

Inter-Lakes High School

Program of Studies

A Guide to High School Requirements and Opportunities



2020-2021

Student Name: _____

INTER-LAKES MIDDLE/HIGH SCHOOL

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Meredith, NH 03253-6323
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Dr. Michelle Robinson
Assistant Principal
Grades 7-9

Scott Carrier
Principal
Grades 7-12

Mark Parsons
Assistant Principal
Grades 10-12

Welcome Lakers!

We wanted to take this opportunity to share with you the 2020-21 Program of Studies for the Inter-Lakes Middle/High School. We continuously strive to provide diverse and wide ranging opportunities for our students so that they may become engaged in their educational experience and growth. The goal of this program of studies is to provide students and families initial information on what opportunities are here at our school. We hope that this is a useful first step in that pursuit.

Also within the program of studies you will be able to access information regarding what curricular opportunities are available to all learners. Throughout the course selection process, this information may be accessed to help guide students and families through various decision making processes that we will face. Please read over the program of studies carefully and feel free to contact the school with any questions that you may have.

This opportunity to communicate is vital to the success of any student attending our school. The educational experience is at its very best when there is collaborative work being done by students, families, and the school. We encourage all members of our community to become an active participant within our school to help shape our future offerings to meet the needs of all students.

We are very excited about the work that is being done here at Inter-Lakes Middle/High School. We also look forward to working with each one of you, and supporting you throughout your educational career here with us as part of the Laker family.

Sincerely,

Scott Carrier

Scott Carrier
Principal

Glossary of High School Terms

Advanced Placement (AP) Courses - Participating in the AP Program gives students the opportunity to take college-level courses while still in high school. AP courses teach skills that can lead to success in college. Students will develop the writing skills, problem-solving techniques, and study habits. Taking rigorous AP courses demonstrates maturity, willingness to accept an intellectual challenge, and a commitment to academic excellence. All these traits help students become better prepared for college. Note, taking the AP National Exam in May is a requirement of any ILMHS AP Course.

Block schedule - A schedule in which courses run for ninety minutes per day for half a year as opposed to 45 minutes per day for the whole year. This schedule allows students to take 4 classes at a time rather than 6 or 7 and allows for more in-depth study of topics. This is similar to a semester schedule in college.

Credit - One credit is awarded for successful completion of each semester course, one-half credit is awarded for successful completion of each quarter course. 26 credits are required for graduation.

Elective course - A course that is not required for graduation. Elective (choice) courses make up about one half of the 26 credits needed for graduation. If a student takes a full schedule of 8 credits a year in grades 10 -12, they can graduate with 31.25 credits.

Honors classes - The designation of Honors in a course title means that the course is designed for students who are capable of sustaining a high level of productivity, are self-motivated and capable of advanced independent work. Honors students are expected to make substantive and thoughtful contributions during class discussions and to complete a variety of tasks outside of class.

Pre-requisite - A class that must be taken before another class. For example, Algebra I must be taken before Algebra II.

Required course - A course that has to be taken by all students in order to graduate. Required courses make up about one half of the 26 credits needed for graduation.

Semester class - A class that runs for 90 days. First semester runs from August through the end of January. Second Semester runs from the end of January to June.

Quarter class - A class that runs for 45 days. First quarter ends at in early November, second quarter ends in late January, third quarter ends in early April and fourth quarter ends in June.

Office Hours - The high school schedule includes a 36 minute daily “Office Hours” block. On Mondays, students meet with their Office Hours advisor who will help them to plan out the use of Office Hours for the rest of the week. Students can sign up to meet with teachers for extra help, assignment completion and/or competency recovery.

Office Hours also provides time during the school day for Band and Chorus to meet. Band meets on Wednesday and Friday, Chorus meets on Tuesday and Thursday and Jazz Band meets on Monday (Miss Eynon is your Office Hours advisor). Rehearsals are mandatory and students are able to earn credit for their ensemble participation. Students may see Miss Eynon for more information.

Running Start – A high school course approved and ran in conjunction with Lakes Region Community College. For a \$150 fee students can earn both high school and college credit.

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TITLE IX - NOTIFICATION STATEMENT

It is the policy of the Inter-Lakes School Board that no individual shall, on the basis of race/ethnicity, color, religion, national origin, age, sex, disability, marital status, genetic information, gender identity or expression, sexual orientation, or on any other basis protected by federal, state and local law or ordinance be excluded from participation in, or denied the benefits of, or be subject to, discrimination under any educational program or activity of the District. Inquiries regarding compliance may be directed to the Title IX Coordinator, Scott Currier, Inter-Lakes Middle/High School, Meredith, NH 03253 (603-279-6162).

ACCREDITATION

Inter-Lakes High School is accredited by the New England Association of Schools and Colleges (NEASC) and approved by the New Hampshire State Department of Education.

INTER-LAKES SCHOOL DISTRICT VISION, MISSION AND CORE VALUES

VISION STATEMENT:

The Inter-Lakes School District, in partnership with its communities, will provide outstanding educational opportunities and resources for all students to achieve academic excellence in order to reach their highest potential and to succeed as responsible, contributing citizens in a global society.

MISSION STATEMENT:

Is to inspire and sustain learning and achievement by providing:

- quality teaching practices
- student-centered learning
- a safe environment
- community connections
- access to resources

CORE VALUES:

We believe that...

Personalizing each student's education, while focusing on effective communication and critical and creative thinking, inspires learning and maximizes success.

The purpose of education is to produce responsible citizens through developing self-aware and self-reliant learners by extending beyond core academics to include the arts, cultural awareness, and physical, social, and emotional well-being.

People learn best when their intellectual, social, and physical needs are met, where students feel supported in a structured and collaborative environment.

Active commitment of family, community and schools is essential for a quality learning experience.

Quality learning requires the attraction and retention of exceptional teachers and staff members who are continually supported by relevant professional development and provided with necessary resources.

INTER-LAKES MIDDLE/HIGH SCHOOL'S CORE VALUES, BELIEFS AND SCHOOL-WIDE LEARNING GOALS

The ***vision*** of Inter-Lakes Middle/High School is that every person will affect positive change in themselves, the school and society.

The ***mission*** of Inter-Lakes Middle/High School is to foster quality teaching and learning, promote social responsibility and encourage personal growth.

We will accomplish these goals by emphasizing relationships, rigor, relevance and reflection in an atmosphere of respect, integrity, dignity and ethical behavior:

- Relationships- knowing our students as learners so we can help them continually progress
- Rigor- student-centered learning that emphasizes independent inquiry, higher order thinking skills and active engagement in learning
- Relevance- helping students make interdisciplinary connections and connections to prior learning and real-life experiences
- Reflection- modeling continual growth

Inter-Lakes Middle/High School has identified the following ***School-Wide Learning Goals*** for all learners:

Academic:

- We are a community of critical thinkers
- We are a community of effective communicators

Civic and Social:

- Personal Competencies:
 - Time management
 - Preparation/Organization
 - Perseverance
 - Cooperation
 - Engagement
 - Reflection

Grades 7-12 Personal Competencies

Factors which contribute to success in the classroom and beyond

C-Consistent

O-Often

I-Inconsistent

N-Needs Attention

Personal Competency	Description	Q1	Q2	Q3	Q4
Time Management	is punctual, meets deadlines, follows through with commitments, and uses time wisely				
Preparation/Organization	arrives ready and organized with all necessary materials (homework, utensils, etc.)				
Perseverance	problem solves, sees task through despite difficulty, works to finish a quality product				
Cooperation	works positively and respectfully with others				
Engagement	follows directions, actively participates, initiates tasks and works independently, advocates for one's self				
Reflection	is self-aware, takes responsibility, takes feedback, and seeks improvement				
Comments:					

COURSE AND CREDIT REQUIREMENTS FOR GRADUATION

Credits required for graduation - 26 Credits

Credits required for graduation after completing 1 Full Year Huot/Winnisquam – 24.25 Credits

Credits required for graduation after completing 2 Full Years Huot/Winnisquam – 22.50 Credits

The following courses are required of all students to graduate from Inter-Lakes Middle/High School

English	4 Courses/4 Credits	English 9, English 10, English 11, English 12 <i>*See details below</i>
Social Studies	4 Courses/3.375 Credits	American & State Government (.6875cr) Ancient & Medieval History (.6875cr) United States History 1 (1cr) United States History 2 (1cr)
Business	1 Course/.5 Credit	Economics (.5cr) or Introduction to Business (1cr)
Science	2 Courses/2.375 Credits	Integrated Physical Science (1.375cr) Biology (1cr)
Mathematics	4 Courses/4Credits	Algebra IA AND Algebra IB OR Algebra I Geometry Intermediate Algebra or Algebra IIA PLUS one math experience in senior year <i>*See details below</i>
Physical Education	2 Courses/1 Credit	General PE (.5cr) AND General PE (.5cr)
Health	1 Courses/.5 Credit	Health (.5cr) OR 1 Year of Huot Technical Center Health Science
Art	1 Course/.5 Credit	<i>*See details below</i> for courses that qualify as an art course
Technology (ICT)	1 Course/.5 Credit	<i>*See details below</i> for courses that qualify as technology course

English options include; College Preparatory, Honors and Advanced Placement

Students shall engage with and apply English graduation competencies during every year they are enrolled in high school even if graduation competencies for English have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than English.

Mathematics competencies are required every year a student is enrolled in high school including senior year even if graduation competencies for mathematics have been demonstrated prior to senior year. Such engagement may occur through integration of competencies in content areas other than mathematics. Courses containing math competencies for senior year include; Chemistry, Advanced Chemistry, Physics, Forensic Science, Advanced Personal/Business Finance, Accounting, Marketing, Consumer Financial Management, Introduction to Computer Science, AP Computer Science Principles, Game Design, Architectural Design I & II, Design Production I & II, Electronic Music, Foods, Woodworking, Robotics, Yearbook, Band/Chorus, Electricity, Electronics I & II and Huot Technical Courses such as; Allied Health, Automotive Tech, Biomedical Tech, Business Management, Building Construction, Computer Programming, Culinary Arts, Digital Media, Health Science, Plumbing & Heating, Pre-engineering, Manufacturing, and Teacher Preparation.

Art - The following courses satisfy the Art requirement for graduation: Digital Art, Graphics I, 2, 3, Video Production, Foundation of Photo, Intermediate Photo, Woodworking, Game Design, SMART Technology for Beginners, Web Design, Fundamentals of Art, Drawing, Painting I/II, Advanced 2D Art, Ceramics, Sculpture, Advanced 3D Art, Portfolio Art, Metal Working, Jewelry Design, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Band, Chorus, Music Explorations, Piano, Guitar, Electronic Music and Yearbook.

Technology - The following courses satisfy the Technology requirement for graduation: Digital Art, Graphics 1, 2, 3, Video Production, Foundation Photo, Advanced Photo, Woodworking, AP Computer Principles, Game Design, SMART Technology for Beginners, Cyber Security, Web Design, Introduction to Computer Science, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Electronic Music, Yearbook, Huot Center Computer Science, Huot Center Multi-Media and Huot Center Engineering.

INTER-LAKES HIGH SCHOOL GRADE 9 SCHEDULE

FRESHMAN ACADEMY

Freshman Academy was created in order to increase personalization, allow for flexible use of time and decrease issues of transitioning from the Middle School Philosophy to the High School level.

Students in grade 9 follow the Freshman Academy schedule, which is a modified traditional schedule consisting of 60 minute periods that meet either 4 or 5 days per week for the entire year. For the last period of the day, freshman will take one 90 minute elective each quarter or semester within the 4 x 4 schedule.

Freshman Academy Courses:

Course	Hour	Days	Credits
English 9	1 hour	4 -5 days per week (all year)	1.375 credits
Science	1 hour	4 -5 days per week (all year)	1.375 credits
American & State Gov.	1 hour	4 -5 days per week (Semester 1)	.6875 credit
Ancient & Medieval History	1 hour	4 -5 days per week (Semester 2)	.6875 credit
Math	1 hour	4 -5 days per week (all year)	1.375 credits
Physical Education	1 hour	2 days per week (all year)	.50 credit

INTER-LAKES HIGH SCHOOL GRADES 10 - 12 SCHEDULE

Students in grades 10 – 12 follow a 4 x 4 block schedule. There are four 90 minute class periods per day. Courses are either 90 days in length or 45 days in length. Ninety day courses are known as semester courses and are one credit courses. Forty-five day courses are known as quarter courses and are half credit courses.

SUPPLEMENTAL PROGRAMS

Inter-Lakes High School encourages learning in multiple settings. In certain situations, students are allowed to create academic programs which take into consideration their unique educational and career goals, special interests and abilities, and their desire to successfully complete all graduation requirements. Requests for adjustments or modifications in programs may be made with the permission of parents, and administrators, and in consultation with guidance counselors.

Requests of this type must be

- in writing and submitted to a guidance counselor.
- discussed with appropriate teachers.
- presented to the Administration for final approval.

PROGRAMS INCLUDE:

AVID (Advancement Via Individual Determination)

AVID is open to students who have traditionally been under-represented in the four year college population. Criteria for acceptance include average to high standardized test scores and a 2.0-3.5 GPA. In addition, students who are accepted into the AVID program must show the desire and determination to attend a four year college and be either the first in their family to attend college, a member of a minority group, from a low income family or in a special set of circumstances that warrants extra support in school. An application and interview are necessary for acceptance into the AVID program.

AVID is offered as a **one-credit** elective course that prepares students for success in honors and AP courses and for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking skills, note taking, and research.

The AVID curriculum, which is based upon the following books in the AVID library—the *College Path*, the *Student Success Path*, and the *Writing Curriculum*—lays the groundwork for the lessons taught in the AVID elective.

Career and Technical Education

The Career and Technical Education programs are designed for students who want to receive specialized job training for post high school employment or to gain valuable experience that will help them pursue a two or four year college degree.

Career and Technical Education programs are given priority to **Juniors** and **Seniors** (some availability to Sophomores) through the J. Oliva Huot Technical Center in Laconia and the Winnisquam Agricultural Center in Winnisquam. Students will receive **two and one quarter credits** for each full year course they complete.

All Inter-Lakes High School students satisfactorily completing one year of an Area Vocational Center program shall have their Inter-Lakes High School Diploma requirement reduced by one and three-quarter (1.75) credits for each year of participation for a total not to exceed three (3) years and five and one-quarter (5.25) credits.

A student satisfactorily completing an Area Vocational Center program designed for one-half year shall have his/her diploma requirement reduced by three-quarters (.75) of a credit. This reduction in credits may only be applied to the student's elective credits.

Competency Pathway Program

Students' goals will be identified upon entering the program and a timeline/plan of action will be developed. Potential learning goals include enrichment, extended course support, credit and/or competency recovery and on-line learning such as GradPoint or VLACS. The grade for competency based credit will be Pass/Fail and will not be used in GPA calculations. The transcript will clearly reflect that the credit was competency based.

The Competency Pathway Program is an excellent option for students who have credit deficits and/or attendance difficulties.

Extended Learning Opportunities

Contingent upon the prior approval of the principal, students can earn credit through extended learning opportunities such as independent study; correspondence, internet-based and/or on-line courses offered through an accredited institution; private instruction; internships; community service; work experience learning, and college coursework. The awarding of credit will also be contingent upon the (1) student's demonstration of competencies, as approved by a certified educator; and (2) that the student's acquisition of knowledge and skill development is at least commensurate to knowledge and skill development in courses offered at the high school.

Students may earn up to five credits toward graduation via the extended learning opportunities cited above. No more than two credits may be earned per year through an extended learning opportunity option.

Greater Meredith Career Partnership Program

The Greater Meredith Career Partnership Program (GMCPP) is a collaborative effort between the Inter-Lakes School District and The Greater Meredith Program. GMCPP strives to provide quality internship, job shadow and volunteer experiences for students as well as relevant guest speakers for classroom teachers. Internships are typically reserved for juniors and seniors who can provide their own transportation and who are academically prepared to participate. In this program, students can gain "real-world" experience and exposure to a possible future career. Students can also earn high school credit based on the number of logged hours of participation. The goals of this program are to connect students and businesses, help students discover potential careers and provide relevance to high school courses.

GradPoint

GradPoint is a research-based comprehensive computer-based curriculum. GradPoint can be used for credit recovery or remediation. Students must have the approval of their school counselor, the principal, and their parents to take courses through GradPoint.

Independent Study

A student applying for Independent Study develops a topic or project, identifies a teacher or mentor who has knowledge in the subject area and who is willing to act as a supervisor, and then submits a written plan for approval to the principal, the appropriate subject area teacher, and his or her school counselor.

A minimum of one hour per week consultation or supervision between advisor and student will be established at the beginning of the course of the Independent Study. There will be at least two check points or progress report dates during each marking period of the semester in which the Independent Study is done. At these times evidence of progress will be reported.

An Independent Study is graded on a pass/fail basis. The location for the student to work on their Independent Study will be determined by the supervising teacher in conjunction with the guidance department.

Reciprocal Agreement with Moultonborough Academy:

Inter-Lakes High School maintains a reciprocal arrangement with Moultonborough Academy that allows Inter-Lakes High School students to take courses at Moultonborough Academy and vice-versa. Arrangements to take courses at Moultonborough Academy must be made through guidance. In addition, Inter-Lakes High School and Moultonborough Academy offer several cooperative sports teams. For more information about cooperative teams contact the athletic director.

Running Start

Running Start is a joint higher education initiative that allows Inter-Lakes High School the opportunity to collaborate with the Community College System of New Hampshire to offer college courses for dual-credit. Dual credit means that while students are earning credits that fulfill their high school graduation requirements, they are simultaneously earning college credits through Lakes Region Community College (LRCC) Laconia. A 3-5 credit Running Start course costs \$150.00. We are currently offering Running Start courses Accounting I, Principles of Marketing, Personal/Business Finance, Graphics II, Statistics and Introduction to Business. J. Oliva Huot Technical Center offers courses for dual high school and college credit. Please see details on P. 61 to 74 in the Huot section of this document. Note: Running Start courses are teacher-specific as individual teachers and courses must be approved simultaneously to qualify as a Running Start course.

