

Inter-Lakes Middle/High School Program of Studies 2026-2027

A Guide to Middle High School
Requirements & Opportunities



Glossary of Terms

Advanced Placement (AP) Courses - Participating in the AP Program gives students the opportunity to take college-level courses while in high school. AP is a trademark and subsidiary of CollegeBoard. Students will develop the writing skills, problem-solving techniques, and study habits that can lead to success in high school and college. Taking rigorous AP courses demonstrates maturity, willingness to accept an intellectual challenge, and a commitment to academic excellence. AP courses are a full year commitment and taking the AP National Exam in May is a requirement of all ILMHS AP courses.

Block Schedule - A schedule in which courses run for eighty minutes per day. This is similar to a semester schedule in college. Courses can run for a quarter, a semester or a full year.

Credit - Credit may be earned through various learning experiences, provided course competencies are successfully demonstrated.

Elective Course - Students have the opportunity to take many elective (choice) courses in high school.

Honors Classes - The designation of Honors in a course title means 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 thoughtful contributions during class discussions and to complete a variety of tasks outside of class.

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

Required Course - A course that must be taken by all students in order to graduate.

Semester Class - A class that runs for 90 days. The first semester runs from September through the end of January. The second semester runs from the end of January to June.

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

Office Hours - The building schedule includes a 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. Rehearsals are mandatory and students are able to earn credit for their ensemble participation in grades 8-12. Students may see Ms. Eynon for more information.

Early College - A high school course approved and run in conjunction with a college or university. 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 at 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 (Meredith, Center Harbor and Sandwich), 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: 1. quality teaching practices 2. student-centered learning 3. a safe environment 4. community connections and 5. 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
 - Collaboration
 - Perseverance
 - Effective Communication
 - Critical Thinking

HIGH SCHOOL COURSE AND CREDIT REQUIREMENTS FOR GRADUATION YOGS 2027, 2028, 2029

Credits required for graduation - 26 Credits

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

Credits required for graduation after completing 2 Full Years Huot/WICC – 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 Credits	American & State Government (Civics) (.5 cr) World History (.5 cr) United States History 1 United States History 2 <i>*Graduation requirements embedded include a Performance Assessment, Civics Exam and Holocaust & Genocide Education</i>
Business	1 Course/1 Credit	Economics / Personal Finance (1 cr)
Science	2 Courses / 2 Credits	Integrated Physical Science (1 cr), Biology (1 cr)
Mathematics	Minimum 3 Courses/3 Credits +1 Math Experience Course	Algebra 1A AND Algebra 1B OR Algebra 1 Geometry (1 cr) Intermediate Algebra or Algebra 2A (1 credit) PLUS one math experience in senior year <i>*See details below</i>
Physical Education	2 Courses/1 Credit	PE (1 cr)
Wellness (Health)	1 Course/.5 Credit	Wellness (.5 cr) or 1 Year of Huot Technical Center Health Science
Art	1 Course/.5 Credit	Courses in music, art, and STEAM qualify as an Art credit <i>*See details below</i>
Technology	1 Course/.5 Credit	STEAM & Huot courses qualify for Technology credit <i>*See details below</i>

HIGH SCHOOL COURSE AND CREDIT REQUIREMENTS FOR GRADUATION YOGS 2030 & Beyond

Credits required for graduation - 26 Credits

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

Credits required for graduation after completing 2 Full Years Huot/WICC– 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>*Writing requirement embedded within all English courses.</i>
Social Studies	4 Courses/4 Credits	Action Civics (1 credit including Logic & Rhetoric) Global Studies (1 credit) NH & US History A-The Early Years (1 credit) NH & US History B-The Modern Era (1 credit) <i>*Graduation requirements embedded include a Performance Assessment, Civics Exam and Holocaust & Genocide Education</i>
Business	1 Course/1 Credit	Economics & Personal Finance (1 cr)
Science	3 Courses/ 3 Credits	Integrated Physical Science (1 cr), Biology (1 cr) and 1 additional science elective
Mathematics	Minimum 3 Courses/3 Credits	Algebra 1A AND Algebra 1B OR Algebra 1 Geometry (1 cr) Applied Math or Algebra 2 (1 cr) <i>*Statistics or Data Analysis requirement embedded in Algebra 1 and Applied Math / Algebra 2.</i>
Physical Education	2 Courses/1 Credit	PE (1 cr)
Wellness (Health)	1 Course/.5 Credit	Wellness (.5 cr) or 1 Year of Huot Technical Center Health Science
Art	1 Course/.5 Credit	Courses in music, art, and STEAM qualify as an Art credit <i>*See details below</i>
Digital Literacy	1 Course/.5 Credit	STEAM & Huot courses qualify for Technology credit <i>*See details below</i>

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.

For YOGS prior to 2030, 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. This may occur through integration of competencies in content areas other than mathematics. Courses applicable for the senior year “math experience” include; Chemistry, Advanced Chemistry, Physics, Forensic Science, Accounting, Economics & Personal Finance, Introduction to Business and Entrepreneurship, Introduction to Computer Science through Games, Digital Animation & 3D Modeling, AP Computer Science Principles, Intro. to Programming, Electronic Music, Robotics, Design Manufacturing, CAD, Metal Working, Fundamentals of Electricity, Web Page Design, Small Engines I, Small Engines II (Power & Equipment), and Huot Technical Courses such as; Health Science II, Automotive Tech II, Biomedical Tech, Business: Accounting, Business: Personal Finance, Business: Small Lab, Building Construction II, Culinary Arts II, Plumbing & Heating II, Pre-engineering, Manufacturing.

Art - The following courses satisfy the Art requirement for graduation: Digital Art, Graphics I, II, III, Video Production, Photography I & II, Introduction to Computer Science through Games, AP Computer Science Principles, Intro. to Programming, Web Design, Fundamentals of Art, Drawing I/II, Painting I/II, Jewelry Design, Ceramics I/II, Sculpture I/II, Metal Working, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Digital Animation & 3D Modeling, Band, Chorus, Piano, Guitar, Electronic Music, Yearbook, Ukulele, History of Rock & Roll, Cyber Security, Studio and/or AP Art, Digital Animation & 3D Modeling, & Mixed Media & Printmaking Explorations, Huot Center Digital Media Arts II, Huot Center Business: Small Business Lab.

Digital Literacy / Technology (STEAM) - The following courses satisfy the Technology requirement for graduation: Digital Art, Graphics I, II, III, Video Production, Photography I & II, AP Computer Science Principles, Introduction to Computer Science through Games, Intro. to Programming, Cyber Security, Web Design, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Digital Animation & 3D Modeling, Electronic Music, Yearbook, Huot Center Multi-Media and Huot Center Engineering.

WEIGHTED COURSES INCLUDING HONORS, ADVANCED PLACEMENT (AP) AND EARLY COLLEGE

Honors: English 9, English 10, English 11, English 12, Algebra 1, Geometry, Algebra 2, Advanced Algebra & Trigonometry Statistics, College Algebra, Pre-Calculus, Advanced Chemistry, Advanced Biology, Human Anatomy & Physiology, Physics, Accounting, Introduction to Business & Entrepreneurship, Principles of Marketing, French 4/5, Spanish 4/5, Band, Chorus and all Early College Courses (see below).

Advanced Placement Courses: AP Language & Composition, AP Literature & Composition, AP Calculus AB, AP U.S. History, AP Computer Science Principles, AP 2D Art and Design, AP 3D Art and Design, AP Drawing, and AP Seminar.

Early College: Introduction to Business & Entrepreneurship, Economics & Personal Finance, Principles of Marketing, Accounting, Graphics II, Statistics, College Algebra, Advanced Algebra & Trigonometry, Pre-Calculus, Introduction to Programming, French 3, French 4, Spanish 3 and Spanish 4. Multiple courses at the Huot Technical Center also carry the opportunity to earn weighted Early College credit.

NATIONAL HONOR SOCIETY

Students must meet a minimum GPA of 3.667 in order to be eligible for the process of applying for membership in the National Honor Society. Students who meet the GPA requirement will be invited to apply. Applications will be reviewed by a Faculty Council. The Faculty Council will seek evidence of scholarship, character, leadership and service.

