computer Programming I. Students are expected to have Windows experience and a solid math background before taking this class. CP I introduces programming languages and teaches students how to develop software through the use of Visual Basic. **Programming theory and logic will be presented through interesting projects involving problem solving and computer game creation.** CP I or Permission of Instructor is required for advanced courses. Additional courses include Computer Programming II, Advanced Programming/Java, Advanced Programming/C++.

**Course #99936** **2 credits/year**
**SST—Culinary Arts I**
**Course #99938** **2 credits/year**
**SST—Culinary Arts II**

**Culinary Arts** students participate in two businesses - a restaurant open to the public and a catering business. Students learn the basics of commercial baking, garde manger, cooking techniques, presentation and service. Extensive training is also provided in food safety, personal hygiene and kitchen safety. SST's **NEW** Culinary Arts teaching kitchen is among the best in the state and includes all of the same stations and equipment found in any large commercial restaurant. Students are members of **SkillsUSA** and compete locally and nationally, as they build their leadership and professional skills. **College credit through Project Running Start is offered and many students continue their education at highly respected culinary arts colleges.**

**Course #99945** **2 credits/year**
**SST—Digital Communications I**
**Course #99946** **2 credits/year**
**SST—Advanced Digital Communications**
**Digital Communications is a series of semester courses.** Students may elect to take one or several courses in this sequence. Computer Graphics or Permission of Instructor is required for advanced courses and students may contract for Honors level. **Computer Graphics, Animation, Web Design and Video Production are aligned with the Community College System of NH and may be taken for college credit through Project Running Start.** The first course in the series is Introduction to Computer Graphics. Students will study graphic design using Illustrator and Photoshop. Introduction to Animation will allow students to explore the world of 3D modeling and animation. Students will use Flash to create 2D animations and interactive multi-media presentations. Introduction to Web Design will teach students how to create web pages using HTML, CSS and Dreamweaver. Introduction to Video Production will cover camera use and techniques, lighting, video capture and editing and final production. Students will edit and add effects to their videos using Premiere Pro. All courses offer opportunities to work with the SST communities and local businesses.

**Course #99948** **2 credits/year**
**SST—Health Sciences & Technologies I**
**Course #99950** **2 credits/year**
**SST—Health Sciences & Technologies II**
**This is a two-year sequence for juniors and seniors interested in the health field and the various career opportunities available. Most students in this program will require a college-level education and/or additional postsecondary training to achieve their career goals. Students taking College Prep level courses can contract for Honors level status.** Students begin to develop the necessary skills for further education and training in various health fields. All students in the program will be CPR certified. Some students may have the opportunity to attain an LNA Certificate which enables them to take the Licensed Nursing Assistant Examination. **Students are strongly encouraged to include Algebra II and Chemistry as part of their high school program.**

**Course #99952** **2 credits/year**
**SST—Marketing Education I**
**Course #99954** **2 credits/year**
**SST—Marketing Education II**
Have you ever considered being an entrepreneur, being your own boss and running a business? In a competitive economy, people with good marketing skills will be able to stay in business and keep that business thriving while others come and go around them. Career focus areas at SST in **Marketing Education** include Management, Entrepreneurship, E-Commerce, Sports & Entertainment Marketing and Hospitality & Tourism. Students operate First Impression - a student-run, school-based enterprise lab. As a member of the SST Marketing Team, students have the opportunity to participate in DECA. This Career & Technical Student Organization helps students develop important leadership, social and marketing skills. **Students can receive credit in Principles of Marketing through the Community College System of NH and Project Running Start.**

**Course # 99970** **2 credits/year**
**SST—Engineering Design/Principles of Engineering**
**Course # 99972** **2 credits/year**
**SST—Digital Electronics/Civil Engineering**
**The Pre-Engineering program consists of a series of semester courses. The first course is Introduction to Engineering Design followed by Principles of Engineering.** These foundation courses, including Digital Electronics, prepare students for more specialized programs such as Civil Engineering and Architecture. These courses are offered in conjunction with **PROJECT LEAD THE WAY-** a nationally recognized pre-engineering curriculum. When combined with traditional mathematics and science courses in high school, they introduce students to the scope, rigor and discipline of engineering prior to entering college. Students who have done well in their math and science courses and who like to use computers will find these courses intellectually stimulating, dynamic and exciting. All courses have unique hands-on daily experiences in problem-solving skills, electronics, robotics and manufacturing processes to develop student competencies. **Pre-Engineering foundation courses offer up to 12 Project Running Start college credits.**

**Course #99964** **2 credits/year**
**SST—Welding Technologies I**
**Course #99966** **2 credits/year**
**SST—Welding Technologies II**
The **Welding Technologies** program gives students the opportunity to explore and practice the various skills needed to have a successful career in the welding industry. Safe working procedures, work ethics, and cooperative work attitudes and techniques will be emphasized. The curriculum includes skill development in arc and gas welding, as well as, oxy-acytelene welding and cutting, plasma arc cutting, brazing and soldering techniques. Students will also study basic metallurgy and blueprint reading. Year II students will focus on advanced welding skills with more types of metals and in a variety of positions. Students will perform actual jobs of fabrication and repair. Students completing this program will be eligible to be certified in GMAW (MIG), SMAW (Stick) and GTAW (TIG) welding. Students who are creative and have an artistic flair will enjoy **Welding Technologies**.