HIGH SCHOOL SUPPORT SERVICES

ESL (English as a Second Language)

Instruction in English as a Second Language (ESL) is offered to non-English language background students. At the beginning of the school year, or when they register, language minority students are assessed in their English reading, writing, speaking and listening skills to determine their level of English language proficiency. ESL instruction is geared to the level of proficiency identified. The goals of ESL are to help students obtain fluency and to support them in their content area classes during the process of acquiring proficiency in English.

HEALTH SERVICES

Services provided in the Health Office include maintenance of immunization and health records, individual health counseling, first aid, health education, and screening for vision and hearing.

LIBRARY MEDIA CENTER

The mission of the Media Center is to ensure that the students and staff are effective users of ideas and information. The Media Center provides a wide range of resources and information to satisfy the educational needs and interests of students. The Media Center is the laboratory where students may explore subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically and creatively.

Students have access to the Media Center before and after school and with their classes. Students may also come to the Media Center on individual passes. Classroom teachers and the Librarian coordinate instruction on the accessing and applying information and research.

SPECIAL EDUCATION

The Special Education Department's mission is to help all students succeed in high school. The Special Education Department provides support to students in a variety of ways, including working with classroom teachers and para-educators to develop modifications and accommodations, coordinating peer tutoring and mentoring programs, and providing transition services and community/vocational programs. For more information contact the Special Education Department.

GUIDANCE DEPARTMENT PROGRAM AND SERVICES

The Inter-Lakes Guidance and School Counseling Program is an essential part of the educational process for all students. The program is designed to meet students' needs by helping them to acquire skills which are necessary to meet the expectations of all their life roles—educational, personal, social, and career.

Guidance activities are conducted on a regular and planned basis with the goal of providing all students with experiences to help them grow and develop to their fullest potential, and to become responsible, contributing members of the community. Responsive services are also provided to students. These include a full range of activities such as crisis intervention, informal assessment, resource information and referral, consultation, and individual and group counseling. In this context, school counselors provide direct services to students, as well as work in consultative collaborative relationships with parents, school staff, and members of the community.

The school counselors are assigned to students by last name and will work with a student from Grade 7 through Grade 12.

Unless otherwise instructed *in writing* by a parent or guardian, services available through the Guidance and School Counseling Program will be provided to all students through self-referral, staff referral, and/or parent referral. All information shared in a counseling relationship is treated with the deepest respect. Counselors have an ethical responsibility and a professional duty not to divulge information learned in a private interaction unless there are special and compelling circumstances, or a legal mandate to do so. Specifically, counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse, and neglect; to warn potential victims of intent to harm. Counselors are also required to uphold all school rules and school district policies, including those related to school conduct. It is the goal of all counselors in the Inter-Lakes School District to encourage family involvement in the Guidance and School Counseling Program. All counselors in the Inter-Lakes School District adhere to the ethical standards of the American School Counselor Association. (schoolcounselor.org)

CO-CURRICULAR ACTIVITIES

Co-curricular activities include the athletic program, clubs and organizations. A wide range of activities are offered as part of the co-curricular program at Inter-Lakes High School. Each student is urged to participate in the total school program, which includes involvement in some of the activities. Each individual must decide to what extent he/she is able to participate in school activities without interfering with his/her studies.

In order for students to participate in co-curricular activities, they must meet all eligibility rules and they must be present for the entire school day on the day of the activity. Exceptions to this are tardies and dismissals that are due to bereavement, pre-approved family functions or appointments that cannot be scheduled outside of the school day. Students who miss a portion of the school day due to illness will not be allowed to participate in co-curricular activities that day in order to ensure their health and safety. If an activity is to take place on a non-school day, these rules apply to the last school day prior to the activity. Students who are suspended from school on the day of an activity or the last school day prior to an activity may not participate in or attend the activity.

ATHLETIC PROGRAM

The Inter-Lakes athletic program offers students a wide variety of opportunities for students to represent Inter-Lakes High School in competition with other schools.

The Inter-Lakes Athletics Program includes: V (Varsity) JV (Junior Varsity)

<u>Season</u>	<u>Boys</u>	<u>Girls</u>
Fall	Soccer (V, JV) Golf (V) Football (V, JV) Unified Soccer (both Boys and Girls)	Soccer (V, JV), Spirit (V) Golf (V) Volleyball (V, JV, Freshman)
Winter	Alpine Ski (V) Nordic Ski (V) Basketball (V, JV) Ice Hockey (V) Unified Basketball (both Boys and Girls)	Alpine Ski (V) Nordic Ski (V) Basketball (V, JV)
Spring	Baseball (V, JV) Track (V) Tennis (V) Lacrosse (JV) Unified Volleyball (both Boys and Girls)	Softball (V, JV) Track (V) Tennis (V) Lacrosse (JV)

Reciprocal Agreement with Moultonborough Academy:

Inter-Lakes High School and Moultonborough Academy offer several cooperative sports teams. Currently, football, fall spirit, hockey and unified soccer, basketball and track are cooperative teams with Moultonborough Academy. For more information about cooperative teams contact the athletic director.

ACTIVITIES, CLUBS AND ORGANIZATIONS

The following list indicates the various clubs and activities that are planned to be included in the co-curricular program. The amount of student interest and participation, as well as availability and interest of faculty members, will be considered in the offering of these activities. Students who desire to initiate an activity not listed are encouraged to contact the administration.

Student Council	Class Officers	Outing Club
Yearbook	National Honor Society	Weightlifting Club
Math Team	Destination Imagination	International Club
Theater	Band	Future Business Leaders of America
Chorus	Interact Club	Art Club

NATIONAL HONOR SOCIETY

Students must meet a minimum GPA of 3.667 (A-) in order to be eligible for the process of applying for membership in the National Honor Society.

Staff members will review the students who meet the GPA requirement and nominate students who meet the requirements for character.

The Faculty Council will then review the nominations and invite appropriate candidates to apply.

The Faculty Council will identify inductees based upon a review of completed applications and evidence of scholarship, character, leadership and service.

CO-CURRICULAR ELIGIBILITY

Inter-Lakes School District Policy 5140, Co-Curricular eligibility states:

Participation in co-curricular activities is a privilege. Eligibility for participation in co-curricular activities is based on overall academic performance. In order for students to be eligible for participation in co-curricular activities, they must meet initial eligibility requirements by being enrolled in a minimum of three (3) courses. The student must also have passed a minimum of three (3) courses the previous marking quarter. In order to maintain their eligibility, students must be enrolled in a minimum of three (3) courses, conform to the rules of the school, and work to their fullest potential in all their classes.

A student who had an "IE" or two or more NYC's" at the time mid-term progress reports are issued shall be placed on academic probation. The Athletic Director will compile a list of such students. The Athletic Director shall notify the student athlete, parent, teacher, and coach that the student has been placed on academic probation. The co-curricular advisor(s) shall also notify the student and parent of the probation.

The teacher has the discretion to place a student on probation at any time for behavioral issues (e.g., repeated tardiness, disruptive behavior, refusal to conform to classroom rules, etc.).

The teachers shall explain to the student the reason for the unacceptable grade, the specific performance that needs to improve, and the length of time in which the student must improve his/her performance. In no instance shall the probationary period exceed three (3) weeks. A student may continue to participate in co-curricular activities while on probation.

If satisfactory performance is achieved within the probationary period, the student will be taken off probation. If satisfactory performance is not achieved within the prescribed time period, the student will be declared ineligible and may not participate in any co-curricular activities until the teacher determines that the student is again demonstrating satisfactory performance.

A student who drops a course will be considered to be not working to his/her potential and will be declared ineligible unless the teacher, guidance counselor, and principal agree that it is in the student's best interest to drop that course.

1. Students may appeal any and all eligibility rulings to the principal whose decision is final.
2. All student athletes must sign an Athletic Conduct Code contract with his or her coach (Inter-Lakes School Board Policy 5131.7).
3. Coaches and advisors are responsible for ensuring that all students participating in co-curricular activities are, in fact, eligible to participate at that time.

FRESHMAN ACADEMY CO-CURRICULAR ELIGIBILITY

Any freshman who receives passing QUARTER grades in ALL of their classes is eligible to participate in co-curricular activities. Any freshman who receives a failing quarter grade in any class is subject to an academic eligibility review. Possible results of the eligibility review include co-curricular probation or ineligibility for co-curricular activities.

Minimum requirements for participation are for students to pass the equivalent of four (4) of the following five-day-per-week course combinations.

- Math AND Physical Education
- Science AND Physical Education
- English AND Physical Education
- Ancient & Medieval History OR American & State Government AND Physical Education
- Elective

Eligibility is determined by the QUARTER grade.

GENERAL INFORMATION

CONCERN/COMPLAINT PROCESS

When conflicts arise or when things do not seem fair or make sense, we encourage you to call to set up an appointment directly with the teacher. If no satisfaction can be found through a meeting with the teacher, please call the assistant principal regarding behavioral issues and the principal regarding academic issues.

CUMULATIVE GRADE POINT AVERAGE (GPA)

GPA is computed on the entire class for grades 9 - 12. Each letter grade is given a point value on the four point scale (A = 4.0, B = 3.0, C = 2.0) The student's total grade point value is divided by the total number of eligible credits. AP and Honors courses, listed below, have a full point weight value (A = 5.0, B = 4.0, C = 3.0) All other courses have un-weighted point values. Courses not included in GPA are Work Experience and Driver Education. Cumulative GPA is figured four times each year, at the end of each quarter, and is based on the final grade for each course.

Weighted courses are:

English 9 Honors, Honors Sophomore Seminar, AP English 11, AP English 12, Honors English 12, Honors Algebra 1, Honors Art History, Honors Geometry, Honors Algebra IIA, Honors Algebra IIB, Statistics, Pre-Calculus, AP Calculus, AP US History, Advanced Chemistry, Advanced Biology, Human Anatomy & Physiology, Physics I, French IV & V, Spanish IV & V, AP Computer Science Principles, Honors Band, Honors Chorus, Personal and Business Finance, Principles of Marketing and Accounting I. All Running Start Courses are weighted.

CLASS RANK

Inter-Lakes High School does not rank students. This decision was made after carefully considering the pros and cons of class rank at a high school whose graduating class is consistently at or below one hundred students. Due to the small size of our graduating classes, class rank does not adequately reflect the potential of our students nor does it fairly evaluate them, since:

- Ranking students in a class of less than 100 students is misleading.
- Many of our students differ in GPA by 1/1000th of a point.
- Therefore "ranking" is not a realistic picture of our students.
- Some colleges re-compute their own GPA based on academic and non-academic coursework.

We can and do identify the percentile in which each student's GPA falls and provide a decile to each student such as; 1st decile, 2nd decile, 3rd decile, etc.

NEW HAMPSHIRE SCHOLARS – www.nhscholars.org

Inter-Lakes High School participates in the NH Scholars Initiative, which encourages high school students to take a rigorous course of study to strengthen the chances for success in college and the work force. Students who complete the courses listed below will earn the NH Scholars designation on his or her diploma and are encouraged to wear the medallion at graduation.

Specific course requirements are:

4 English

4 Math – including Algebra I

3.5 Social Studies

2 World Languages (including 1A, 1B & II)

4 Science – Earth, Space Science, Biology, Chemistry and at least one of the following:

Physics, Advanced Biology, Advanced Chemistry, Human Anatomy and Physiology, Forensic Science, Huot Health Science I, or Huot Bio-Medical Technology I

EARLY GRADUATION

Students may apply for early graduation subject to the following policy:

A. Would be approved for early graduation if one of the following conditions were met:

1. The student was a transfer student with the appropriate number of credits as defined by the state graduation requirements,
2. An external independent course(s) needed to comply with state graduation requirements could be arranged and successfully completed. Or,
3. Other extenuating circumstances necessitate early graduation.

B. Procedure for Three-Year Early Graduation:

1. Request to be made in writing and presented to the building principal no later than October 1st of a student's junior school year, except in the case of a student transfer during the junior or senior school year. This request should include
 - a) A statement of intent defining a student's career and educational goals as well as stating the educational and/or economic needs that would be met by an early graduation.
 - b) A completed time line that would define the manner in which graduation requirements will be met.

C. Procedure for Three-and-a-Half-Year Early Graduation:

1. Request to be made in writing and presented to the building principal no later than the end of student's junior school year, except in the case of a student transfer during the senior school year. This request should include
 - a) A statement of intent defining a student's career and educational goals as well as stating the educational and/or economic needs that would be met by an early graduation.
 - b) A completed time line that would define the manner in which graduation requirements will be met.

The request will be acted upon by the building principal and is subject to review by the Superintendent.

EARNING CREDIT

To earn credit in any course, an average of 70 percent or above is necessary.

HONOR ROLL CRITERIA AND REQUIREMENTS

A student must be enrolled in a minimum of three courses in order to be considered for the honor roll. Any student with more than one C or with any letter grade of NYC or IE or Incomplete will be excluded from the honor roll. In and Out of School Work Experience and Driver's Education do not count towards honor roll status.

High Honors	3.833 and above
Honors	3.50 – 3.832
Honorable Mention	3.00 – 3.499

NUMERICAL EQUIVALENTS FOR GRADES

A+ = 97-100	C+ = 77-79
A = 94-96	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	NYC = 60-69
B = 84-86	IE = 59 and below
B- = 80-83	

REPLACING FAILURE GRADES FOR CREDIT (Summer School)

Any student wishing to complete course work at an accredited institution for credit toward the removal of IE/NYC from his/her record must have remained enrolled in and completed the semester/quarter course at Inter-Lakes Middle/High School and must achieve at least a grade of “C” in the outside accredited program.

The grade, which will appear on the student’s report card, will be the average of the grade achieved at Inter-Lakes Middle/High School and the grade achieved at the accredited institution. The “four point” system (A=4, B=3, C=2, D=1, F=0) will be used to calculate this average.

GradPoint/Competency – Students may demonstrate competency in order to recover credits for failing grades. The grade which will appear on the report card and transcript as “P” in either GradPoint (subject) or Competency Credit (subject).

REPORTING GRADES

Inter-Lakes Middle/High School uses an on-line grade book called the Alma parent portal. Progress reports will be posted in the middle of each marking period. Report cards will be posted at the end of each marking period.

The school year consists of two semesters. Each semester will have the following breakdown:

Week Five:	Progress Reports
Week Nine:	Report Cards
Week Thirteen:	Progress Reports
Week Eighteen:	Report Cards

SCHEDULE CHANGES

Students may consider adding or dropping courses, during the first week of the semester. Students must have approval and written permission from a parent or guardian, teacher and school counselor in order to change courses. Any student who withdraws from a credit course after the first ten (10) days of a marking period does so with the understanding that the transcript will indicate this fact with either a WP (withdrew passing) or a WF (withdrew failing). (This includes Advanced Placement courses). No change in program may take effect until all signatures and authorizations have been submitted to the Guidance Office.

STUDENT WITHDRAWAL FROM SCHOOL

A student cannot withdraw from school and re-enroll in the same semester without permission of the principal.

TRANSFER STUDENTS

Students who transfer into Inter-Lakes High School will have their credits evaluated by a school counselor upon enrollment.

PROGRAM OF STUDIES

DEPARTMENT OF ART

The study of visual arts at Inter-Lakes High School values self-expression, individualism, and originality. Art courses focus on enhancing the senses, inspiring creativity, problem solving and communication. Visual art courses expose students to various cultures and build bridges to their personal world. Courses focus on studio activities to strengthen aesthetic experiences, increase perceptual awareness and develop fundamental art skills. Through visual expression ideas, insights, and perspectives are developed allowing students to record events and tell stories. Students develop and maintain an active portfolio of their artwork throughout their experiences in the ILMHS Art Department.

The Fine Arts Department competencies are:

- Create
- Present
- Respond
- Connect

STUDIO ARTS

Fundamentals of Art

.5 Credit

Gr. 9-12

This course directs the student in the creative process and technical skills basic to the visual arts. A wide variety of art media is introduced during the study of drawing, printmaking, sculpture, and painting through the time-line of art history. From the cave paintings of Lascaux to the Street Art scrawlings of the contemporary world, the elements of art and principles of design are developed and practiced, giving students insights into creating well-composed works of art.

Drawing I & II

.5 Credit

Gr. 10-12

Drawing is a fundamental element in the visual arts. Skills of observation, eye-hand coordination, and “learning to see,” will be applied in various styles and techniques. Subjects will vary to include objects, the figure, landscape, still life and portraiture. Tools to be covered are sighting and measuring, negative space, summarizing value and 1-point perspective. Students will work primarily in black & white, with drawing mediums including graphite, colored pencil, charcoal, pastel and ink, as well as some non-traditional, experimental materials.

Painting I & II

.5 Credit

Gr. 10-12

In this course students will put color theory into practice while exploring a variety of painting media including watercolor, acrylic and oil. Students will build upon their ability to observe and compose while exploring a variety of subjects and mixed media techniques. Students taking Painting 2 will be working on advanced projects under direction of the instructor building upon the skills developed in Painting 1.

Ceramics I & II**.5 Credit****Gr. 9-12**

In this entry level course, students will learn about the stages of clay, building techniques, tools and resources, and glazing and firing methods. Students will explore pottery hand-building techniques, such as the slab, coil, and pinch methods of construction. Constructed clay forms will be of a functional nature and emphasis will be placed on additive and subtractive designs. Ceramics through history, terminology, and safety considerations are also presented in this course.

Sculpture I & II**.5 Credit****Gr. 9-12**

In this entry level course, the Elements of Art and Principles of Design are studied as they apply to 3D forms. Through observation of demonstrations and guided practice, students gain the skills needed to construct original realistic or non-objective sculptures using additive or subtractive methods in paper, cardboard, wire, found object, clay, plaster, wood, stone and metal. They select materials and explore appropriate methods of joining. Students analyze and compare trends in sculpture and art history to aid them in making decisions about design, installation and exhibition of their works.

