CONCORD HIGH SCHOOL

PROGRAM OF STUDIES

2020 - 2021

GROW INTO THE FUTURE

COLLEGE, EMPLOYMENT, UNIVERSITY, MILITARY, TECHNICAL COLLEGE, VOLUNTEERISM
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A LETTER FROM CHS ADMINISTRATION

The 2020-2021 Concord High School Program of Studies is a framework for students and parents to use when planning both a student’s high school experience and a career pathway.

Now is the time for students in grades eight through eleven to think about what they might like to study in college or technical school or examine a career path of interest. As students prepare for course selection, we urge them to think about their individual goals and aspirations and to choose the courses that will help them get there. We also encourage curiosity and investigation. If the path is not clear, then these years can be a time to engage in thoughtful, directed exploration. In addition to this useful handbook, we encourage students to build a relationship with their school counselor, who can assist in their planning.

One can think of this as “working backwards”. Successful journeys begin with a plan and a destination. Imagine a warm Saturday morning in June, surrounded by classmates and family, getting ready to walk across the stage at Memorial Field to accept a CHS diploma. And while reflecting upon this important moment, high school graduation, consider that it is an important benchmark toward your ultimate goal: an engaging, rewarding career.

While pursuing areas of interest, it is also important to consider the application process for college, university, technical programs, or even a career position right out of high school. Most higher learning institutions and employers look favorably on students whose high school backgrounds include a rigorous and varied course of study.

Admissions counselors and employers also like to see that students have maximized their time in high school, so course selection is not a time to think of the minimum requirements needed to attain a high school diploma. This ambitious mindset is useful for all students. For example, a student planning to move immediately into the work world will be more competitive with a solid ability to speak a second language or a strong computer background. A student who has entered into high school with a clear career path goal should emphasize courses that will provide a broad base of knowledge and experience in that subject alongside an increasingly rigorous curriculum.

High school is a time to try new things. Whether a student has career ideas or is unsure, we encourage all students to keep an open mind. Take advantage of CHS’s great elective course offerings and consider trying something new. Take the time to read this Program of Studies, so you understand the many opportunities available to you.

The CHS faculty has developed “competencies” for all courses. These course competencies are the ideas or concepts that all CHS students should master before graduating. Competencies also ensure that students will encounter common expectations among CHS courses, regardless of who they have as a teacher. For example, a course like chemistry, which may be taught by several different teachers, will have identical competencies within all CHS chemistry classes. While teachers retain freedom over their class structure and assignments, the expectations for what students should know and do are the same. We believe that the class competencies have improved student experience and, our academic program.

We are also committed to ensuring students have the attitudes and dispositions toward their academic work which will make them better students and employees. Therefore, CHS has developed the Crimson Code, which focuses on a student’s preparedness and commitment to learning. In each course, students receive feedback on their Crimson Code performance. The continued development of these skills is important to student performance in college, in a career, and in life.

The scheduling of classes after students have signed up is an intricate, detailed process. The importance of careful planning on the student’s end cannot be emphasized enough. The number of sections offered and the sizes of classes are determined through the course selection process. Changes or adjustments in course requests for the fall, based on second semester grades or changes in interests or goals, should be made through your guidance counselor as soon as possible, and before the end of the school year. Changes to student schedules can cause unique challenges to the entire academic program. Undersubscribed courses will be cancelled in the spring and students will be offered other options to fill their schedules.

On behalf of the faculty, we want to welcome you to Concord High School and encourage you to reference this Program of Studies often. We are here to support your future success.

Concord High School Administration

TRANSLATING & READING ASSISTANCE OF COURSE CATALOG
If a student or parent requires assistance in translating or reading the Concord High School Course Catalog due to their native language or disability, he or she should contact:
Gordana Varagic, ELL teacher (gvaragic@sau8.org) or Michele Speckman, Special Education Director, at 225-0800, ext. 6065 (mspeckman@sau8.org)
AUDITING A COURSE

A student attempting a higher than normal course load may request to audit a course. Auditing is not the same as repeating a course. The reasons for auditing a course would be to improve a student’s preparation for the next sequential course, to determine interest for future study, or to experiment in various areas of the high school curriculum.

1. A student auditing a course will have his or her work evaluated but will not receive credit for the course. It will, however, show on the student’s transcript as having been audited (AU). The grade will not impact the student’s GPA.

2. The student may not have previously taken the course.

3. The student must also be enrolled in the minimum course load for his/her grade in addition to the audit course.

4. The student must complete an Audit Request Form, which will require the approval from the teacher, the school counselor, a parent, and the curriculum facilitator. These forms are available from any school counselor.

5. Auditing a course means that the student is expected to attend every class, complete all assigned work, and take all exams along with other students. Upon the recommendation of the teacher, excessive absences or a lack of effort on the part of the student will result in the student being dropped from the class and the course being removed from the student’s transcript.

6. The student must decide to audit the course before the beginning of the semester or during the drop/add time. No student will be allowed to choose to audit a course after the add/drop time has expired. After choosing to audit a course, a student may not later decide to change his/her mind and expect credit for the course.

COURSE AVAILABILITY & COURSE FEES

COURSE AVAILABILITY

While course offerings contained in this catalog have been carefully planned in accordance with student needs, interest, and ability, a course listing in this catalog does not constitute a guarantee that the course will be taught during the 2020-2021 school year. While all possible attempts will be made to accommodate individual student course requests, the School Board has approved guidelines for class sizes within a range of 15 minimum and 30 maximum. Concord High School reserves the right to cancel any class due to under-enrollment, scheduling issues, and/or budgetary constraints. Eighth graders may, with approval of the department administrator, take certain courses.

COURSE FEES

While the Concord School District seeks to permit students to take any course offered with no fee charged, in some instances, a nominal course fee may be charged for project materials which exceed minimum course requirements. If this policy poses a financial hardship, the student should discuss this with his or her school counselor.

COURSE LOAD

1. Freshmen must enroll in a minimum of six on-campus academic courses each semester.

   Sophomores and Juniors must enroll in a minimum of five on-campus academic courses each semester.

   Seniors must enroll in a minimum of five courses each semester, for a year’s minimum of ten. However, a robust independent learning experience through VLACS or an ELO (see page 36) can be arranged with the school counselor and will be considered part of a SENIOR’S minimum course load. In the event that the student does not or cannot follow through with the independent work during the first semester, he or she will forfeit the opportunity to engage in independent work during the second semester and will be required to enroll in enough courses to meet the minimum of ten for the year.
2. Students may request a maximum of eight credits and be scheduled for a maximum of eight courses each semester. An exception is made for classes that take place beyond the school day (i.e., ROPE, VLACS).

3. In order to be eligible for Social Security benefits, a student must be enrolled in and regularly attending at least five credit-bearing units per semester.

4. The Community Athletic Certificate (CAC) will not replace a class when considering minimum course load.

5. Any student who falls below five academic courses will be given a “no trespass letter” restricting access to the CHS campus during active class periods only, unless otherwise arranged with administration.

ADDING AND DROPPING A COURSE

1. Once a student has been scheduled, a class may only be dropped for necessary and compelling reasons. Such a change must be done within the first 20 class days of the semester to avoid grade penalty AND with the approval of a parent/guardian and the school counselor.

2. If a student drops a class after 20 school days, he or she will receive an WF (withdrawal failure) for the course. An appeal may be made to the Commons administrator if extenuating, compelling circumstances necessitated the class being dropped.

3. Adding a class must occur within the first ten class days of the semester. If the class is a quarter length class, then the class must be added within the first five days of the quarter. The student is responsible for all missed academic work.

4. The master schedule for Concord High School cannot be based on teacher preference. It is with rare exception that such changes are made. In the event of an extenuating circumstance, the following procedure must be followed: All change-of-teacher requests must be submitted in writing to the student’s Commons assistant principal. A rationale for the change should be included in the letter. After further information is gathered, the request will be turned over to the building principal.

GRADING AND COMPETENCIES

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>Distinguished Achievement</td>
</tr>
<tr>
<td>80 – 89</td>
<td>Above Average Performance</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Satisfactory Performance</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Minimum Acceptable Work</td>
</tr>
<tr>
<td>0 – 59</td>
<td>Unacceptable – No Credit Awarded</td>
</tr>
<tr>
<td>39</td>
<td>Attendance Failure/Administrative Withdrawal</td>
</tr>
<tr>
<td>AF</td>
<td>Administrative Failure</td>
</tr>
<tr>
<td>Inc</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

A passing grade for which no credit is awarded signifies that the student exceeded the CHS attendance policy for that course. Rank in class and numeric grade averages (NGA) are unweighted and include all graded courses.

Courses taken on a pass/fail basis are not included in rank or NGA.

HONOR ROLL

High Honors – Students must be enrolled in a minimum of five courses and achieve a grade of 90 or better in all courses.
Honors – Students must be enrolled in a minimum of five courses and receive an 85 or better in all courses.
GRADUATION REQUIREMENTS

To qualify for a Concord High School diploma, students must successfully complete at least 20 units of study including the listed specific requirements. Students transferring into Concord High School after the completion of their junior year (after last day of school in Grade 11 year) must meet the credit requirements of their most recent high school or of Concord High School, whichever is greater. Students are encouraged to plan ahead by completing the 4-year planner form to ensure that their goals and requirements are met.

The 4-year planner is available at the end of this document; it can also be accessed electronically:

For currently enrolled students who plan to graduate in the years 2020 - 2021
For newly enrolled students who plan to graduate in the year 2022 and beyond

<table>
<thead>
<tr>
<th>SUBJECT/COURSE</th>
<th>MINIMUM CREDITS REQUIRED FOR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Education (A)</td>
<td>0.5</td>
</tr>
<tr>
<td>Computer Education (B)</td>
<td>0.5</td>
</tr>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics (C)</td>
<td>3.0</td>
</tr>
<tr>
<td>Science (D)</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies (E)</td>
<td>2.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Required Credits</strong></td>
<td><strong>15.5</strong></td>
</tr>
<tr>
<td>Electives (F)</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS:</strong></td>
<td><strong>20</strong> Credits</td>
</tr>
</tbody>
</table>

NOTE: In order to earn credit in a course, a student must earn a final mark of 60 or better and meet Concord School District’s attendance requirements. A full-year course offers one credit; a half-year (semester) course offers 1/2 credit; and a quarter-year course offers 1/4 credit.

A) Includes classes in fine arts, vocal or instrumental music, music theory, graphic arts, theater production courses. For example: Housing Design, Architectural Drawing, Film Studies, Poetry, and History of Jazz and Rock are all classes which would fulfill this requirement.

B) Only required of students who have not fulfilled this requirement prior to enrollment at CHS.

C) One of the three math credits earned must be from an Algebra course. State law requires a fourth year of math which can be attained through a variety of courses: either a math course or a course that includes embedded and applied math as part of the curriculum. (see page 6)

D) For students with graduation years of 2020 and 2021 the following requirements remain: All students must complete one credit each of a Biological science, Chemistry, and Physics. For the class of 2022 and beyond. All students must complete three science credits, two of which must be NGS I & NGS II.

E) Includes one credit of United States History and one-half credit in Geography or World History, one-half credit of Economics education, as well as a one-half credit Civics course.

F) These credits may be selected from any school course offerings.

Note on English Requirements:
Students are required to take four English credits as part of CHS graduation requirements. However, students are expected to engage with and apply English competencies every year they are in high school, even if they have met the minimum discipline requirements in previous years. Most Concord High courses provide opportunities to apply English graduation competencies. Students may also meet this requirement by participating in an independent study/ELO (see page 36) that involves the application English competencies. A student who, in a given year, does not plan to take any English courses offered by the respective departments should review their course planner with a school counselor to make sure they are meeting the English requirements.
Note on Math Requirements:
Students are required to take three math credits as part of CHS graduation requirements. NH State Law requires that students meet an additional math experience either through a fourth year of math or through a course that includes embedded and applied math. Students may also meet this requirement by participating in an independent study/ELO (see page 36) that involves the application of math. A student who does not plan to take any math courses in a given year should review their course planner with a school counselor to make sure they are meeting the state math experience requirements.

Below is a list of courses that include embedded and applied math. Throughout the catalog, each discipline designates with a "~" symbol the courses that are a math experience.

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Digital Education</th>
<th>Social Studies</th>
<th>Support Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intro to Digital Art &amp; Design</td>
<td>• Coding I &amp; II</td>
<td>• Economics</td>
<td>• Math Prep Assisted Study</td>
</tr>
<tr>
<td>• Housing and Interior Design</td>
<td>• ELL Math</td>
<td></td>
<td>• ELL Science Support</td>
</tr>
<tr>
<td>• Photography I &amp; II</td>
<td>• ELL Science as Inquiry</td>
<td></td>
<td>• ELL Math Support</td>
</tr>
<tr>
<td>• Metalsmithing and Jewelry I &amp; II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performing Arts</th>
<th>Life Studies</th>
<th>All Business Courses</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music Theory</td>
<td>• Intro to Cooking</td>
<td>All CRTC courses except Teacher Prep</td>
<td>• Chemistry I</td>
</tr>
<tr>
<td>• AP Music Theory</td>
<td>• Creative Cooking</td>
<td></td>
<td>• Chemistry II</td>
</tr>
<tr>
<td></td>
<td>• Independent Cooking</td>
<td></td>
<td>• Chemistry of Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• STEM Algebra II &amp; Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Physics of Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Physics II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP Environmental Science</td>
</tr>
</tbody>
</table>

~additional science courses may be added to this list.

EARLY GRADUATION REQUIREMENTS

Early graduation is supported by NH Board of Education policies. The policy states, “Students meeting local and state requirements prior to the closing of school in June be allowed to graduate. Graduates may participate in the formal graduation ceremonies at the close of the school year.”

In compliance with this policy, Concord High School provides the following guidelines:

1. Early graduation normally pertains to graduation after completion of the third year in secondary school or at the end of the first semester of the fourth year. For students who are seeking to enter a competitive, four-year college or university, it is important to understand that those schools look for a maximum rather than a minimum course of study.

2. Procedures:
   a. Applications for early graduation may be obtained here or from the school counselor and must be filed no later than September 30th of the school year of intended graduation.
   b. In order to qualify for early graduation, a student must have completed the graduation requirements (credit minimums, required and elective courses) as outlined in the Program of Studies. It is the responsibility of the individual student to ensure these requirements are met, and it is highly recommended that this plan be reviewed by the school counselor.
CLASS STATUS CREDIT REQUIREMENTS

Class status is determined by the student's original intended graduation date upon entering high school. Twenty credits are required to graduate from CHS. To obtain class rank, the following guidelines apply.

To be considered a

<table>
<thead>
<tr>
<th>Class</th>
<th>Minimum Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>a minimum of 4</td>
</tr>
<tr>
<td>Junior</td>
<td>a minimum of 9</td>
</tr>
<tr>
<td>Senior</td>
<td>a minimum of 13</td>
</tr>
</tbody>
</table>

CREDIT RECOVERY

SUMMER SCHOOL

Concord summer school offers students the opportunity to devote a portion of the summer to study, exploration, and self-improvement, specifically to:

1. Pass and receive credit for courses failed during the regular school year. Students taking summer school for this purpose must be eligible per the Concord High School attendance policy.
2. A passed summer class will earn credit, and the new grade will appear, but the original failed grade will still appear on the transcript.
3. Take courses not studied before, especially for enjoyment and enrichment, if enrollments warrant offering them.
4. Determine the nature and demands of certain subjects while gaining knowledge and proficiency.
5. Raise achievement in sequential subjects in order to continue with the sequence next year.

Summer school operates for five weeks. Information on registration, fees, and the program is available in May. Questions should be directed to the summer school administrator (225-0800 x 6015) or to school counselors.

CONCORD REGIONAL DIPLOMA ACADEMY/ADULT DIPLOMA PROGRAM

The Concord Regional Diploma Academy (DA) is a support program addressing the needs of students considered at-risk of dropping out of Concord High School. Our goal is to move all students towards graduation or other successful high school completion (Hi-SET) by motivating them to finish high school, improve their life and look toward their future with optimistic planning. Programs and services include credit recovery courses, Hi-SET support and pre-testing services, online credit recovery options, and Independent Learning Experiences--integrating academic credit or competency recovery.

Participation and enrollment in these and other program options are based on a referral (initiated through the student's school counselor) and intake process completed by Diploma Academy staff.