CLASS RANK

Class Rank is based on the decile system. Students receive a percentile/decile based on a student's Grade Point Average. A decile rank does not provide an individual student rank number. Deciles are defined as the 1st Decile, 2nd Decile, 3rd Decile, etc. This can also be interpreted as the top 10% of a graduating class, top 20%, top 30%, top 40%, etc. The decile system provides students and colleges/universities with a decile percentile rank for each student. In a small school with graduating classes of less than 100 students, students can differ in GPA by 1/1000th of a point, thus a percentile/decile rank system provides a more accurate representation of a student's rank within their graduating class. Class rank is calculated at the end of Junior Year and at the end of first semester of Senior Year. Homeschool and exchange students from other countries are not included in rank.

TOP TEN DESIGNATION

We believe in and promote student recognition and offer an opportunity to celebrate student achievement by recognizing the top ten students in a graduating class. Top ten students are determined based on the cumulative Grade Point Average through the third quarter of all completed courses through the learner's graduation year. Top ten is calculated at the end of Quarter 3 and is not changed at Quarter 4 or upon graduation. Top ten students in the graduating class can span the first and/or second decile depending on the size of the graduating class. Inter-Lakes does not delineate the specific rank order within the top ten students. In order to qualify, seniors must be enrolled in three courses in both the Fall and the Spring of senior year. Homeschool and exchange students from other countries are not eligible for top ten designation.

NEW HAMPSHIRE SCHOLARS – www.nhscholars.org

Inter-Lakes High School participates in the NH Scholars Initiative Core Course of Studies, which encourages N.H. high school students take a rigorous course of study (outlined below) to prepare students for college and the workforce. Successful completion of the courses listed below will earn the NH Scholars designation on his or her diploma. Specific course requirements include:

4 English

4 Math – including Algebra I

3.5 Social Studies - American & State Government or Civics in Action, World History or Global Studies, U.S. History 1 or NH & US History - the Early Years, U.S. History 2 or NH & US History - the Modern Era, and Economics

3 World Languages classes (Complete through level 2 of a language)

4 Science – Integrated Science, Biology, Chemistry, plus one additional 1 credit elective science course including Huot Health Science, or Huot Bio-Medical Technology

INTER-LAKES MIDDLE/HIGH SCHOOL GRADES 9 - 12 SCHEDULE

High School - Students in grades 9 - 12 follow a 4 x 4 block schedule. There are four 80 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.

Middle School - Students in grades 7 - 8 attend four core courses (English Language Arts, Math, Science and Social Studies) per day for the entire school year. Each core course is approximately 60 minutes in length. Students also attend a rotation of specialized courses such as; Art, Music, Physical Education, Wellness, Family & Consumer Science, World Cultures and STEAM. In Grade 8 students have the option of taking a high school World Language course with recommendation from their 8th grade teachers.

EARLY GRADUATION

Early graduation may be approved 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 and school graduation requirements,
2. An external independent course(s) needed to comply with state and school graduation requirements could be arranged and successfully completed.
3. Other extenuating circumstances necessitate early graduation.

Procedure for Three-Year Early Graduation: A request in writing is 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.

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

A request in writing is presented to the building principal no later than the end of the student's junior school year, except in the case of a student transfer during the senior school year.

Any request for early graduation will be acted upon by the building principal and is subject to review by the Superintendent. Any request to the Principal should include;

1. 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.
2. A completed timeline that would define the manner in which graduation requirements will be met.

EARNING CREDIT

To earn credit in any course, students must meet/earn all course competencies. A passing competency grade is CP.

GRADING AND REPORTING STUDENT PROGRESS

Personal Competencies are factors which contribute to success in the classroom and beyond, including;

Time Management

Effective Communication

Perseverance

Collaboration

Critical Thinking

Students are assessed on specific personal competencies for each course. Personal competency development is reported using the following scale for grades K - 12:

Consistent	Often	Inconsistent	Needs Support/Instruction
The learner independently and regularly performs the expectations.	The learner needs occasional prompting or support to perform the expectations.	The learner inconsistently performs and/or needs routine support to perform the expectations.	The learner needs modeling and/or direct support or explanation to perform the expectations.

GRADE POINT AVERAGES (GPA)

Grade	AP	BP	CP	DP/IE
College Preparatory	4.333	3.333	2.5	0.0
AP / Honors / Early College	5.333	4.333	3.5	0.0

GPA is computed at the completion of each course.

Independent study, ELO, and internship grades are awarded via Pass/Fail and are not calculated into a GPA. If a student withdraws from a class, a “W” is listed on the transcript and is not calculated into a GPA. If a student transfers in a grade of D, D+ or D-, the course and credit is added to the transcript, and it is calculated into the GPA with a zero.

For a full competency grade point average description, go to the Inter-Lakes Design Principles document on page eight located on the Curriculum Department website and located [HERE](#). Courses not included in GPA are work experience, internships, independent study and driver education. Cumulative GPA is calculated as courses are completed, and is based on the final grade for each course.

HONOR ROLL CRITERIA AND REQUIREMENTS

Grades 7 & 8 - Honor Roll is based on personal competencies only. See page eleven of the Design Principles document located [HERE](#) for a full description.

Grades 9 - 12 - Two Honors Rolls will be acknowledged. One for academic achievement, one for personal competencies. Both offer a High Honor Roll and Honor Roll. See page eleven of the Design Principles document located [HERE](#) for a full description.

COMPETENCY GRADING DEFINITIONS

Grade	Definition
AP	Proficient with Distinction
BP	Beyond Proficient
CP	Proficient
DP	Developing Proficiency
IE	Insufficient Evidence
NCT	Not Currently Taught

REPORTING OF GRADES

PROGRESS REPORTS

Progress Reports - A progress report is a “snapshot” of progress in that moment in time. Three progress reports will be provided for yearlong courses. One progress report will be provided for semester classes. For a quarter class, families will receive communication for any student with a grade below CP. Progress reports include personal competencies.

REPORT CARDS

Grades 7 & 8 End of Course Report Card Grades - Individual Competency grades are reported for each course. There is not an overall end of course grade. Report card includes personal competencies.

END OF COURSE REPORT CARD GRADES - An overall course grade will be reported at the end of any quarter long, semester long or year long course. Report card includes personal competencies.

REPLACING FAILURE GRADES FOR CREDIT

Credit Recovery – Students may demonstrate competency in order to recover credits for incomplete competencies. Students will have one semester and one summer to recover a course. The grade which will appear on the report card and transcript as “P” in Edmentum (subject) or Competency Credit (subject), unless a recovery plan/timeline is established with staff. During Summer Recovery, the original course grade can be changed from an DP/IE to the new grade. Once the new school year has started the DP/IE will stand and a new course recovery entry will be made on the transcript. Recovery of a course through night school, VLACS or another school will be a new entry on the transcript as written from the outside school and the original DP/IE will remain on the transcript.

SCHEDULE CHANGES

Students may consider adding or dropping courses during the first two weeks of the start of a course. Students must have approval 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 a “W” for withdrawal. (This includes Advanced Placement courses). No change in program may take effect until all signatures and authorizations have been submitted to the School Counseling Office. A “W” will not be calculated into a student’s GPA.

STUDENT WITHDRAWAL FROM SCHOOL

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

TRANSFER STUDENTS & CREDITS

Students who transfer into Inter-Lakes Middle/High School will have their credits evaluated by a school counselor upon enrollment. Students transferring into ILMHS from other high schools or taking supplemental courses such as VLACS for transfer will be eligible to transfer in courses, credits and grades. When students transfer and have attended other high schools, to the best of our ability, the actual letter or numeric grade listed from the sending high school will be transferred onto the Inter-Lakes transcript using the traditional grading scale. Transfer courses with an “Honors”, “Advanced Placement”, or “Early College” designation will be transferred in with Honors weighting. A transfer course that is in the D range and considered passing by the sending institution will be transferred onto the transcript with the grade and credit with a Grade Point Average weighting of a zero.

MIDDLE SCHOOL PROGRAMMING

Grade 7 - Seventh grade is structured as a transition between elementary and high school. The team approach exposes learners to multiple teachers, classrooms, and experiences during each school day. Using the Office Hours block, learners practice becoming a member of the larger community and practice the executive functioning skills to become more independent students. Students participate daily in math, social studies, English language arts, and science classes along with a variety of specialty courses including physical education, wellness, world cultures, the arts, and STEAM.

In grade 7, students build upon the non-negotiable math skills from elementary school to support the mathematics taught at the high school level. Seventh grade content includes breaking down number systems (properties of rational numbers) with an emphasis on operations with negative numbers. Introduce and expand prior knowledge of use of variables in expressions, equations, and inequalities. Reinforce skills in ratios and proportional reasoning. Strengthen skills in geometry in particular angles, triangles, plane geometry, surface area, and volume.