Jewelry Design**.5 Credit****Gr. 9-12**

This course will explore basic jewelry making techniques, using materials, tools, and techniques to express their ideas. Students will learn to work with metal wire, sheet metal, simple stone setting, how to use hand tools, how to solder and design jewelry. Projects will include the fabrication of rings, earrings, bracelets and pendants. Students will also learn how to take a project from a sketch to a final piece. The class will keep a design journal; learn about past and contemporary artists, and how to critique fine jewelry. Patience and attention to detail are extremely important.

Portfolio Art 2D OR 3D**1 credit****Gr. 11-12**

(Course can be taken for AP Credit - Course can be taken twice)

This course is recommended for highly motivated students seriously interested in the study of art. Students will work on refining their technical skills and begin developing a style, focus, and theme in their work. Students will work towards developing a portfolio of work for college and career readiness in the arts. In this course, students will build upon their technical and conceptual skills to make more complex, sophisticated work worthy of inclusion in an AP portfolio. Assignments will be structured to address the AP requirements of quality, breath and concentration. Students will have the option to take this course more than once in order to present a cohesive body of work. Assessment will be based on mastery of concepts, composition, materials and techniques; imagination, interpretation; a sense of focus, style and personal direction. Sketchbooks/journals are required and critiques will be held on a regular basis. A significant amount of out of class work is expected. Students will be given the opportunity to have their artwork critiqued by representatives from various art colleges.

DIGITAL MEDIA ARTS (Also listed in STEAM)

Introduction to Digital Art

.5 Credit

Gr. 9-12

Make art with a computer! This introductory course provides students with the opportunity to experience and create traditional and contemporary art styles through a computer based, digital exploration. Adobe Creative Cloud software, digital drawing tablets, computers, light tables and other contemporary tools will be utilized to create original, expressive works of art.

Graphic Arts I

1 Credit

Gr. 9-12

This introductory course explores the basics of graphic design and visual communication through the study of typography, color theory, the elements of design, page layout, logo design, branding, and the exploration of the creative process. Utilizing Adobe CC software, students will demonstrate an understanding of graphic design concepts through the creation of visual arts, promotional material, and creative content.

Graphic Arts II

1 Credit

Gr. 10-12,

Running Start Credit available

This intermediate course reviews the basics of graphic design and begins to explore the complex world of visual communication through a variety of creative, constructive and research based projects. Graphic Arts II students will have the opportunity to transfer and synthesize knowledge they have gained in Graphic Arts I. Students will utilize those skills learned through the Adobe CC software and the printing production technologies to further develop their understanding of industry standards and applications. Students will maintain a job-like atmosphere, working on team driven products and jobs. Students will be responsible for experiential learning by doing outside community jobs for local businesses and for in-house Inter-Lakes School District jobs. Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.

Graphic Arts III

1 Credit

Gr. 10-12

This culminating course reviews the concepts and skills developed and practiced in Graphics I and II. The focus of this course shifts to emphasize college and career readiness in the field of graphic design while continuing to explore the complex world of visual communication through a variety of creative, constructive, and research based projects. Students will maintain a job-like atmosphere which reflects a creative in-house production site working on team driven products and jobs. Students will be responsible for experiential learning doing outside community jobs for local businesses and for in-house ILSD jobs. Students will prepare a refined portfolio of work to present themselves as college or career ready for post high school life.

Introduction to Video Production

.5 Credit

Gr. 9-12

This is a project-based course that provides an introduction to basic video theory and production techniques. Classes will focus on practicing and applying technical elements of production, script writing, story-boarding, filming and the use of digital editing software. Students will then develop ideas individually or within a group, compose a script, plan, film, edit and present their video project. Students will have the opportunity to produce a wide range of video content, from assigned projects to independently designed concepts of expression.

Photography I**1 Credit****Gr. 9-12**

This introductory course explores the basics of traditional black and white and digital photography. Students will have the opportunity to learn about photographic composition, camera controls, image processing and the science behind the technology of photography. In addition, students will gain an understanding of how photographers use pictures to communicate ideas and emotions along with exploring the history of the media.

Photography II**1 Credit****Gr. 10-12**

Students will have the opportunity to work at improving their ability to print black and white and digital images while experimenting with alternative photographic processes (cyanotypes, hand coloring, liquid emulsion, and Polaroid transfers). In addition, students will learn greater exposure control and have the opportunity to learn to manipulate artificial light (flash). They will also work on developing a portfolio of images with a unified theme while taking an in-depth look at the history of photography and methods used by art critics to evaluate the photographic image.

Photography III**1 Credit****Gr. 10-12**

This course will give students the opportunity to work in an intensive studio environment, enabling them to produce a portfolio of images that will aid them in their further pursuit of education and employment. Students will be required to produce a variety of photographic images, which will include but not be limited to photo journalism, commercial photography, photo essays, fine art, and digital imaging. In addition, students will continue experimenting with advanced and alternative photographic processes while fine tuning their ability to communicate visually.

DEPARTMENT OF BUSINESS AND COMPUTERS

The Business/Computer Department is dedicated to preparing students for the business world of today and tomorrow. Course selections evolve in order to provide access to the latest advances in the field while building a firm business and technology foundation based on best practices.

Business/Computer courses will foster collaboration and an understanding of our diverse world. Students will be expected to apply business, computer technology, and communication principles and knowledge in order to develop critical thinking, and problem solving skills. These courses allow students to begin to build a knowledge base in the areas of business and computer technology; providing opportunities to discuss strategies behind today's interactive marketplace, and preparing them for post-secondary education as well as entry-level careers upon graduation.

The Business Department competencies are:

Information Technology
Management
Economics
Communication

Social Responsibility
Financial Management
Global Perspective
Marketing

The table below provides the recommended Business/Computer course sequence for the following career paths:

<u>Business Finance</u>	<u>Business Management</u>	<u>Business Marketing</u>	<u>Media Technology</u>
Accountant Financial Analyst Actuary Healthcare Administrator Data Analyst Financial Adviser	Entrepreneur Business Manager Consultant Corporate Attorney Sports Management Human Resources Adm.	Social Media Manager College Admissions Rep Business Reporter Brand Manager Advertising Manager Marketing Manager Sales Manager Sports Marketing	Web Designer Graphic Designer Print Designer Photographer Logo Designer Branding Associate Illustrator Digital Artist
Intro to Business* Economics Personal Finance* Accounting* Statistics*	Intro to Business* Business Management* Entrepreneurship* Accounting* Economics Statistics* Business Law	Intro to Business* Marketing* Yearbook Business Management* International Business*	Graphic Design I Graphic Design II* Yearbook Photography Video Production Marketing* Web Design Multimedia Development

Introduction to Business**1 Credit****Gr. 9-12**

This course is recommended for students who want an introduction into the dynamic world of business. This foundation course introduces the many disciplines of business, including economics, accounting, marketing, business law, human resource management, personal finance, ethical/responsible practices, and office technology. Students will also learn about common business structures employed in the Lakes Region and about competing in the global marketplace. This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA* and engage in competitive events. This course fulfills the state mandate for economics education. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

* Future Business Leaders of America, a national student organization

Introduction to Economics**1/2 Credit****Gr. 9-12**

This course focuses on the study of economic issues and the methods by which societies deal with them. The role of economics systems—especially the United States Free Enterprise System—and how they function in the world will be explored. Topics include the individual's role as producer, consumer, and citizen. The study of current events is an integral part of the course for applying economic concepts to current economic issues. This course fulfills the state mandate for economics education.

Personal and Business Finance**1 Credit****Gr. 9-12**

Students will study topics such as establishing and prioritizing financial goals, earning an income, saving/investing money, protecting assets (insurance needs), using credit wisely, and implementing a budget. Students will evaluate different kinds of housing, insurance, and credit options. In addition, students will better understand their rights and responsibilities as consumers. This course integrates project-based learning methodologies through software that simulates managing one's career and finances. It allows students to apply personal finance concepts in a realistic, fun, engaging and safe manner. Students will have the opportunity to participate in LifeSmarts.org. This course is recommended for college-bound students and those planning to major in business. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

Entrepreneurship**1 Credit****Gr.9-12**

The major vehicle to wealth in the United States is small business ownership. This course is designed for students who have an interest in developing the skills, attitudes, and knowledge necessary to start and/or operate a successful business. It is designed to take students from the idea-generation phase through to the creation of their own hypothetical business (i.e., lawn care business, hair stylist salon, a Subway sandwich franchise, or importing/exporting business). This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA and utilize their business plans from this course to engage in a statewide competition. Community resources and field trips will be an integral part of the course. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

Business Software Applications**1 Credit****Gr 9-12**

The emphasis of this course is hands-on applications of computer software including Windows, database, spreadsheets and word processing. Students will be exposed in-depth to business uses through simulated projects. Students are also introduced to PowerPoint and other business applications. An analysis of the impact of these programs on the business environment will also be studied. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.** * Future Business Leaders of America, a national student organization

Business Management**1 Credit****Gr. 9-12**

Students will learn introductory business administration skills. All of us can benefit from having some managerial tools in our arsenal of skills. Planning, Organizing, Staffing and Leading are functions of management that transfer to everyday life. We also better our employability by going over communication and decision making. We look at motivation and leadership traits and techniques. Finally we will explore managing conflict, stress, change, culture and diversity. Students in this course will be members of Future Business Leaders of America and may attend the necessary regional events. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

Accounting I**1 Credit****Gr. 9-12**

Anyone can benefit from understanding how to keep track of the flow of money. Accounting is often referred to as the language of business. This course is for students who are contemplating careers in accounting, business administration/management, economics, or finance. This course will introduce students to the procedures necessary to record, classify, and summarize business transactions. Students will develop skills in maintaining financial records for service and merchandising and sole proprietorship businesses. Students are encouraged to participate in FBLA and utilize their skills from this course to engage in a statewide competition. Community resources and field trips will be an integral part of the course. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

Principles of Marketing**1 Credit****Gr. 9-12**

Marketing is everywhere! In the course of a day a United States Citizen is exposed to more than 2,000 marketing attempts. This course is recommended for those students that have an interest in learning more about the world of marketing and advertising. Students learn about the elements of marketing a product or service. We will evaluate marketing techniques employed by high profile organizations and apply the learning to create their own marketing plans. This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA* and utilize their marketing plans in order to engage in competitive events. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

*Future Business Leaders of America, a national student organization

Yearbook**1 Credit****Gr. 11-12**

Yearbook is a true experiential learning class in which team members create, organize and complete all the functions of management associated with running a business. Students plan, organize, lead, finance, monitor, market and distribute a book while working in conjunction with a professional publishing company. Students will also integrate design theories and several

technology applications are used including graphic design applications, spreadsheet applications, publishing applications, Photoshop, and photography. Students will enhance their communication skills through the use of journalistic interviews, story writing, sales presentations as well as both verbal and written business communications. Students will promote themselves, the school and the community and become involved in projects and experiences both inside and outside of the classroom and school.

DEPARTMENT OF ENGLISH

The English Department is committed to ensuring that each graduate of Inter-Lakes High School is proficient in all of the English competencies. To make that goal possible, students must choose a required English class consistent with their academic year. Freshmen may choose from English 9 and Honors English 9. Sophomores may choose from English 10 and Honors English 10. Juniors may choose from English 11 and Advanced Placement English Language and Composition. Seniors may choose from English 12: World Literature, Honors English 12: Literary Criticism, and Advanced Placement English Literature and Composition.

The English Department competencies are:

Reading Literary Text
Language

Reading Nonfiction Texts
Speaking and Listening

Writing

The Honors Program

This program is designed for students of high ability who are self-motivated and capable of advanced independent work. Honors students are expected to make substantive and thoughtful contributions to class. A summer reading list is required of Honors and AP students, and students' independent reading of these texts will be assessed within the first week of the semester. The quality and quantity of these texts serve to help students practice close reading. These pieces challenge 21st century readers and are included to best prepare students to read often, read closely, read beyond our time, and read new genres.

Entrance as a freshman into the honors English program is contingent upon recommendation by the eighth grade teachers and/or by the high school English faculty. A student considering this level of English should meet the following criteria: student has maintained an "AP" in 8th grade reading and writing competencies and has a passion for both disciplines; student has been punctual with all work during the 8th grade year and is capable to handle multiple assignments in one night; student has had no cheating or plagiarism incidents during the 8th grade year; and student is socially mature, demonstrating a polite and constructive attitude among peers as well as an investment in his/her own learning.

Students who do not choose honors level English as freshmen are not prohibited from joining at another time. It is entirely possible that a student will develop readiness or interest in the future. The faculty strongly recommends that a student maintain a minimum of a B in each of the English competencies in order to continue at the honors or AP level.

READ 180 and Writing

2 Credits Gr. 9-11 2 Semester Course

Prerequisite: Teacher Recommendation and Lexile

The Read 180 Program is designed to raise the reading achievement for struggling readers. The program uses a comprehensive system of whole and small group instruction in reading skills and strategies, academic vocabulary, grammar and writing, and adaptive computer technology to

individualize instruction to build fluency and comprehension skills through modeled and independent reading.

GRADE 9 OFFERINGS:

English 9

1.375 Credits

Gr. 9

The focus in English 9 is the different types of literature which include short stories, drama, poetry, and the novel. Writing assignments include the narrative, exposition, and expository with sources. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the year. Emphasis upon oral communication skills will be practiced in class discussions and presentations. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

English 9 Honors

1.375 Credits

Gr. 9

Prerequisite: Teacher Recommendation and a minimal overall grade of AP in each of the 8th grade English competencies.

English 9 Honors is a course designed for self-motivated students who are capable of sustaining a high level of productivity. A summer reading list is required, and students will be assessed on this reading within the first week of the semester. This course will focus on different types of literature, including short stories, drama, poetry, and the novel. Students should expect lengthy reading assignments. Writing assignments include the narrative, exposition, and expository with sources. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the year. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

GRADE 10 OFFERINGS:

English 10

1 Credit

Gr. 10

The focus of this course is literature examining the ideals of tolerance and human dignity. Writing assignments relate to the reading, and students will be expected to write analytically through several essay formats. Students will also write research-based thesis papers. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon communication skills will be practiced in class discussions and presentations, and Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

English 10 Honors

1 Credit

Gr. 10

Prerequisite: Teacher Recommendation and a minimal overall grade of B in each of the 9th grade English competencies.

This honors level course is designed for those students who are capable of sustaining a high level of productivity, are self-motivated, and are capable of advanced independent work. A summer reading list is required, and students will be tested on this reading within the first week of the semester. Students will practice working through ambiguities in a text as they read and analyze novels and drama. Students should have an appreciation for literature and a desire to more deeply understand the nuances of the art and craft of writing. Students should have proficient writing skills and will work toward developing more sophisticated voices and styles in their

writing. Students will write literature-based essays, narratives, formal expositions, and a research-based thesis paper. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations, and Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

GRADE 11 OFFERINGS:

English 11

1 Credit

Gr. 11

The focus of this course is to examine America's literary heritage. Students will be expected to make observations concerning the influences upon and the differences among the various literary periods through the study of essays, short stories, novels, and poetry. Lengthy reading assignments are a part of homework. Writing assignments include the narrative, exposition, and the argument. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon oral communication skills will be practiced in class discussions, presentations, and the persuasive speech. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

AP English 11 - Language and Composition 2 Credits Gr. 11 2 Semester Course
Prerequisite: Teacher Recommendation and a minimal overall grade of B in each of the 10th grade English competencies.

Advanced Placement Language and Composition provides the able, academically motivated student the opportunity to sample a college-level course in the high school English classroom. The course will stress critical thinking, analytical reading, and persuasive writing. Advanced Placement level courses require diligence and hard work as they mirror college-level expectations and curriculum. Readings will range from poetry and short fiction to non-fiction prose and the novel, and these will be discussed using the Socratic Seminar method in which all class members are expected to participate on a daily basis. Students will be given timed exams throughout the course in preparation for the national exam in May. A summer reading list is required, and students will be assessed on this reading within the first week of the semester.

Note: All students who take an AP course must take the AP Exam as a course requirement.

GRADE 12 OFFERINGS:

English 12: World Literature

1 Credit

Gr. 12

World Literature is a survey course incorporating short stories, poetry, novels, essays, and memoirs from authors around the globe. Classic, as well as modern pieces, will be studied so that students will be exposed to an expansive timeline of world literature typically not covered in traditional American and British literature survey courses. Works from Africa, the Middle East, and Asia are the focus of study. Writing assignments include the narrative, exposition, and the argument. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations, and Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

Honors English 12: Literary Criticism

1 Credit

Gr. 12

Honors English 12 is a course designed for self-motivated students who are capable of sustaining a high level of productivity. A summer reading list is required, and students will be assessed on this reading within the first week of the semester. Students will analyze literature through various

literary lenses. Rigorous reading assignments are a component of nightly homework. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Writing assignments include the narrative, exposition, and the argument. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

AP English 12-Literature and Composition 2 Credits Gr. 12 2 Semester Course
Prerequisite: Teacher Recommendation and a minimal overall grade of B in each of the 11th grade English competencies.

Advanced Placement English provides the able, academically-motivated student the opportunity to sample a college level course in English. The goal of AP is to develop independent readers and thinkers, and to train students to become skilled in the reading of poetry, drama, and prose. The Literature and Composition course will stress careful reading and critical analysis of imaginative literature. Students will make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value. Lengthy reading assignments will be given and students are expected to contribute to the daily discussion. Writing Assignments will focus on the critical analysis of literature as students enhance their ability to explain clearly, cogently and elegantly their interpretation. A summer reading list is required, for it is especially important for AP students to enlarge their literary repertoire. The summer reading texts have often been referenced on the AP exam and offer a variety of perspectives that set the foundation for the course.

Note: All students who take an AP course must take the AP Exam as a course requirement.