COLLEGE CREDIT AND DUAL ENROLLMENT OPTIONS

PROJECT RUNNING START & SNHU IN THE HIGH SCHOOL (DUAL CREDITS)

Selected Concord High School courses have been designed to allow students to concurrently earn high school and college credit. Project Running Start, through the NH Community Technical College System (NHTI) allows students to earn college credit. This college credit can be used to continue study at New Hampshire Community Technical Colleges or may be transferred to other colleges. Students who wish to enroll in these courses are required to pay a minimal tuition fee and, when necessary, the cost of the college text. Although credit will be awarded if a student passes the course, a grade of 73 or better must be earned to transfer credit to a college or to enroll in subsequent courses in that college's department.

SNHU in the High School's dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Concord High School, designated courses are aligned to meet the same content, rigor and learning outcomes as that of the University. The high school teachers instructing these courses met the University's adjunct faculty requirement and were approved by the University. Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class. Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the students’ responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred. Additional information regarding the program can be directed to Jane Voth at CHS. There needs to be a minimum of six students per class enrolled in the dual credit option in order to offer the course for college credit.
ADVANCED PLACEMENT
The Advanced Placement program offers students the opportunity to participate in college level courses and earn possible college credits based on his or her scores on the College Board AP exams given in May of each year. These courses require that student’s share personally-identifying information with the College Board. Advanced Placement courses at Concord High School include AP Studio Art, AP Music Theory AP Economics, AP Literature and Composition, AP Calculus AB, AP Statistics, AP Biology, AP Chemistry, AP Physics I, AP Physics II, AP Environmental Science, AP Psychology, AP European History, and AP United States History.

COLLEGE AND CAREER PLANNING

POST-SECONDARY EDUCATION
Many students continue education beyond high school. Since admission requirements vary widely between higher education institutions, students should consult the college bulletins or catalogs of different institutions early in their high school careers to assure they are completing the necessary requirements. During the school year, students are encouraged to meet with the many college admissions officers who visit Concord High School. It is important to realize that admission to college is generally competitive and that a maximum rather than a minimum course of study is recommended. It is further recommended that students utilize their school counselors frequently to plan for the future. This helps ensure that course selections are appropriate to personal goals.

The following table generalizes recommended admissions requirements for various post-secondary programs:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Social Studies</th>
<th>Math</th>
<th>Lab sciences</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0-2</td>
</tr>
<tr>
<td>Four-year colleges</td>
<td>4</td>
<td>3</td>
<td>4-5</td>
<td>4-5</td>
<td>2-4</td>
</tr>
<tr>
<td>Highly selective colleges</td>
<td>4</td>
<td>3-4</td>
<td>4-5</td>
<td>4-5</td>
<td>3-5</td>
</tr>
</tbody>
</table>

While earning credits is important, if your goal is to attend college, then attention should also be given to such criteria as course substance, grades, rank in class, SAT and SAT subject test score(s), ACT test score(s), school recommendations, and co-curricular and extracurricular participation. Students should take the most challenging courses possible while still maintaining good grades. If considering selective colleges, students should seriously consider enrolling in Advanced Placement (AP) courses during their junior and senior years (sophomores may request to take an AP course; however, preference will be given to upperclassmen). This will put students in a position to be accepted at a college or university where the academic challenge will be appropriate for their talents and preparation.

NH STATE SCHOLARS
New Hampshire State Scholars offers a certificate award to students who have chosen to pursue a rigorous high school program. Participation in the program gives students a competitive edge when applying to technical school, 2-year, or 4-year programs.

New Hampshire State Scholars is a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network. The State Scholars Core Course of Study is basic to acceptance at most 4-year colleges and recommended for students pursuing 2-year Degrees and Certificate Programs. This challenging course of study is recommended by employers for most, if not all, potential employees entering the workplace upon graduation from high school.

New Hampshire Scholars targets students in the mid-50% range (25% to 75%) of High School population with the goals of increasing the number of students pursuing postsecondary education, decreasing the number of students choosing to drop out of high school, and better equipping students who choose to go directly into the workplace or the military upon graduation from high school.
The CHS School Counseling Program reflects the standards established by the American School Counselors’ Association. Components of this program include individual/personal counseling, small group counseling on specific topics, classroom guidance presentations and activities, individual academic planning sessions, informative parent meetings, career and college readiness advising, responsive services such as crisis interventions, as well as referrals to other professionals.

School counselors are committed to helping all students make the best possible use of their educational opportunities. For each student, this involves an ongoing examination of one’s self in a changing world; it means carefully selecting courses and programs, and then answering the question, “How does it all fit together for me and where do I want to go with it?”

Students are assigned to a specific Counselor and Commons for their duration at CHS. Students can make individual appointments with his/her counselor through the Commons Secretary or by emailing their specific counselor. Transcript requests are processed in the Student Services office.

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Mike Curtin, M.ED</td>
<td>6033</td>
</tr>
<tr>
<td>Jonathan Flower, M.ED</td>
<td>6022</td>
</tr>
<tr>
<td>Jodie McLaughlin, M.ED</td>
<td>6023</td>
</tr>
<tr>
<td>Betsy Peabody, MHS</td>
<td>6012</td>
</tr>
<tr>
<td>Rebecca Schaefer, M.ED</td>
<td>6013</td>
</tr>
<tr>
<td>Karen Slick, M.S</td>
<td>6032</td>
</tr>
<tr>
<td>Jocelyn Jerry-Wolcott, MSW</td>
<td>6165</td>
</tr>
</tbody>
</table>

ACADEMIC SUPPORT

Concord High School offers many opportunities for students to access one-to-one academic support. Academic support can come in the form of enrichment and extra help.

**LEARNING LABS**

Math, science, English, and social studies teachers are available in learning labs throughout the day. Students can receive direct assistance from teachers who teach within the various disciplines. This is an excellent opportunity for students to get extra help during their open periods, study halls, or lunch periods.

**21 C**

21 C is an after-school program that provides academic support to students. Subject-area teachers and tutors are available for homework help, research and project assistance, organization and study skills. A snack and a late bus are provided.

To view 21C’s schedule, visit [http://chs.sau8.org/student_life/21_c](http://chs.sau8.org/student_life/21_c)

**FLEX and EXP**

Math, science, English, and social studies offers one-on-one and small group assistance to students. While each department structures this time differently, sessions can include enrichment, re-teaching, skill building, and competency support.

**ADVISORY**

Students will be placed in an advisory based on original date of graduation. A grade-level advisory will provide group discussions and activities which will strengthen interpersonal skills, encourage self-evaluation and goal setting, develop positive connections among students and staff, foster meaningful relationships between students and their school community, support academic growth, and promote academic achievement and social well-being throughout the school.
Concord High School students participate in some mandatory standardized testing programs described below. Many colleges and post-secondary schools also require that applicants to their programs take certain tests during the junior and senior years of high school. Registration for these tests are made by the student at least a month before the scheduled testing dates. General guidelines follow, but it is important for students to check catalogs of all schools being considered. Students with disabilities may have appropriate accommodations for certain tests, including the College Board Tests, if advanced arrangements are made within their IEP. Information is available through the Guidance Department.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test and Description</th>
<th>Time</th>
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<tbody>
<tr>
<td>Grades 9-10</td>
<td>Gates MacGinitie Reading Assessment</td>
<td>December</td>
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<tr>
<td></td>
<td>The GMRT is given to all 9th and 10th grade students to identify reading levels. The CHS Literacy team reviews the assessment data and makes recommendations for additional reading support as needed.</td>
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<tr>
<td>Grades 10-11</td>
<td>Preliminary Scholastic Aptitude Test (PSAT)</td>
<td>October</td>
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<td>Juniors at CHS take the PSAT in October during the school day. This test provides an excellent testing experience prior to the SAT and valuable information for career and college planning. This test is combined with the National Merit Scholarship Test Program. Eligibility for the National Merit Scholarship Program requires the test be taken in the junior year. Sophomores may also elect to participate in this program but are not eligible for the National Merit Scholarship unless they repeat the test in grade 11.</td>
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<tr>
<td>Grade 9-10</td>
<td>PACE Testing</td>
<td>Throughout the year</td>
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<td>Performance Assessment of Competency Education (PACE) testing is locally developed common performance assessments integrated into, and reflective of, day to day work.</td>
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<tr>
<td>Grade 11</td>
<td>State Accountability Testing</td>
<td>March/April</td>
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<tr>
<td></td>
<td>To meet current state accountability testing requirements, Concord High School will test ALL juniors using the College Board School Day SAT for testing. This test is offered at no cost to the students.</td>
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<tr>
<td>Grades 11-12</td>
<td>College Board Scholastic Aptitude Test (SAT I)</td>
<td>Multiple per year</td>
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<tr>
<td></td>
<td>This test measures the verbal and mathematical abilities students have developed over many years. Students seeking admission to schools that request SAT I scores should take this test in the spring of the junior year and repeat the test in the fall of their senior year.</td>
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<tr>
<td>Grades 11-12</td>
<td>College Board Subjects Tests (SAT II)</td>
<td>Multiple per year</td>
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<td></td>
<td>These tests measure in-depth student performance in specific subject areas and should be taken at or near the conclusion of the course covering that information. Admission to some colleges is partially predicated upon these tests. Check with your guidance counselor to assure you register for the appropriate tests, depending on your college application plans.</td>
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<tr>
<td>Grades 11-12</td>
<td>ACT</td>
<td>Multiple per year</td>
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<td>The ACT is another test used by colleges in the admission process. Individual tests in the areas of English, math, reading, science and writing are given.</td>
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<tr>
<td>Grades 11-12</td>
<td>Advanced Placement Tests (AP)</td>
<td>Multiple per year</td>
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<td>At the conclusion of Advanced Placement courses, students may take an Advanced Placement Test. Successful results on these tests are used by some colleges to waive required courses or to place students in accelerated programs.</td>
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</table>
THE ARTS: FINE & VISUAL ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11 &amp; 12</th>
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<tbody>
<tr>
<td>Color &amp; Design</td>
<td>Intro to Digital Art &amp; Design~</td>
<td>Color &amp; Design</td>
<td>Intro to Digital Art &amp; Design~</td>
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<tr>
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<td></td>
<td>Ceramics I</td>
<td>Ceramics I &amp; II</td>
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<td></td>
<td>Housing &amp; Interior Design~</td>
<td>Housing &amp; Interior Design~</td>
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<td></td>
<td>Drawing &amp; Painting I</td>
<td>Drawing &amp; Painting I &amp; II</td>
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<td></td>
<td>Photography I~</td>
<td>Photography I &amp; II~</td>
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<td>Metalsmithing &amp; Jewelry I~</td>
<td>Metalsmithing &amp; Jewelry I &amp; II</td>
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<td>Sculpture</td>
<td>Sculpture</td>
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<td>Theater &amp; Film: Production and Design I (CRTC)</td>
<td>Theater &amp; Film: Production and Design I and II (CRTC)</td>
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<td></td>
<td>Graphic Design and Creative Media I (CRTC)</td>
<td>Graphic Design and Creative Media I and II (CRTC)</td>
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</tbody>
</table>

~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement

ADVANCED ART I – AR1071
Grades 11, 12 | Semester | 1/2 Credit
Prerequisite: Color & Design and Drawing & Painting I
This course is intended for upperclassmen with a strong interest in art who wish to develop their skills and stylistic interests over a range of art media and combinations of techniques. Students will explore mixed media, printmaking and relief sculpture. The latter part of the semester focuses on creating a series of work based on a theme and art medium of the student’s choosing. Sketchbook assignments as well as formal and informal discussions of the work of contemporary artists will also be a regular part of the course.

ADVANCED ART II – AR1072
Grades 11, 12 | Semester | 1/2 Credit
Prerequisite: Advanced Art I
This course is a continuation of Advanced Art I. Students will focus on developing skills in a variety of art media and producing work appropriate for a portfolio. Students taking both semesters of Advanced Art may work toward submitting a portfolio for AP Studio Art credit. Students will also develop a greater understanding of career options in the arts and the process for pursuing further study in art beyond high school.

CERAMICS I – AR1021
Grades 10, 11, 12 | Semester | 1/2 Credit
Prerequisite: Color & Design strongly recommended
This course introduces students to basic construction techniques and skills with clay. Students will combine hand building (pinch, coil and slab) and wheel throwing techniques to create visually interesting forms. Students will also have the opportunity to express themselves by manipulating and altering three dimensional forms. The exploration of basic surface decoration and embellishment techniques will be developed. Students will have opportunities to critically analyze their own work as well as the work of peers.
CERAMICS II – AR1032
Grades 10, 11, 12  Semester  1/2 Credit
Prerequisite: Ceramics I
This is for the student who wants to explore in depth the basic skills and techniques learned in Ceramics I. Projects are designed to extend students’ knowledge of the four main construction techniques, utilizing them individually and in combination to express a personal aesthetic style. Students will refine throwing techniques to create such forms as tea pots, sets, and combination pieces. Students will also explore more advanced surface decoration techniques and engage in greater experimentation with tools and materials.

COLOR & DESIGN – AR1001
Grades 9, 10, 11, 12  Semester  1/2 Credit
Color and Design is an introductory level course designed to develop visual problem-solving skills and an understanding of the elements and principles of design. This course provides the foundation of concepts for future studies in art. A variety of media and processes will be explored such as drawing, painting, ceramics, printmaking, and sculpture.

DRAWING AND PAINTING I – AR1011
Grades 10, 11, 12  Semester  1/2 Credit
Prerequisite: Color & Design
Observation is the basis for drawing and painting. Learning to draw is to a large degree learning to see. This course focuses on developing observational skills with the expectation that these skills will ultimately yield greater creativity. Through projects done in class as well as outside assignments, students will see marked improvement in their drawing skills as well as gain useful knowledge of a variety of painting and drawing media. In addition to work from observation, students will develop imagery from imagination and other sources. Students will also develop an understanding of how their own work relates to the larger traditions from art history.

DRAWING AND PAINTING II – AR1092
Grades 11, 12 or teacher rec.  Semester  1/2 Credit
Prerequisite: Drawing and Painting I
The primary focus of this course is to build on the basic drawing and painting skills learned in Drawing & Painting I and to extend students’ knowledge of art concepts and media. Students will work from observation as well as on more abstract concepts. Students will develop their awareness of light, line, texture, form, value and color as they work to refine their creative interests. Typical materials that students will work with include oil paints, acrylic, charcoal, graphite and mixed media. An emphasis will be placed on gaining greater understanding of composition and developing imagery to convey meaning and expression.

HOUSING AND INTERIOR DESIGN – AR2001
Grades 10, 11, 12  Semester  1/2 Credit
This course allows students to use their creativity while applying the elements and principles of design to the exciting world of interiors. Students will work with floor plans, color schemes, textures, fabrics, window treatments, home furnishings and accessories in individual projects. Students will gain knowledge about the different types and styles of housing that are available, and about the influences that shape our housing history. Architectural design features and furniture styles, as well as factors influencing housing choices, will be explored. Utilizing knowledge and skills gained, students will create 3-D model rooms, floor plans and design boards, as well as redesign rooms, for a variety of home interiors.

INTRODUCTION TO DIGITAL ART AND DESIGN – AR1083
Grades 9, 10, 11, 12  Semester  1/2 Credit
Prerequisite: Color & Design
Students will learn the basic software, tools and techniques used by graphic designers and illustrators all over the world. Projects provide opportunities for a variety of creative responses while teaching skills in Photoshop, Illustrator and InDesign. A strong emphasis is placed on developing skills in composition through an awareness of the elements of art and principles of design. Assignments range from illustration to photographic editing and manipulation to logo and graphic design.

METALWORKING AND JEWELRY I – AR1041
Grades 10, 11, 12  Semester  1/2 Credit
Prerequisite: Color & Design
Students who have successfully completed this course will have mastered basic metalworking techniques of direct fabrication. This includes soldering, annealing, reticulation, fusing, cutting, forming, forging, polishing and cabochon stone setting. They will have developed an understanding of the proper use of metalworking tools and equipment. Students will explore their creativity through projects ranging from rings, earrings, bracelets, and belt buckles to small metal sculpture. Assignments emphasize creative problem-solving and an understanding of the elements of art and principles of design. Students must also be able to critically analyze their own work and the work of others.
METALWORKING AND JEWELRY II – AR1102

Grades 11, 12  Semester  1/2 Credit

Prerequisite: Metalworking and Jewelry I

Students will work on expanding and refining direct fabrication skills and developing a personal style in their work. Students will be introduced to hollow form, etching, enameling, and alternative methods of metal manipulation. Emphasis is placed on creative problem solving. In addition to hands on work with metal, students will also demonstrate their learning through brief written assignments and a variety of formal and informal critiques. Students will expand their knowledge of contemporary studio practices and careers for metalsmiths.