In grade 7 English language arts, students build upon reading and writing skills established in the elementary school. The 7th grade curriculum is designed around the District’s Competency Document, which highlights the following areas; Reading Literary Texts, Reading Nonfiction Texts, Writing (variety of forms) and Language. To address these competencies, students practice the art of reading and writing. Students are introduced to a variety of genres of literature, they read choice books independently as well as follow along with class texts. Students also practice various forms of writing, including expository, persuasive, and narrative. Along with reading and writing, students develop their grammar and vocabulary skills. A graduation requirement called the Holocaust and Genocide Education is embedded within this course experience.

Seventh grade social studies is a “world studies” course which builds upon studies of western civilizations in sixth grade. The essential question that guides our learning is *How has human society evolved over time?* The course explores physical and human geography including the contributions of ancient and medieval civilizations

of Africa, the Middle East, and Asia. Modern government and economic systems are investigated and compared. Students learn to use essential and supporting questions to plan inquiries, evaluate and cite credible sources in research, and make collaborative and evidence-based decisions about issues that affect them as global citizens. A graduation requirement called the Holocaust and Genocide Education is embedded within this course experience.

Seventh grade science focuses on the characteristics, formation, evolution, diversity, importance and fragility of life on earth. Using the skills of developing investigations, creating models, analyzing data and arguing claims using evidence, students learn how to be scientists in the field of life science.

Grade 8 - The grade 8 team approach continues to expose learners to multiple teachers, classrooms and experiences during each school day. Office Hours are used each day so that students can reassess assignments, request extra help, or work on assignments due the next day. Similar to 7th grade, students participate in math, social studies, English language arts and science classes daily along with a variety of specialties including physical education, the arts and STEAM.

The English Department is committed to ensuring that each graduate of Inter-Lakes Middle/High School is proficient in all of the English competencies. To make that goal possible, English in grade 8 will be based on the competencies that the English Department utilizes, including: Reading Literary Texts, Reading Nonfiction Texts, Writing (variety of forms), and Language Usage.

Math: ILMHS math courses ensure students develop a broad and rich understanding of mathematics that will encourage continued study of the subject. The 8th grade math course is based on the Common Core state standards with a focus on Expressions and Equations, Functions, Geometry, the Number System, and Standards for Mathematical Practices.

The Social Studies 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 for high school. The course has been broken down into several themes for the year. The themes are intentionally broad so that students may meet the 8th grade Social Studies competencies through a study of multiple time periods and topics. The themes are Democratic Ideals, Foundations of Power, and Change, and Civic Responsibility. Students gain an understanding of how America started, while also looking at our continued responsibility as global leaders. To achieve this end, the Social Studies Department competencies include; Develop questions and plan inquiries, Disciplinary Concepts, Evaluate Sources and Use Evidence: Communicate Conclusions and Take Informed Action.

The Science curriculum consists of the Earth and Space Science concepts of geology, astronomy and weather and climate. During Geology, students will gain a broad understanding of the natural processes that shape our landscapes from the beginning of Earth's history. The five Science competencies addressed include; Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions, and Engaging in Argument from Evidence.

World Language is available in semester two of Grade 8. High school French 1A or Spanish 1A can be taken in lieu of courses in STEAM, music, or physical education. Students in good standing in academic and personal competencies in their core eighth grade subjects are eligible to participate. Teacher recommendation is required as this is a full high school course with expectations of daily participation, homework, and final exams. This class may be mixed with upperclassmen and one High school credit can be earned upon successful completion of the course.

Band, Chorus and Jazz Band are available to students in Grade 8 as credit bearing courses. Students in the 8th grade who participate in these ensembles earn .25 credit per ensemble and are responsible for participating in all rehearsals (during and after school) and performances with the high school students. Performances include, but are not limited to, Winter and Spring Concerts, Sandwich Fair and Memorial Day parades, Senior Night and Graduation. For those students seeking honors credit for the ensembles, they must complete two concert evaluations (one for Winter one for Spring), evaluating each of the ensembles for which they wish to receive honors credit.

DEPARTMENTS AND COURSES

DEPARTMENT OF BUSINESS

The Business 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 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 build a knowledge base in the areas of business by 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. FBLA is an acronym for Future Business Leaders of America, a national student organization.

The Business Department competencies include:

Management	Financial Management
Economics	Global Perspectives
Communication	Marketing
Social Responsibility	

Economics and Personal Finance - 1 Credit / Grades 10-12

This course fulfills the state of New Hampshire graduation requirements for both Economics and Personal Finance. Economics is the study of how individuals, businesses, and governments make decisions about the use of scarce resources in a world of unlimited wants and needs. This course aims to provide students with a foundational knowledge in economics, so they may become informed consumers, producers, and citizens in a changing world. Students will study the global economy and economics of nations and governments as they attempt to foster growth and stability. We will then take a more personalized focus as students learn how to establish and prioritize their financial goals and decisions they must face related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, and living independently. Students are encouraged to make connections between how their personal finances are affected by the greater economy, and how they can prepare to succeed through turbulent times and capitalize in times of growth. This course counts for a senior math experience.

Economics and Personal Finance (Honors / Early College) - 1 Credit / Grades 10-12

This course covers the same topics as Economics & Personal Finance in a more rigorous manner requiring an increased level of independent work. Students will have the opportunity to participate in the FinLit300 Personal Finance State Competition. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Honors Introduction to Business and Entrepreneurship (Early College) - 1 Credit/ Grades 10-12

What does it take to run a successful business? How can you identify a business you'd like to work for? This course is aimed at students who would like to gain an appreciation of the importance of business and entrepreneurs in our economic system. Areas of study include forms of business ownership, business ethics, financial management, production and marketing, human resource management, and management responsibilities. Each student will create a business plan and pitch their businesses to a panel of community members. Students are encouraged to participate in the national organization: Future Business Leaders of America (FBLA), and compete against students from all over NH in a myriad of categories for their chance to qualify for nationals. This course counts for a senior math experience. This course will run in alternating years. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Offered 2026-2027.*

Honors Accounting I (Early College) - 1 Credit / Grades 10-12

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. This course will run in alternating years. Students are encouraged to participate in FBLA and utilize their skills from this course to engage in the statewide competition. This course counts for a senior math experience. This course will run in alternating years. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Not offered 2026-2027.*

Honors Principles of Marketing (Early College) - 1 Credit / Grades 10-12

Simply put, marketing is the creation and maintenance of satisfying exchange relationships. This is a concept that can be applied to many areas of life, not just the business world. In this course we apply marketing concepts to current trends in business. Areas of study include marketing basics, competition, e-commerce, marketing strategies, promotion, and research & development. Students will evaluate marketing techniques of high profile products and apply their learning to create their own marketing campaigns. Students will work with classmates to complete projects including: creating a commercial, researching a product or service affecting the school/community, and creating a competitive business. Students are encouraged to participate in FBLA and

utilize their marketing plans in order to engage in competitive events. This course will run in alternating years. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Offered 2026-2027.*

Law Essentials - 1 Credit/ Grades 10-12

“It depends.” - The answer to every question ever posed in law school. Law for Business & Personal Use will prepare students to cultivate their analytical and critical thinking skills, become responsible citizens, understand legal vocabulary, learn rules for business and personal relations, identify situations which require professional assistance, and prepare them to utilize such assistance. Areas of study include the U.S. Constitution, our system of courts, criminal and tort law, contracts, and employee/employer relations. Intense discussions and debates will revolve around case studies and trials including ethics, contracts, property law, crimes and torts. Major components of this course include classroom debates, participating in mock trials, and written preparation of law briefs. *Not offered in 2026-2027.*

Yearbook - 1 Credit / Grades 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, Honors English 11, and Advanced Placement English Language and Composition. Seniors may choose from English 12: World Literature, Honors English 12, and Advanced Placement English Literature and Composition. A graduation requirement called the Holocaust and Genocide Education is embedded within the English and Social Studies curriculum.

The English Department competencies include:

Reading Literary Text
Reading Nonfiction Texts
Writing
Language
Speaking and Listening

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. **Honors students understand that habits or dispositions of learning are paramount. They embrace the personal competencies and put them into practice daily.** Summer reading is required of Honors and AP students, and students' independent reading of these texts will be assessed within the first week of the start of the course. 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, 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 a BP in each of the competencies and has a passion for reading and writing; student has been punctual with all work during the 8th grade year and is capable of handling multiple assignments in one night; student has had no academic integrity 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 BP in each of the English competencies in order to continue and be successful at the honors or AP level.