ENGLISH ELECTIVES

Argument and Debate

.5 Credit

Gr. 10-12

Prerequisite: Sophomore English

Argument and Debate is for the student ready to apply research skills and intentionally apply the three modes of persuasion: Ethos, Pathos, and Logos. Students develop critical thinking and analytical skills, as well as the occasional improvised argument. The course will be guided by National Forensic Speech and Debate topics. Students are expected to self-direct their own research in class and out of class. The teacher will serve as guide and mentor. Assessments in the course are performance based and will rely heavily on Speaking and Listening competencies.

By the end of the quarter, students taking Argument and Debate will be able to pick a topic and argue both sides, understand components of argumentation, design and deliver a speech, and evaluate a debate performance.

Art History

1 Credit

Gr. 10-12

This course is designed to introduce students to the painting, sculpture, and architecture that composes the history of Western art. While we will study the visual arts from the Greco/Roman and Medieval Periods, close attention will be paid to art from the Renaissance through the Post-Impressionists. No prior experience in studio art or art history is necessary, but an interest in learning about painting, sculpture, and architecture through class discussion and writing is required. Students have the option to take the course at the Honors level.

Creative Writing

.5 Credit

Gr. 10-12

Prerequisite: Sophomore English

This elective course is designed for those students who have a serious interest in creative writing. Students will be exposed to poetry, essay, short story, vignette, screenwriting, and creative advertising. Students will become familiar with writing as a process involving rewriting, deep revision, and publication. Pieces of writing will be submitted for publication, and students will create a literary anthology.

Film Critique

.5 Credit

Gr. 11-12

This elective course will explore film as a distinct genre. Students will view classic titles as well as contemporary films which will be analyzed for purpose, effect, target audience, and various techniques. In their exploration, students will develop a deeper understanding of film as an art form. Both oral and written critiques will be required; additionally, students will read published critiques and reviews and will be expected to attend films shown at local theaters. Students will keep a response log, take assessments, and participate in class discussion.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

The Family and Consumer Science field draws from broad and diverse disciplines to develop and provide the content and programs that help individuals become more effective critical thinkers and problem solvers and prepare them for careers in the food service and hospitality industries. Family and Consumer Science education addresses STEAM education through project based learning in: 1) food science and innovation, 2) nutrition and wellness for individuals and families, 3) consumer financial management, 4) interior/textile design, 5) early childhood education and parenting, and 6) hospitality.

The Family and Consumer Sciences Department competencies are:

- Housing & Textiles
- Human Development, Early Childhood & Parenting
- Foods, Nutrition & Wellness
- Career, Community & Family Relations
- Hospitality, Tourism & Facilities Management

Child Development	.5 credit	Gr. 9-12
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This course is highly recommended for students interested in a career in Elementary Education, Early Childhood Education, working with small children, or for students interested in learning effective parenting skills. The emphasis of this class is on parenting, pregnancy and the newborn through middle level years. Social, emotional, physical, and mental development through the middle years are examined. Special topics might include nutrition, learning disabilities, genetic disorders, community resources, and educational strategies. Activities in class might include visiting preschool and other educational environments when available.

Living on Your Own	.5 credit	Gr. 11-12
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LOYO offers students practical information designed to help them acquire the skills necessary for living independently. Students develop and apply skills used in making wise decisions. Topics include developing SMART goals, facing life challenges, household management, budgeting, financial literacy, employment, nutrition, and interpersonal relationships. Students will participate in low-cost nutritional cooking activities once a week.

Financial Literacy	.5 credit	Gr. 11-12
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This highly useful course will provide students with the knowledge of finances that they will need in the future but also cover topics that can be used immediately. Financial Literacy topics will include savings and checking accounts, budgeting, credit (loans and credit cards), insurance, taxes and identity theft. This is a hands-on course that will enable you to look into the world of finance and see how your money can work for you.

Foods and Nutrition I- Quick and Easy Meals .5 credit**Gr. 9-12**

This course emphasizes the basic principles of food safety, basic food preparation, and nutrition. Current nutritional information is studied and forms the basis of cooking lab activities and classroom activities. Students will prepare food in class that will focus on nutritional quality and proper handling techniques. Students will learn to create and cook appetizing meals while acquiring new skills in the areas of meal preparation, planning and nutrition. While students learn the fundamentals of cooking techniques, they will also learn how to create balanced, nutritious meals and explore the science of cooking.

Foods and Nutrition II-Regional and International Foods .5 credit**Gr. 9-12**

Regional and international foods introduce students to foods associated with different regions of the United States as well as foods from many other areas around the world. The basic principles of food safety and food preparation are necessary to ensure the twice a week cooking labs meet safety expectations.

Interior/Textile Design**.5 credit****Gr. 9-12**

This course will serve as an introduction to math and art principles related to interior design. Topics include residential, office, retail and hospitality design needs and space planning. Design principles, building codes and standards, the Life Safety Code and textile materials and components will be studied. Course work will include the use of a design software program, note taking, writing assignments and projects. Self-management and organization are an important component of the program due to the large percentage of individualized work. A final culminating project will be due at the end of the quarter.

Internship in Hospitality**.5 credit****Gr. 11-12**

This program is designed to work in concert with the Greater Meredith Partnership Program. Hospitality includes the four major areas of lodging, travel, food service and recreation. This is a community-based course that will expose students to various hospitality career opportunities. They will receive knowledge and training necessary to enter this segment of the job market. The program includes an introduction to the industry, interpersonal communications, worker readiness, food service, food production, housekeeping, maintenance, security, front desk operations, marketing, merchandising, travel, tourism and recreation.

Unified Mentoring**.5 credit****Gr. 9-12**

This course is designed for students wanting to serve as mentors as we prepare other students to transition to life after high school. Various topics may include but not be limited to the following skills: Nutrition and Food Preparation; Consumerism; Employment; Social and Interpersonal Communication; Telephone and Email Use; Money Management and Budgeting; Personal Habits; Problem solving; Recreation and Leisure; Cleaning and Clothing Care.

DEPARTMENT OF HEALTH

The mission of all health classes at Inter-Lakes High School is to provide students with the knowledge and life skills necessary to achieve quantity and quality of life. This will be accomplished by helping all students become health literate in a safe classroom environment. A focus on social and emotional development will naturally occur as this is what young people are most effected by and concerned with throughout high school. In order to accomplish this mission the health teacher will work to develop a positive relationship with all students.

The Health Department competencies are:

Promotion and Prevention

Advocacy

Interpersonal Communication

Contemporary Health

.5 Credit

Gr. 9-12

Contemporary Health is a high school quarter course which includes classroom experiences that help students acquire the knowledge, attitudes and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors and promoting the health of others. In this course of study, emphasis is placed on personal, social and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety. Students will be provided with instruction that is clearly relevant to today's rapidly changing world. Assignments and projects will be designed to enable students to connect what they learn in school to other aspects of their lives, including their futures.

Health Sciences

.5 credit

Gr. 11-12

Prerequisite: Contemporary Health

This course will familiarize students interested in careers in the health fields. Emphasis will be on advocacy of health, project based learning opportunities based on health-themed months, and design and personal advocacy campaign.

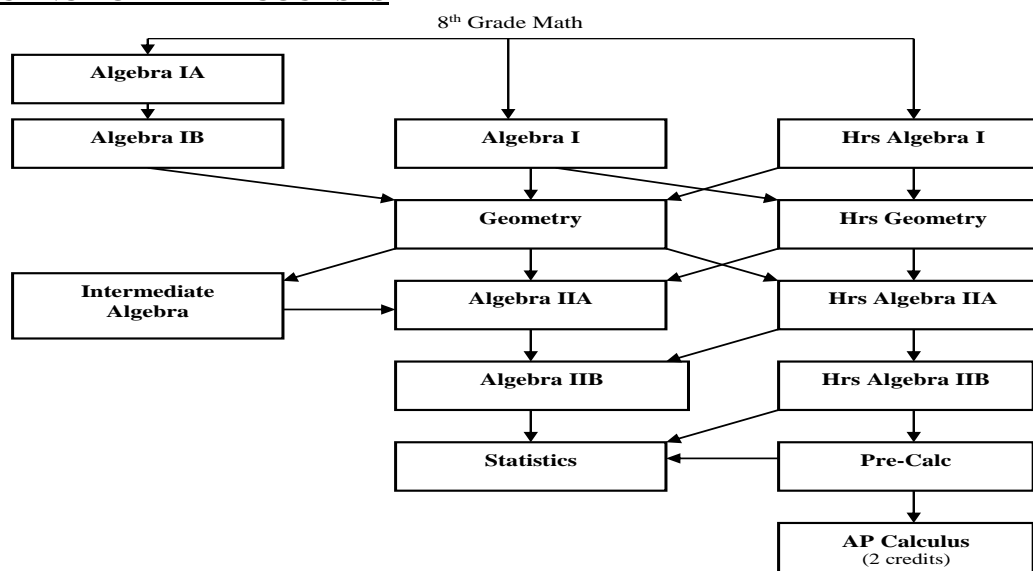
DEPARTMENT OF MATHEMATICS

The Inter-Lakes High School Mathematics Department is committed to the school's vision and mission and encourages students to take a rigorous selection of courses that will prepare them for life beyond high school. Courses are focused on developing a broad and rich understanding of mathematics that will encourage continued study of higher mathematics and also provide a strong foundation for those students directly entering the work force. Courses offerings are based on Common Core standards. The courses continue to evolve to best meet the needs of today's students.

NOTE: Students shall engage with and apply mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for mathematics have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than mathematics.

Courses containing math competencies include Chemistry, Advanced Chemistry, Physics, Forensic Science, Advanced Personal/Business Finance, Accounting, Marketing, Consumer Financial Management, Introduction to Computer Science, AP Computer Science Principles, Game Design, Architectural Design I & II, Design Production I & II, Electronic Music, Foods, Woodworking, Robotics, Band Chorus, Yearbook, Electricity, Electron I & II. Huot Technical Courses include Allied Health, Automotive Tech, Biomedical Tech, Business Management, Building Construction, Computer Programming, Culinary Arts, Digital Media, Health Science, Hospitality, Plumbing & Heating, Accounting, Marketing, Pre-engineering, Manufacturing, Teacher Preparation.

THE SEQUENCE OF MATH COURSES



Algebra IA**1.375 Credits****Gr. 9**

This course covers the first half of Algebra I. It provides more time to practice algebra skills and apply algebraic concepts. Students who complete this course will go on to Algebra IB in which they will cover the remaining topics for Algebra I and complete the graduation requirement for Algebra I.

Algebra IB**1 Credit****Gr. 10**

This course covers the second half of Algebra I. It continues the practice of providing more time for students who need to practice algebra skills and apply algebraic concepts. Students who complete this course will complete the graduation requirement for Algebra I and will be prepared to go on to Geometry.

Algebra I**1.375 Credits****Gr. 9-12**

Prerequisite: An average of CP or above in previous math course and teacher recommendation.

This course meets the requirements identified in the Common Core State Standards for High School Algebra I and includes: Relationships Between Quantities and Reasoning With Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. The course will extend and solidify the algebraic concepts covered in 8th grade Math and will ensure that students have an in-depth knowledge of Algebra to provide the foundation for success in future high school math classes.

This course meets a New Hampshire state requirement for graduation.

Honors Algebra I**1.375 Credits****Gr. 9-12**

Prerequisite: An average of B- or above for high school/BP or above for middle school in previous math course and teacher recommendation.

This highly challenging course in high school Algebra covers the same topics as Algebra I in a more rigorous manner requiring an increased level of independent work.

Geometry**1 Credit****Gr. 10-12**

Prerequisite: An average of C or above in Algebra IB or Algebra I.

This course meets the requirements identified in the Common Core State Standards for High School Geometry and includes: Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Three Dimensions, Geometry in the coordinate system, Circles, and Probability.

Honors Geometry**1 Credit****Gr. 10-12**

Prerequisite: An average of B- or above in Algebra I and teacher recommendation.

This course covers the same topics as Geometry in a more rigorous manner requiring an increased level of independent work.

Intermediate Algebra**1 Credit****Gr. 10-12**

Prerequisite: Successful completion of Algebra I or IA/IB and Geometry.

This course strengthens and extends topics in Algebra, allowing more time to practice and master concepts required for success in Algebra IIA.

Algebra IIA **1 Credit** **Gr. 10-12**
Prerequisite: An average of C or above in Geometry and teacher recommendation.

This course meets the first half of the unit requirements identified in the Common Core State Standards for High School Algebra II and includes: Quadratic, Polynomial, Rational, and Radical Relationships.

Honors Algebra IIA **1 Credit** **Gr. 10-12**
Prerequisite: An average of B- or above in Honors Geometry and teacher recommendation.

This course covers the same topics as Algebra II in a more rigorous manner requiring an increased level of independent work.

Algebra IIB **1 Credit** **Gr. 10-12**
Prerequisite: An average of C or above in Algebra IIA and teacher recommendation.

This course meets the second half of the unit requirements identified in the Common Core State Standards for High School Algebra II and includes: Exponential and Logarithmic Functions, Trigonometric Functions, Statistics and Probability and Conic Sections.

Honors Algebra IIB **1 Credit** **Gr. 10-12**
Prerequisite: An Average of B- or above in Honors Algebra IIA and teacher recommendation.

This course covers the same topics as Algebra IIB in a more rigorous manner requiring an increased level of independent work.

Honors Pre-Calculus **1 Credit** **Gr. 11-12**
Prerequisite: An average of B- or above in Honors Algebra IIB and teacher recommendation.

This course is a demanding and mathematically rigorous course specifically intended to prepare students for Advanced Placement Calculus. It provides a thorough treatment of polynomial, exponential, logarithmic, trigonometric, piecewise, and rational functions.

Advanced Placement Calculus **2 Credits** **Gr.11-12**
Prerequisite: An average of B- or above in Pre-Calculus and teacher recommendation.

Advanced Placement Calculus covers the theory and practical applications of both Differential and Integral Calculus, and prepares students to take the AP test in May. The course must move at a pace consistent with this schedule. Advanced Placement Calculus will be offered over two (2) semesters. (Note: The required technology graduation requirement is embedded within this full year, two credit course.)

Note: All students who take an AP course must take the AP exam as a course requirement.

Statistics**1 Credit****Gr. 12****Prerequisite: Algebra IIA**

This is a Running Start course for seniors focusing on statistics and probability. Analysis of single and bivariate data, algebraic and graphical analysis, sample statistics, probability, probability distributions, sample variability, sample distributions, the Central Limit Theorem, estimation and hypothesis testing, correlation and regression are covered. Emphasis is on applications throughout the course. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

DEPARTMENT OF MUSIC

The Inter-Lakes Music department strives to provide a positive and supportive learning environment with a series of high quality music courses that will give students the opportunity to explore, engage, perform, and be enriched by music. Participation in music courses will build a foundation for life-long contributions to the cultural enlightenment of themselves, their family and their community.

The Music Department competencies are:

- Create
- Perform
- Respond
- Connect

Band**.25 Credit****Gr. 9-12****Prerequisite: Ability to play a band instrument.**

Band is a musical performance organization. Performances will include Concerts, Festivals, Parades, Graduation and community-related functions. Along with in-school band rehearsals, there will be after school rehearsals and Concerts that will be required. The acquisition of playing skills is an important aspect of being in band. Students will learn playing skills necessary to perform high level concert band repertoire. Creating a greater sense of community is another important role of the band. Cooperation between band members is vital to the band's overall performance. After taking this course, students will be aware of many new musical and life skills.

Honors Band**.25 Credit****Gr. 9-12****Prerequisite: Ability to play a band instrument. Proof of private lesson instruction or additional study outside of school. Contract with student, parent and Miss Eynon**

Honors weighted Band is offered to those students who commit to in-depth private instrumental study, may play in more than just High School Band, have aspirations to pursue performance in college or after high school, and a desire to make a greater commitment to his or her playing abilities and performance opportunities. Students are expected to look for opportunities to further skills by auditioning for New Hampshire All State, participating in Solo and Ensemble, and auditioning for solos with the Band.

Jazz Band**.25 Credit****Gr. 9-12****Prerequisite: Audition with or recommendation by Miss Eynon**

Jazz Band is for instrumental students who wish to further their ability by playing a variety of styles of music. Opportunities within the ensemble include solos, improvising and song features. Along with Office Hours Jazz Band rehearsals, there will be some after school rehearsals and Concerts that will be required. The Jazz Band may be asked to participate in other community performances.

Chorus**.25 Credit****Gr. 9-12**

The Inter-Lakes High School Chorus encourages any student interested in improving his/her musical and singing skills to get involved. This course will emphasize music fundamentals, including vocal technique, solfeggio, basic music theory and performance techniques. No previous singing experience is required. The Chorus performs in Music Department Concerts twice a year, as well as Graduation. Along with in-school chorus rehearsals, there will be after school rehearsals and Concerts that will be required. Some of the members of the chorus will have the opportunity to participate in outside festivals.

Honors Chorus**.25 Credit****Gr. 9-12****Prerequisite: Proof of private lesson instruction or additional study outside of school. Contract with student, parent and Miss Eynon**

Honors weighted Chorus is offered to those students who commit to in-depth private vocal study, may sing in more than just High School Chorus, have aspirations to pursue performance in college or after high school, and a desire to make a greater commitment to his or her singing skills. Students are expected to look for opportunities to further skills by auditioning for New Hampshire All State, participating in Solo and Ensemble, and performing outside of the school Chorus.

Select Chorus**.25 Credit****Gr. 9-12****Prerequisite: Audition with or recommendation by Miss Eynon**

Select Chorus is for vocal students who wish to further their ability by singing a variety of styles of music. There are opportunities for challenges including solos, song features and singing a capella. Along with Office Hours Select Chorus rehearsals, there will be some after school rehearsals and Concerts that will be required. The Select Chorus may be asked to participate in other community performances.

Guitar Class**.5 Credit****Gr. 9-12**

This class gets you started in the world of guitar by learning the basics of playing the guitar. Guitars, books, and necessary materials will be supplied to you. In this course you will learn the major parts of the guitar, how to tune a guitar, hold it properly, use a flat pick, and read guitar music notation and tablature (TAB). You will also have the opportunity to perform individually or in a guitar ensemble. No experience is necessary, but if you already know how to play, you too are welcome.