PHOTOGRAPHY I – AR1061

Grades 10, 11, 12  Semester  1/2 Credit

Prerequisite: Color & Design STRONGLY recommended

Upon completion of this course, students will have mastered the technical aspects of basic black and white photography and darkroom processes, in addition to looking at the various forms of picture making throughout history. Students will demonstrate an understanding of the quality of light and light sensitive materials by using a Pinhole Camera, Medium Format and 35mm manual SLR cameras, as well as an introduction to Digital Photography and Photoshop manipulation. Students will shoot and develop their own black and white negatives as well as produce black and white prints. An emphasis will be placed on composition and the photographic rule of thirds. Students will be able to explain appropriate photographic terms and to recognize various images from their study of the history of photography. Students will be able to demonstrate their ability to mount and mat prints for display as well as to critique their work in verbal and written form.

PHOTOGRAPHY II – AR1122

Grades 11, 12  Semester  1/2 Credit

Prerequisite: Photography I

This course builds upon the skills and knowledge gained in Photography I. Students will engage in refining traditional photographic composition and camera skills while demonstrating use of processes such as digital enhancements and flatbed scanning. Students will explore advanced use of digital photography techniques and applications using Adobe Photoshop and Lightroom. Emphasis on contemporary styles in portrait, documentary, commercial, and abstract subject matter will prepare students to create a final portfolio project. Students will demonstrate an understanding of the rule of thirds and principles of design by producing prints of high artistic quality. Students will identity important developments in photography through history as well as analyze their own work in both a verbal and written format.

SCULPTURE- AR1033

Grades 10, 11, 12  Semester  1/2 Credit

Prerequisite: Color & Design STRONGLY recommended

In this class, students will manipulate and utilize a variety of materials to develop aesthetically pleasing three-dimensional forms that explore the space around us, making literal and symbolic connections with our three-dimensional world. Form, volume and space relationships will be explored as students create functional, non-functional and conceptual sculptures. Students will be involved in planning, revising and reflecting processes to develop their work and convey meaning. A variety of different construction techniques including assemblage, relief, kinetic, and figure sculptures will be explored, as well as a variety of current digital technologies as creative tools to produce work. Upon completion of this course, students will be able to demonstrate an understanding of how artists have used sculpture as a means of communication and expression throughout history.

Theater Technology and Design: Refer to the CRTC section for CRTC programs.
THE ARTS: PERFORMING ARTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grades</th>
<th>Length</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Color Guard</td>
<td>Grade 9</td>
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<tr>
<td>Concert Choir</td>
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<tr>
<td>Guitar I &amp; II</td>
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<tr>
<td>High School Band</td>
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<tr>
<td>History of Jazz &amp; Rock</td>
<td>Grade 10, 11, 12</td>
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<tr>
<td>Jazz Ensemble</td>
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<tr>
<td>Music Theory~</td>
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<tr>
<td>String Orchestra</td>
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<tr>
<td>AP Music Theory~</td>
<td>Grade 10, 11, 12</td>
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<tr>
<td>Chamber Singers</td>
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<tr>
<td>Color Guard</td>
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<tr>
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<td>String Orchestra</td>
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<td>Contemporary Performance</td>
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~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement

AP MUSIC THEORY – MU1200
Grades 10, 11, 12
Full-Year 1 Credit

Prerequisites: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument. If you do not meet this requirement, you must complete Music Theory I.

AP Music Theory corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, analysis, aural skills, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts in terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

CHAMBER SINGERS – MU1063
Grades 10, 11, 12
Full-Year 1 Credit

Prerequisite: Audition required
Chamber Singers is an auditioned group which offers students a chance to perform more challenging music in a smaller group setting (20-30 singers). The ability to read music rhythmically and melodically is essential. Home preparation and practice will be required. Students will study and perform choral literature from a variety of time periods specifically written for smaller vocal ensembles. There will be several performances, including formal concerts, festivals, tours and community events. (This course satisfies the required ARTS EDUCATION requirement.)

COLOR GUARD – MU1101
Grades 9, 10, 11, 12
First Quarter 1/4 Credit

Prerequisite: Student must participate in all Marching Band activities the week before the official first day of school. Arrangements will be made with CHS athletes and their coaches and for those with valid extenuating circumstances.
Color guard students are considered full members of the Marching Band and will practice with the Marching Band as well as independently outside the normal school day. Students will work within the group to develop routines appropriate for field and street marching events.

CONCERT CHOIR – MU1053
Grades 9, 10, 11, 12
Full-Year 1 Credit

This group studies and performs choral music of all styles and time periods. The group is open to anyone with a desire to perform music, since vocal and notational fundamentals will be taught. The curriculum consists of quality choral literature in all styles. There are frequent public performances, including formal concerts, festivals, tours and community events. (This course satisfies the required ARTS EDUCATION requirement.)

CONTEMPORARY PERFORMANCE – MU1113
Grades 10, 11, 12
Semester 1/2 Credit

Contemporary Performance allows students the opportunity to investigate current performance techniques in contemporary music. Students will have the opportunity to explore music in an ensemble setting on both their primary instrument as well as new instruments explored in this class. Students will be exposed to beginning piano performance and accompaniment, jazz improvisation, world percussion techniques, beginning recording, and performance in a contemporary music setting. (This course satisfies the required ARTS EDUCATION requirement.)
GUITAR I – MU1031
Grades 9, 10, 11, 12  Semester  1/2 Credit
Guitar 1 is open to all students regardless of proficiency on the guitar. Although the class is designed primarily for beginners, advanced guitarists are welcome to take this course with the approval of the instructor. Students will learn note reading six strings, basic 5/6 string chords and guitar tablature. (This course satisfies the required ARTS EDUCATION requirement.)

GUITAR II – MU1042
Grades 9, 10, 11, 12  Semester  1/2 credit
Prerequisite: Guitar I
Guitar 2 is a continuation of Guitar 1. Students will learn bar chords, basic improvisational techniques, blues progressions in A and E Major and finger-picking techniques, including Travis Pinking. Emphasis is placed on refined ensemble skills and technique. (This course satisfies the required ARTS EDUCATION requirement.)

HIGH SCHOOL BAND – MU1073
Grades 9, 10, 11, 12  Full-Year  1 Credit
Prerequisite: Appropriate proficiency with a musical instrument
Prerequisite: Student must participate in all Marching Band activities the week before the official first day of school. Arrangements will be made with CHS athletes and their coaches and for those with valid extenuating circumstances.

In band, students refine technique, develop ensemble skills and learn band literature of high quality and enduring worth. The curriculum consists of appropriate technical studies and a wide range of performance music. Preparing music through practice at home and individual performance of passages (through recording or in person) is required. The year typically includes performance at football games, formal concerts, festivals, competitions and community events. (This course satisfies the required ARTS EDUCATION requirement.)

Students who complete four years of High School Band in good standing will also receive CHS Sport Credit in their senior year. Please refer to CHS Sport Credit for additional information and limitations.

HISTORY OF JAZZ & ROCK – MU1111
Grades 9, 10, 11, 12  Semester  1/2 Credit
The course includes the study of all styles of Jazz and Rock and its relationship to popular music in America. A major component of the class will be listening to various styles of jazz and rock music. Students will be required to do various readings and a final project. (This course satisfies the required ARTS EDUCATION requirement.)

JAZZ ENSEMBLE – MU1083
Grades 9, 10, 11, 12  Full-Year  1 Credit
Prerequisite: Audition by Director and participation in CHS Band, Chorus, or Orchestra
The Jazz Ensemble offers training in jazz and popular music, including Dixieland, swing, modern rock and Latin styles. The articulation, tone quality and interpretation unique to this type of performance group are stressed. Preparing music through practice at home and individual performances of passages (through tape recording or in person) is required. All players must be a member of one of the three major performing ensembles at CHS (Band, Orchestra and Chorus). All players will be auditioned. There will be several public performances, including formal concerts, festivals, tours and community events.

MUSIC THEORY – MU1012
Grades 9, 10, 11, 12  Semester  1/2 Credit
In this course, students will learn to read and write music—both pitches and rhythms. Students will be introduced to the tonal system of keys, intervals, scales and primary and secondary triads. Students will sight read, take musical dictation and perform written exercises on a regular basis. The class provides worthwhile knowledge to all performers and is especially important for those wishing to pursue a musical career. (This course satisfies the required ARTS EDUCATION requirement.)

STRING ORCHESTRA – MU1095
Grades 9, 10, 11, 12  Full-Year  1 Credit
Prerequisite: Open to all string players in grade 9-12
String Orchestra is open to those students who demonstrate all the necessary musical and technical skills to perform in an orchestra. The literature studied will include music from the major periods in history with an emphasis on the romantic and contemporary periods. Through participation in rehearsals, concerts and festivals, students will continue to develop technical and disciplinary skills. Participating students are expected to practice regularly. (This course satisfies the required ARTS EDUCATION requirement.)
# BUSINESS

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<thead>
<tr>
<th>Grade 9</th>
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<td>Business Applications~</td>
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<td>Computer Literacy~</td>
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<td>Computer Literacy Test Out~</td>
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<td>Computerized Business Applications~</td>
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<th>Courses</th>
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<td>Business Applications~</td>
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<td>Computer Literacy~</td>
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<td>Computer Literacy Test Out</td>
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<td>Accounting I~</td>
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<td>Accounting II~</td>
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<td>Business Law~</td>
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~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement

**ACCOUNTING I – BU1013**  
**Grades 10, 11, 12**  
**Full-Year**  
**1 Credit**  
Is there business in your future? In Accounting I, students will build critical skills for a career as a bookkeeper, accountant, business administrator or manager. It is also a valuable skill for use in dealing with personal financial situations. Students will learn to use the basic accounting equation to analyze, journalize and post business transactions. Preparation of financial statements and payroll records as well as maintaining a checkbook will also be covered. Computers will be used to supplement the manual accounting procedures through business and personal accounting software. (This course can be used to fulfill one MATH graduation credit requirement.) Running Start credit eligible.

**ACCOUNTING II – BU1023**  
**Grades 11, 12**  
**Full-Year**  
**1 Credit**  
**Prerequisite:** Accounting I  
In Accounting II, students will study the procedures and theories behind payroll, cash funds, depreciation, uncollectible accounts, inventories, payables/receivables, and accounting for other forms of business organizations primarily through business accounting software. Accounting II will require mastery of basic computer skills and advanced thinking skills as students analyze, interpret and compare information.
ADVANCED PLACEMENT ECONOMICS – BU1053
Grades 11, 12 Full-Year 1 Credit
Prerequisite: Completion of the school economics credit
This Advanced Placement course is designed for students exhibiting special interest in an accelerated study of economics. The equivalent of a freshmen level college course, the class includes the topics in the AP syllabus as outlined by the College Board, administrators of the Advanced Placement Program. Students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision makers (microeconomics), both consumers and producers, within the economic system. Students will study the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Students will gain a thorough understanding of the principles of an economic system as a whole (macroeconomics). They will study national income and price level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Running Start credit eligible.

BUSINESS LAW – BU1073
Grades 11, 12 Semester 1/2 Credit
In Business Law, students will learn the various ways law impacts their lives as minors, adults, and in the world of business. Contract law and its major components will be covered in depth. Other general topics of study are property law, employment law, business organizations and law and finance. Students will leave the course with a basic understanding of introductory law vocabulary and ways to protect themselves and their interests.

COMPUTER LITERACY TEST OUT – BU1001
Grades 9, 10, 11, 12 Semester NO CREDIT – PASS/FAIL
Computer Literacy is a graduation requirement. The test-out is available to students who are new to the district and/or have not already met NH’s computer education requirement before entering high school. In order to successfully test out, students will show familiarity with computer terminology, the basic functions of a computer, and its impact on society. Students will display appropriate use of technology in their lives as well as the ability to create, edit, and manipulate information and data using word processing, spreadsheet, presentation, and database applications. The Computer Literacy pass/fail test-out is given each semester. Students who have not yet earned the Computer Literacy requirement should make arrangements with their school counselor to take the test-out. Seniors should choose the test-out option early in the first semester so the graduation requirement is settled. Seniors failing to test-out should speak with their school counselor on alternative options to achieve this requirement.

COMPUTERIZED BUSINESS APPLICATIONS – BU1231
Grades 9, 10, 11, 12 Semester 1/2 Credit
Prerequisite: Met NH Computer requirement, Computer Literacy, Computer Literacy Test Out, or permission of instructor
This course will introduce a variety of real-world applications used in the field of business today. Students will explore and use up-to-date technology tools to assist in home, school, and future work life. Tools will assist students with the skills needed to operate a successful small business, e.g., accounting/bookkeeping, marketing, and communication. Projects/simulations will require students to use critical thinking, decision-making, and problem-solving skills to solve real-world, relevant business issues. (Meets requirement of State ICT standard as a course that will meet State requirements for graduation. Also meets State standards for business-technology offerings.)

E-COMMERCE – BU1081
Grades 10, 11, 12 Semester 1/2 Credit
E-Commerce teaches students that starting a website requires research, strategy, and planning. Making that website a success requires careful setup; merchandising, buying, pricing and shipping; marketing know-how; and attention to service. Through researching successful and unsuccessful online businesses, evaluating other online websites, and learning about what is trending in e-commerce, the goal is to have students design and launch their own e-commerce website. Success in e-commerce, requires key workplace competencies, such as responsibility, self-management, integrity, and foundational skills like critical thinking and problem solving. It’s a fun and exciting time to be in business: join in! (Meets requirement of State ICT standard as a course that will meet State requirements for graduation. Also meets State standards for business-technology offerings.)
ENTREPRENEURSHIP – BU1071
Grades 11, 12          Semester          1/2 Credit
In Entrepreneurship, students will gain knowledge of economics and business. Students will learn about starting and running a business through a simulated computer program. (Entrepreneurship can be used to fulfill the ECONOMIC EDUCATION requirement for graduation.)

MONEY MANAGEMENT – BU1033
Grades 11, 12          Full-Year          1 Credit
In Money Management, students will learn to handle both personal and business financial tasks. It is designed to teach financial planning, which will include goal setting, budgets, insurance, banking, and investments. Students will learn basic business vocabulary as it relates to the tasks above and will learn to use both manual and electronic processing of records. Through the course work, students will gain the necessary skills to help them establish and work toward the achievement of their financial goals. (This course can be used to fulfill one MATH graduation credit requirement.)
CAREER & TECHNICAL EDUCATION/CRTC

CRTC: BE PREPARED TO STAND OUT

One of 27 high school Career and Technical Education centers across New Hampshire, the Concord Regional Technical Center (CRTC), since 1980, has helped thousands of students from nine Concord-area high schools to earn a tremendous head start, as well as a competitive edge, as they move towards developing and implementing their college and career plan. Because of the level of preparation received, CRTC graduates stand out to college and military recruiters, employers and career professionals.

- As part of our mission, vision and core beliefs, the CRTC utilizes a robust Career Pathway model to help students reach their goals in the most strategic manner possible. Opportunities for CRTC students include:
  - Engaging in meetings, internships and job shadows with career professionals
  - Earning nationally recognized industry certificates and/or licensure
  - Completing numerous dual enrollment college classes (with transcripts)
  - Acquiring (with evidence) industry-ready technical skills
  - Demonstrating (with evidence) employability/workplace-ready professional skills
  - Attaining targeted, career-specific writing, presentation and math skills
  - Working in an entry-level position in the industry
  - Developing the beginnings of a professional network

Unlike most courses at CHS, students are required to apply to their desired CRTC program. The application, available at http://theCRTC.net, involves students telling us a bit about themselves; in addition, we also review attendance, transcripts and other information as part of the application process.

The gross majority (95%) of new CRTC applicants apply by late-February and are notified of their status in mid-April. Completed applications should be given to school counselors except during the summer, when students should contact our office directly. The majority of new applicants are sophomores (who will be juniors when they start at the CRTC in September). Current freshmen, who have demonstrated maturity, are also strongly urged to apply especially in Construction Trades, Auto Tech and Culinary & Pastry Arts. We also always have a handful of seats available for seniors in our level I classes.

Enrolling in the CRTC is a significant commitment and we want to help students make the right personal decision. There are many formal opportunities to learn about the CRTC, especially during January and February. Events include informational assemblies, CRTC Preview Days, lunch informational tables, classroom visits and meeting with teachers. All information, including a calendar and an overview brochure, are available online. Our job is to help students and parents learn about the CRTC. In most cases this involves meeting current students, alumni, industry partners and of course, our industry-proven teachers.
All CRTC classes include embedded and applied math to meet the state’s “4 years of math” requirement (except Education & Behavioral Science)

CRTC+ (Additional CRTC opportunities)
- Replace regular high school class(es) with on-campus “Early College” Community College System of New Hampshire (CCSNH) class(es) specifically in your career pathway.
- Work an expanded internship or pre-apprenticeship.
- Pursue an advanced industry-recognized certificate.
- Assume an expanded role in our in-house businesses: Automotive Technology Shop (Auto Tech+), Crimson Tide Preschool (Education and Behavioral Science +) and Crimson Cafe (Culinary & Pastry Arts +) by doubling class time in your senior year.
- Enroll in our customized CRTC Career Communication English class for one-half or one English credit.