English 9 - 1 Semester / 1 Credit or 2 Semesters / 2 Credits / Grade 9

The focus in English 9 is the different types of nonfiction and literature to include short stories, memoir, and novels. Writing assignments include the narrative, expository, and argument. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics. This course may be offered in one semester or a year long option based on student need. If taken as a year long option, the full year course/two credits count as English for that one year only.

Honors English 9 - 1 Credit / Grade 9

English 9 Honors is a course designed for self-motivated students who are capable of sustaining a high level of productivity. Summer reading is required, and students will be assessed on this reading within the first week of the start of the course. This course will focus on different types of nonfiction and literature, including short stories, drama, and the novel. Students should expect lengthy independent reading assignments. Writing assignments include the narrative, expository, and argument. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics. ***Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 8th grade English competencies.***

English 10 - 1 Semester / 1 Credit or 2 Semesters / 2 Credits / Grade 10

The focus of this course is humanity and moral development through the study of non-fiction, memoir, and novels of increased text complexity. Writing assignments include literary analysis, narrative, argument, and research-based argument. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized

throughout the semester, and activities will be designed to enhance students' use of language and conventions. This course may be offered in one semester or a year long option based on student need. If taken as a year long option, the full year course/two credits count as English for that one year only.

Honors English 10 - 1 Credit / Grade 10

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. Summer reading is required, and students will be assessed on this reading within the first week of the course. Students will practice working through ambiguities in a text as they independently 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, arguments, and research-based arguments. 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. *Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 9th grade English competencies.*

English 11 - 1 Semester / 1 credit or 2 Semesters / 2 Credits / Grade 11

The focus of this course is a study of American literature and rhetoric. Students will be expected to make observations through the study of nonfiction, plays, short stories, novels, and poetry. Reading assignments are a part of home learning. Writing assignments include the narrative, exposition, and the argument. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics. Continued emphasis on skills to prepare students for the SAT. This course may be offered in one semester or a year long option based on student need. If taken as a year long option, the full year course/two credits count as English for that one year only.

Honors English 11 - 1 Semester/ 1 Credit / Grade 11

AP English 11 Language and Composition - 2 Semesters / 2 Credits / Grade 11

English 11 Honors/Advanced Placement Language and Composition provides the 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 range from short fiction to nonfiction, 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. *Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 10th grade English competencies. 1 or 2 Semester Course. Note: All students who take an AP course must take the AP Exam as a course requirement.*

English 12 - 1 Semester / 1 Credit or 2 Semesters / 2 Credits / Grade 12

English 12 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 Western culture/literature survey courses. Works from Africa, the Middle East, Europe, and Asia are the focus of study. Writing assignments include the narrative, literary analysis, 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. This course may be offered in one semester or a year long option based on student need. If taken as a yearlong option, the full year course/two credits count as English for that one year only.

Honors English 12 - 1 Semester / 1 Credit / Grade 12

AP English 12 Literature and Composition - 2 Semesters / 2 Credits / Grade 12

English 12 Honors/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 and close 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 independent 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. Summer reading 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. ***Prerequisite - Teacher Recommendation and a minimal overall grade of B in each of the 11th grade English competencies. 1 or 2 Semester Course. Note: All students who take an AP course must take the AP Exam as a course requirement***

Argument and Debate - 0.5 Credit / Grades 10-12

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. 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. ***Prerequisite - Sophomore English***

Art History - 1 Credit / Grades 9-12

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 - 0.5 Credit / Grades 10-12

This elective course is designed for those students who have a serious interest in creative writing. Genres may include poetry, essay, short story, vignette, screenwriting, podcasting, 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. ***Prerequisite - Sophomore English.***

Film Critique - 0.5 Credit / Grades 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 narrative, Mise en Scene, cinematography, performance, sound/music, and editing. 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. Students will keep a response log, take assessments, and participate in class discussion.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCE

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 introduce them to careers in the food service and hospitality industries.

Foods and Nutrition I - Introduction to Cooking - 0.5 credit / Grades 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 basic cooking, nutritional quality and proper food 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 - Culinary Fundamentals - 0.5 credit / Grades 9-12

Students will learn to create and cook appetizing meals while acquiring new skills in the areas of meal preparation, planning and nutrition. The basic principles of food safety and food preparation are necessary to ensure the twice a week cooking labs meet safety expectations. ***Prerequisite - CP or above in Foods and Nutrition I - Introduction to Cooking.***

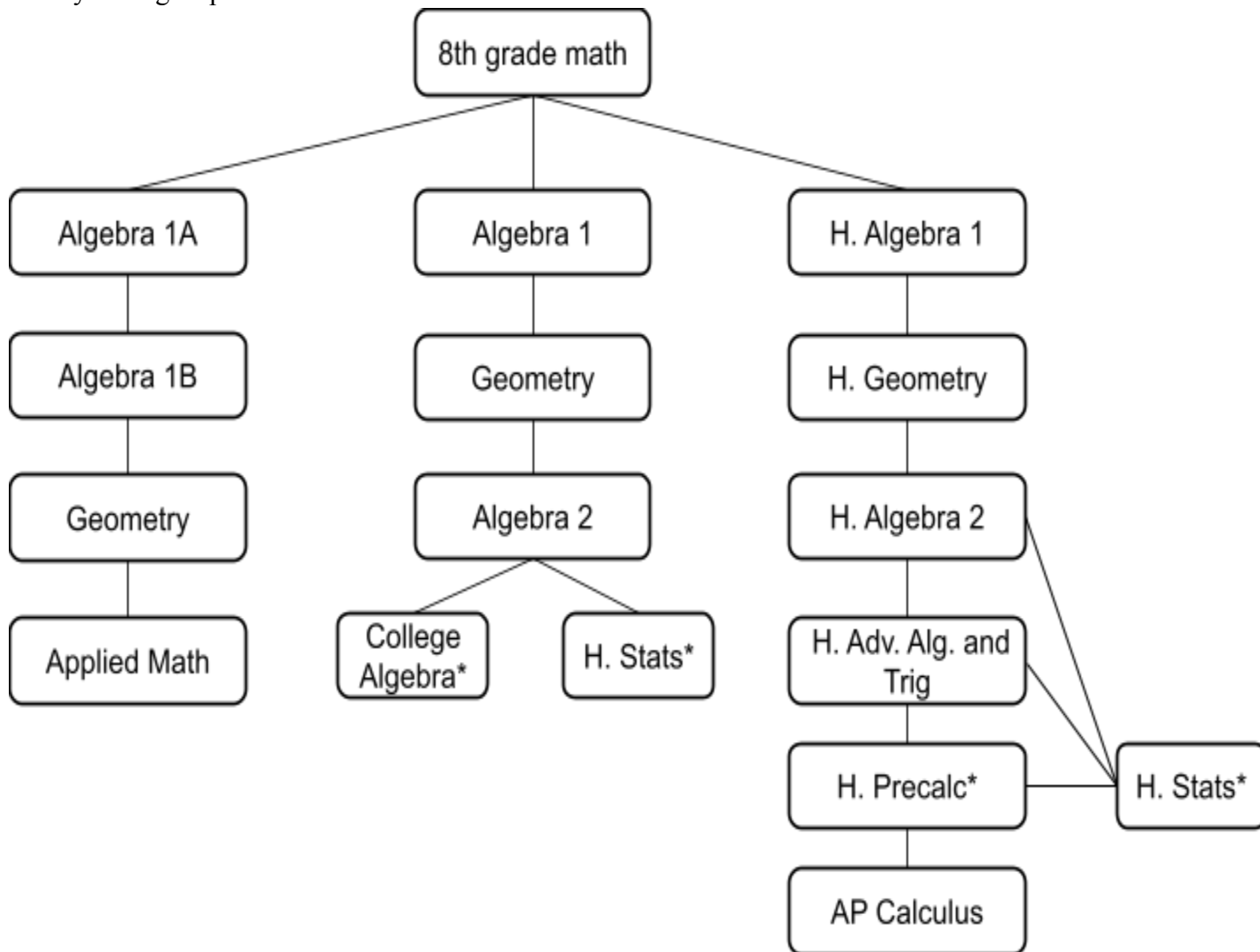
DEPARTMENT OF MATHEMATICS

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 workforce. Courses offerings are based on Common Core standards. The courses continue to evolve to best meet the needs of today's students.