Electronic Music**.5 Credit****Gr. 9-12**

May be taken for music credit or tech credit.

This class will teach you how to create music using a computer. Students will learn how to use a powerful yet easy-to-use multi-track recording studio on computers that enables you to record audio, arrange loops, remix tracks, compose with virtual instruments, score and edit video and add effects to create your own compositions. This is a great way to explore your musical creativity in a whole new way.

Basic Ukulele Class**.5 Credit****Gr. 9-12**

This class gets you started in the world of ukulele by learning the basics of playing the ukulele. Ukuleles, books, and necessary materials will be supplied to you. In this course you will learn the major parts of the ukulele, how to tune a ukulele, hold it properly, basic chords and strumming patterns, basic reading and basic music theory. You will also have the opportunity to perform individually or in an ukulele ensemble. No experience is necessary, but if you already know how to play, you too are welcome.

**Musical Explorations
(formerly Band/Chorus Class)****.5 Credit****Gr. 9-12**

This class is open to any student wishing to further their musical knowledge. Whether you are already a part of the Band and/or Chorus or not, this class will help you become a more competent musician. In this class, students will learn basic music theory (basic notation, scales, keys, musical terminology, etc.), have the opportunity to learn new instruments, create their own music, videos and overall develop a stronger musical knowledge.

Introduction to Piano and Music Theory .5 Credit**Gr. 9-12**

This is a perfect introduction to piano and music for those who have little to no experience or need a review of the very basics. You will learn how to read music, find notes on the piano and other essentials so you can begin playing pieces. This class is also open to students who already have piano playing knowledge.

Piano instruction for beginners will focus on piano basics; learning to read notes, read rhythms, playing scales, basic chords and other tools essential to play any style of music. Piano instruction for students with experience will build these skills to help with the playing of harder pieces.

Basic music theory exercises will also be taught and practiced through the use of online programs and packets. This will include basic notation, scales, keys, musical terminology, etc.

DEPARTMENT OF PHYSICAL EDUCATION

It is the mission of the Inter-Lakes Physical Education Department to provide students with a variety of knowledge, activities, and programs that will empower them to make informed decisions regarding the importance of living an active lifestyle.

The Physical Education Department goals are twofold: first, to develop and promote lifetime fitness concepts, and second, to expose students to a variety of activities that encourage lifetime fitness. To attain these goals the National Association for Sport and Physical Education Standards and the New Hampshire Physical Education Guidelines will be used throughout the instruction of the classes.

The Physical Education Department competencies are:

- Psychomotor
- Cognitive
- Affective
- Physical Fitness

NOTE: Students must take 1 credit of Physical Education in order to graduate.

General PE/Fitness I

.5 credit

Grade 9

Students in 9th grade will take a full year of PE, meeting twice a week. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. Students will engage in physical fitness activities daily during class. Students will be given the opportunity to participate in a variety of individual, group, and team activities. Each activity will include skill development, rule knowledge, and the value of teamwork, cooperation, and sportsmanship. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. Activities may include, but are not limited to: fitness, volleyball, basketball, flag football, badminton, pickle ball, floor hockey, lacrosse, tennis, track and field, dance, soccer, outdoor activities and games.

General PE II Fitness II

.5 credit

Grade 10-12

Students in 10-12th grade are required to take a quarter long class of PE, meeting every day for 9 weeks. Students will be given the opportunity to choose from a variety of individual, group and team activities. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. An emphasis will be placed upon respect and responsibility within a competitive atmosphere. Activities may include, but are not limited to: fitness, volleyball, basketball, flag football, badminton, pickle ball, floor hockey, lacrosse, tennis, track and field, dance, soccer, outdoor activities and games.

DEPARTMENT OF SCIENCE

The Science Department offers a curriculum that prepares all students for responsible decision-making in a rapidly changing and increasingly technological world. An appreciation and curiosity of science is fostered. Information is presented in a variety of ways, including student-centered activities, lectures, demonstrations, and laboratory activities. Problem solving and critical thinking are an integral part of the curriculum, as well as use and communication of scientific concepts. Science competencies focus on real-world 21st century skills that are applicable beyond the scope of science.

The Science Department competencies are:

Asking Questions & Defining Problems
Developing & Using Models
Planning and Carrying Out Investigations
Analyzing and Interpreting Data
Using Mathematics and Computational Thinking

Constructing Explanations & Designing Solutions
Engaging in Argument from Evidence
Obtaining, Evaluating & Communicating Information

- A. Required Courses
 - 1. Integrated Physical Science
 - 2. Biology
- B. Electives (See each course for prerequisites)
 - Advanced Biology
 - Honors Physics
 - Honors Advanced Biology
 - Honors Advanced Chemistry
 - Honors Human Anatomy and Physiology
 - Forensic Science
 - Environmental Studies

Integrated Physical Science

1.375 Credits

Gr. 9

This course is designed to introduce students to basic topics in physics and chemistry and to apply these topics to earth and space science concepts. Physics topics include motion, forces, and energy. Chemistry topics include matter and its interactions. Through hands-on activities, students are guided to practice and develop both processing and critical thinking skills essential for success in today's society.

Biology

1 Credit

Gr. 10

Students will develop a broad understanding of biological principles and how various organisms operate within these principles. Emphasis will be given to investigating the mechanisms of change, the types of changes that take place, and how these changes affect various plants and animals. Units of study include: Ecology, DNA and Protein Synthesis, Genetics and Evolution.

Chemistry **1 Credit** **Gr. 10-12**
Prerequisite: Integrated Physical Science, Biology and Geometry or Algebra IIA
(either may be taken concurrently)

This course presents the study of matter and its interactions, with an emphasis on critical thinking and making connections. This is achieved through laboratory and written work and the application of the problem solving skills learned in class. Topics covered include, but are not limited to, structure and properties of matter, atomic structure, nuclear chemistry, bonding and compounds, chemical reactions and stoichiometry.

Honors Physics **1 Credit** **Gr. 11-12**
Prerequisite: Honors Algebra IIB or Algebra IIB and Chemistry

This college preparatory class focuses on developing an understanding and appreciation of the physical laws that govern the world around us. Students will study these relationships through discussions, demonstrations, reading, design projects and problem solving. The use of mathematics, including trigonometry and algebra, is essential to the study of Physics and will be necessary to strengthen understandings and support conclusions. As this course is an introductory course, the primary emphasis will be on mechanics, concepts relating to motion, forces, momentum and energy.

Honors Advanced Biology **1 Credit** **Gr. 11-12**
Prerequisite: An average of B or above in Biology and Chemistry

The students will expand upon the basic knowledge acquired from previous science courses. The major focuses of this course are an in-depth look at Biochemistry and Cell processes. Also, students read "The Immortal Life of Henrietta Lacks" to discuss issues in Bioethics and learn about the growing field of Biotechnology. Students complete a major research project associated with the book.

Honors Advanced Chemistry **1 Credit** **Gr. 11-12**
Prerequisite: Chemistry, Algebra IIB (may be taken concurrently)

This course will delve further into the principles of chemistry, expanding on previous topics and exploring more complex concepts and ideas. Topics covered include, but are not limited to, the quantum mechanical model of the atom, behavior of gases, thermochemistry, reaction rates and equilibrium, and solutions and acid-base chemistry. Students who wish to enroll in this course must have demonstrated a high degree of proficiency in the first year of chemistry. Students planning to major in the sciences in college should enroll in Advanced Chemistry.

Honors Human Anatomy and Physiology **1 Credit** **Gr. 11-12**
Prerequisite: An average of B or above in Biology and Chemistry

This course is primarily concerned with the structures within the human body and their interrelated functions. The anatomy and physiology of the cells, tissues and organs of all organ systems will be studied from their gross structures down to the chemical level. Special emphasis will be placed on applying acquired knowledge to real life. Lab experiences and dissection of animal organs and whole animal specimens are an integral part of the course. This course is for motivated students who are interested in human biology or those who are planning to major in biological or medical

science in college. Participating in dissection, at least through observation, is a requirement of this elective course.

Forensic Science

1 Credit

Gr. 11 – 12

Prerequisite: Integrated Physical Science and Biology

This inquiry based course is an introduction to the field of forensic science. Forensic Science is the scientific method of gathering and examining evidence and the application of science to law. Many disciplines of science, like biology, chemistry and physics are applied throughout this course. Topics addressed will include evidence collection, fingerprinting, cyber forensics, blood spatter patterning, toxicology and DNA analysis.

Environmental Studies

1 Credit

Gr. 11-12

Prerequisite: Integrated Physical Science and Biology

This course is designed to be an introductory course in Environmental Studies. Current issues in Environmental Studies will be explored. Many local environments will be studied, including topics like: fundamental principles of ecology, interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, and energy issues for the future.

DEPARTMENT OF SOCIAL STUDIES

The ILMHS social studies department curriculum is designed to provide students with the opportunity to acquire, analyze and evaluate information about the past and present in order to be prepared to function in society. Students are required to take classes to learn about the development of the United States and the rest of the world. Students have the opportunity to pursue electives in the social sciences, including history, geography, sociology and psychology.

The Social Studies Department competencies are:

- Develop questions and plan inquiries.
- Apply disciplinary tools and concepts of history, geography, civic, & economics.
- Use technology and skills to gather information and express responses to essential and supporting questions through well-reasoned explanations and evidence-based arguments.
- Make independent and collaborative evidence-based decisions and present conclusions in a public venue.

American and State Government

.6875 Credit

Gr. 9

American and State Government students will increase their understanding of our national, state, and local government. A study of the United States Constitution and the New Hampshire State Constitution will occur. Critical thinking skills will be enhanced by analyzing and interpreting documents, developing, and defending opinions, and working collaboratively. Students will demonstrate their knowledge through class activities, projects, essays, participation, homework, and written evaluations.

Inter-Lakes School District requires successful completion of American and State Government for graduation and before taking U.S. History I.

Ancient and Medieval History

.6875 Credit

Gr. 9

Ancient and Medieval History students explore the developments of human civilization from ancient times through the Reformation. The ancient civilizations of Egypt, Mesopotamia, Greece and Rome will be examined, as well as the importance of the development of Christianity. The various aspects of the Middle Ages - feudalism, rise of Islam, Crusades, and the Renaissance will then be studied, culminating with the Reformation. This course will include at least one major current event unit to develop an awareness of World Geography and current events. Students will demonstrate their knowledge through class activities, projects, essays, participation, homework, and written evaluations.

U. S. History I: The Nineteenth Century 1 Credit Gr. 10-12
Prerequisite: American and State Government

United States History students will explore the major events in United States and New Hampshire History from the Federalist Era through the turn of the Twentieth Century. Various topics will be studied including the formation of political parties, the Louisiana Purchase, the War of 1812 and the Mexican War. Students will also trace the development and expansion of America, while examining the forces, values, individuals, ideas and institutions that have shaped our country. The course will also include the rise of Sectionalism, and an analysis of the Civil War and Reconstruction. Students will also focus on the Second Industrial Revolution and the Progressive Era. As time permits current events will also be discussed. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments.

U.S. History II: The Twentieth Century 1 Credit Gr. 10-12
Prerequisite: U.S. History I

United States History students will explore the major events in United States and New Hampshire History from Imperialism to contemporary times. Students will develop an understanding of modern America. The causes and effects of Imperialism, World War I, the Roaring Twenties and the Great Depression will be investigated. Students will explore the developments of World War II and post war policies. The Vietnam Era and the challenges facing modern America will also be examined. As time permits, current events will also be discussed. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments.

AP United States History 2 Credits Gr. 11-12
2 Semester Course
Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B in 9th grade Social Studies and English.

This Advanced Placement Course in U. S. History is designed to provide motivated students with analytical skills and factual knowledge necessary to deal critically with the problems and issues in American history. It seeks to prepare students for college by making demands upon them equivalent to those made by an introductory U.S. History college course. Students will be expected to learn to assess historical material and to weigh the evidence based upon contemporary historical scholarship. Development of the skills necessary to arrive at conclusions based on informed judgment and to present reasons and evidence clearly and effectively in essay format will be emphasized. This Advanced Placement Course in U.S. History is offered over two (2) semesters. **Note: All students who take an AP course must take the AP exam as a course requirement.**

Sociology 1 Credit Gr. 11-12

The aim of this introductory sociology course is to begin to understand human behavior, relationships, and culture. Students will examine the concepts and theories used by social scientists and relate these to our everyday lives. Topics of study include culture, values and norms, socialization, deviance and conformity, criminal behavior and race and class issues. Evaluation will be based on class participation, readings, projects and written assignments.

Psychology

1 Credit

Gr. 11-12

Psychology students study topics such as sensation, perception, motivation, emotion, consciousness, sleep, dreams, learning, memory, intelligence, gender and mental illness. Students are encouraged to relate the issues and perspectives studied to their own experiences. Students have the opportunity to demonstrate their knowledge and skills through verbal and written expression, including a semester research project.

Explorations in the Social Sciences

1 Credit

Gr. 11-12

For students interested in furthering their knowledge and skills in the social studies, this is a student-designed course that offers students the opportunity to explore topics, themes and/or concepts related to the social sciences. Do you love history and want to spend more time learning about interesting historical eras, people or events? Have you taken Psychology or Sociology and wanted to explore those topics further? Are you curious about Anthropology or Political Science but haven't had the chance to learn about these topics? If so, this is the course for you. Students will choose their own topics and design their own plan for learning. The teacher's role will be to approve the student's plan and support the student in their learning adventure.

Possible topics could include:

- Technology that changed history
- History's Mysteries and Conspiracy Theories.
- History Through Pop Culture
- Civil/Human Rights and Activism
- Genocides of the 20th and 21st century
- Social Issues of the 20th and 21st century
- Local History
- Preparation for AP tests that Inter-Lakes doesn't currently offer
- Learning about other cultures around the world

STEAM DEPARTMENT

The STEAM Department offers all students the opportunity to experience and understand the role of Science, Technology, Engineering, Art and Math in today's society.

The character of STEAM education itself has been evolving from a set of overlapping disciplines into a more integrated and interdisciplinary approach to learning and skill development. This new approach includes the teaching of academic concepts through real-world applications and

combines formal and informal learning in schools, the community, and the workplace. It seeks to impart skills such as critical thinking and problem solving along with soft skills such as cooperation and adaptability. It also includes technical skills such as computers, tools and machines (US DOE).

“America’s national innovation base depends more than ever on a strong, cross-sector collaboration around common STEAM education interests and goals—a STEAM ecosystem—that can provide all Americans with access to high-quality STEM education throughout their lifetimes. Establishing a path to basic STEAM literacy for everyone is vital to preparing a diverse workforce needed for the United States to lead and prosper in an increasingly competitive world driven by advanced technology.” -www.whitehouse.gov

The STEAM Department incorporates a variety of competencies from each of its component disciplines.

The STEAM courses are grouped into 4 thematic areas – however all courses incorporate and encourage cross-theme cooperation.

Communications - Graphic Arts, Photography, Digital Art, Computer Animation, Introduction to Video Production and Yearbook

Manufacturing - Woodworking, Design and Manufacturing, Metals, Light Construction, Electrical Construction, Jewelry Design

Engineering - Robotics, Computer Aided Design and CNC Manufacturing, Design and Manufacturing

Computer Engineering and Programming - Game Design, Introduction to Computer Science, AP Computer Science Principles, Web Page Design, Smart Technologies for Beginners, Cybersecurity

STEAM- Communications

Digital Art	.5 Credit	Gr. 9-12
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Make art with a computer! This introductory course provides students with the opportunity to experience and create traditional and contemporary art styles through a computer based, digital exploration. Adobe Creative Cloud software, digital drawing tablets, computers, light tables and other contemporary tools will be utilized to create original, expressive works of art.

Graphic Arts I	1 Credit	Gr. 9-12
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This introductory course explores the basics of graphic design and visual communication through the study of typography, color theory, the elements of design, page layout, logo design, branding, and the exploration of the creative process. Utilizing Adobe CC software, students will demonstrate an understanding of graphic design concepts through the creation of visual arts, promotional material, and creative content.

Graphic Arts II	1 Credit	Gr. 10-12
	Running Start Credit available	

This intermediate course reviews the basics of graphic design and begins to explore the complex world of visual communication through a variety of creative, constructive and research based projects. Graphic Arts II students will have the opportunity to transfer and synthesize knowledge they have gained in Graphic Arts I. Students will utilize those skills learned through the Adobe CC software and the printing production technologies to further develop their understanding of industry standards and applications. Students will maintain a job-like atmosphere, working on team driven products and jobs. Students will be responsible for experiential learning by doing outside community jobs for local businesses and for in-house Inter-Lakes School District jobs. Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.

Graphic Arts III

1 Credit

Gr. 10-12

This culminating course reviews the concepts and skills developed and practiced in Graphics I and II. The focus of this course shifts to emphasize college and career readiness in the field of graphic design while continuing to explore the complex world of visual communication through a variety of creative, constructive and research based projects. Students will maintain a job-like atmosphere which reflects a creative in-house production site working on team driven products and jobs. Students will be responsible for experiential learning doing outside community jobs for local business and for in-house ILSD jobs. Students will prepare a refined portfolio of work to present themselves as college or career ready for post high school life.

Introduction to Video Production

.5 Credit

Gr. 9-12

This is a project-based course that provides an introduction to basic video theory and production techniques. Classes will focus on practicing and applying technical elements of production, script writing, story-boarding, filming and the use of digital editing software. Students will then develop ideas individually or within a group, compose a script, plan, film, edit and present their video project. Students will have the opportunity to produce a wide range of video content, from assigned projects to independently designed concepts of expression.

Photography I

1 Credit

Gr. 9-12

This introductory course explores the basics of traditional black and white and digital photography. Students will have the opportunity to learn about photographic composition, camera controls, image processing and the science behind the technology of photography. In addition, students will gain an understanding of how photographers use pictures to communicate ideas and emotions along with exploring the history of the media.