DUAL CREDIT ENROLLMENT:
Many of the CTRC’s programs offer a dual credit option. Dual credit is the optional opportunity for students to earn college credits while in high school. One such program is the CCSNH’s Project Running Start. With Running Start, a relationship is formalized between one of our programs and a community college course. Once established, students pay at most $150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. STEM courses can also be free when covered by the Governor’s STEM Scholarship. Once satisfactorily completed, the course and grade are listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to Project Running Start, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate.

All relationships are re-established on an annual basis and are not guaranteed until the start of the school year. Present Running Start (RS)/Dual Enrollment (DE) and Articulation Agreement relationships include:

Present Running Start (RS)/Dual Enrollment (DE) and Articulation Agreement (AA) relationships include:

**AUTOMOTIVE TECHNOLOGY**
AUTO111-Introduction to Automotive Services (RS-Manchester Community College); AUT100-Introduction to Automotive; AUT200-State Inspection (AA-Central Maine Community College); LAUT1200-Introduction to Automotive Service; LAUT1211-Automotive Systems (AA-Lakes Region Community College)

**Certifications Available:**
ASE; Snap-On Solus Pro Scan Tool; Snap-On 504 Electrical Meter; SP-2 Mechanical Safety and Pollution Control Certificates.

**COMPUTER ENGINEERING (IT)**
ROBO211M Robotic Design; ADMT110M Manufacturing Processes; ADMT115M Engineering Printing Reading; IST110C Programming Fundamentals (all at MCC)
AP Computer Science Principles Exam.
CONSTRUCTION TRADES
MCC: Articulation Agreement
Certifications Available: NCCER credentials in Welding, Electrical, Plumbing, Masonry and Carpentry; SP2 Welding OSHA-10 Hour Card

COSMETOLOGY
Cosmetology students do not earn dual enrollment credit due to the structure of post-secondary cosmetology programs; but, upon successful completion of a competency exam (taken before starting a post-secondary program), students from our program are credited 360 of the 1,500 hours required to earn their NH State Cosmetology License. Most post-secondary cosmetology schools embrace this opportunity. Certifications Available: Paul Mitchell Color Application, Long Hair Styling, and Product Knowledge; S/P2 Cosmetology; 21st Century Skills; Human Resources; Safety and Environment; Cuccio Gel

CRIMINAL JUSTICE
Certifications Available:

CULINARY & PASTRY ARTS
LCUL1460-Bakery Production; LCUL1510-Culinary Fundamentals; LCUL1520-Sanitation and Safety; LHOS2160-Catering (RS-LRCC); Safety and Sanitation; Servsafe course (Articulation Credit with Culinary Institute of America and UNH Thompson School)
Certifications Available: ServSafe National Restaurant; Education Foundation Food and Sanitation Certificate; ProStart National Restaurant Education Foundation Certificate

EDUCATION & BEHAVIORAL SCIENCE
EDU200-Introduction to Education (1st year students), SPED210-Early Childhood Issues/Disabilities & EDU270-Foundations of Teaching and Learning (2nd year students) (DE-SNHU)
Certificates Available:
CPI (Crisis Prevention Institute) Certification

EMERGENCY SERVICES
LRCC: Articulation Agreement for students who attend LRCC for completion of Firefighter I (6 credits) and/or EMT-Basic (3 credits)
Certifications Available: EMT Certificate (year II); First Aid/CPR Certificate; Firefighter I Certificate (year II); Hazardous Materials Awareness/Operations Certificate; SCBA Certification; Wildland Certification

GRAPHIC DESIGN & CREATIVE MEDIA
GDES110-Page Layout & Design; GDES115-Digital Imaging; GDES155-Computer Illustration; (RS-MCC)
VRTS193-Introduction to Photoshop (RS-NHTI)
Certifications Available: Adobe Associate Certifications in Photoshop, Illustrator, InDesign and Premiere

HEALTH SCIENCE
EXER105-Essentials of Exercise Science; (RS-MCC) HS101-Medical Terminology (RS-NHTI)
Licensed Nursing Assistant: Dual Enrollment with LRCC for 5 Credits;
Licensing Available:
EMR (License upon successful completion of State Exam) – not offered every year
LNA (upon successful completion of State Exam)
ACE – not offered every year
THEATER & FILM: ACTING PATHWAY AND PRODUCTION & DESIGN PATHWAY

THTR101C-Acting 1 (RS-NHTI) 3 credits
UNH Articulation Agreement (Production & Design); Recognition through National and State Filmmaking Contests

To prepare students for success, our organization focuses upon helping students develop and improve both professional (soft) skills and technical (competency) skills. We take pride in establishing performance targets that are valued by our industry and higher education partners. The CRTC specifically defines and measures the following soft skills for every student: Collaboration, Communication, Inventiveness and Self-Direction.

Demonstrating the best of these skills is emphasized and expected of all students. Many of our students earn the opportunity to complete an internship or job shadow experience, where possessing effective professional skills is a non-negotiable requirement, given that students will be interacting with the partner’s valued customers, clients, and employees. Students succeed at the CRTC when they understand these expectations and strive for success.

PROGRAMS/COURSE DESCRIPTIONS

AUTOMOTIVE TECHNOLOGY I – CT1023
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System).

This course covers the fundamentals of the automobile and the internal combustion engine. A laboratory program provides students a “hands-on” experience using their own engines. It is recommended that students obtain a used “salvage” engine before entering the program. Students attain skills using a variety of industry-standard tools as they disassemble and reassemble the engine. Students learn proper lab and shop safety techniques. Other areas of learning include engine performance and repair, exhaust systems, steering and suspension systems, and brakes. Repair work will be done as it relates to lab experiences. After completing the Automotive Technology I Program, the student will know all the parts of an internal combustion engine, the procedure for service and replacement of engine parts, timing procedures, how to read micrometers to take vital measurements, and basic engine-testing methods. Students have the opportunity to take 3 ASE tests: Engine Repair, Brakes and Steering & Suspension.

AUTOMOTIVE TECHNOLOGY II – CT1033
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System).

This course emphasizes engine diagnosis, electrical systems, on-board computer, electronic diagnostic equipment, fuel injection & emission systems, brakes, steering & suspension, alignments, heating & air conditioning. Standard and automatic transmissions and transaxles will be covered, along with differential gears relating to automotive drivelines. Students participate in a shop environment, where they will perform automotive repairs on vehicles scheduled in the facility. After completing the Automotive Technology II program, the student will have acquired all the basic skills required to start working in a position as an entry level automotive technician. Students who demonstrate proficiency at the core competency will be prepared to be successful to enter a post-secondary school’s Automotive Technology Program. All Automotive Technology II students are required to participate in an internship based on shadowing a technician at a local dealership. Students have the opportunity to take 5 ASE tests: Automatic Transmission, Manual Transmission, Engine Performance, Electrical, Heating & Air Conditioning.
COMPUTER ENGINEERING I & II - CT1187 & CT1197  
(calling a mix of year one and year two students)  
90-minute classes  5 Days/Week, Full Year  2 Credits  
Suggested Prerequisite courses: Algebra I & II, Basic Computer Class. Full course load aligned to preparing for a 4-year college  
Suggested Simultaneous courses: Computer Programming Courses, Advanced Math Courses, Project Lead the Way (or similar)  

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System). The CTE curriculum for Computer Engineering I and II each cover competency associated with national and state-based Digital Technology and STEM standards. CHS students who successfully complete Computer Engineering I and II earn credit towards Digital Education and a fourth year of embedded math. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Computer Engineering represents a shift from the traditional Information Technology Program. Curriculum includes one year of AP level Computer Science Principles and one year of Engineering for Robotics and Automation (including design, build, program, and test). There is significant emphasis on programming logic and strategies for computer applications, as well as engineering processes and programming applied to industrial robots and automated machinery (CNC). This program combines skills and competencies related to computer science, advanced manufacturing, machining, mechatronics, and information technology into one a more robust comprehensive program.

During the Computer Science year, emphasis is placed on ethics, global impacts of computing, abstraction, algorithm development, big data, the Internet, cyber security, and programming languages (Python, C, C#, HTML5, CSS, JavaScript, and explore SQL and PHP). The PLTW curriculum structure is aligned to and approved by the College Board for the Advanced Placement Computer Science Principles exam and is enhanced with additional hardware, networking, and cyber security activities/projects. During the Robotics and Automation year, the focus is on engineering automated industrial systems to manufacture products using robotic arms and CNC milling, and is supported by applying related engineering processes (safety, design concepts, print reading, metrology, electronics, pneumatics, mechanics, and quality assurance concepts) following the PLTW Computer Integrated Manufacturing curriculum. They develop CAD/CAM programs through solid modeling software that rely on geometric modeling to post 3D printing files and CNC programs that both rely on G&M geometry code.

The classroom includes a 30-desktop computer lab, in addition to a fabrication lab that houses industrial equipment including a CNC milling machine, material, cutting tools, hand and power tools, 3D printers, robotic arms and a tool crib to store all associated tools and robotic equipment (motors, sensors, pneumatic and electrical components) so that students can practice design engineering, create/analyze programs, and convert those designs into actual industrial parts. These processes provide a foundation for numerous certificates, two to four year college opportunities, as well as high-demand, high-paying employment careers. The program balances a strong foundation of theory and practice around the world of computing and its global impact across industries. All students can benefit from a strong foundation in Computer Engineering, where the concepts learned can be applied to nearly every career field.

CONSTRUCTION TRADES I – CT1083  
90-minute classes  5 Days/Week, Full Year  2 Credits  
Suggested Prerequisite courses: Algebra, Geometry  
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

This program is designed to teach students a mix of skills in the construction trades that lead to high paying high demand jobs in the construction industry. This includes NCCER credentials in Welding, Electrical, Plumbing, Masonry and Carpentry. The first focus in Construction Trades I is core construction and safety skills. Students learn both residential home construction and, to some degree, commercial construction. When focusing on electrical or plumbing students will learn theory and then engage in extensive hands-on activities related to the specific discipline.
CONSTRUCTION TRADES II – CT1093
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

This course will continue to sharpen student’s skills in the construction trades which cover more advanced aspects of carpentry trade work, including siding application and interior and exterior trim. Students will participate in OSHA training and receive a ten-hour OSHA card. Students will also further their studies in other specific trades which they did not learn in their first year. They will also learn “Green Building” techniques and its impact on the building industry.

Students will hear from experts in the field and engage in complex jobs related to the trades. Students will also develop the soft skills sought in the industry including dealing with customers, employees, and co-workers around such areas as working safely, displaying job-seeking and job retention skills, and demonstrating leadership ability.

COSMETOLOGY I – CT1403
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Biology, Art (Color Theory)
Suggested Simultaneous courses: Business Math, Technical Math, Business Management, Accounting

Cosmetology and barbering are major components of a multi-billion-dollar industry. Cosmetology is the art and science of beautifying hair, skin, and nails. Our program explores a variety of careers in this large and diverse field of study. The employment opportunities range from working behind the chair in a hair salon or barbershop to becoming a stylist on a major film production or a platform artist on stage. The possibilities are endless.

In Cosmetology I, students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, such as shampooing and scalp massage; manicures & nail design, and proper sanitation. Students will need to purchase an Internship License; and it is recommended they purchase a personal cosmetology tools/supplies kit.

COSMETOLOGY II – CT1413
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Biology, Art (Color Theory)
Suggested Simultaneous courses: Business Math, Technical Math, Business Management, Accounting

Gain new skills in the areas of pedicures, facials, waxing, hair design, and makeup. In addition, students will be exposed to the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and job-shadow professional cosmetologists. Upon successful completion of this two-year program and the State competency exam, students will be able to transfer their hours to a post-secondary school. It is recommended that second-year students purchase additional tools and supplies.

CRIMINAL JUSTICE I: Criminal Procedure – CT1225 / CRIMINAL JUSTICE II: Criminal Law - CT1226
(mixed class of year one and two students)
90-minute classes 5 Days/Week, Full Year 2 Credits
Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Law, Sociology, Psychology, Fitness

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

The Criminal Justice course is designed to provide the student with an overall understanding of the Criminal Justice system, to include: law enforcement, the court system, juvenile justice, and the corrections system. Students learn the history and theory of criminology and the historical origins and development of criminal law, as well as the constitutional issues. Students will have contact with professionals from law enforcement, the court system, juvenile justice, and corrections. In addition to classroom work, students will receive practical experience through crime scene investigation, role-plays, mock trials, hiring boards, background investigations, and field trips to local criminal justice agencies and correctional facilities.
CULINARY & PASTRY ARTS I – CT1144
90-minute classes  5 Days/Week, Full Year  2 Credits

Suggested Prerequisite courses: Algebra, Business Math
Suggested Simultaneous courses: Chemistry, Technical Writing, Business Management, Accounting

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

This course is designed to educate students to meet the ever-increasing demands of the food service industry. Culinary & Pastry Arts I provides realistic hands-on experience in the principals of working in and operating a kitchen/dining room through the operation of our own Crimson Café restaurant. Areas of instruction covered in the first year of the program are: safety and sanitation, use and care of the equipment, recipe terminology, measurements and equivalents, and customer service techniques. The course also covers quantity preparation techniques for pantry station, short-order station, stock, soup, and sauce station, vegetable station and bakery station. Food service computer experiences are incorporated throughout the year.

CULINARY & PASTRY ARTS II – CT1154
90-minute classes  5 Days/Week, Full Year  2 Credits

Suggested Prerequisite courses: Algebra, Business Math
Suggested Simultaneous courses: Chemistry, Technical Writing, Business Management, Accounting

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Students gain advanced training in food service skills with an emphasis on management skills. Culinary & Pastry Arts II provides the opportunity to obtain knowledge and experience needed for entry into post-secondary education courses or jobs within the food service industry. This ProStart certified course emphasizes safety procedures and introduces menu design and nutrition; food service math skills; recordkeeping; purchasing and receiving; quantity and cost controls; poultry, meats, fish and International cuisines. The second-year students undertake the management responsibilities of kitchen supervisor, dining room supervisor, storeroom supervisor, menu planner and buyer. Extensive use of computers and research are incorporated into the class.

Students in Culinary & Pastry Arts II receive instruction in the Servsafe Food Safety Sanitation course, sponsored by National Restaurant Association. Students have the option to take a certified Servsafe test and receive a nationally recognized certification from the National Restaurant Association Education Foundation.

EMERGENCY SERVICES I – CT1135
90-minute classes  5 Days/Week, Full Year  2 Credits

Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Chemistry, Physics

As a student in our Emergency Services (ES) program, you will build the foundation for a career as a first responder to medical, fire and other emergency situations. In your first year of this two-year program, you will dive into both emergency medical and fire response training, learning daily from active career-professionals. In Emergency Services I (ES1) you’ll be able to earn an Emergency Medical Responder (EMR) certificate, and potentially some fire training certificates including Hazardous Materials Awareness/Operations Certificate, SCBA Certification or Wildland Certification through testing, after classroom and online training. EMT satisfies requirement of Health II.

Note: At present, the ES1 course is only offered from 11:05 am to 12:35 pm daily. Students from Pittsfield and Bow will be allowed (with proper permission) to drive, as buses will not be offered, and additional expectations (20 hours of time on weekends to do practicals). In addition, personal transportation is required.
EMERGENCY SERVICES II – CT1137
90-minute classes 5 Days/Week, Full Year 2 Credits
*Suggested Prerequisite courses: Algebra, Geometry
*Suggested Simultaneous courses: Chemistry, Physics, Fitness

The CTE curriculum for Emergency Services II: EMT covers common and accepted competencies associated with national and state-based Health standards. CHS students who successfully complete Emergency Services II: EMT earn credit towards graduation expectations related to Health. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Emergency Services II gives you two certificate driven options: either earning your EMT certificate in our Health Science II class, or earning your Firefighter I certificate by taking an off-site, non-high school course with our support and mentorship through a local fire department, LRCC or the NH Fire Academy. ES2 Firefighter I certificate option requires more time outside the school day.

Both certificates open the door to numerous options in the field. For example, becoming and professional fire fighter involves earning a Firefighter I and II certificates as well as EMT. Becoming a paramedic involves building on the EMT certificate by earning an Advanced EMT (AEMT) and paramedic certificates.

Note: At present, the ESII course offered in our Health Science II class is only offered from 9:20 am to 11:00 am daily.