Common Sequence of Math Courses:

* Early College Options



The Mathematics Competencies are specific to each course and can be found on the Mathematics Competency Document. The one overarching competency that exists in all mathematics courses (with the exception of AP Calculus) is Competency 1: Standards for Mathematical Practice.

ALGEBRA 1, 1A*, 1B**, 1H	GEOMETRY & GEOMETRY HONORS	APPLIED MATH	ALGEBRA 2 & 2H	COLLEGE ALGEBRA	ADV. ALGEBRA AND TRIG	HONORS PRE-CALCUL US	HONORS STATISTICS	AP CALCULUS
Standards for Mathematical Practice								
Algebra Foundations*	Foundations and Analytic Geometry	Number Systems	Quadratic Functions Complex Solutions	Linear Functions	Rational Functions	Functions and Their Graphs	Descriptive Statistics	Limits and Continuity
Graphing Linear Functions*	Transformations	Finance	Polynomial Functions	Polynomial and Rational Functions	Exponential and Logarithmic Functions	Polynomial and Rational Functions	Probability and Probability Distributions	Differentiation
Writing Linear Functions*	Congruence	Geometry and Measurement	Radical Functions & Rational Exponents	Radical Functions	Trigonometric Functions	Exponential and Logarithmic Functions	Statistical Inference	Application of Differentiation
Systems of Linear Functions*	Similarity and Transformations	Data Analysis and Statistics	Data Analysis and Statistics	Trigonometry	Series and Sequences	Trigonometric Functions		Integration
Exponential Functions**	Solids and Circles		Intro to Rational Functions		Statistics	Series and Sequences		Differential Equations
Polynomial Functions**								Applications of Integration
Graphing Quadratic Functions**								Integration Techniques
Solving Quadratic Functions**								
Data Analysis and Statistics*								

Algebra 1A - 2 Semesters / 2 Credits / Grade 9

This course covers the first half of Algebra 1. It provides more time to practice algebra skills and apply algebraic concepts. Students who complete this course will go on to Algebra 1B in which they will cover the remaining Algebra 1 competencies to complete the graduation requirement for Algebra 1.

This course embeds Data Analysis and Statistics. Prerequisite teacher recommendation.

Algebra 1B - 1 Credit / Grades 10-12

This course covers the second half of Algebra 1. It provides 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 1 and will be prepared to go on to Geometry. *Prerequisite - CP or above in Algebra 1A.*

Algebra 1 - 2 Semesters / 2 Credits / Grades 9-12

This course meets the requirements identified in the Common Core State Standards for High School Algebra I and includes: Linear, Exponential, and Quadratic Relationships and Data Analysis and Statistics. *This course embeds Data Analysis and Statistics. Prerequisite - CP or above in previous math course and teacher recommendation.*

Honors Algebra 1 - 2 Semesters / 2 Credits / Grades 9-12

This highly challenging course in high school Algebra covers the same topics as Algebra 1 in a more rigorous manner requiring an increased level of independent work. *This course embeds Data Analysis and Statistics. Prerequisite - BP or above in previous math course and teacher recommendation.*

Geometry - 1 Credit / Grades 10-12

This course meets the requirements identified in the Common Core State Standards for High School Geometry and includes: Foundational elements, Transformations, Congruence, Similarity, Intro to Right Triangle Trigonometry, Coordinate Geometry, Solids, and Circles. *Prerequisite - CP or above in Algebra 1B or Algebra 1.*

Honors Geometry - 1 Credit / Grades 10-12

This course covers the same topics as Geometry in a more rigorous manner requiring an increased level of independent work. *Prerequisite - BP or above in Honors Algebra 1 or teacher recommendation.*

Applied Math - 1 Credit / Grades 10-12

This course exposes students to mathematical problem solving and critical thinking skills, along with the use of technology. Topics to be covered include: Number Systems, Finance, Geometry and Measurement, and Data Analysis and Statistics. *This course embeds Data Analysis and Statistics. Prerequisite - CP or above in Geometry.*

Algebra 2 - 1 Credit / Grades 10-12

Algebra 2 builds on the foundations of Algebra 1. Topics include the analysis and application of quadratic functions (including complex solutions), polynomial functions, radical expressions and functions, introductory rational functions, and foundational statistics. Students deepen their understanding of function behavior, modeling, and real-world problem solving. Emphasis is placed on algebraic manipulation, graphing, interpreting multiple representations, and developing strong mathematical reasoning skills. *This course embeds Data Analysis and Statistics. Prerequisite - CP or above in Geometry.*

Honors Algebra 2 - 1 Credit / Grades 10-12

This course covers the same topics as Algebra 2 in a more rigorous manner requiring an increased level of independent work. *This course embeds Data Analysis and Statistics. Prerequisite - BP or above in Honors Geometry or teacher recommendation.*

College Algebra (Early College) - 1 Credit / Grades 10-12

This is a comprehensive course that includes the graphs and solutions of linear, radical, and quadratic equations; graphs and solutions of linear, compound, absolute value, and nonlinear inequalities; exponential and logarithmic functions and their graphs; systems of equations in 2 and 3 variables, including solutions using matrices; rational exponents; and an introduction to trigonometry. *This is an Early College dual credit course, eligible students may earn credits from Lakes Region Community College. Prerequisite - CP or above in Algebra 2.*

Honors Advanced Algebra and Trigonometry - 1 Credit / Grades 10-12

This honors course covers topics: Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Sequences and Series, and Statistics. Students deepen their understanding of function behavior, modeling, and real-world problem solving. Emphasis is placed on algebraic manipulation, graphing, interpreting multiple representations, and developing strong mathematical reasoning skills. This is an honors course and taught in a rigorous manner requiring an increased level of independent work. ***Prerequisite - BP or above in Honors Algebra 2 or teacher recommendation.***

Honors Pre-Calculus (Early College) - 1 Credit / Grades 11-12

This Early College course is a demanding and mathematically rigorous course specifically intended to prepare students for Advanced Placement Calculus. It provides a thorough study of polynomial, exponential, logarithmic, trigonometric, piecewise, and rational functions. ***This is an Early College dual credit course, eligible students may earn credits from Lakes Region Community College. Prerequisite - BP or above in Honors Adv. Algebra and Trig or teacher recommendation.***

AP Calculus AB - 2 Semesters / 2 Credits / Grades 11-12

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. ***Prerequisite: BP or above in Pre-Calculus and teacher recommendation. Note: All students who take an AP course must take the AP exam as a course requirement.***

Honors Statistics (Early College) - 1 Credit / Grade 12

This Early College course for seniors focuses on statistics and probability. The course covers descriptive statistics, probability, probability distributions, sample distributions, the Central Limit Theorem, estimation and hypothesis testing, correlation and regression. Emphasis is on applications throughout the course. ***This is an Early College dual credit course, eligible students may earn credits from Lakes Region Community College. Prerequisite - CP or above in Algebra 2 or H. Algebra 2***

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 include:

- Create
- Perform
- Respond
- Connect

Band - 0.25 Credit / Grades 8-12

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. *Prerequisite - Ability to play a band instrument.*

Honors Band - 0.25 Credit / Grades 8-12

For those students seeking honors credit for the ensembles, they must complete two concert evaluations (one for Winter one for Spring), evaluating each of the ensembles for which they wish to receive honors credit. *Prerequisite - Ability to play a band instrument.*

Jazz Band - 0.25 Credit / Grades 8-12

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. *Prerequisite - Audition with or recommendation by music teacher.*

Honors Jazz Band - 0.25 Credit / Grades 8-12

For those students seeking honors credit for the ensembles, they must complete two concert evaluations (one for Winter one for Spring), evaluating each of the ensembles for which they wish to receive honors credit. *Prerequisite - Audition with or recommendation by music teacher.*

Chorus - 0.25 Credit / Grades 8-12

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 - 0.25 Credit / Grades 8-12

For those students seeking honors credit for the ensembles, they must complete two concert evaluations (one for Winter one for Spring), evaluating each of the ensembles for which they wish to receive honors credit.

Select Chorus - 0.25 Credit / Grades 8-12

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. *Prerequisite - Audition with or recommendation by music teacher.*

Guitar - 0.5 Credit / Grades 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 - 0.5 Credit / Grades 9-12

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. This course counts for a senior math experience.

Basic Ukulele - 0.5 Credit / Grades 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.

Introduction to Piano and Music Theory - 0.5 Credit / Grades 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.