Photography II

1 Credit

Gr. 10-12

Students will have the opportunity to work at improving their ability to print black and white and digital images while experimenting with alternative photographic processes (cyanotypes, hand coloring, liquid emulsion, and Polaroid transfers). In addition, students will learn greater exposure control and have the opportunity to learn to manipulate artificial light (flash). They will also work on developing a portfolio of images with a unified theme while taking an in-depth look at the history of photography and methods used by art critics to evaluate the photographic Image.

Photography III

1 Credit

Gr. 10-12

This course will give students the opportunity to work in an intensive studio environment, enabling them to produce a portfolio of images that will aid them in their further pursuit of education and

employment. Students will be required to produce a variety of photographic images, which will include but not be limited to photo journalism, commercial photography, photo essays, fine art, and digital imaging. In addition, students will continue experimenting with advanced and alternative photographic processes while fine tuning their ability to communicate visually.

STEAM - Manufacturing

Light Construction

1 credit

Gr. 9-12

Students will explore the field of light construction practices using multiple building materials to appreciate the building process in various capacities. Various levels of planning, safe hand and power tool use practices, safe work site/building practices, and collaboration amongst each other will be explored to create projects for our surrounding communities and school grounds. Students will become skilled in applying previously learned mathematics concepts through frequent tape measure use, budgeting, and materials estimating/acquisition. Students will apply science concepts such as the use of simple machines (levers, pulleys, ramps, wheels, and screws), proper lifting techniques, and materials handling methods. Building methods that address structure stress/load dynamics and safe movement of materials and self in relation to the building tasks at hand are mainstay concepts constantly being practiced.

This course is held in a shop and possible outdoor settings. Students are to wear proper attire such as closed-toe, closed heel footwear, long-pants, and clothing for possible inclement weather. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided

Woodworking

1 credit

Gr. 9-12

Students will explore areas of the wood products industry, revisit previously learned science concepts of trees and plants; and understand the role of how wood defects found in hard and soft woods can influence the safety and function of set wood projects. Various levels of planning, safe hand and power tool use practices, safe shop operation practices are trained and practiced. Shop projects include, but are not limited to, furniture and home accessories. Students have opportunities to apply and extend previously learned concepts in middle school classes to experience heavier duty equipment and their role in a woodworking setting.

This course is held in a shop setting. Students are to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided

Electrical Construction

.5 credit

Gr. 9-12

Students will explore the dynamics of electricity in a residential home setting. Exploration of how electricity is created, stored, delivered, and used in an ever-demanding society that depends on safe and efficient use of electricity in a home setting is covered. Safe electrical constructions that are shared and practiced in this course are inspected by a licensed electrician which enforces the importance of how a licensed trade must be treated by today's electricity tradesperson and homeowner. Electrical constructions will be built by students using modern wiring products and materials found in either residential and/or commercial settings such as wire nuts, wire, panels, and their relationship to a home's structure and its finishes.

This course is held in a shop setting. Students are to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided

Metal Working

.5 credit

Gr. 9-12

Students will become familiar with the medium of metal as a structural and/or artistic product. Students will learn to use metal working tools that cut, shape and form metal into works that have a purpose using tools such as shears, bending tools, mills, lathes, drill presses, and saws. Students will be introduced to the areas of simple welding techniques to create small, artistic metallic pieces. Students explore the safe practices involving the set-up, delivery of appropriate electricity to an appropriate workpiece made of acceptable materials for welding. Students can use previously learned art class experiences to work with metallic media. Projects will include but are not limited to toolboxes, step stools, tool holders, wall hangings, hooks, weather vanes, jewelry, home accessories.

This course is held in a shop setting. Students are to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided

Jewelry Design

.5 Credit

Gr. 9-12

This course will explore basic jewelry making techniques, using materials, tools, and techniques to express their ideas. Students will learn to work with metal wire, sheet metal, simple stone setting, how to use hand tools, how to solder and design jewelry. Projects will include the fabrication of rings, earrings, bracelets and pendants. Students will also learn how to take a project from a sketch to a final piece. The class will keep a design journal; learn about past and contemporary artists, and how to critique fine jewelry. Patience and attention to detail are extremely important.

STEAM - Engineering

Computer Aided Design & CNC Manufacturing .5 Credit

Gr. 9-12

Students will use Computer Aided Design (CAD) to model 3D objects in dimensioned sketches, parts and assemblies. Assemblies will incorporate commercially available parts. Students will use software to make dimensioned sketches, extrude them into solid objects and assemble them with constraints to show movement. Incorporates geometric concepts as well as artistic principles.

Students will use Computer Aided Manufacturing techniques including Computer Numerically Controlled (CNC) machines and 3D printers, to produce conceptualized products out of various materials including wood, Polycarbonate and soft metals

Robotics

1 Credit

Gr. 9-12

Students will participate in the FIRST Robotics Competition in order to learn the skills of Computer Programming, Computer Aided Design and Manufacturing, Mechanical Assembly and Electrical wiring while utilizing the Engineering Design Process. Each year a unique game challenge is released in January and this class will be responsible for conceptualizing the competitive role each year's robotic build will partake. Depending on the time of the year the course is offered, different parts of the Design Process will be emphasized. Students will work

within their own skill sets in order to contribute to the team effort to develop a solution to the challenge.

This course encourages but does not require participation in the co-curricular Robotics Team. Field trips to events will occur periodically depending on the time of year.

Design & Manufacturing **1 Credit** **Gr. 11-12**
Prerequisite: Successful completion of any one of the following: Light Construction, Metals, Welding Art, Woodworking, Electrical Construction, Robotics, Computer Aided Design & Manufacturing, Kinetic Sculpture.

This is the course you want to take, the ultimate hands on design and manufacturing experience. It is designed to be an exceptional culmination of skills and experiences a junior or senior would like to include as apart of their skill-building work at ILMHS. Students who have successfully completed a skills-based STEAM class(es) are encouraged to participate in the Engineering Design Process in this course which will Define, Collect, Brainstorm and Analyze, Develop/Build, Present and Improve a solution to a unique problem.

This course will incorporate Computer Aided Design and Manufacturing methods using multiple media such as woods, metals and plastics in a team-focused setting.

Students who have gained valuable technical skills and experiences in previous classes, such as manufacturing techniques with power tools and hand tools, will use also use parts and equipment as necessary.

Design and Manufacturing teams will consist of students with varied skill sets, career paths, and postsecondary endeavors in order to encourage collaboration and communication skills in the design and manufacturing of projects that help solve problems and/or address concerns within our community.

Example projects include, but are not limited to: Furniture, Tool Cart, Interactive Displays, toolboxes, step stools, tool holders, wall hangings, hooks, and weather vanes.

This course is held in a shop setting. Students are to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided

Design & Manufacturing Capstone Honors Level **1 Credit** **Gr. 12**

Students considering a capstone in Design and Manufacturing are on an honors level track, have a desire to develop a postsecondary track of trades work, 2 year training, and/or a 4 year college institution. They also accept a Team Leader role with the current Design and Manufacturing class. Enrollment requires the student to pursue an application process with course instructors to determine their eligibility and relationship to post-secondary college and career-ready endeavors. Students should have interests in making industry connections, taking on job shadows and entertain internship opportunities. An interested student must have successfully completed Design and Manufacturing competencies at **proficient levels** prior to applying. This Design & Manufacturing Capstone is limited to 5 participants per semester only.

STEAM - Computer Engineering and Programming

Game Design and Development **.5 credit** **Gr. 9-12**

This course is designed to allow students the opportunity to build their own video games. Through the completion of tutorials, students will gain a foundation in how to code games. In addition, by exploring game design theory, students will gain a deeper understanding of what makes a game fun to play. Through the designing and building of their own games, students will have the opportunity to demonstrate their knowledge of game theory, animated sprite creation, coding, testing, and debugging.

AP Computer Science Principles
Prerequisite: Algebra 1

2 Credits

Gr. 10-12

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems and discussing and writing about the importance of these problems and the impacts to their community, society and the world. Note: All students who take an AP course must take the AP exam as a course requirement.

Note: All students who take an AP course must take the AP exam as a course requirement.

Smart Technology for Beginners

.5 credit

Gr. 9-12

Do you want your clothes to light up? Do you want your hat to play music? Do you want to take a class where you can integrate technology and creativity into your everyday life? The possibilities are endless from e-textiles, to robots, LED displays, music, and wherever your imagination can take you. Students will acquire skills in soldering, wiring, sewing, 3D printing, creating circuits, and programming. This course introduces students to various tools and problem solving skills common to most fields of engineering and technology. It emphasizes developing both individual critical thinking skills and collaborative problem solving skills, essential in today's world of technology.

Cybersecurity

.5 credit

Gr. 9-12

This course is an opportunity for students interested in learning about cybersecurity. Topics that will be covered are: Introduction to digital forensics and cybersecurity, computer hardware, disks and other storage media, networking, malware, cyber threats and defenses. Students will learn how to identify and protect against security threats such as hackers, eavesdropping, and network attacks, as well as the basics of cryptography. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyberinfrastructure that moves and processes information safely.

Web Page Design

.5 credit

Gr. 9-12

This is an introduction to web page design and creation utilizing hands-on activities and various projects using industry software and hardware technology. Some HTML and CSS programming will be covered. Students will learn how to design and create web sites, format and add graphics to the page following artistic guidelines, and create forms, tables and frames. Course content

includes creating a variety of graphic elements including video, animations, rollover effects, backgrounds, and page images.

Intro to Computer Science

.5 credit

Gr. 9-12

This course introduces computer programming in an engaging and creative way and provides computational thinking skills of programming, algorithm development, simulation, and data analysis that can be utilized in other classes. Students will learn to create computer programs, collaborate with others, develop problem-solving skills, and work on various tasks. Students will study programming concepts, computational thinking, digital citizenship, and develop interactive games/stories to share.

DEPARTMENT OF WORLD LANGUAGE

The World Language Department introduces students to the Spanish and French languages and cultures. The courses are dedicated to providing the skills necessary for succeeding in today's global world, using the national standards of Comparisons, Communities, Communication, Cultures and Connections.

Any student who elects a world language should do so with the intent of taking at least a three semester sequence (through Level II) in that language. While two years of a world language is acceptable, three years is preferred by some colleges and universities.

The World Language Department competencies are:

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

A student must achieve a C or CP above in one level of language (French or Spanish) for the semester before advancing to the next level.

French IA

1 Credit

Gr. 9 - 12

Prerequisite: None. It is suggested, however, that students who score below the 40th percentile on standardized reading comprehension tests work on basic English skills before beginning the study of French.

Students will present information orally and in writing about themselves and about some other very familiar topics using a variety of words, phrases, and memorized expressions. Students will recognize some familiar words and phrases when hearing them spoken or when reading.

French IB

1 Credit

Gr. 9 - 12

Prerequisite: Minimum grade of C or CP in French IA and Teacher Recommendation

Students will communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students can speak, spell, and attach meaning to specific vocabulary.

French II **1 Credit** **Gr. 10 - 12**
Prerequisite: Minimum Grade of C in French IB and Teacher Recommendation

Students will participate in conversations or make presentations on a number of familiar topics using simple sentences and questions about everyday situations or familiar topics. Students will understand the main idea in short, simple messages, overheard conversations, or presentations on familiar topics. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences.

French III **1 Credit** **Gr. 10-12**
Prerequisite: Minimum Grade of C in French II and Teacher Recommendation

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about everyday situations or familiar topics. Students will understand the main messages in basic messages, overheard conversations, or presentations on everyday life, personal interests, or studies. Students will be able to write about a variety of familiar topics and present information using a series of connected sentences.

French IV **1 Credit** **Gr. 11-12**
Prerequisite: Minimum Grade of C in French III and Teacher Recommendation

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames.

French V **1 Credit** **Gr. 11-12**
Prerequisite: Minimum Grade of C in French IV and Teacher Recommendation

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames.

Spanish IA **1 Credit** **Gr. 9-12**
Prerequisite: None. It is suggested, however, that students who score below the 40th percentile on standardized reading comprehension tests work on basic English skills before beginning the study of Spanish.

Students will present information orally and in writing about themselves and about some other very familiar topics using a variety of words, phrases, and memorized expressions. Students will recognize some familiar words and phrases when hearing them spoken or when reading.

Spanish IB**1 Credit****Gr. 9-12****Prerequisite: Minimum Grade of C or CP in Spanish IA and Teacher Recommendation**

Students will communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students can speak, spell, and attach meaning to specific vocabulary.

Spanish II**1 Credit****Gr. 10-12****Prerequisite: Minimum Grade of C in Spanish IB and Teacher Recommendation**

Students will participate in conversations or make presentations on a number of familiar topics using simple sentences and questions about everyday situations or familiar topics. Students will understand the main idea in short, simple messages, overheard conversations, or presentations on familiar topics. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences.

Spanish III**1 Credit****Gr. 10-12****Prerequisite: Minimum Grade of C in Spanish II and Teacher Recommendation**

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about everyday situations or familiar topics. Students will understand the main messages in basic messages, overheard conversations, or presentations on everyday life, personal interests, or studies. Students will be able to write about a variety of familiar topics and present information using a series of connected sentences.

Spanish IV**1 Credit****Gr. 11-12****Prerequisite: Minimum Grade of C in Spanish III and Teacher Recommendation**

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames.

Spanish V**1 Credit****Gr. 11-12****Prerequisite: Minimum Grade of C in Spanish IV and Teacher Recommendation**

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames.

Huot Career and Technical Center

Program of Studies 2020 – 2021

Career and technical education is designed to provide knowledge and technical expertise in various career pathways. It involves the development of an individual's abilities and understanding of attributes that result in future employment or pursuit of post-secondary educational opportunities. All programs articulate with at least one college or professional licensing organization to provide students with the opportunity for advanced placement or dual enrollment. Huot classes can also be used to fulfill academic requirements at the discretion of the sending high school.

Students receive a great deal of laboratory experience in settings that simulate business, industry, and community resources. All Huot classes run 90 minutes per day. Classroom theory and related instruction is provided to enhance learning. There are opportunities for participation in a variety of student leadership groups. Students may also be eligible for and participate in career experiences and internships available within the business community. Honors credits by contract are possible for certain classes at the discretion of the instructor, Huot Director and sending high school.

Priority for enrollment in **level one** programs will be given to junior students. Effective for 2020-2021, sophomores may also enroll in certain HTC programs, see your counselor for details. Entrance to the **level two** of any career and technical education program is competitive and determined by specific criteria available from the career center administration. Males and females are strongly encouraged to explore enrollment in any program of interest.

All students wishing to enroll at the Huot Career and Technical Center must complete an application. Certain programs have specific requirements and age restrictions listed below. All courses and course descriptions in the Program of Studies are subject to annual budget approval, applicable state and local regulation changes and minimum enrollment.

Please see our Parent/Student Handbook for full details on our policies and procedures.

Program Notes and Definitions

- Listed college credit and industry certifications are *potential* outcomes and are not guaranteed.
- Times listed are approximate and subject to change
- All offerings are subject to minimum enrollment and budgetary approval
- LRCC, Lakes Region Community College; CMCC, Central Maine Community College; NHTI, New Hampshire Technical Institute; SMCC, Southern Maine Community College. RS, Running Start (transcripted college credit for fee). Articulated credits do not require a fee but are only available if student enrolls at the college listed.
- Sophomores may only request Running Start credit on a case-by-case basis at the discretion of the college. Freshmen are not eligible for Running Start credit.
- Running Start and dual enrollment credit is not automatic. Students must register with the college at the start of the semester and fees may apply. Courses are for articulation unless specifically noted as dual-enrollment/Running Start.

The Laconia School Board and Huot Technical Center do not discriminate in the administration of our educational programs, activities, or employment practices on the basis of race, color, national/ethnic origin, age, gender, religion, disability, sexual orientation, or marital status. This statement is a reflection of the mission of the Laconia School District and refers to, but is not limited to, the provisions of the following laws:

** Title VI and VII of the Civil Rights Act of 1964 * The Age Discrimination in Employment Act of 1967
* Title IX of the Education Amendment of 1972 * Section 504 of the Rehabilitation Act of 1973
* The Americans with Disabilities Act of 1975 * NH Law Against Discrimination (RSA 354-A)*

Inquiries regarding discrimination and Laconia School District's compliance with regulations implementing these laws may be directed to: Amy Hinds, Assistant Superintendent, SAU 30, 39 Harvard Street, Laconia, NH 03246, telephone number (603) 524-5710 and ahinds@laconiaschools.org.

Inquiries may also be directed to:

U.S. Department of Education * Office for Civil Rights * 33 Arch Street, Suite 900 * Boston, MA 02110-1491 (617-289-0111) * TTY (877) 521-2172

Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston, MA 02201 (617-565-3200) **NH Commission for Human Rights** * 2 Chenell Drive * Concord, NH 03301 (603-271-2767)

Rev: July, 2015

Application Process and Required Documentation

Students wishing to enroll at the Huot Career and Technical Center must complete an application. Selection for first year programs is managed by the student's home/sending school based on Huot expectations, regional seat allotments, state regulation and various priority systems that may exist at the home/sending school. Second year application is managed by the Huot Center based on criteria found in our *Student Handbook*.

It is the responsibility of the student's home/sending school to provide the following documentation:

- A completed application for every student
- A copy of any IEP, 504 or medical plans prior to the start of the student's participation in Huot programs. If a student begins classes after the normal start of school, the home/sending school should provide the above-mentioned documents within 10 school days.

It is the responsibility of student/parent to complete all required HTC forms including the following:

- Huot medical information and release form
- Huot media release
- Laconia School District internet release form


The Huot Center reserves the right to limit a student's participation in program activities should the above-mentioned documents not be provided in a timely manner.

Academic Credit

Certain Huot courses may be used for academic credit at the discretion of your sending high school. Please see your guidance counselor for a list of courses that may also count as academic (math, social studies, etc...) credit. Additionally, some level II (second year) courses may be taken for Honors credit with approval of your sending high school and the HTC administration. Honors options require significant additional work and are a year-long commitment. Your instructor will announce this option at the start of the year. Students should also be aware that the number of credits given vary from school to school. The average is two credits towards high school graduation for a full year course. Students must earn a 65 or better in their course and stay within our attendance limit to earn credit.