EDUCATION & BEHAVIORAL SCIENCE I – CT1004
90-minute classes 5 Days/Week, Full Year 2 Credits
*Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
*Suggested Simultaneous courses: Psychology

This course is for students interested in pursuing a career which will help others grow academically, socially, and emotionally. Education & Behavioral Science I familiarizes students with the science of how children develop, learn, and function in school. They also gain essential classroom skills such as how to manage behaviors, create a positive learning environment, communicate effectively, and provide instruction. Classroom instruction includes projects, lectures, notes, handouts, hands-on activities, and unit tests. Education & Behavioral Science I units include Responsive Classroom, Instructional Practices, Curriculum Planning, Classroom Management, Educational Psychology, and Growth and Development.

One week per quarter, a licensed counselor teaches mini units on counseling techniques such as trauma, informed care and cognitive behavior therapy. During their field work, students apply their knowledge working with professional mentors in elementary, middle and high school classrooms, and in our Crimson Tide Lab Preschool.

This course is aligned to Southern New Hampshire University’s dual enrollment program. Students can elect to earn 7 SNHU credits for the following courses: EDU 102- Foundations of Education, EDU 102 Lab, and DEV 106- Child Development.

Educators Rising is the co-curricular organization for the Education & Behavioral Science program. Through this organization, students participate in state and national conferences and competitions and have the opportunity for leadership positions at various levels.
EDUCATION & BEHAVIORAL SCIENCE II– CT1014
90-minute classes  5 Days/Week, Full Year  2 Credits
*Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
*Suggested Simultaneous courses: Psychology

A proposed Dual Enrollment college credit-bearing course (approved on an annual basis with Southern NH University)

Students entering Education & Behavioral Science II are expected to have mastered or be proficient in the skills learned in Education & Behavioral Science I. Education & Behavioral Science II takes a deep dive into Universal Design for Learning as students learn about special education and family and culture. Class units include: exceptionalities, differentiated instruction, poverty, and family dynamics. Education & Behavioral Science II students can earn certification as a Certified Google Educator. One week per quarter, a licensed counselor is a guest teacher and teaches mini units on counseling techniques such as trauma informed care and cognitive behavior therapy. During their field work, students can apply their knowledge working with professional mentors in elementary, middle and high school classrooms. This course is aligned to Southern New Hampshire University’s dual enrollment program and students can elect to earn 9 SNHU credits for the following courses: DEV 260- Family & Culture, SPED 106- Children with Exceptionalities, and SPED 206- Interventions in Early Childhood

Educators Rising is the co-curricula organization for the Education & Behavioral Science program. Through this organization, students participate in state and national conferences and competitions and have the opportunity for leadership positions at various levels.

GRAPHIC DESIGN & CREATIVE MEDIA I – CT1043
90-minute classes  5 Days/Week, Full Year  2 Credits
*Suggested Prerequisite courses: Art (Color Theory), Computer Courses, Geometry
*Suggested Simultaneous courses: Advanced Art, Business Management, Accounting

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

The CTE curriculum for Graphic Design and Creative Media I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Graphic Design and Creative Media I or II earn credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

This course is a broad-based curriculum designed to include a range of activities associated with the graphic design and creative media industry. Students work in a professional, cutting-edge design lab environment including state of the art computers, digital drawing tablets (Cintiqs), 3D printer, embroidery machine and the states only high school CTE program with a direct-to-garment printer. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration and typography. In the first line of the course, students learn these graphic design skills using software applications found in the Adobe CS products such as Photoshop, Illustrator, InDesign, Premier and others. Students will learn how to create professional files in different formats. In addition to print media, students will also be exposed to creative media avenues which includes: video production, motion graphics, 3D sculpting and website design. Students engage in hands-on projects including direct-to-garment printing, mounting, professional critiques and more. The student should be prepared to work individually as well as within groups to produce clear and effective communication. Students will explore and identify career opportunities in the graphic design field as well as engage in portfolio preparation.
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System). The CTE curriculum for Graphic Design and Creative Media I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Graphic Design and Creative Media I or II earn credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Students continue to expand professional skills for producing print-ready, media-ready communications from Graphic Design and Creative Media I. Refined and focused attention is given to graphic design principles, creative expression, professional industry based solutions, portfolio creation, web development, shared project management skills, as well as interviewing and project scheduling, peer review, and redesign. Students develop further direct-to-garment printing skills by helping run our in-house t-shirt printing and embroidery business. The key skills emphasized in this semester are mix of technical and professional skills, and real-life working experiences as students learn how to adapt and meet customer needs, work in teams and generally accept critique.

During the second portion of this course, students prepare for internationally recognized Adobe Associate Certifications in Photoshop, Illustrator, InDesign and Premiere. Opportunities for extra learning internships, freelance gigs and job shadows are provided as a necessary pathway for career development and success. Students work to develop richer projects based on these key skill areas: project management and collaboration, design, research and communication. Students will continue portfolio development begun in Graphic Design and Creative Media I. Students also have an opportunity to develop the technical skills and knowledge necessary to obtain entry level employment in the graphic design industry, as well as be prepared for post-secondary training.

Health Science I covers all competencies associated with CHS Health II. Students who successfully complete Health Science I are exempt from Health II. The CTE curriculum for Health Science I and II each cover common and accepted competencies associated with national and state-based Health curriculum. CHS students who successfully complete Health Science I or II can earn credit towards graduation expectations related to Health. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Students in this course will learn about job opportunities in the health profession and explore career options through research, self-assessment and guest speakers with emphasis in the following areas: Anatomy and Physiology, Medical Terminology, Infection Control, Safety and Blood Borne Pathogen training. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include lectures, discussions, poster/PowderPoint presentations and research projects. Anatomy labs include some dissection, competitive games and audiovisual learning related to diagnosis, treatment and prevention of disease. Students will be able to perform vision screenings, take vital signs (blood pressure, temperature, pulse and respirations), and demonstrate gown-and-gloving technique and proper use of body mechanics. Students successfully completing Health Science & Technology I will demonstrate competencies in accordance with National Health Care Skills Standards. Students will become certified in CPR for the Professional Rescuer, First Aid & Automated External Defibrillation.

HOSA (Health Occupations Students of America) is an integral part of the program. Through HOSA, students develop leadership and team building skills. It encourages both civic and social responsibility. Students involved with HOSA activities can become more involved with the state and national levels and attend the annual leadership conventions.

Students considering any career in the health care field such as physician, nurse, physical therapist, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.
HEALTH SCIENCE II – CT1133
90-minute classes 5 Days/Week, Full Year 2 Credits
(plus additional hours to do clinical experiences outside the school day to fulfill licensure)

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Advanced Chemistry, Anatomy & Physiology, Microbiology/AP Biology, Psychology, Human Growth & Development

A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System). The CTE curriculum for Health Science I and II each cover common and accepted competencies associated with national and state-based Health curriculum. CHS students who successfully complete Health Science I or II can earn credit towards graduation expectations related to Health. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Health Science & Technology II continues with the completion of studies in Anatomy and Physiology, Safety and Blood Borne Pathogen Training with attention to the development of specialized tasks and skills for career goals. Students will explore the areas of anatomy and physiology, mental health, wellness, health care consumerism, the aging process and individualized career development.

As part of the Health Science & Technology II course, beginning in the second semester, students may choose to participate in the Licensed Nursing Assistant (LNA) Program or Emergency Medical Technician (EMT) program. Financial aid and/or payment plans are available for program fees. Students are also required to attend some evening and weekend clinical experiences to earn licensure. Students earn a license when they demonstrate all competencies outlined for the program in the Standard Competency Profile and those in accordance with National Health Care Skills Standards.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. test, physical exam and criminal background check for all students entering a clinical setting during the program. (This course satisfies the graduation requirement for HEALTH II.)

THEATER & FILM: ACTING I & II – CT1731 & CT1741
THEATER & FILM: PRODUCTION & DESIGN I & II - CT1701 & CT1711
90-minute classes 5 Days/Week, Full Year 2 Credits

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Physics, Construction Trades, Electronics, Sewing, CAD, Drafting

The CTE curriculum for Theater and Film: Production and Design I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Theater and Film: Production and Design I and II earn credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

As a Theater and Film student you will develop creative expression and technical skills in performances and digital recorded media. This innovative program is designed for the new generation of storytellers, providing a hands-on, interactive approach to entertainment and performance. Students need to choose one of the two pathways.

As a Production and Design Pathway student, you will learn the “behind the scenes” professional skills related to creating theater, film and digital media productions. Technical skills emphasized include: set design, digital audio and lighting, props and costuming. Students also develop core artistic and management skills related to professional filmmaking (new in 2018/19), including lighting, sound and camera techniques, and use of video editing software (Adobe Premiere Pro CC).

As an Acting Pathway student, you’ll learn stage and acting techniques while working with different types of scripts and settings. Students get constant feedback on their performances in accordance with industry expectations. You’ll also learn script-writing techniques, and develop basic professional film editing skills (using Adobe Premiere Pro CC), that will enable you to build a college and career-ready portfolio.

It is the policy of the Concord School District not to discriminate on the basis of age, sex, sexual orientation, race, color, marital status, disability, religious creed or national origin in its educational programs, activities and services or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990 (ADA), and New Hampshire RSA 354-A:7. Inquiries or complaints regarding compliance with Title IX, Section 504, ADA and RSA 354-A:7 are to be directed to Donna Palley, Assistant Superintendent of Schools: dpalley@sau8.org
CRTC+: OFFERINGS BEYOND CORE CRTC PROGRAMS:

CRTC+ puts you in charge of building a senior year that will give you a head start on your college and career plans. While you remain a full-time student, we will work with you to create a customized schedule that goes beyond your mainstream high school classes by blending advance coursework with deep work-based learning experiences. CRTC+ students gain an unmistakable sense of pride, purpose and maturity by gaining control of their education and career development.

Your CRTC+ experience can be a mix of any of the following options:

- Replace regular high school class(es) with on-campus CCSNH class(es) in your chosen career or college pathway.
- Work on an expanded internship or pre-apprenticeship.
- Pursue an advanced industry-recognized certificate or license.
- Assume an expanded role in our in-house businesses: Automotive Technology Shop (Auto+), Crimson Tide Preschool (Education and Behavioral Science+) and Crimson Cafe (Culinary & Pastry Arts+) by doubling class time in your senior year.
- Enroll in our customized Career Communication (CRTC) class for .5 or 1.0 English credit.

For students that are interested in CRTC+ options, Concord High School has Extended Learning Opportunity (ELO) guidelines that are already established which provide a structure for most activities. Here are some credit-bearing examples:

- A student wants to complete a basic job shadow or internship beyond what is offered in our program. The student would complete a blog to track the experience and do some sort of formal reflection on what they learned.
- A student wants to innovate and engage in some sort of industry-based activity or even start their own business. The student would complete a blog to track the experience and do some sort of formal reflection on their learning outcomes.
- A student engages in a formal, contained outside learning activity. For example, he/she takes a certificate program training related to their CRTC program. Student would solely need to demonstrate completion of the program (certificate).
- A student takes a course at local community college or an online course related to their CRTC career program. The student would solely need to demonstrate successful completion of the program (transcript).
- A student is actively working in their chosen industry and is engaged in activities related to program competencies (oftentimes this is called a co-op). The student would complete a blog to track the experience and do some sort of formal reflection on learning.

Stop by, call or email the CRTC Office at 603-717-7654 or email info@thecrtc.net to learn more.

CAREER COMMUNICATIONS (CRTC/ELO OPTIONAL) – CT8015

.5 to 1.0 English credits (depending on options selected) is offered as a semester or year-long class.

Career Communications (CRTC) goes beyond punctuation, prepositions and parts of speech and connects you directly into the professional reading, writing and speaking tasks you’ll be doing once you get on the job. You’ll learn everything from how to give constructive criticism to how to run meetings, read trade journals, and write work orders, job evaluations, and professional emails. The course is customized to the specific program which the student is enrolled; for example, an Auto Tech student would focus on writing, presentation and communicating in the context of the automotive industry; a cosmetology student would likewise work in the context of that specific industry; otherwise projects and presentations would not be the same for all students. For example, an accident report in Criminal Justice is very different than a work proposal in the Construction Trades field.

This personalized course, available to all CRTC students (CHS and sending schools) can be taken any time AFTER completing one semester of a CRTC program (most students take it in their senior year). The student must be in good standing and have demonstrated solid soft skills as there is a significant degree of independence and maturity required, by the nature of the course.
Students may also choose the ELO option for an additional .5 credits. The ELO project would involve outside research. Additional support would be provided by the student's CRTC program teacher, in addition to the English teacher for this course.

Students who complete this course further ready themselves for college and career success. They develop specific career communication skills to enhance their resume and general readiness. Career Communications (CRTC/ELO) ultimately gives students a leg up and prepares them to stand out as they pursue (and compete for) career-related opportunities.
# DIGITAL EDUCATION

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<tr>
<th>Grade</th>
<th>Courses</th>
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<td>Grade 9</td>
<td>Computer Science I~</td>
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<td>Computer Science II~*</td>
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<td>Computer Science II~*</td>
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<td>Student Help Desk</td>
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<td>Computer Engineering I (CTRC)~*</td>
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<td>Grade 11</td>
<td>Computer Science I~</td>
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<td>Computer Engineering I (CTRC)~*</td>
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<td>Computer Engineering II (CTRC)~*</td>
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~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement
* indicates Advanced Placement option. Successful completion of Algebra I highly suggested.

## COMPUTER SCIENCE I: INTRO TO PROGRAMMING - DE1041

**Grades 9, 10, 11, 12**  
**Semester**  
**1/2 Credit**

This course is designed to introduce students to the breadth of the field of computer science by introducing the “Big Ideas” of Creativity, Abstraction, Data and Information, Algorithms and Programming, The Internet, and Global Impact. The course is designed to help students understand how computers are used across all industries to solve problems and meet specific needs. The goal of this course is to develop critical and analytical thinking skills, learn computational practices, and improve problem-solving abilities through a variety of lessons, activities, and project challenges done individually and in small groups.

Computer science is more than just writing code. It’s about learning how the technologies and devices we use in today’s world work. Students will learn the fundamentals of the JavaScript programming language (used in nearly all interactive websites), following the CodeHS curriculum. This course meets the CS and ICT state requirements.
COMPUTER SCIENCE II & INTRO TO MOBILE APPLICATIONS (AP option) - DE1051
Grades 9, 10, 11, 12       Semester       1/2 Credit
Prerequisite: Demonstrated proficiency on programming-related competencies from Computer Science I, Successful completion of Algebra I (or taken concurrently), and/or CRTC Computer Engineering I (or taken concurrently).

This course expands upon the “Big Ideas” of computer science and the skills learned in Computer Science I. In addition, this course introduces a focus on Mobile Applications for Android smartphones and tablets. Accessing ‘big data’ is introduced, as is applying graphical user interfaces, object-oriented and event handling programming, modeling and animations, Internet transmission and data encryption concepts. Students will design and program algorithms for a variety of apps, learn binary, hexadecimal, ASCII, research computational innovations, and design and program their own unique app for a capstone project.

Students demonstrate their mastery of concepts through daily lessons, hands-on activities, and programming mobile apps as artifacts organized on a personal digital portfolio. Strong math and logic skills are required for application development. The pace is rigorous, often incorporating the ‘flipped classroom’ concept, and the curriculum (MobileCSP) is aligned to and approved by the College Board for their Advanced Placement Computer Science Principles exam. Students may opt to register (early in the semester) and take the exam if they wish, but it’s not required. Note: The AP-CSP exam assesses the student’s conceptual understanding of the “Big Ideas” of CS and is not a programming language-specific exam.

STUDENT HELP DESK – DE1032
Grades 11, 12       Semester       1/2 Credit
This course is a hands-on study of technology in both a school and real-world setting. Students will become the guides in this course as they are expected to provide advice and support for their fellow classmates on what’s new and effective in educational technology, as well as troubleshoot technology issues for the CHS / CRTC community.

The scope of the software applications explored will not be limited to any one set of tools as the goal of this course is to help students develop an ability to find, investigate, and determine the usefulness of any new software or app. Instead, students will be encouraged to research and become an expert on any software they think might help make learning a more exciting, engaging, and creative process.