History of Rock and Roll - 0.5 Credit / Grades 9-12

History of Rock is a course designed to familiarize the student with the history of Rock music. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of Rock music. Extensive classroom listening will help enhance the learning experience. From the pioneers of rock 'n' roll like Chuck Berry and Elvis Presley to the trailblazers of the British Invasion, the rebellious voices of punk and the larger-than-life stadium rock bands, this resource bundle covers a wide range of subgenres, artists, and pivotal moments in rock history.

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

The Physical Education Department competencies include:

- Motor Skills & Movement Pattern
- Strategies & Tactics
- Fitness Engagement
- Responsible Personal & Social Behavior
- Recognize the Value of Physical Activity

Foundations of Physical Education - 0.5 credit / Grade 9

This course will provide students with the skills necessary to assess their current levels of fitness and, based on that knowledge, set individual goals and design their own fitness programs. Emphasis will be on the health-related components of fitness. Students will explore the concepts needed to maintain themselves at a designed level of fitness throughout their lifetime. With a strong emphasis on lifetime fitness, students will have the opportunity to focus on individual sports and team play. Individual activities may include, but are not limited to: tennis, badminton, pickle-ball, dance and fitness activities. Team activities may include, but are not limited to: flag football, soccer, team handball, Frisbee, basketball, lacrosse, floor hockey, volleyball and various games.

Physical Education - Activities & Fitness - 0.5 credit / Grades 10-12

Physical Education Activity is an extension of our Foundations class. This is for the student who wants their Physical Education program to emphasize individual and team activities. An in-depth instruction in skill development and strategy with game play will occur during team and individual activities. Individual activities may include tennis, badminton, pickle-ball, and fitness activities. Team activities may include flag football, soccer, team handball, Frisbee, basketball, lacrosse and volleyball. A portion of this class will also include individual fitness programming that will be used daily to enhance an overall level of fitness. Students will apply

prior knowledge of the Five Components of Fitness and FITT principles to design their programs. Basic Anatomy, RPE scale, obstacles for maintaining a healthy lifestyle, dance for fitness, nutrition and healthy choices are some of the topics that will be discussed. ***Prerequisite - Foundations of Physical Education.***

Fitness Training - Strength and Conditioning - 0.5 credit / Grades 10-12

Students will implement a fitness plan focused on strength and conditioning. This is a course for the motivated student who wants to improve his or her current fitness level. Time will be spent in the Weight Room and outdoors in order to develop a life-long physical fitness regime. Students will be educated about Nutrition and its relationship to peak performance. Along with weight training students can have the opportunity to explore other life-long activities including walking, running, tennis, snowshoeing and more. ***Prerequisite - Foundations of Physical Education.***

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 include:

1. Asking Questions & Defining Problems
2. Developing & Using Models
3. Planning & Carrying Out Investigations
4. Analyzing & Interpreting Data
5. Using Mathematics & Computational Thinking
6. Constructing Explanations & Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating & Communicating Information

Required Courses:

1. Integrated Physical Science
2. Biology
3. Science Elective (YOG 2030 & Beyond)

Electives Courses:

- Forensic Science
- Chemistry
- Honors Advanced Chemistry
- Honors Advanced Biology
- Honors Physics
- Honors Human Anatomy & Physiology
- Earth and Space Science

Integrated Physical Science - 1 Credit / Grade 9

This course is designed to introduce students to basic topics in physics and chemistry. 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.

Earth and Space Science - 1 Credit / Grades 9-12

This quarter-long course will build on the middle school ideas and skills in Earth and Space Science and allow students to explain more in-depth phenomena central to life and physical sciences as well. Through activities, labs, and projects, students will answer the questions: What is the universe, and what is Earth's place in it? How and why is Earth constantly changing? How do Earth's surface processes and human activities affect each other? ***Prerequisite - Integrated Physical Science.***

Biology - 1 Credit / Grade 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. ***Prerequisite - Integrated Physical Science.***

Forensic Science - 1 Credit / Grades 11-12

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, blood spatter patterning, and DNA analysis. This course counts for a senior math experience. ***Prerequisite - Integrated Physical Science and Biology.***

Chemistry - 1 Credit / Grades 10-12

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. This course counts for a senior math experience. ***Prerequisite - Integrated Physical Science, Biology and Geometry or Algebra 2 (either may be taken concurrently).***

Honors Advanced Biology- 1 Credit / Grades 11-12

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. This course

will run every other year. *Prerequisite - A course grade of BP or above in Biology and Chemistry or teacher recommendation. Not offered in 2026-2027.*

Honors Advanced Chemistry - 1 Credit / Grades 11-12

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 gasses, 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. This course counts for a senior math experience. This course will run every other year. *Prerequisite - A course grade of BP or above in Biology and Chemistry or teacher recommendation; Algebra 2B (may be taken concurrently). This course runs even numbered school years. Offered in 2026-2027.*

Honors Physics - 1 Credit/ Grades 11-12

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 understanding 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. This course counts for a senior math experience. *Prerequisite - Honors Algebra 2B or Algebra 2B and Chemistry.*

Honors Human Anatomy and Physiology - 1 Credit / Grades 11-12

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. 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. *Prerequisite - A course grade of BP or above in Biology and Chemistry or teacher recommendation.*

DEPARTMENT OF SOCIAL STUDIES

The ILM/HS 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, sociology and psychology. A graduation requirement called the Holocaust and Genocide Education is embedded within the English and Social Studies curriculum. In addition, a graduation requirement to successfully complete the USCIS Civics Exam is embedded in Action Civics in tenth grade.

The Social Studies Department competencies include:

- C1: Develop questions and plan inquiries
- C2: Apply disciplinary tools and concepts

C3: Use technology and skills to gather information and express responses to essential and supporting questions through well-reasoned explanations and evidence-based arguments

C4: Make independent and collaborative evidence-based decisions and present conclusions in a public venue

Action Civics - 1 Credit / Grade 10

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. Successful completion of this course is required for graduation. There are three graduation requirements embedded in this course experience, those are: (1) administration of our locally developed competency-based assessment on which learners must earn a proficient performance level and (2) learners have their first opportunity to meet the civics test graduation requirement; learners must successfully answer 90 out of 128 questions (70%) on the USCIS test, and (3) 0.5 credit of Logic & Rhetoric graduation requirement.

Global Studies - 1 Credit / Grade 9

Students will explore the world history themes of human-environment interaction, growth and change in societies, development of political institutions and ideas, belief systems, and interconnectedness of societies. Topics include the Paleolithic and Neolithic eras and the rise and fall of civilizations. This course will also make connections to current events from a global perspective. Students will demonstrate their knowledge through class activities, projects, essays, participation, homework, and written evaluations. Successful completion of this course is required for graduation.

NH & US History A: The Early Years - 1 Credit / Grade 10-12

Students will examine the forces, values, individuals, ideas and institutions that have shaped our state and country. Topics include westward migration, the Civil War and its origins, Reconstruction, the Gilded Age, Imperialism, and World War I. As time permits current events will also be discussed. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments. Successful completion of this course is required for graduation.

NH & US History B: The Modern Era - 1 Credit / Grades 11

Students will examine the forces, values, individuals, ideas and institutions that have shaped our state and country to what it is today. Topics include the implications of WWI and the Roaring Twenties, the Great Depression, World War II, and the Post War Era. The Vietnam Era, Civil Rights, and the challenges facing modern America will also be examined. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments. Successful completion of this course is required for graduation. *Prerequisite-NH & US History A: The Early Years*

AP United States History - 2 Credits / 2 Semesters / Grades 11-12

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. The completion of AP United States History fulfills graduation requirements for NH & U.S. History A & B. ***Prerequisite - Teacher recommendation and a minimal overall grade of BP in 9th grade Social Studies and English. Note: All students who take an AP course must take the AP exam as a course requirement.***

Sociology - 1 Credit / Grades 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. Students are encouraged to relate the issues and perspectives studied to their own experiences. Discussion is an important component of the class. Evaluation will be based on class participation, readings, projects and written assignments.

Psychology - 1 Credit / Grades 11-12

The aim of this introductory psychology course is to examine mental processes and understand human behaviors. Students may 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 / Grades 11-12

For students interested in furthering their knowledge and skills in social studies, this is a project-based course that offers students the opportunity to explore topics, themes and/or concepts related to the social sciences using the inquiry model. 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 have opportunities to choose their own topics and design their own plan for learning.