Workplace Readiness Focus:

The Huot Center and its industry partners, believe strongly that skills and behaviors such as appropriate communications, collaboration, care and commitment are the most important traits we can instill in our students. As such, the center uses our *College and Career Readiness Standards (CCRS)* to evaluate our students on a regular basis. This rubric score represents a significant portion of a student's quarterly grade. Students will receive classroom instruction, mentoring and role-modeling to help them improve in these important areas.



HTC College, Career[®] and Community Ready!

BEHAVIOR MATRIX and CLASSROOM GRADING RUBRIC – 40% of Quarterly Average

Examples of Desired Attitudes and Traits	Novice: 0 - 1pts <i>I struggle to meet these standards.</i>	Apprentice: 1.5 - 2pts <i>I meet these standards some of the time.</i>	Professional: 2.5 - 3pts <i>I almost always meet these standards.</i>	Master: 3.5 - 4pts <i>I always meet or exceed these standards.</i>
Commitment: I always... <input type="checkbox"/> Attend classes and complete assignments <input type="checkbox"/> Follow through on obligations <input type="checkbox"/> Look for solutions <input type="checkbox"/> Give 100%	<input type="checkbox"/> I often forget/disregard commitments <input type="checkbox"/> If something is hard to do, I generally don't do it	<input type="checkbox"/> I try to follow through on commitments but could do a better job <input type="checkbox"/> I am good at completing tasks that I like or find easy but sometimes give up or put off more difficult assignments	<input type="checkbox"/> I rarely miss commitments and always communicate to those affected <input type="checkbox"/> I try hard at everything I do and seek out help when confused	<input type="checkbox"/> I always follow through on all commitments and I don't get discouraged by setbacks <input type="checkbox"/> I always try my hardest at everything I do in all settings <input type="checkbox"/> I often seek out opportunities to improve myself and my community
Communication: I always... <input type="checkbox"/> Stay calm <input type="checkbox"/> Listen to others <input type="checkbox"/> Check-in with my instructor <input type="checkbox"/> Use professional language	<input type="checkbox"/> I talk over others and argue <input type="checkbox"/> I use profanity <input type="checkbox"/> I do not communicate my intentions to others	<input type="checkbox"/> I sometimes listen to others but want to get in the last word <input type="checkbox"/> I occasionally tell people when I plan to miss school or work, but it is not a priority <input type="checkbox"/> Sometimes my language slips	<input type="checkbox"/> I truly listen to others <input type="checkbox"/> I always use appropriate language in school and work <input type="checkbox"/> I always call in when sick to school or work/internship	<input type="checkbox"/> I consistently strive to understand the views of others <input type="checkbox"/> I always use industry specific terms <input type="checkbox"/> I am always respectful in my communication/actions <input type="checkbox"/> I make sure everyone is on the same page
Collaboration: I always... <input type="checkbox"/> Support others who are struggling in and out of school <input type="checkbox"/> Fulfill my obligations to team <input type="checkbox"/> Show sensitivity to the needs and opinions of others	<input type="checkbox"/> I do not participate in group activities <input type="checkbox"/> I distract the team by my actions <input type="checkbox"/> I struggle to work with others	<input type="checkbox"/> I only do my part of the project or I do everything and do not let others take part <input type="checkbox"/> I sometimes let down members of my team	<input type="checkbox"/> I demonstrate concern for my classmates at all times <input type="checkbox"/> I participate fully in group projects <input type="checkbox"/> I can work professionally with anyone	<input type="checkbox"/> I teach/help others who are struggling in class <input type="checkbox"/> I often make personal sacrifices to support the team <input type="checkbox"/> I support our team fully while allowing others to participate
Care: I always <input type="checkbox"/> Follow classroom and safety guidelines <input type="checkbox"/> Maintain work area in a professional manner <input type="checkbox"/> Report possible safety issues <input type="checkbox"/> Strive for A+ work!	<input type="checkbox"/> I frequently forget or choose to ignore safety rules <input type="checkbox"/> My workspace is often messy and disorganized <input type="checkbox"/> I just want to get the assignment done	<input type="checkbox"/> I can follow classroom and lab safety rules, but may need reminders <input type="checkbox"/> I often forget to put away the materials I have been using <input type="checkbox"/> I sometimes do just the minimum work to complete an assignment	<input type="checkbox"/> I always follow classroom and lab safety rules <input type="checkbox"/> I always put away the materials I have used that day <input type="checkbox"/> My work meets expected standards most of the time	<input type="checkbox"/> My workspace is always highly organized and ready to go <input type="checkbox"/> I always make quality and precision a priority in all my work <input type="checkbox"/> I alert my instructor to any possible safety concerns

AUTOMOTIVE TECHNOLOGY COURSES

Automotive Technology I - HTC300

2.25 Credits

In the first year of Automotive Technology at the Huot Technical Center students will be introduced to all systems of modern automobiles. Students will learn the proper safety techniques for working in the shop and how to properly select and use the proper tools for the job. They will also learn the technical skills needed to run an automotive service facility as well as write repair orders and communicate with customers and parts suppliers. Students will then learn the basics of engine repair, electronics, suspension and steering, and hydraulic brakes through their first year. Program time is divided between classroom instruction and actual vehicle repair and simulations.

Special Course Requirements or Prerequisites

- Closed-toed shoes, long pants, safety glasses (one pair provided).

Course Highlights

- Gain hands on experience on modern vehicles.
- Learn new and emerging technology in our NATEF approved program.
- Gain skills that can be used to launch a career or be well on your way when starting at a college.

Automotive Technology II- HTC400

Automotive Technology II at the Huot Technical Center builds on the knowledge gained in the student's first year. The year begins with a recap of tools and safety to make sure the students have the knowledge needed to be safe in an automotive service facility and while working on live vehicles. The students will then explore topics such as engine performance and diagnostics, advanced electronics, drivetrains, manual transmissions, automatic transmissions, and air conditioning diagnostics. Students that have excelled in this year will also be given the opportunity to be sent out on a co-op or internship.

Special Course Requirements or Prerequisites

- Closed toed shoes, long pants, safety glasses (one pair provided)

Credits, Certificates and Credentials

- LRCC - Automotive Technologies
- University of Northwestern Ohio – *Suspension and Steering and Hydraulic Brake Systems*
- CMCC - *Brakes I, Suspensions & Alignment*
- SMCC - *Introduction to Automotive Technology, Auto Maintenance & Light Repair*
- Student ASE Certifications

BIO-MEDICAL TECHNOLOGY COURSES

Bio-Medical Technology I - HTC380

2.25 Credits

**NH Scholars Eligible*

Bio-medical technology provides students with authentic laboratory experiences to explore careers as a researcher, geneticist, biochemist, epidemiologist, forensic scientist, pharmacist, or doctor among others. The field of biotechnology is the practice of using plants, animals, and microorganisms to create some benefit usually in a medical, health science, or agricultural field. Students learn about DNA and genetics, microbiology, genetic engineering, cellular and molecular biology, biochemistry, and immunology. The use and application of advanced laboratory techniques and equipment that replicate the work being done by biotechnology and pharmaceutical companies around the world will be taught. Suggested foundation courses: Successful completion of Physical Science, Biology and Algebra I.

Special Course Requirements or Prerequisites

- Completion of Biology highly suggested

Course Highlights

- Biotech careers are some of the fastest growing and highest paying in the nation
- Prepare for a variety of career paths ranging from pharmacy and clinical application to research and biomedical design
- Work in cutting edge lab featuring unique tools for biomedical research

Credits, Certificates and Credentials

- Plymouth State University – *Biological Science, Lab Safety*

Bio-Medical Technology II - HTC480 (SEMESTER)**2.25 Credits****NH Scholars Eligible*

Bio-Medical Technology II will encompass independent scientific research, advanced DNA and Protein technologies, and have a significant Lab Manager component. Students will design and present their research and experimentation in the NH Science and Engineering Expo, learn about and participate in advanced DNA and protein technologies lab activities, and assist in all manner of Lab Management, including solution preparation, skill acquisition, inventories, and budgeting. Microbiology and Epidemiology may also be covered, for interested students. This class is co-enrolled with Bio-Medical Technology 1. *This is a one semester course.*

Special Course Requirements or Prerequisites

- Completion of Biology required.

BUILDING CONSTRUCTION COURSES**Building Construction I - HTC310****2.25 Credits**

The first year of the Building Construction program provides skill training in the area of residential and light commercial building construction. Construction tools and equipment are introduced to practice the many skills that are necessary for the residential construction career fields. Students perform measuring tasks and measurement computations as well as learn and practice safe power and hand tool use. First year students build sawhorses, picnic tables, storage buildings as well as support the second year Building Construction program in some of their school year projects. Curricular components of the program include OSHA 10 training, reading project plans, understanding basic building materials, concrete, and wood framing of floors, walls, and roofs.

Special Course Requirements or Prerequisites

- No open-toe/open-heel footwear, long pants, cold weather/rain gear for inclement weather
- 16 years old or older (required for off-site work)

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- OSHA 10

Building Construction II - HTC410**2.25 Credits**

Second year students continue their experiences in light residential construction by extending their previously learned knowledge towards more challenging aspects of the industry. Students in year two explore new curricular components such as closing-in residential structures, windows and doors, interior finishes, trim, and insulation. Second year students are expected to be prepared with the correct work wear and personal protective equipment as they build projects in our lab and at off-campus construction sites. Second year students are also expected to create portfolios, develop a resume, embark on career exploratory activities such as job shadows and internships, demonstrate strong attendance, and maintain excellent behavior as they represent the program in community projects and activities.

Special Course Requirements or Prerequisites

- No open-toe/open-heel footwear, long pants, cold weather/rain gear for inclement weather
- 16 years old or older
- Successful completion of OSHA-10 during BC-1.

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- CMCC – *Intro to Hand and Power Tool Safety*
- Vermont Technical College – *Residential Construction Safety*
- SMCC – *Construction Safety*

BUSINESS and FINANCE COURSES

Our Business and Finance Academy is a project-based business program that develops students' understanding and skills in the areas of personal and business finance, business ownership, marketing, management, and operations. These courses are ideal for students wishing to gain exposure to various careers and opportunities in the business and finance segments of the working world. An understanding of the "business of doing business" is practical knowledge you are certain to use in everyday life. Classes can be taken individually and, in any order, however, students are strongly encouraged to Personal Finance during their first semester. Students are also encouraged to participate in Future Business Leaders of America (FBLA).

Business: Intro to Business: Personal Finance – HTC330 (Semester)

This course studies the fundamental financial planning procedures and controls for personal finances to include banking, managing assets, paying for college, credit, insurance needs, budgets, retirement, and estate planning. Students will also be introduced to the concepts of investment as part of the planning procedures, as well as career planning. The course also provides an introduction to the general structures of how businesses work, laws and ethics within the business environment and an overview of the range of careers available within business, finance and management.

Outcomes: Credit, Certificates and Credentials

- LHS math credit possible

Business: Accounting and Financial Management – HTC430 (Semester)

This course continues the topics introduced in Business I with a focus on financial management. The student will be introduced to the procedures necessary to record, classify and summarize basic business transactions. The course will cover the accounting cycle for service and merchandising sole proprietorships, including preparing worksheets and financial statements. Concepts such as payroll, benefits and human resources will also be addressed.

Outcomes: Credit, Certificates and Credentials

- SMCC – *Financial Accounting*

Business: Entrepreneurship, Marketing and Social Media Management – HTC431 (Semester)

The students in this course will first explore the traditional role of Marketing in business. Basic marketing concepts including the 4P's, Branding, Marketing Communications, developing marketing strategies, creating marketing plans and launching marketing campaigns. Digital Marketing and Social Media Management for Business topics will take the students behind their screen and explore the rapidly evolving and necessary skills for growing a business in the age of social media marketing. Fundamental topics including search engine strategies, pay-per-click and email marketing, social media marketing campaigns, and measuring ROI of online advertising campaigns. Students will learn to recognize the many types of marketing messages bombarding them online as well as how to use those methods as part of a marketing strategy for businesses and non-profit organizations.

Outcomes: Credit, Certificates and Credentials

- Partner with a local business or non-profit to create a marketing plan

Introduction to Business: Business Management and Business Technology - HTC331 (Semester)

The students in this course will explore the fundamentals of business structures and management practices. The topics covered will provide a framework to understand the many career specialties possible in business, including finance, accounting, sales, marketing, human resources and project management. Included into the course will be training in Business Technology using Microsoft Office tools; Word, Excel, Powerpoint, as applied in modern business practices will provide students with essential skills for business, college and personal financial management.

Outcomes: Credit, Certificates and Credentials

- MOS Certification in Word, Excel, Powerpoint

COMPUTERS AND PROGRAMMING COURSES

Intro to Computers and Programming - HTC315

This course introduces computers hardware, networking and programming. The introduction to computers portion of the courses covers computer hardware, principles of computer operations, operating systems, representing data digitally,

computer algorithms, the World Wide Web and digital security. The introduction to computer networking portion of the course is based on the Cisco Networking for Home and Small Business course. The focus is on network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing and network standards. The second half of this course introduces the process of problem solving as it relates to program design and development using industry standard programming languages. The student will learn to use the top down approach to programming as well as learning to use the various techniques and tools which have been developed to aid in the process. The basic programming statement types (sequential, conditional, and iterative) will be covered as the student learns to use them in algorithms.

Special Course Requirements or Prerequisites

- A strong foundation in mathematics is highly suggested

Outcomes: Credits, Certificates and Credentials

- LRCC – *Intro to Programming*

Website and Web Application Development - HTC316

This course offers an introduction to Website Development using tools such as Expression Web and various other software products available. The basics of good page and form design, graphics, mapping, lists and tables will be discussed. An overview of integrating text, video, data, audio, graphics and animation will also be covered.

The second half of this course will teach students the skills necessary to develop and implement web applications. Topics include creating user services, creating and managing components, data manipulation, debugging and security issues.

Special Course Requirements or Prerequisites

- A strong foundation in mathematics is highly suggested

Outcomes: Credits, Certificates and Credentials

- LRCC – Website Design

MANUFACTURING and ENGINEERING COURSES

Intro to Engineering Design - HTC385 (Semesters)

**New Hampshire Scholars Eligible*

Level I students will have the opportunity to design, develop, and gain skills in the development of manufactured products using the latest in solid modeling software and virtual CNC machinery. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real-world problems. Students work both individually and as a team to develop and document design solutions using engineering notebooks.

Course Highlights

- Latest 3D Computer Aided Drafting Programs using high powered dual-monitor computer systems
- Technical Sketching, Drawing, and rapid prototyping with a 3D Printer
- Numerous hands-on, self-paced projects and assignments that are connected "Real-World" experiences.

Outcomes: Credits, Certificates and Credentials

- SolidWorks (CSWA-Certified SolidWorks Associate)
- Tooling University - Certificates of Completion
- Additional college credit possible through PLTW agreements at various colleges upon completion of challenge exam. See instructor for details.

Computer Integrated Manufacturing - HTC485

**New Hampshire Scholars Eligible*

Level II students will work with Advanced CNC set-up and operations, Computer Aided Manufacturing (CAM) operations, operational management skills and current manufacturing principles such as Lean production flow and inventory, 5-S workplace organization. Students have the opportunity to receive college credits Project Running Start, and the course articulates with Central Maine Community Colleges. In addition, students can earn industry recognized certifications such as; CSWA-Certified SolidWorks Associate, Solid CAM-Associate Level, MSSC-Certified Production Technician and Tooling University Certificates.

Special Course Requirements or Prerequisites

- Closed toed-foot-ware (no sandals or flip-flops)
- Long pants, or mandatory shop coat usage

Course Highlights

- Students utilize advanced features of SolidWorks CAD software to design a working product and blueprint for manufacturing.
- Students train on the use of computerized machines worth more than \$50,000 each.
- Students train on the use of a computerized laser cutting machine.

Opportunities: Credits, Certificates and Credentials

- SolidWorks (CSWA-Certified SolidWorks Associate) and Solidworks (CSWP- Certified Solidworks Professional)
- Amatrol - Certified Production Technician (140 hours min.)
- Tooling University - Certificates of Completion options
- *LRCC – Blueprint Reading and Solid Modeling*
- *CMCC - Intro to Lathes*
- *SMCC – CAD Graphics, Basic Machine Theory, Print Reading*

Principles of Engineering – HTC415

**New Hampshire Scholars Eligible*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students develop problem-solving skills using SolidWorks computer aided-drafting software with an emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. State of the art computer hardware and software will be used to emphasize design development processes and computer aided drafting & design.

Special Course Requirements or Prerequisites

- Completion of SolidWorks Certification strongly recommended
- Concurrent enrollment in college-level preparatory mathematics if not already taken.

Course Highlights

- Learn and utilize college and industry level software packages (SolidWorks, Chief Architect, SolidCAM, EasyC)
- Design parts and utilize a 3D printer to make your concepts real.
- Build and program custom robots using VEX Robotics equipment.
- Build, test custom bridges and rocket

Outcomes: Credits, Certificates and Credentials

- CSWA-Certified SolidWorks Associate and CSWP- Certified SolidWorks Professional certifications possible
- Tooling University - Certificates of Completion options from numerous course options.
- *LRCC – Blueprint Reading and Solid Modeling*
- *CMCC - Intro to Lathes*
- *SMCC – CAD Graphics, Basic Machine Theory, Print Reading*
- Additional college credit possible through PLTW agreements at various colleges upon completion of challenge exam. See instructor for details.

CULINARY ARTS COURSES

Culinary Arts I - HTC360

2.25 Credits

Students will learn the proper use and maintenance of commercial kitchen equipment that are used in most restaurants. Safety, sanitation, equipment operation, and employability skills is a daily focus. Students with a strong work ethic, problem solving skills and good time management should be able to excel in this program. This program runs the dining room of the Meredith Village Savings Bank Culinary Arts Center which is open several days per week. The expectations are that students will learn how to create, bake, or cook a variety of foods by themselves to a level suitable to sell it to customers.