Students will also improve their interpersonal and presentation skills as they will be expected to share what they know and have discovered with the CHS community - both students and staff. The course will focus on students enhancing their problem solving, teamwork, and communication skills through service as help desk leaders. Video app reviews, blogging, face to face support sessions, and hosting social media events are just a few examples of how students will share with, and support others. Throughout the course, each student will have a chance to develop a positive digital footprint for themselves as they will be maintaining a portfolio of their work and ideas. As part of that work, they will also have the opportunity to pursue an independent learning pathway in one of four areas: innovation, design, entrepreneurship or applications and develop a project which positively impacts their community.
ENGLISH LANGUAGE LEARNERS (ELL)

The goal of the English Language Learner Program is to provide students, who qualify for the program’s services, academic experiences to promote proficiency in English in the areas of listening, speaking, reading and written language. As they acquire English proficiency, ELL students transition out of the program so that they can successfully compete academically with their same grade peers in the mainstream classroom without ELL support.

Following the attainment on ACCESS testing of an Overall score of 4.5, with no subtest below 4.0, an ELL student is fully mainstreamed, without ELL support. However, students identified as ELL can access all of our mainstream curriculum.

Students eligible for these magnet courses (language arts, social studies, science and mathematics) will be identified and appropriately placed by certified staff.

~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement

EARLY & EMERGING ELL EXPERIENCES

ELL Literacy – EN3001/EN3002
Grades 9, 10, 11, 12  Fall & Spring Semester  1/2 Credit/Semester
This course will provide intensive literacy instruction in a small group environment for the non-English speaker, reader and writer. Students will learn the four language skills: listening, speaking, reading, and writing. The focus is on English language skills that the student will need to know for academics and community living. Instruction is targeted to teaching the alphabet, vocabulary, and beginning reading and writing. (If enrolled in this course you may also be enrolled in ELL Literacy Social Studies SS3001/SS3002 & ELL Literacy Science SC3001/SC3002)

ELL I – EN3011/EN3012
Grades 9, 10, 11, 12  Fall & Spring Semester  1/2 Credit/Semester
Beginning Level (Counts as 1-time English credit)
This course is for the student with beginning to low intermediate English proficiency skills. The students will continue to build listening, speaking, reading, and writing skills. In this class we will begin learning language structure and sentence construction, we will read short ELL stories and learn sentence writing. (Students cannot take this course concurrently with English 9, 10, or 11.)

ELL SCIENCE AS INQUIRY – SC1713
Grades 9, 10, 11, 12  Full Year  1 Science Credit
English Language Learners needing science help because of prior educational circumstances may take this course to help them prepare to enter a high school level Science class the following year. Class instruction will be designed around students’ needs. The course requires a referral.

ELL MATH – MA1713
Grades 9, 10, 11, 12  Full Year  1 Math Credit
English Language Learners needing math help because of prior educational circumstances may take one or both of these courses to help them prepare to enter high school level mathematics classes. Class instruction will be designed around students’ needs. The course requires a referral. Students spend one-half of the class in direct instruction and one-half of the class with tutorial support.

ELL READING – RD1091/RD1092  Fall & Spring Semester  1/2 Credit/Semester
English Language Learners who need to improve their reading skills will be placed in this course. The students will work on phonemic awareness and phonics, sight word vocabulary, reading fluency, vocabulary development, and various reading strategies to improve comprehension. The materials used in this course will include both nonfiction and fiction texts at differentiated lexile levels. It is graded on a pass/fail basis. Student placement is based on the ACCESS Test reading domain score.
ELL SOCIAL STUDIES – SS1713/SS1714  
**Grades 9, 10, 11, 12**  
**Full Year**  
**1 Credit**  
English Language Learners needing social studies help because of prior educational circumstances may take this course to help them prepare to enter a high school level social studies class the following year. Class instruction will be designed around students’ needs. The course requires a referral. (This course satisfies the GEOGRAPHY requirement for graduation.)

ELL COMMUNICATION – SU 1283  
**Grades 9, 10, 11, 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
Beginning Level (1 Elective Credit)  
This course is for students with beginning to low intermediate English proficiency skills. The students will build specific speaking and listening skills where they must use academic language and make decisions about discourse style. Students will participate in both collaborative discussions and formal presentations to their peers.

DEVELOPING ELL SUPPORT

ELL HUMANITIES SUPPORT – SU6001/SU6002  
**Grades 9, 10, 11, 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
Instruction will emphasize academic vocabulary embedded within humanities courses. Students will write narrative, argumentative and informative text that will support their academic success in mainstream humanities courses. In addition, students will practice oral communication and presentation skills necessary for success in mainstream courses. (Students may take this course concurrently with English 9, 10 or 11.)

ELL SCIENCE SUPPORT – SU6005/SU6006  
**Grades 9, 10, 11, 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
This course will provide intensive science content area literacy skills to students who are dually enrolled in a mainstream science course. Students will study vocabulary, write about a variety of science concepts, practice communications skills and deepen their understandings of science in order to be successful in mainstream science classes. (Students may take this course concurrently with a mainstream science course.)

ELL MATH SUPPORT – SU1321/SU1322  
**Grades 9, 10, 11, 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
This course will provide intensive algebra content-area literacy skills to students who are dually enrolled in Algebra 1. Students will study algebraic vocabulary, numeracy and have writing and speaking opportunities to explain their math knowledge. (Students may take this course concurrently with a mainstream Algebra course.)

ELL READING – RD1091/RD1092  
**Grades 9, 10, 11, 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
English Language Learners who need to improve their reading skills will be placed in this course. The students will work on phonemic awareness and phonics, sight word vocabulary, reading fluency, vocabulary development, and various reading strategies to improve comprehension. The materials used in this course will include both nonfiction and fiction texts at differentiated lexile levels. It is graded on a pass/fail basis. Student placement is based on the ACCESS Test reading domain score.

EXPANDING AND BRIDGING ELL SUPPORT

ELL RESEARCH AND WRITING – ELE1001  
**Grades 11 and 12**  
**Fall & Spring Semester**  
**1/2 Credit/Semester**  
This course will provide 11th and 12th grade students with rigorous reading, research and writing skills to support their success in mainstream courses.

ADDITIONAL ELL SUPPORT

ELL TUTORIAL – NC1061  
**Grades 9, 10, 11, 12**  
**Quarter Class**  
**No Credit**  
This non-credit bearing course offers English Language Learners an opportunity to enhance their English speaking, listening, writing and reading skills through small group tutoring on content area assignments.
ENGLISH

English 9, 10, and 11 are required courses. Students must take four total credits of English and be engaged in English competencies every semester of high school. In addition, we have many electives at all grade levels to support student interests and passions. Ambitious sophomores may apply to take certain English 11/12 electives, depending on space availability. Each applicant needs to see the English Department Curriculum Facilitator for an interview, a teacher recommendation form, and suggestions for writing sample submissions.

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<tr>
<th>Grade 9</th>
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<tr>
<td>English 9 (required)</td>
<td>Journalism</td>
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<tr>
<td>Grade 10</td>
<td>Sports Literature</td>
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<tr>
<td>Grade 11</td>
<td>The Write Stuff</td>
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<tr>
<td>Grade 12</td>
<td>Theater Studies</td>
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</tbody>
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## Courses

### Grade 9
- English 9 (required)
- Journalism
- Sports Literature
- The Write Stuff
- Theater Studies

### Grade 10
- English 10 (required)
- Journalism
- Sports Literature
- The Write Stuff
- Theater Studies

### Grade 11
- English 11 (required)
- Advanced Writing: College Composition
- Advanced Writing: Creative Writing
- Career Communications
- Film Study
- Great Authors, Great Works (offered 2021-2022)

### Grade 12
- Advanced Placement Literature
- Advanced Writing: College Composition
- Advanced Writing: Creative Writing
- Career Communications
- Film Study
- Great Authors, Great Works (offered 2021-2022)

ADVANCED WRITING – College Composition EN1121
ADVANCED WRITING – Creative Writing EN1123

**Grades 11, 12**  
**Semester**  
**1/2 Credit**

Students who successfully complete these courses will exhibit increased proficiency in written expression and acknowledge the hard work that good writing requires. Through a variety of assignments, each designed to explore different aspects of writing, students will stretch themselves academically and creatively.

**College Composition** is a college level, process-writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation.  
*SNHU dual enrollment option*

**Creative Writing** is designed to acquaint students with the craft of creative writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft challenges as point of view, characterization, voice, dialogue, setting, conflict, rhythm, and imagery.
ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION – EN1193
Grade 12 FULL-YEAR 1 Credit
Prerequisite: Successful completion of English 9, English 10 and English 11
AP English Literature and Composition allows students to build on the reading and writing experiences from previous years by studying representative works of significant literary merit from various genres and time periods. The course objectives are geared to prepare students for the Advanced Placement Test in English Literature and Composition, which is given by the College Board in the spring. Students will engage in close reading and analytical writing that focuses on the experience, interpretation, and evaluation of literature to understand and express the complex relationships among content, meaning, and form. A summer assignment is required.

CAREER COMMUNICATION – EN1181
Grades 11, 12 Semester 1/2 Credit
This course is designed to expand and refine students' technical writing and presentation skills relative to college and career success. The 21st Century workplace demands that all workers produce a wide array of quality, professional communications. Whether a student is considering becoming an architect, auto mechanic, chef, chemist, doctor, engineer, entrepreneur, musician, nurse, police officer, small business owner, sports agent (or any other career), this course will provide the opportunity to practice numerous forms of relevant workplace communications. Proposals, advertisements, technical manuals, emails, and reports are just a sample of the career communications covered. Students will study actual workplace examples and, in doing so, analyze elements of audience, content, organization, language, visual design, style, and delivery. Working both independently and collaboratively, students will work with technology to produce authentic work. NOTE: An objective of this course design is to provide students with an opportunity to engage in projects personalized to their chosen career fields, whenever possible.

ENGLISH 9 – EN1003 (required)
Grade 9 Full-Year 1 Credit
English 9 is a course designed to give students the opportunity to discover and explore the different ways people live in our world. By reading a variety of text types and viewing films about differing life experiences, students will explore an understanding of the human spirit and consider whether our differences outweigh what we have in common. Students will construct, sustain, and express meaning by applying a variety of reading and viewing strategies and by writing arguments, informative/explanatory texts, and narratives. Themes such as (but not limited to) family, coming of age, stereotypes, and community guide the curriculum.

ENGLISH 10 – EN1013 (required)
Grade 10 Full-Year 1 Credit
Prerequisite: English 9
English 10 provides students with an opportunity to experience a variety of literary styles and voices in American literature. Students will examine how fiction, nonfiction, and poetry fit into American history and culture. Students will apply a variety of reading strategies in an effort to make meaning of texts. They will analyze structure, style, and themes as well as figurative language, imagery, and symbolism and recognize how these devices contribute to meaning. In addition, students will write arguments, informative/explanatory texts, and narratives.

ENGLISH 11 – EN1023 (required)
Grade 11 Full-Year 1 Credit
Prerequisite: English 10
English 11 focuses on the study of Media Literacy. Students will deconstruct, analyze and evaluate various communication media. These print, electronic and visual media include literature, informational texts, advertisements, blogs, commercials, narrative films and documentaries. Students will apply critical thinking skills to better understand the methods of using language and images to influence an audience’s emotions and thinking. By constructing their own arguments, informative/explanatory texts, and narratives, students will both synthesize and extend their understanding of media messages.
FILM STUDY – EN1041  
Grades 11, 12  
Semester  
1/2 Credit  
Film Study students will engage in active viewing of American and/or foreign films, which may range from the silent era to the present. Students will learn that form and content are mutually dependent; the way in which a story is told is just as important as the subject itself. Students will learn a film vocabulary that can be used to analyze a frame, a scene, or an entire film. They will also learn about basic production codes and the historical context of film. Students will gain and demonstrate their knowledge through careful and critical written analysis, projects, and participation in discussions. (This course meets the ARTS EDUCATION graduation requirement or can count as ENGLISH credit.)

GREAT AUTHORS, GREAT WORKS – EN1054 (Offered 2021-2022)  
Grades 11, 12  
Semester  
1/2 Credit  
In this course, students will study representative Greek, Roman, and British texts from the classic literary canon. Students will consider both the times from which these texts arose and their relevance to life today. Students will engage in close reading and expository writing that focuses on the experience, interpretation, and evaluation of the literature. They will draw and defend conclusions about central characters and themes, and determine how form and structure of the works contribute to meaning. Additionally, students will gain and demonstrate their knowledge through careful and critical analysis, research tasks, projects, and participation in discussions.

JOURNALISM – EN1151  
Grades 9, 10, 11, 12  
Semester  
1/2 Credit  
Journalism students create written and photographic features for an online school newspaper, all while exploring ethical challenges faced by news reporters, photojournalists, editors and publishers. Typical assignments include photo essays, advance stories, profiles and editorials. Students also analyze historical works, research news pioneers, study industry trends and trace how modern practices evolved over time.

THE NOVEL – EN1064 (Crime and Mystery)  
THE NOVEL – EN1065 (Literature of Survival)  
THE NOVEL – EN1063 (Science Fiction & Fantasy)  
Grades 11, 12  
Semester  
1/2 Credit  
Students who successfully complete these courses will exhibit increased proficiency in close reading and expository writing. In The Novel, students will read a selection of novels and related works connected to a special topic. Students will engage in close reading and expository writing that focuses on the experience, interpretation, and evaluation of literature. Students will gain and demonstrate their knowledge through not only careful and critical literary analysis, but also through project-based learning, experiential learning, and guest speakers related to the topic.

Crime and Mystery explores the genre of crime and mystery in literature, exploring common elements of police novels, murder mysteries and detective stories. The classic “whodunnit” will be explored by reading novels fueled by suspense and mystery.

Literature of Survival is filled with examples of characters surviving the elements, diseases or even war. This course addresses the issue of how and why people find themselves in these situations and, how they retain resilience and ultimately, survive. NEW IN 2020: Students could enhance their experience by electing to take the Science of Survival elective offered by the science department.

Science Fiction and Fantasy will transport readers to a distant planet or help them time travel to a far-distant past. Whether exploring the science of futuristic technology or exploring new forms of magic, these genres imagine what might have been or what might be, opening the door to any possibility.
POETRY – EN1071
Grades 11, 12  Semester  1/2 Credit
In Poetry, students will study poetic works representative of a variety of time periods and forms. Students will hone their skills as close readers and study the complex relationship between form and meaning. More specifically, they will demonstrate understanding of the special nature of poetic structure. Students will gain and demonstrate their knowledge through careful and critical analysis, research tasks, projects, and participation in discussions. In addition, they will write their own poetry in order to gain a deeper understanding and appreciation of the poetic form.

PUBLIC SPEAKING – EN1081
Grades 11, 12  Semester  1/2 Credit
Public Speaking provides students with the opportunity to present a variety of informal and formal speeches, including informative and persuasive ones. Students will understand the nature of communication by examining the interrelated roles of audience, message and speaker. They will employ effective organizational strategies by understanding and using traditional patterns of organization, by determining speaking purposes and topics, and by practicing effective outlining techniques. In addition, students will learn strategies for dealing with stage fright and gain confidence as competent public speakers.

READING – RD1011 & RD1012
Grades 9, 10, 11, 12  Semester  1/2 Credit
NOTE: students are placed into these courses and cannot pre-register.

Students who need to improve their reading skills and who may need support with their academic courses are placed in this course. Students will work on reading fluency, vocabulary development, and various reading strategies to improve reading comprehension. They will then apply these skills to a variety of reading materials which may include assigned reading from their content area courses. (This course is designed primarily for those students who are approaching reading proficiency. It is graded on a pass/fail basis. Selection is based on an evaluation of standardized test scores, grades, and teacher/counselor recommendations.)

SPORTS LITERATURE -- EN1044
Grades 9, 10  Semester  1/2 Credit
Sports literature offers an opportunity to explore the many themes in athletics. Students will be able to read a variety of literature (fiction and non-fiction) with a critical eye and show their understanding through mock broadcasts, podcasting, discussions and writing. This course examines the world of sports, from the high school to the professional level, with the building of necessary language arts skills. As a result, students will analyze a variety of themes to determine how sports are viewed in our culture.

THEATER STUDIES – EN1102
Grades 9, 10, 11, 12  Semester  1/2 Credit
Theatre Studies offers students the opportunity to learn about elements of the stage. Students will learn production elements and examine how they are used together to create meaning. A variety of acting techniques will be explored which will guide the students’ in-class performances. Weekly performances may range from soliloquy, improvisation, and theatre games to a full dramatic production. Students will perform for each other and for other classes. A portion of the semester will be devoted to studying theatre history so that students understand the context of modern theatre traditions and practices. (This course meets the ARTS EDUCATION graduation requirement or can count as ENGLISH credit.)