AP Seminar - 2 Credits / Grades 11-12

Ever thought about how social media impacts teen mental health? Do you think rules around college sports should be changed? In AP Seminar, you choose what real-world or academic topics to investigate. AP Seminar teaches you how to find and use evidence from experts, and how to present the case from your own perspective effectively, both through writing and multimedia presentations. ***Note: All students who take an AP course must take the AP exam as a course requirement.***

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 [\(US DOE\)](#).

The STEAM Department incorporates a variety of competencies from each of its component disciplines. The STEAM courses are grouped into 5 thematic areas – however all courses incorporate and encourage cross-theme cooperation.

Fine Arts - Fundamentals of Art, Drawing I & II, Painting I & II, Ceramics I & II, Sculpture I & II, Mixed Media, Jewelry I & II, Studio Art & AP Studio Art

Digital Media - Graphic Arts I, II & III, Photography I & II, Digital Art, Digital Animation and 3D Modeling , Introduction to Video Production

Manufacturing and Technology - Design and Manufacturing, Metal Working, Fundamentals of Electricity, Small Engines

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

Computer Engineering and Programming - Introduction to Computer Science through Games, AP Computer Science Principles, Web Page Design, Smart Technologies, Cybersecurity, Intro to Programming.

STEAM - ART & STUDIO 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.

Fundamentals of Art - 0.5 Credit / Grades 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 - 0.5 Credit / Grades 9-12

Drawing is a studio art course designed to build fundamental observational and technical skills while encouraging creative confidence. Students explore a variety of materials, such as graphite, charcoal, and ink while learning core concepts like line, value, proportion, perspective, and composition. Through hands-on exercises, still-life studies, and guided experimentation, they develop the ability to translate what they see into expressive, accurate visual form. Emphasis is placed on process, practice, and personal growth, making Drawing an ideal foundation for further study in the visual arts.

Painting I & II - 1 Credit / Grades 9-12

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 - 1 Credit / Grades 9-12

In this 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. Students will also be introduced to wheel-throwing along with a variety of decorative surface techniques. 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 - 0.5 Credit / Grades 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 I & II - 0.5 Credit / Grades 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. *Not offered 2026-2027 school year.*

Mixed Media & Printmaking Explorations - 0.5 credit / Grades 9-12

This hands-on course invites students to explore storytelling through mixed media and printmaking techniques. Using monoprints, linocuts, and mixed-media collage, students will craft layered artworks that reflect their individuality and personal narratives. Emphasizing creativity, craftsmanship, and the

integration of diverse materials, the course culminates in a final project showcasing each student's unique artistic voice. Perfect for students seeking a dynamic and exploratory art experience.

Studio and/or AP Drawing, 2D or 3D Art & Design - 1 credit / 1 semester, 2 credits / 2 semesters / Grades 11-12

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. ***Prerequisite - A minimum of two studio art courses and a portfolio review. All students who take an AP course must take the AP exam as a course requirement.***

STEAM - DIGITAL MEDIA

Digital Art - 0.5 Credit / Grades 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 / Grades 9-12

This introductory course explores the basics of graphic design and visual communication through the study of typography, color theory, the principles 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 (Early College) - 1 Credit / Grades 10-12

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. ***This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - Graphics I***

Graphic Arts III - 1 Credit / Grades 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/career ready for post high school life. *Prerequisite - Graphics II.*

Introduction to Video Production - 0.5 Credit / Grades 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 & II - 1 Credit / Grades 9-12

This introductory course explores the art of digital photography. Students will have the opportunity to learn about photographic composition, camera controls, image processing and the science behind the technology of photography. Students will learn the functions of digital cameras and how to edit images using the Adobe Creative Cloud software to create unique works of art. Students will have the opportunity to work at improving their ability to print digital images while experimenting with alternative photographic processes and mixed media techniques. Students taking Photography II will continue experimenting with advanced and alternative photographic processes while fine tuning their ability to communicate visually.

Digital Animation and 3D modeling - 0.5 Credit/ Grades 9-12

This course will explore digital animation techniques including Blender and Adobe Animation. Students will have the opportunity to learn about 3D modeling, UV mapping, texturing, digital drawing, raster graphics, rigging and skinning, animation, rendering and more. Students will create short animations and objects for 3D printing. Students will then develop ideas individually or within a group, compose a script, plan, animate, edit and present their project. Students will have the opportunity to produce a wide range of animated content, from assigned projects to independently designed concepts of expression. This course counts for a senior math experience.

STEAM - MANUFACTURING

These courses are held in a shop setting, thus, students are required 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 - 0.5 credit / Grades 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 hand and power tools such as shears, bending tools, mills, lathes, drill presses, and saws. Students will

be introduced to techniques to create projects made out of steel, aluminum and other metals. Techniques include metal casting, sheet metal work, turning on a lathe, drilling and milling. Students explore the safe practices involving the set-up, operation and clean up of tools and equipment. Students will be exposed to and research a variety of career possibilities. Projects will include, but are not limited to toolboxes, step stools, tool holders, wall hangings, hooks, weather vanes, jewelry, and home accessories. This course counts for a senior math experience.

Small Engines I - 0.5 credit / Grades 9-12

This class will include a hands-on approach to understanding how an internal combustion engine operates, with a focus on four stroke cycle theory. Students will disassemble, inspect, and re-assemble a single cylinder horizontal shaft engine, and operate the engine. In addition, this class provides an overview of safety, tools, fasteners, and disassembly procedures. This course counts for a senior math experience.

Power Equipment/ Small Engine Repair II - 1 credit / Grades 10-12

Regular maintenance and service is part of keeping power equipment in operating condition. This course provides tune up procedures and schedules for small 2-stroke and 4-stroke engines. Students learn to change spark plugs, filters and oil as well as to troubleshoot, maintain and repair fuel and ignition systems. This course is an authentic, hands on experience as students will be responsible for performing safe and accurate maintenance and repair on customer power equipment. This course counts for a senior math experience. *Prerequisite: Small Engines I*

Fundamentals of Electricity - 0.5 credit / Grades 9-12

This is a hands-on class that provides an understanding of basic electrical theory and skills. Students will work with low voltage DC electrical systems, wiring, and schematics, and will apply electrical theory to troubleshooting of electrical systems. Emphasis will be placed on safety practices and procedures when working with electricity. This course counts for a senior math experience.

STEAM - ENGINEERING

Computer Aided Design & CNC Manufacturing - 0.5 Credit / Grades 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. This course counts for a senior math experience.

Robotics - 0.5 Credit / Grades 9-12

Students will participate in the Robotics Competition in order to learn and apply 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. This class will be responsible for conceptualizing the competitive role each year's robotic build will partake

in. 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 counts for a senior math experience.

Design & Manufacturing (Honors Option)- 0.5 Credit / Grades 11-12

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 a part of their skill-building work at ILM/HS. 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. Projects are student driven but could include: furniture, interactive displays, toolboxes, step stools, adaptive equipment for those with disabilities, etc. Students who have gained valuable technical skills and experiences in previous classes, such as manufacturing techniques with power tools and hand tools, will also use parts and equipment as necessary. *Honors option students will accept a Team Leader role with the current Design and Manufacturing class and make additional connections to the community. This course may be taken multiple times. This course counts for a senior math experience. ***Prerequisite - Successful completion of any one of the following: Metals, Robotics, Small Engines, Fundamentals of Electricity, Power and Energy, Computer Aided Design & Manufacturing.***

STEAM - COMPUTER ENGINEERING AND PROGRAMMING

AP Computer Science Principles - 2 Semesters / 2 Credits / Grades 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. This course counts for a senior math experience. ***Prerequisite - Algebra 1. Note: All students who take an AP course must take the AP exam as a course requirement.***

Smart Technology - 0.5 credit / Grades 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. ***Not offered 2026-2027 school year.***

Cybersecurity - 0.5 credit / Grades 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. *Not offered 2026-2027 school year.*

Web Page Design - 0.5 credit / Grades 10-12

This course introduces students to modern web design using professional tools commonly used in industry. Students will learn how to plan, design, and publish responsive websites using Webflow, a visual web design platform that reflects how real-world websites are built today. Emphasis is placed on layout, typography, color, usability, and accessibility, along with an understanding of how content is structured and displayed on the web. Through hands-on projects, students will create and publish original websites such as personal portfolios, informational sites, or small business concepts. The course blends visual design principles with light technical concepts, helping students develop problem-solving skills, creative confidence, and digital literacy. No prior coding experience is required.

Introduction to Computer Science Through Games - 0.5 credit / Grades 9-12

This course introduces computer science 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. 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. Through the use of physical computing devices such as micro:bits and circuit playgrounds students will use LEDs and motors to create hands-on projects. This course counts for a senior math experience.