Special Course Requirements or Prerequisites

- A uniform is required and must be purchased.
- The student must pass a Serv-Safe® certification test during the first quarter in order to work in the kitchen.

Course Highlights

- Prepare and serve food in a working kitchen/restaurant.
- Use cutting edge kitchen equipment.

- Cook, bake and try a variety of foods.

Outcomes: Credits, Certificates and Credentials

- Serv-Safe Food Handler Certificate®

Culinary Arts II - HTC460

2.25 Credits

Students will continue to use the kitchen equipment to improve their skills. Safety, sanitation, equipment operation, and employability skills are a daily focus. Students will be expected to prep, cook and bake food to be served in the restaurant by the end of class time. Teamwork and individual skills are stressed to prepare students for immediate employment or to seek advanced education at a Culinary Arts School. The units of study for Culinary II are as follows: Safety & Sanitation, Measurements, Basic Baking, Yeast Dough, Breads, Appetizers, Stocks, Sauces, Soups, Meat, Poultry, Menu Planning.

Course Highlights

- You will be cooking, baking and serving for important community events.
- Your kitchen job changes every day.
- Make and bake items that you don't normally do at home.

Outcomes: Credits, Certificates and Credentials

- LRCC - Culinary Fundamentals
- CMCC - Food Preparation & Sanitation, Nutrition & Food Quality
- SMCC – Introduction to Culinary Arts

DIGITAL MEDIA ARTS COURSES

Digital Media Arts I - HTC390

2.25 Credits

First year students in the Digital Media Arts program will learn basic skills in commercial arts production. Students will begin by learning basic design principles and move on to numerous digital media arts including commercial photography, video production, filmmaking, television, motion graphics and graphic design.

Course Highlights

- Work with the latest industry technology from Adobe, Apple, Broadcast Pix, Nikon and JVC.
- Participate in the weeklong Children's Auction as the live TV production crew.
- Become proficient at image manipulation and video editing using Adobe Photoshop and Apple Final Cut Pro.
- Learn basic motion graphics and special effects using Motion 5 and Adobe After Effects.

Digital Media Arts II - HTC490

2.25 Credits

Digital Arts II students continue to develop knowledge in the areas of commercial photography, video production as well as graphic and motion graphic design. Students explore options in post-secondary education and in the multimedia career fields. Students have opportunities to fine-tune their skills in the areas of the program that most interests them, as well as preparing a portfolio of their work.

Course Highlights

- Students participate in the Children's Auction as the live TV production crew.
- Explore career and college options.
- Become proficient at image manipulation using Adobe Photoshop and video editing using Apple Final Cut Pro, Adobe Premiere and Apple Motion 5.
- Students are responsible for the production of the Huot Technical Center promotional video.
- Students have the opportunity to produce community based videos and PSAs that are aired on local television.
- Create portfolios and reels
- Articulated credit available through Northern Vermont University (formerly Lyndon State College)

Outcomes: Certificates and Credentials

- SMCC – Digital Foundations, Introduction to Digital Imaging
- NVU – Cinema Production

HEALTH SCIENCE COURSES

Health Science I - HTC340

2.25 Credits

**NH Scholars Eligible (science)*

Students in Health Science I will explore diversified health occupations, the foundations of healthcare, and basic patient care skills. Theoretical and practical instruction includes learning medical terminology, anatomy and physiology, pathophysiology, and certification in American Heart Association Heart-Saver Cardiopulmonary Resuscitation (CPR) and First Aid. They also learn hands-on skills in the simulated clinical laboratory using equipment designed for scenario-based training for the assessment, management, and care of patients. In addition, they have the opportunity for observation of a variety of health careers in the community.

Course Highlights

- Practice hands-on patient care skills in a simulated clinical setting
- Gain a deeper understanding of health and the human body
- Explore multiple facets of the health care industry

Credits, Certificates and Credentials

- American Heart Association® First Aid certification
- American Heart Association® Heart-Saver Cardiopulmonary Resuscitation (CPR) certification

Students entering Health Science and Technology II/Nursing Assistant Track (HST II/NA) must successfully complete HST I with an '80' or better, have a recommendation from the teacher, pass a pre-assessment test that includes math, writing, and reading skills, and complete an application that includes a statement of interest.

Health Science and Technology II/Nursing Assistant Track - HTC440

2.25 Credits

**NH Scholars Eligible*

The Huot Career and Technical Center, in partnership with the NH Board of Nursing (BON), offers a training program for Nurse Assistants. Students will gain the skills and knowledge to pursue a career in the nursing profession and may be eligible to sit for their Nurse Assistant licensure at the end of the year. The course includes both classroom study, simulated lab skills and actual work in a long-term care facility. Nursing Assistant (NA) students are required to have 60 classroom instruction hours and 65 clinical hours of work to be eligible to take the State of New Hampshire LNA exam at the end of year the program. Students will acquire the necessary clinical hours by caring for residents using hands-on nursing assistant skills at local healthcare facilities. In addition, students must maintain a '70' or higher average to participate in the clinical portion of the program and to be eligible to take the final licensing exam. Additional stipulations including drug and criminal background testing and social media usage policies are currently under consideration by the Board of Nursing and will be implemented at HTC if required. In cases where the Board of Nursing policy is stricter than local school district policy the BON policy shall be the guiding factor in decision making.

Program Highlights

- Classroom and clinical instruction of the Nursing Assistant program
- Hands-on resident and patient care skills practiced in local healthcare facilities
- Potential eligibility to take the State of New Hampshire Licensed Nursing Assistant (LNA) exam at the end of the program to obtain an LNA license

Students must meet specific State of New Hampshire Board of Nursing mandated requirements to participate in and complete this program. Additional costs and requirements include:

- A two-step PPD test administered prior to the start of clinical hours
- The purchase of navy-blue scrubs and white sneakers or nursing-style shoes
- Criminal background check
- Fingerprinting
- All examination fees
- Notarization of State of New Hampshire application for licensure
- All additional licensure fees

Credits, Certifications and Credentials

- Students are eligible to obtain five college credits through Lakes Region Community College and the Running Start program.
- Opportunity to sit for LNA exam (assuming all afore mentioned criteria are satisfied)

Health Science II: Allied Health Careers - HTC 441**2.25 Credits****New Hampshire Scholars Eligible*

Allied Health Careers prepares students for post-secondary study in a variety of health related career fields. Students will explore, through a series of guided lab activities, careers in dental, veterinary medicine, medical assisting, clinical lab, diagnostic imaging and emergency medicine. Specific units on medical law and ethics, aseptic procedures, medical terminology, Basic Life Support and medical office procedures and are paired with significant opportunities for independent, student specific, independent study.

Special Course Requirements or Prerequisites

- Open to students who have completed Health Science I

Course Highlights

- Curriculum replicates experiences in actual medical office environment.
- High level of customization possible based on student interest.
- Students eligible for 20+ hour field-site experience

Credits, Certificates and Credentials

- Basic Life Support for Health Care Workers
- Option to pursue industry specific credentials in several areas
- *Additional credit opportunities currently under development for fall 2016*

LAW ENFORCEMENT COURSES**Law Enforcement I - HTC370****2.25 Credits****New Hampshire Scholars Eligible*

Students completing this course will recognize the social and political influences that contribute to law enforcement as a critical partnership between citizens and the justice system. Particular attention will focus on goals, characteristics and culture of policing within the law. Students will learn and have projects dealing with different policing philosophies such as Problem Oriented Policing, Zero Tolerance Policing and Community Policing. Constitutional Law and major United States and New Hampshire Supreme Court cases will be studied and put into real use with mock interrogations, investigations and court cases involving the students. Students will recognize the significant issues involved in policing, including discretion, discrimination, racial profiling, use of force, pursuits, liability, corruption and ethics. Major emphasis will be placed on police investigative and reporting techniques. Students will also have the opportunity to learn and pursue certification in several areas such as CPR, first aid, Incident Command System Certifications, defensive tactics and traffic control. Crime scene processing and DNA collection best practices will also be an integral part of the curriculum.

Special Course Requirements or Prerequisites

- Special release form required for certain field trips and class activities.

Course Highlights

- Crime scene processing
- Mock crime scenes and trials
- Exciting field trips

Outcomes: Credits, Certificates and Credentials

- CPR certification
- Basic First Aid Certification

Law Enforcement II - HTC470**2.25 Credits****New Hampshire Scholars Eligible*

Year two students will be expected to participate in an onsite internship at a local law enforcement, corrections or social agency. Each learning experience in the internship will require the students to be active participants, disciplined listeners, critical thinkers as well as effective writers and public speakers. A weekly log will be kept on the internship and an oral presentation will be made at the conclusion in front of the Advisory Board. The year two student will also build on the knowledge that was taught in level one. Advanced crime scene processing, patrol tactics, and advanced levels of Incident Command will be taught. Conflict resolution will be an integral part of year two with role play exercises with actors and students. De-escalate techniques will be stressed. Students will explore use of force situations through simulated scenarios. Self-management, time management, and goal setting will also be integral components of the curriculum.

Course Highlights

- Second year internships

- Advanced crime scene processing
- Multiple certifications in the field

Outcomes: Credits, Certificates and Credentials

- Incident Command Certification
- Central Maine Community College- *Introduction to Criminal Justice*
- SMCC – *Introduction to Criminal Justice*

PLUMBING, HEATING and HVAC COURSES

Plumbing, Heating and HVAC I - HTC395

2.25 Credits

During the 1st year of this students will learn and demonstrate the basic skills that are essential in the plumbing, heating and HVAC field. Students will have an opportunity to work with a variety of modern tools and materials used by professionals in the field. Students will work with many different materials that are found in both residential and commercial settings. Students will be introduced to the state plumbing code and begin exploring how and why this effects the work we do and how we do it. During the 1st semester students will work toward the OSHA-10 general construction certification. Completion of this certification is a prerequisite to enter Plumbing, Heating and HVAC Technologies II. In the spring students will have the opportunity to work offsite on various Parks and Recreation buildings, as we open them for use in the spring.

Special Course Requirements or Prerequisites

- Boots or other close-toe shoe

Course Highlights

- Hands-on projects, using tools and applying the knowledge learned in class.
- Field Sites, going off school property to work on real jobs.
- Learn skills that will last a lifetime.

Credits, Certificates and Credentials

- OSHA-10 certification
- State of NH Plumbing Apprentice Program- Begin as 2nd year apprentice (Must complete both levels of Plumbing and Heating)

Plumbing, Heating and HVAC II - HTC495

2.25 Credits

During the Plumbing, Heating and HVAC Technologies II students will continue to add to their knowledge and skills of this diverse field. Students will learn advanced piping techniques for various types of systems. Students will continue to look deeper into the state plumbing code and working more in-depth with blueprints and equipment documents. Students will spend more time working in the field on jobsites installing and maintaining many different types of plumbing and heating systems. In the fall the students will be responsible for winterizing many Parks and Recreation sites and doing any repairs these facilities require. We will begin to explore different types of heating systems, including oil, propane and natural gas. Students will have the opportunity to work with various types of hydronic heating equipment and pipe in boiler systems. Students will be introduced to the basic HVAC concepts including A/C and refrigeration. Students will learn have the opportunity to work on different types of oil burners, they will learn about the components of the burner and how they work. Students will learn how to install and service various commercial and residential plumbing fixtures.

Special Course Requirements or Prerequisites

- Boots or other close-toe shoe
- Successful completion of OSHA-10 during year 1

Course Highlights

- Working on field sites
- Job Shadow Opportunities
- Spring plumbing competition

Credits, Certificates and Credentials

- State of NH Plumbing Apprenticeship Program: Begin Apprenticeship as 2nd year apprentice
- *Manchester Community College - Introduction to HVAC System*

TEACHER PREPERATION MULTI-LEVEL COURSES

Teacher Prep I - HTC350

2.25 Credits

**NH Scholars Eligible*

Education is a field for men and women which has a wide range of environments, learning and career opportunities. Teacher Prep I (formerly called Careers in Education) is designed to prepare high school students for post-secondary experiences and a career in the field of education. Whether you are interested in becoming a teacher, child psychologist, social worker, child advocate, para-educator, counselor, speech or occupational therapist, early intervention specialist, before/after school programming or any other child centered profession; you will be able to explore careers which support children's healthy and safe development. Teacher Prep I introduces child growth and development; health, safety and nutrition; instructional practices; developmentally appropriate practice; classroom management; psychology and theories of development; guidance and discipline techniques. Students divide their time between classroom instruction (theory) and student teaching (applied learning) in the on-site Huot Child Development Center. The nature of this course requires students to be responsible, self-directed, mature, have an excellent attendance record and have a strong desire to pursue a career in making a difference in children's lives.

Special Course Requirements or Prerequisites

- Professional dress is required for internship placement.

Course Highlights

- Working directly with children to enhance skills and apply learning is a privilege.
- Hands-on practical experiences reinforce classroom learning.
- Community partners, guest speakers and field trips complement the learning experience.

Outcomes: Credits, Certificates and Credentials

- American Heart Association - CPR, First Aid, AED Certification
- *NHTI – Foundations of Education RS, Foundations of Education*

Teacher Prep II - HTC450

2.25 Credits

**New Hampshire Scholars Eligible*

Students entering Teacher Prep II are expected to have mastered or be proficient in the educational skills and competencies learned in Careers in Education I and passed with a "C+" or better grade plus have excellent attendance. Students divide their time between classroom instruction, student teaching in the laboratory preschool, and participation in internships. Students are encouraged to intern two days per week for approximately 15 weeks in elementary, middle, high schools or other educational programs. Teacher Prep II includes: Professional Growth, Career Development, Field Trips, Leadership, Assessment and Reflection, Responsive Classroom, Collaboration, Curriculum Development and Best Practice, Special Education, as well as continuation of theory and applied learning from the first year. An extensive Career Portfolio is completed and serves as a gateway for employment.

Special Course Requirements or Prerequisites

- Professional dress is required for internship placement.

Course Highlights

- Internships at local schools or social service agencies
- Learn how to plan and implement a lesson plan in a real-world situation
- Teamwork, leadership skills, collaboration and self-management are practiced, and lifelong friendships are made with students and staff from across the Lakes Region.

Outcomes: Credits, Certificates and Credentials

- *NHTI – Intro to Exceptionalities*

Notes and Addendums:

New for 2019-2020: Any student successfully completing a NH CTE program with a grade of B or better is eligible for up to 8 credits if they enroll at Keene State College. Contact the Huot office for more information.

Please Note: Certifications and college credits offered by third party partners are subject to change potentially with short notice. The certifications and college credits listed are accurate to the best of our knowledge at the time of printing.

WINNISQUAM REGIONAL HIGH SCHOOL AGRICULTURAL EDUCATION CENTER

Courses at the Agricultural Education Center give students hands-on experience and skill training that help them obtain jobs or continue their education at a two or four year college. All courses are a year long, double period and part of a course sequence. Each course is worth two credits. All courses are Level 2.

The following are the two-year course sequences available

Animal & Plant Science (Grades 10-12)
Natural Resources (Grades 10-12)

Animal & Plant Science

Students selecting this course will study concepts of anatomy, nutrition and health of both plants and animals. Opportunities to work with animals off-site will occur on a weekly basis, while plant-based activities take place largely in the school's facilities. Skill development in both areas is a major focus of the curriculum.

ANIMAL & PLANT SCIENCE I

2.25 credits

In this first year of a two-year sequence students will become proficient in competencies related to animal anatomy & physiology, behavior and nutrition. In the area of plant science, competencies will include plant production and harvesting, nutrition, categorization and anatomy. Applications of these concepts will be carried out in the school greenhouse, and through local partnerships at farms, gardens and animal shelters. Leadership development and entrepreneurial skills will be cultivated through skill application as well.

ANIMAL & PLANT SCIENCE II

2.25 credits

Prerequisite Animal & Plant Science I and teacher recommendation

Successful completers of the first year of the sequence will build on the skills developed by creating capstone projects that relate to competencies and to areas of individual student interest. This year requires of students more independence through directing their own learning, using time productively and solving problems encountered through capstone projects. The culmination of the program will be capstone presentations to a panel composed of program advisory committee members, as well as participation in career and leadership development events. Students completing the two year sequence may receive ½ math credit. WRHS has articulation agreements with SUNY Cobleskill and the Thompson School of Applied Science which may qualify students for two semester hours of credit upon successful completion of this course.

Natural Resources

Students selecting this course will study concepts of natural resources and their management. Opportunities to work with local partners and industry professionals will occur throughout the year, while many equipment related activities will take place largely on school grounds or very close. Skill development in all aspects of the industry is a major focus of the curriculum.

Natural Resources I

2.25 credits

In this first year of a two-year sequence students will become proficient in competencies related to the natural resources field. Students will focus on topics such as leadership development, entrepreneurship, workplace safety, equipment maintenance and operation, forestry, fisheries and wildlife, water quality, and sustainability. In each area, competencies will demonstrate a theoretical and practical understanding of concepts. Applications of these concepts will be carried out on school grounds, using provided equipment, and through local partnerships in parks, forests, and other recreational areas. Students will work outdoors consistently in all types of weather, while learning industry recognized skills. Students are required to have proper field attire for all weather, especially a pair of boots (steel-toed STRONGLY suggested).

Natural Resources II

2.25 credits

(prerequisite Natural Resources I and teacher recommendation)

Successful completers of the first year of the sequence will build on the skills developed by creating capstone projects that relate to competencies and to areas of individual student interest. This year requires of students more independence through directing their own learning, using time productively and solving problems encountered through capstone projects. Participation in career and leadership development events throughout the year is an added component to the course. The culmination of the program will be completing their capstone project in a real life setting, and then facilitating a presentation to a panel composed of program advisory committee members. Students completing the two year sequence may receive ½ math credit.