THE WRITE STUFF: AUTHENTIC PRODUCTION AND PUBLICATION—EN1045
Grades 9, 10  Semester  1/2 Credit
Do you have an interest in publishing your own writing some day? Or, are you interested in the magazine or newspaper industry, making decisions about what to write, how to publish and how to organize the material? If so, this course is for you. In this course, students will create and publish anthologies of student writing and art. In preparation for this authentic experience, students will read a variety of articles from published anthologies, write and revise their own writing and work as editors and publishers for their peers.
In World Literature, students will study texts written outside the United States and Great Britain. The course will emphasize twentieth century works and will include fiction, plays, poetry and film. Students will engage in close reading and viewing as well as expository writing that focuses on the experience, interpretation, and evaluation of literature. Through this course, students will learn that excellence in literature exists throughout the world and demonstrates both the diversity of cultures and the unity of the human spirit. Students will gain and demonstrate their knowledge through careful and critical analysis, research tasks, projects, and participation in discussions.
EXTENDED LEARNING OPPORTUNITIES (ELO’s)

Extended Learning Opportunities (ELO’s) at CHS are being strengthened, expanded, and re-defined. In the coming months, please look to our online version of the Program of Studies, as well as the Parent/Student Handbook for updates to this program. Please see some of the recent changes below, which are italicized.

EXTENDED LEARNING OPPORTUNITIES (ELO)

Concord School Board policy allows limited extended learning opportunities for high school students as a means to meet the diverse instructional needs of students with different talents, interests, and development. The School Board recognizes that extended learning opportunities allow students to acquire knowledge and skills through instruction or study outside of the traditional classroom environment.

Extended Learning Opportunities (ELO’s) include a wide range of opportunities for students who are self-directed, ambitious learners who seek an opportunity to further their education beyond the classroom. These include a wide array of work-based learning opportunities that may be connected to a course curriculum (such as internships in CRTC programs) or completely independent of any structured CHS course. ELS’s which are separate from course-related work-based learning opportunities may be eligible for credit towards graduation depending upon the rigor of the experience. (see levels described below.)

Extended Learning Opportunities (ELO’s) must meet the following criteria:
6. Approved through the cooperating supervisor, school administrator and/or Academic Review Team, and parent.
7. Developed through use of appropriate ELO Form
8. Meet rigorous high school standards and competencies

TYPES of ELO’s:

Structured Experience ELO: This option involve a student engaging in a structured and established learning experience outside of what is currently offered within the CHS/CRTC community. Look to technical schools, VLACS, colleges, and other educational organizations for programs, classes and/or certificate programs offered in either online or traditional formats. Of interest are $250 Early College classes available at NHTI and MCC. A Structured Experience ELO can be used to gain a significant jump on college and career readiness. As part of the ELO planning process, these experiences can be pre-approved to count for CHS credit (upon successful completion) including towards some graduation requirements.

Build Your Own ELO: This demanding and personalized model allows a student to create their own ELO and align related competencies. Students work with outside mentors, certified teachers and ELO staff to fulfill this option. Students must demonstrate a great deal of initiative and responsibility; in addition, exceptional organizational and communication skills are also critical. A certified teacher is necessary to approve criteria and assess performance.*This option is not available for courses currently offered in the CHS/CRTC Program of Studies

Independent Study ELO: Independent study is designed to provide an opportunity for students to go beyond the classroom experience to pursue a particular interest once CHS’S subject area course offerings have been exhausted. The administration and staff recognize the value of self-discovery and self-teaching, and we wish to encourage the responsibility and growth inherent in this process. For more information, please see your school counselor and reference the student handbook.

Career-Based ELO: This is the perfect option for students looking to explore and/or develop skills related to a career. For some, it is an opportunity to test out a career for the first time; for others, it is an extension of an interest they have already developed. In any case, a career-based ELO gives a first-hand feel of the “working world”. Students can extend this option to the depth they choose from job shadows to internships to apprenticeships.

Community Service ELO: Whether a student is already involved in positive work in the community, or wants to explore interests and improve their community at the same time, a community service ELO may be appropriate. Students build skills and learn about the many benefits of community engagement.
ELO LEVEL OF ENGAGEMENT

Fundamentally, an ELO contains four basic components: Research, Reflection, Product, and Presentation. The student can perform their Community Service ELO or Career Exploration ELO at three levels that vary in depth of involvement. The student should determine which level is most appropriate and accessible for him or her. The credit awarded for the experience depends on the level chosen.

**High Level:** The student engages in an extensive on-site experience, possibly paid with an industry expert. This is not a job, but rather involves training and mentorship. Examples are a pre-apprenticeship, co-op, or internship for approximately one semester of the school year.

**Medium Level:** The student engages in an internship with an industry expert for approximately one quarter of the school year. This could take the form of a job shadow, but the student must demonstrate breadth and depth of learning. *

**Entry Level:** The student engages in an exploratory, relatively short experience mostly centered around job shadowing. Can be approximately 5-10 hours.

*Meets criteria of NH Scholars Career Pathway recognition (see page 8)
**LIFE STUDIES**

Students are encouraged to take courses in the Life Studies program while at CHS to develop healthy habits to implement once they have graduated.

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<tr>
<th>Grade 9</th>
<th>Courses</th>
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<td>Choosing a Career</td>
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<td>Peer to Peer</td>
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<tr>
<th>Grades 10, 11, &amp; 12</th>
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<tr>
<td>Child Development</td>
<td>Independent Living</td>
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<tr>
<td>Choosing a Career</td>
<td>Personal Relationships</td>
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<tr>
<td>Creative Cooking~</td>
<td>Peer to Peer</td>
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<tr>
<td>Introduction to Cooking ~</td>
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</tbody>
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~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement.

**CHILD DEVELOPMENT – LS1051**

**Grades 10, 11, 12**

| Semester | 1/2 Credit |

Parenting and working with children can be a rewarding and joyous experience when individuals are prepared for the responsibilities. Students will study topics related to prenatal development, labor and delivery, as well as the importance of preparing for parenthood and the positive and negative influences on fetal development. The joys of “parenting” will be experienced through a simulation using computerized infants during the first part of the semester. An opportunity to practice the parenting skills and responsibilities involved with caring for an infant will be explored. Toward the end of the semester, students will observe and identify physical, social, emotional, and intellectual milestones in the development of children ages 1-5. While working with children from a local day care, students will plan age-appropriate activities, discuss guidance techniques, and apply these skills in situations that involve working with children. (This course provides an excellent foundation for students who plan to enroll in the CRTC Teacher Preparation Program, pursue a career working with children in elementary education, pediatrics, as well as those who will care for children or become parents in the future.)

**CHOOSING A CAREER – LS1013**

**Grades 9, 10, 11,12**

| Quarter | 1/4 Credit |

Choosing a Career is an elective, quarter course designed to help students identify and develop the skills needed for success in college, career, and life. This course will be used to develop entry-level skills for post-secondary education, training, and future careers. These skills will be learned through instruction, research, class discussion, projects, hands-on activities, and the visitations to CRTC programs. Topics of study will include, but are not limited to: personal analysis, personal and professional goals, decision making, problem solving, career pathways, college prep, relationship skills, personal finance, job and college applications, resume building, preparing for the job interview, and essential life skills.

**CREATIVE COOKING – LS1043**

**Grades 10, 11, 12**

| Semester | 1/2 Credit |

**Prerequisite: Introduction to Cooking**

Students in Creative Cooking will expand upon their cooking knowledge beyond what was learned in Introduction to Cooking. The course will provide students with the opportunity to research, prepare delicious foods in a nutritious manner, and sample various types of food from around the world, such as chicken parmesan, tempura, egg rolls, chili, tacos, and homemade pasta. Students will prepare gourmet meals and ethnic cuisine as well as learn artisan baking. (This course provides an excellent foundation for students who plan to enroll in the CRTC Culinary Arts Program.)

**INDEPENDENT LIVING – LS1001**

**Grades 10, 11, 12**

| Semester | 1/2 Credit |

Living on your own presents new opportunities and responsibilities. This course will provide a “hands-on” approach which simulates experiences that prepare you for living on your own. Students will plan and prepare meals that meet the daily requirements for nutrition. Students will complete simulations for budgeting money, opening a savings account and utilizing checking accounts. Students will identify housing alternatives in the area, analyze leases and discuss their responsibilities as housing consumers. Students will evaluate sources of credit and identify ways to use credit wisely. Students will evaluate the components of good communication and practice positive communication skills in the classroom and lab settings. Students will work cooperatively in “families” to complete class activities as well as in the lab.
INTRODUCTION TO COOKING – LS1032
Grades 10, 11, 12 Semester 1/2 Credit
More than just mac n' cheese! Students will be exposed to and practice basic food preparation and cooking techniques. Through lab experiences, emphasis will be placed upon the value of knowing how to properly use the tools and equipment in the kitchen and proper sanitation practices. Students will acquire skills that may be used in preparing nutritional foods on a daily basis in areas such as breads, cookies, pies, soups, salads, and sandwiches. Students will acquire skills that can be utilized in the home and as a basis for the CRTC Culinary Arts Program. Some items that may be prepared are calzones, whoopee pies, chicken noodle soup, and corn chowder. (Introduction to Cooking is a prerequisite for Creative Cooking.)

PEER-TO-PEER – LS1141
Grades 9, 10, 11, 12 Semester 1/2 credit
This course is designed to enhance true inclusion in our high school by creating a school climate where students with disabilities and students without disabilities are able to develop meaningful and reciprocal relationships. Discussions will center on the many aspects of life, such as societal, educational, family, psychological, and behavioral, which are impacted when a person has a disability. We will read some novels about the lives of people with disabilities so that we can appreciate some of the challenges of people with disabilities. This reading will be supplemented by watching documentaries, having guest speakers, and reading articles. You will also have the opportunity to spend time with students with disabilities in classes, at lunch, during extra-curricular events and other times outside of school.

PERSONAL RELATIONSHIPS – LS1021
Grades 10, 11, 12 Quarter 1/4 Credit
Students will complete inventories that identify their personal characteristics to determine their personality type. Students will analyze how this information affects their interpersonal relationships at home, on the job and in their personal lives. Students will practice skills and access resources necessary to prepare for current or future roles as individuals, partners, parents and employees. Students will discuss factors that influence partner selection, role expectations and responsibilities at various life cycle stages. Topic areas include understanding differences between males and females, handling emotions, stress management, communication, decision-making, conflict resolution, friendship, dating, love and commitment, lifestyles, marriage, parenthood, divorce, separation and other life crises.
The mathematics curriculum at CHS offers required and elective courses in which students are given the opportunity to strengthen their number sense and develop strong quantitative literacy and reasoning skills. Students are expected to develop perseverance and habits of mind to think critically and use mathematics to model real life situations. The curriculum is aligned to school and state competencies as well as the Common Core State Standards and Mathematical Practices. Each course will challenge students to persevere in their problems solving by interpreting mathematical problems, explaining their reasoning or the reasoning of others and attending to precision. Technology is consistently used to reinforce the math skills, and all courses require a scientific calculator, preferably, a graphing calculator.

The completion of an Algebra course is a state requirement for graduation, and CHS requires three math credits. Many colleges require completion of Algebra II. Students are expected to engage with and apply mathematic competencies every year they are in high school, even if the requirement of three math credits has already been met in previous years. It is highly recommended that students take a math course during their senior year to be better prepared for further study at the post-secondary level. However, many CHS courses contain embedded and applied mathematics as part of the curriculum in order to fulfill NH state’s “4 years of math” requirement. These courses outside of the Math Department are marked with the “~” symbol and a complete list of these courses is found on page six. Additionally, some Business Department courses may fulfill one Math credit (you will see those on the flowchart below). The following flowchart outlines several sequences of courses of study in mathematics offered at CHS. Academic progress through these courses assumes successful completion of the previous course. The most common sequences are shown. Other sequences are possible with teacher recommendation. The term “Advanced” indicates a course which involves all of the skills and concepts of the standard program differentiated by an increase in the depth and breadth in the study of topics, the nature of applications, and the level of generalization and abstraction. Advanced and AP courses are accelerated in nature and are designed for extremely self-motivated learners.

* Denotes semester classes one-half credit
ADVANCED ALGEBRA II – MA1023
Grade 10 Full-Year 1 Credit
Prerequisite: Algebra I and Advanced Geometry or teacher recommendation
In this course, students will study a variety of mathematical functions including polynomial, exponential and logarithmic functions. Students will learn to interpret and apply functions in contextual problem solving and build functions to model the relationship between quantities. Introductory statistical principles are studied for the purpose of modeling and interpreting data. This is a rigorous course that moves at a fast pace and examines topics in depth. Access to a graphing calculator is recommended. (Successful completion of this course will prepare students for Advanced Pre-Calculus and is one of the building blocks for Advanced Placement Calculus.)

ADVANCED GEOMETRY – MA1053
Grades 9, 10, 11, 12 Full-Year 1 Credit
Prerequisite: Algebra I and teacher recommendation
In this course, students will learn to visualize, analyze and reason with an emphasis on the understanding of formal proofs of deductive reasoning. Students will study the topics of congruence, transformations, similarity, trigonometry, and coordinate geometry. Students will review and strengthen algebraic skills as they master the perimeter, area, and volume formulas. Throughout the course, the relevancy of geometric concepts in the real world will be stressed. This is a rigorous course that moves at a fast pace and examines topics in depth.

ADVANCED PRE-CALCULUS – MA1293
Grade 11, 12 Full-Year 1 Credit
Prerequisite: Advanced Algebra II or teacher recommendation
In this course, students will integrate concepts from Algebra and Geometry as they study polynomial, rational, logarithmic, power, and logistic functions. They will investigate limits in preparation for the study of Calculus. Students will develop an understanding of the properties of trigonometric functions and their inverses as well as model realistic situations using trigonometric functions. A graphing calculator will be used on a regular basis. This is a rigorous course that moves at a fast pace and examines topics in depth. (Successful completion of Advanced Pre-Calculus will prepare students for Advanced Placement Calculus or for a first course in college calculus.)

ADVANCED PLACEMENT CALCULUS – MA1123
Grade 12 Full-Year 1 Credit
Prerequisite: Advanced Pre-Calculus or teacher recommendation
This Advanced Placement course is equivalent to an introductory semester college course in Calculus. It will include all of the topics in the AB syllabus as outlined by the College Board, administrators of the Advanced Placement Program. Students will make use of geometric, algebraic and trigonometric concepts as well as the notion of a limit and the limiting process as they master the skills and methods of differentiation and integration. They will study many diverse applications and uses of the derivative and the integral. (Many colleges admit students to advanced standing in mathematics based upon their performance on the AP examination. Students will be prepared and encouraged to take the AP examination in May.)

ADVANCED PLACEMENT STATISTICS – MA1223
Grade 11, 12 Full-Year 1 Credit
Prerequisite: Pre-Calculus or Advanced Algebra II with teacher recommendation
This Advanced Placement course is equivalent to an introductory college course in statistics. It will include all of the topics in the AP syllabus as outlined by the College Board, administrators of the Advanced Placement Program. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns and Statistical Inference. (Many colleges admit students to advanced standing in mathematics based upon their performance on the AP Examination. Students will be prepared and encouraged to take the AP examination in May.)

ALGEBRA I – MA1173
Grade 9, 10, 11, 12 Full-Year 1 Credit
Students completing Algebra I will be able to create equations that describe numbers or model relationships between quantities. Students will solve equations and inequalities and explain the reasoning process in solving. A variety of functions are studied including linear, exponential and quadratic functions. The fundamental purpose of algebra is to be able to apply and create mathematical models to solve real life problems. Students need to complete daily homework to master the concepts of Algebra. Access to a graphing calculator is suggested for this course. (This course meets the New Hampshire state ALGEBRA requirement for graduation.)
ALGEBRA II – MA1013
Grades 10, 11, 12 Full-Year 1 Credit
Prerequisite: Algebra I and Geometry or teacher recommendation
Students will review and extend the concepts of Algebra as they continue the study of functions. Problem-solving will be an integral part of the course. Students will use a variety of strategies, such as drawing diagrams, constructing tables, looking for patterns & structure, and building equations to solve problems involving everyday applications and the sciences. Introductory statistical principles are studied for the purpose of modeling and interpreting data. A graphing calculator is suggested for this course. (Successful completion of this course will prepare students for Pre-Calculus I & II and is an important course for those planning to pursue 2- or 4-year post-secondary study.)

STEM – ST1003 5 Days/Week, Full Year 2 Credits
1 Credit of Algebra II and 1 Credit of Physics. Not separable.
Grades: 9-12
Prerequisites: Algebra I
Description: This is a project-based class where students will learn Physics and Algebra II in an inseparable way just as they are used in the real world. The course is hands on and highly project based. The course is taught by one physics teacher and one mathematics teacher and meets for ninety minutes every day. Active self-directed learners who want to flex their creative abilities will thrive in this class. Students will build their skills and understanding of how physics and mathematics are intertwined and will present a capstone project demonstrating their learning at the end of the class. Students will be contacted if they are enrolled in the course or if they are on the waitlist. Students who take this course will have met the graduation requirement for algebra II and physics and do not need to take those courses separately.