Introduction to Programming (Early College) - 1 credit / Grades 10-12

This Running Start course provides an introduction to the process of problem-solving as it relates to program design and development. The student will learn to use various methodologies used in 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, as well as an introduction into object-oriented and web-development concepts. Students will learn to create computer programs, collaborate with others, develop problem-solving skills, and work on various tasks. This course counts for a senior math experience. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

DEPARTMENT OF WELLNESS

Wellness provides 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 affected 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 include:

Promotion and Prevention
Advocacy
Interpersonal Communication

Wellness (Health) - 0.5 credit / Grades 9-12

Wellness 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.

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, preferably a four semester sequence (through Level III).

The World Language Department competencies include:

Interpersonal Communication
Interpretive Communication
Presentational Communication

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

French IA - 1 Credit / Grades 9-12

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. ***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.***

French IB - 1 Credit / Grades 9-12

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. ***Prerequisite - Successful completion of French IA and Teacher Recommendation.***

French II - 1 Credit / Grades 10-12

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. ***Prerequisite - Successful completion of French IB and Teacher Recommendation***

French III (Early College) - 1 Credit / Grades 10-12

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. ***This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College.***

Prerequisite - Successful completion of French II and Teacher Recommendation.

Honors French IV (Early College) - 1 Credit / Grades 11-12

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. ***This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College.***

Prerequisite - Successful completion of French III and Teacher Recommendation.

Honors French V - 1 Credit / Grades 11-12

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. ***Prerequisite - Successful completion of French IV and Teacher Recommendation.***

Spanish IA - 1 Credit / Grades 9-12

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. ***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.***

Spanish IB - 1 Credit / Grades 9-12

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. *Prerequisite - Successful completion of Spanish 1A and Teacher Recommendation.*

Spanish II - 1 Credit / Grades 10-12

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. *Prerequisite - Successful completion of Spanish IB and Teacher Recommendation.*

Spanish III (Early College) - 1 Credit / Grades 10-12

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. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - Successful completion of Spanish II and Teacher Recommendation.*

Honors Spanish IV (Early College) - 1 Credit / Grades 11-12

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. *This is an Early College dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - Successful completion of Spanish III and Teacher Recommendation.*

Honors Spanish V - 1 Credit / Grades 11-12

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. *Prerequisite - Successful completion of Spanish IV and Teacher Recommendation.*

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 Career Center in Winnisquam. Students attending these programs take bus transportation provided by Inter-Lakes. Students are not allowed to drive themselves to these programs unless by special circumstance.. Students will receive two and one quarter credits (2.25) 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.

J. OLIVA HUOT TECHNICAL CENTER

A full description of all Huot Center courses can be found at the following link [HERE](#) . Inter-Lakes students are encouraged to review and apply for Huot programs for the junior and senior year with the assistance of their School Counselor. There are limited programs available for sophomores. Students should be in good academic and credit standing as these programs are a full year commitment. Students are encouraged to attend both the first and second year of the program. Many programs offer certificates and industry credentials as well as dual high school and college credit. Some programs have age requirements. Programs include; Automotive Technology, Bio-Medical Technology, Building Construction, Business & Finance, Manufacturing & Engineering, Culinary Arts, Digital Media, Health Science, Law Enforcement, Plumbing, Heating & HVAC, Principles of Emergency Services, Sports & Recreation, and Teacher Preparation. The Huot Center offers traditional letter grading and this is transferred onto a student's Inter-Lakes transcript on a traditional grading scale.

WINNISQUAM CAREER CENTER

A full description of all Winnisquam Agricultural Center courses can be found [HERE](#). Inter-Lakes students are encouraged to review and apply for Winnisquam programs for grades 10-12 with the assistance of their School Counselor. Students should be in good academic and credit standing as these programs are a full year commitment. Students are encouraged to attend both the first and second year of the program. Many programs offer certificates and industry credentials as well as dual high school and college credits. There are five programs: Animal Science, Natural Resources, Cosmetology, Horticulture, & Manufacturing. Winnisquam offers traditional grading and this is transferred onto a student's Inter-Lakes transcript on a traditional grading scale.

SUPPLEMENTAL PROGRAMS

Inter-Lakes High School encourages learning in multiple settings. Students are allowed to submit requests 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 must be made with the permission of parents, and administrators, and in consultation with school counselors. Alignment to academic competencies will need to be considered.

Requests of this type must be

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

COLLEGE COURSES IN HIGH SCHOOL

A variety of college courses are available to high school students. For any of the following college courses, discussion with your School Counselor is needed, registration paperwork, and fees to be paid by the student/family. If a student is requesting for a college course to meet an Inter-Lakes graduation requirement, prior approval and a competency review is required.

Early College – Early College (formerly known as Running Start) is a joint higher education initiative that allows Inter-Lakes Middle/High School the opportunity to collaborate with the Community College System of New Hampshire to offer college courses for dual-credit. Dual credit means students are simultaneously earning Lakes Region Community College and high school credits. College credits earned may vary from 3-4 credits per course. Currently students are able to receive two Early College courses at no cost, the fee for the third course and beyond is \$150. We currently offer Early College courses in: Accounting, Introduction to Business & Entrepreneurship, Principles of Marketing, Economics/Business Finance, Pre-Calculus, Graphics 2, Introduction to Programming, Spanish 3, Spanish 4, French 3, French 4 and Statistics. Registration is required. The J. Oliva Huot Technical Center also offers dual credit for their courses. See details in the Huot section of this document. Early College courses are teacher-specific as individual teachers and courses must be pre-approved to qualify. Early College courses will be posted on a student's ILMHS transcript as well as the student's Lakes Region Community College transcript.

Early College Online – Early College Online formerly known as eStart is a dual credit, online college course program run through the Community College System of New Hampshire. There is a \$150 fee for these courses, but students are able to participate in two courses at no charge. A dual credit course means that students can earn both high school and college credit simultaneously by taking one Early College online course. A separate registration and fee completed by students is required. These courses run on a specific semester date schedule. Dual credit courses will be posted on a student's ILMHS transcript as well as on the specific community college transcript.

Early College on Campus – Many local colleges offer in-person college courses to high school students on a space available basis. These college courses are often offered at a significant discount to high school students. Students take these courses above and beyond their courses here at Inter-Lakes. These courses are not automatically posted on a student's ILMHS transcript as pre-approval is needed, but will be available on the student's college transcript.

Pre-College/Summer College – Many colleges offer high school students the opportunity to take pre-college courses and programs during the summer. These programs/courses require registration and a fee and are taken above and beyond courses taken here at Inter-Lakes. These courses are not automatically posted on a student's ILMHS transcript as pre-approval is needed, but will be available on the student's college transcript.

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, competency recovery and on-line learning such as Edmentum or VLACS.

EXTENDED/ADDITIONAL LEARNING OPPORTUNITIES

Contingent upon the prior approval of the school counseling office, 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, co-curricular activities, 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.

EDMENTUM

Edmentum is a research-based comprehensive computer-based curriculum. Edmentum 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 Edmentum.

GREATER MEREDITH CAREER PARTNERSHIP PROGRAM

The Greater Meredith Career Partnership Program (GM CPP) is a collaborative effort between the Inter-Lakes School District and The Greater Meredith Program. GM CPP 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.

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 checkpoints 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. Find the Moultonborough Academy Program of Studies [HERE](#)

HIGH SCHOOL SUPPORT SERVICES

ENGLISH AS A SECOND LANGUAGE - ESL

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.

SCHOOL COUNSELING DEPARTMENT

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

School counseling activities are conducted through classroom lessons, small group, or individual meetings. 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.

Unless otherwise instructed *in writing* by a parent or guardian, services available through the 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 School Counseling Program. All counselors in the Inter-Lakes School District adhere to the ethical standards of the American School Counselor Association. (www.schoolcounselor.org)

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 digital, print, and visual 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.

The Library Media Center coordinates access to study rooms for quiet study, video recording, and small conferences and tutoring sessions. Further, through the Library Media Center, students and staff can access digital media for research, viewing, and recording. The Media Lab is a growing resource that allows users to experiment with an expanding variety of digital media creation like green-screen recording and podcasting. Through the databases, patrons can gain 24/7 access to vetted research materials, including primary documents. The dynamic library staff can also facilitate access to print media through personalized recommendations or class presentations.

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 or during Office Hours. Classroom teachers and the Librarian often coordinate instruction on 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, case managers 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.