CALCULUS – MA1073
Grade 12 Full-Year 1 Credit
Prerequisite: Pre-Calculus I & II or Advanced Pre-Calculus
In this course, students will explore the basic concepts of Calculus from both a graphical and a numerical perspective. Students will investigate the foundations of the limiting process. They will study the concept of the slope of a tangent line, the maximum/minimum points on a graph and the area under a curve. Students will develop differentiation and integration skills and use these skills in a variety of applications. (Successful completion of this course will prepare students for success in mathematics at the college level.)

DISCRETE MATHEMATICS – MA1101
Grade 11, 12 Semester 1/2 Credit
Prerequisite: Geometry and Algebra II
In Discrete Math students will learn the mathematics behind how the modern world works. Students will have the opportunity to study the algorithms of Google and Facebook, the encryption behind securing smart phones and the computer science of hacking. Students will also investigate the mathematics of time series models of data, ensuring a fair election, graph theory, and how your computer knows what you like and don't.

GEOMETRY – MA1043
Grades 9, 10, 11, 12 Full-Year 1 Credit
Prerequisite: Algebra I
In this course, students will learn to visualize, analyze and reason informally. They will investigate the logic of Geometry and learn to reason deductively as they develop the concept of a formal proof. Students will study the topics of congruence, transformations, similarity, trigonometry, and coordinate geometry. Students will review and strengthen algebraic skills as they master the perimeter, area, and volume formulas. Throughout the course, the relevancy of geometric concepts in the real world will be stressed.

PRE-CALCULUS I – MA1181
Grade 11, 12 Fall Semester 1/2 Credit
Prerequisite: Geometry and Algebra II or Advanced Algebra II
In this course, students will continue to study in depth many of the concepts studied in Algebra II and will begin to apply those concepts to real world problems. Topics to be studied include coordinate geometry, graphing and interpreting polynomial and rational functions including the use of synthetic substitution to locate zeros and determine quotients. Additional topics include logarithmic and exponential functions and conic sections. Students will use a graphing calculator to help facilitate the development of concepts in these areas. (It is strongly recommended that students who enroll have a solid foundation in Algebra I, Geometry and Algebra II topics.)
PRE-CALCULUS II – MA1182  
Grade 11, 12  
Spring Semester  
1/2 Credit  
Prerequisite: Geometry and Algebra II or Advanced Algebra II  
In this course, students will apply skills and concepts learned in Algebra II to the study of the six (6) trigonometry functions. Students will apply trigonometry to problem situations involving triangles, explore periodic real-world phenomena using the sine and cosine functions, study the connection between trigonometric and circular functions, apply general graphing techniques to the trigonometric functions, solve trigonometric equations and verify trigonometric identities. Students will use a graphing calculator to help facilitate the development of concepts in these areas. (It is strongly recommended that students who enroll in this course have a solid foundation in Algebra I, Geometry and Algebra II topics. Upon successful completion of Pre-Calculus I & II, the student will be well prepared to study mathematics at the college level.)

PROBABILITY AND STATISTICS – MA1141  
Grade 10, 11, 12  
Semester  
1/2 Credit  
Prerequisite: Geometry and Algebra II course  
Students will gain an understanding of the concepts of both descriptive and inferential statistics. Topics included are sports statistics, medical research, environmental studies, business and Big Data analytics. Students will study methods of displaying and summarizing data, elementary probability, probability distributions and the normal curve. Students will learn to analyze data using spreadsheets and use statistics to describe patterns or predict outcomes.

QUANTITATIVE REASONING (formerly SENIOR MATH) – MA1231  
Grade 12  
Semester  
1/2 Credit  
Prerequisites: Algebra I, Geometry, (Algebra II recommended), Accuplacer Testing  
This is a survey course designed to develop mathematical reasoning and focuses primarily on the algebra skills studied in high school in order to prepare students for college. Students will develop facility in simplifying and evaluating polynomial and rational expressions, as well as solve linear equations, inequalities, quadratic equations and systems of linear equations. Emphasis will be placed on applying these skills in solving real world problems. Access to a scientific or graphing calculator is recommended. (This course is designed for students who are not already taking a 4th year of mathematics and who want to improve their standardized test scores such as The Accuplacer or SAT tests)
SCIENCE

MINIMUM GRADUATION REQUIREMENTS:
Next Generation Science (NGS) I
Next Generation Science (NGS) II
1 Credit from Electives

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<td>Next Generation Science II (1)</td>
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<th>Earth &amp; Space Science Electives</th>
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<td>Psychology Electives</td>
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<td>Human Psychology (½)</td>
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<td></td>
<td>AP Psychology (1)</td>
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</tbody>
</table>

~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement

Advanced Placement classes are open to all students. Sometimes space is limited; and in these instances, preference is given to older students with the hope that younger students could take the course in an upcoming year.

Ambitious students may apply to take an AP course in their 10th grade year (provided they meet the prerequisites). Each applicant needs to see the Science Department’s Curriculum Facilitator for an interview and to receive an application packet, including teacher recommendation forms to be completed by both science and math teachers. The goal of this process is to help ensure success once students are placed in the program.
<table>
<thead>
<tr>
<th>Possible Careers</th>
<th>Recommended Electives</th>
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<tbody>
<tr>
<td><strong>Arts and Communication</strong></td>
<td>Science of Sustainability</td>
</tr>
<tr>
<td>Advertising</td>
<td>A.P. Environmental Science</td>
</tr>
<tr>
<td>Actor / Actress</td>
<td>Chemistry of Food</td>
</tr>
<tr>
<td>Artist</td>
<td>Science of Survial</td>
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<tr>
<td>Graphic Designer</td>
<td>S.T.E.M. Physics</td>
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<tr>
<td>Illustrator</td>
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<td>Interior Designer</td>
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<td>Journalist</td>
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<td>Musician</td>
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<td>Public Relations</td>
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<td>Architecture</td>
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<tr>
<td><strong>Business, Management, Marketing, and Technology</strong></td>
<td>Science of Sustainability</td>
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<tr>
<td>Accounting</td>
<td>A.P. Environmental Science</td>
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<tr>
<td>Computer Systems</td>
<td>Chemistry of Food</td>
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<td>Advertising</td>
<td>Science of Survial</td>
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<tr>
<td>Office</td>
<td>S.T.E.M. Physics</td>
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<td>Administration</td>
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<td>Marketing</td>
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<td>Entrepreneurship</td>
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<td>Hospitality /Tourism</td>
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<td>Management Sales</td>
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<td>Finance</td>
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<tr>
<td><strong>Engineering/Manufacturing and Industrial Technology</strong></td>
<td>Physics of Machines</td>
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<tr>
<td>Architect</td>
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<td>Electrician</td>
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<tr>
<td>Engineer (mechanical, chemical, electrical, nuclear, automotive, etc)</td>
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<td>Automotive Technician</td>
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<tr>
<td>Computer Engineer / Programmer</td>
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<td>Network Administrator</td>
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<td>Welder</td>
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<td>Woodworker</td>
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<td>Service Technician</td>
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<td><strong>Health Science</strong></td>
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<td>Physical /Occupational Therapist</td>
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<td>Nurse</td>
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<td>Radiologist</td>
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<td>Physician</td>
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<td>Dentist</td>
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<td>Nutritionist</td>
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<td>Pharmacist</td>
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<td>Emergency Medical Technician</td>
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<td>Pharmacy Technician</td>
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<td>Psychologist</td>
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<td><strong>Human Services</strong></td>
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<td>Social Worker</td>
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<td>Careers in Education</td>
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<td>Law Enforcement</td>
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<td>Child Care Provider</td>
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<td>Any Government Position</td>
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<td>Lawyer</td>
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<td>Early Childhood Education</td>
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<td>Military Careers</td>
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<td>Service providers e.g. cosmetologists, chefs, etc.</td>
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<td><strong>Agriscience and Natural Resources</strong></td>
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<td>Forestry</td>
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<td>Landscaper or Landscape Designer</td>
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<td>Naturalist</td>
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<td>Conservation Officer</td>
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<td>Food Scientist researcher</td>
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<td>Fisheries, Wildlife, or Zoo Technician</td>
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<td><strong>Science of Sustainability</strong></td>
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<td>Earth &amp; Space Science</td>
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<td>Freshwater Ecology</td>
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<td><strong>Psychology</strong></td>
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<td>AP Psychology</td>
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<td>Anatomy &amp; Physiology</td>
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<td>A.P. Biology</td>
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<td>Chem of Life</td>
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<td>A.P. Physics I</td>
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ADVANCED PLACEMENT BIOLOGY – SC1023  
Grades 11, 12  
Full-Year  
1 Credit  
Class of 2020 & Class of 2021 Prerequisite: Success in both Biology and Chemistry  
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & NGS II  
Admission to this course may be granted for underclassmen if prerequisites are successfully completed and teacher approval is obtained before the school year starts.

A proposed Project Running Start course (course is re-approved annually through the Community College System)

This course is designed for students exhibiting special interest in an accelerated study of biology. The equivalent of a freshman level college biology course, the class follows the syllabi offered for biology students at major colleges. As a result, the time commitment is significant. Lectures, online videos, class discussion, outside readings, interactive computer-work, independent study, peer collaboration, statistics, and extensive laboratory work form the core for this class. Students may purchase two semesters of college credit through the Project Running Start Program as part of our membership in the New Hampshire University System if the student earns a grade of 73 or higher for each semester. (Upon successful completion of this course, students are also encouraged to take the College Board’s Advanced Placement Biology Exam in May to provide additional evidence of successful completion of this course.)

ADVANCED PLACEMENT CHEMISTRY – SC1053  
Grades 11, 12  
Full-Year  
1 Credit  
Class of 2020 & Class of 2021 Prerequisite: Success in Chemistry  
Class of 2022 & Class of 2023 Prerequisite: Success in NGS I  
Admission to this course may be granted for underclassmen if prerequisites are successfully completed and teacher approval is obtained before the school year starts.

A proposed Project Running Start course (course is re-approved annually through the Community College System)

Advanced Placement Chemistry is the equivalent of a college freshman chemistry course. As a result, the time commitment is significant. This course covers many of the topics in the first-year high school chemistry course; however, additional topics are added, and the course content involves much more depth. Laboratory experiments require the use of more complicated apparatus and advanced skill. (Upon successful completion of the course, students are also encouraged to take the College Board’s advanced placement exam in Chemistry.)

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – SC1201  
Grades 11 & 12  
Full Year  
1 credit  
Class of 2020 & Class of 2021 Prerequisite: Success in both Biology and Chemistry  
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & NGS II  
Admission to this course may be granted for underclassmen if prerequisites are successfully completed and teacher approval is obtained before the school year starts.

A proposed Project Running Start course (course is reapproved annually through the Community College System)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet, there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. (Upon successful completion of the course, students are encouraged to take the College Board’s advanced placement exam in Environmental Science.)
ADVANCED PLACEMENT PHYSICS ~ SC1063
Grades 10, 11, 12 Full-Year 1 Credit
Class of 2020 & Class of 2021 Prerequisite: Success of Algebra II or concurrent enrollment
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & Algebra II or concurrent enrollment in Algebra II

Admission to this course may be granted for underclassmen if prerequisites are successfully completed and teacher approval is obtained before the school year starts.

(Ambitious students may apply to take this course without taking Physics first. Each applicant needs to see the Science Department’s Curriculum Facilitator for an interview and to receive an application packet. The goal of this process is to help ensure success once students are placed in the program.)

The aim of this course is to prepare students for future courses, particularly in the fields of engineering, physics, and chemistry, or to gain credit of some kind in first semester college physics. Mastery of foundational concepts, problem-solving, critical thinking and experimental design and implementation will be emphasized. In the course, students will use as much technology as possible and become very skilled with that technology, while at the same time using mathematical analysis in the laboratory. Topics covered include: Kinematics, Dynamics, Energy & Momentum, Gravitation, Circular Motion, Torque & Rotational Dynamics, Simple Harmonic Motion, Waves & Sound, Electrostatics & Simple Electric Circuits. (This course prepares students for the Advanced Placement Physics I examination offered each spring.)

ADVANCED PLACEMENT PHYSICS II ~ SC1064
Grades 11, 12 Full-Year 1 Credit
Prerequisite: Advanced Placement Physics I

AP Physics II picks up where the prescribed AP Physics I curriculum left off and prepares students for the second exam. Some content is an extension and some content is new. Topics include: Fluids, Thermodynamics, Electrostatics, Circuits, Magnetism, Optics, Quantum and Nuclear Physics.

ADVANCED PLACEMENT PSYCHOLOGY ~ SC1183
Grade 11, 12 Full-Year 1 Credit
Prerequisite: Successful completion of Human Psychology (recommended minimum grade of 80)

A proposed Project Running Start course (course is reapproved annually through the Community College System)

AP Psychology is an introductory college course in psychology which focuses on the fundamental facts and principles of psychology within the broader context of contemporary personal and social concerns. Topics include the historical development of the discipline, scientific methodology, human development, motivational theory, consciousness, sensation and perception, learning, thinking, memory, emotions, biological basis of behavior, personality theory, psychopathology, sexuality, and research methodology. Psychology, the science of behavior and mental processes, is a discipline that provides depth to and informs many other fields of study. People studying psychology find it helps them in their professional careers as well as in their personal lives. Throughout this course, in-class activities will be directed towards helping students connect the information being studied with their lives. AP Psychology will provide students with a learning experience equivalent to that of most introductory college psychology courses. This course is taught at the college level; and a student’s study habits, motivation and participation should reflect this. (Upon successfully completing the full-year course, students will be prepared to take the AP Psychology exam and begin their college psychology studies at an advanced level.)

ANATOMY AND PHYSIOLOGY ~ SC1133
Grades 11, 12 Full-Year 1 Credit
Class of 2020 & Class of 2021 Prerequisite: Success in both Biology and Chemistry
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & NGS II

Students will examine the structure and function of the eleven systems of the human body. Course content will focus on homeostasis and the interdependence of related body systems. Through lecture, extensive labs, independent study, and formal dissections, students will gain insight into the normal functioning of the human body.

ANIMAL BEHAVIOR & ECOLOGY ~ SC1016
Grades 11 & 12 One Semester (offered spring semester) 1/2 credit
Class of 2020 & Class of 2021 Prerequisite: Success in Biology
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & NGS II

Students will explore through lecture; laboratory work and extensive field work the natural processes and phenomena of organisms in both the winter and spring environments as well as the evolutionary and ecological pressures that shape the behavior of animals. In this semester, field ecology class students will engage in a hands-on animal behavior project (training a small animal) as well as participating in many field trips into the local environment.
ASTRONOMY – SC1175
Grades 11 & 12  One Semester (offered either semester)  1/2 credit
Class of 2020 & Class of 2021 Prerequisite: None
Class of 2022 & Class of 2023 Prerequisite: Success in NGS I

Astronomy is an advanced one-semester course designed for the student who wants to investigate the inner-working of the universe. This inquiry-based laboratory course will take advantage of and utilize the latest technological advances in space exploration. Topics will include, but are not limited to, space navigation, planets, galaxies, stars, comets and asteroids. Students will be asked to attend night observations as well as daytime observations of our sun, weather permitting.

CHEMISTRY I – SC1043
Grades 10, 11, 12  One Semester (either semester)  1/2 Credit
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & Algebra I

In this semester course, students will be required to demonstrate knowledge of major concepts involved in the study of matter and the changes it undergoes, such as atomic structure, chemical reactions and bonding, and stoichiometry. In addition, students will further develop laboratory skills; design, conduct, and analyze experiments; and explain the impact of scientific discoveries and technology on our society.

CHEMISTRY II – SC1145
Grades 10, 11, 12  One Semester (either semester)  1/2 credit
Prerequisites: Chemistry I, Algebra 2 suggested

In this semester course, students will build upon their foundation in chemistry by exploring topics such as thermochemistry, acids and bases, kinetics, and equilibrium. In addition, they will enhance their laboratory skills by designing, conducting, and analyzing experiments using more advanced techniques.

CHEMISTRY OF LIFE – SC1144
Grades 10, 11, 12  One Semester (either semester)  1/2 credit
Prerequisites: Chemistry I

This semester class focuses on introductory-level Organic and Biochemistry. Topics covered include the chemistry of carbon, hydrocarbons, functional groups, polymers, and the study of carbohydrates, proteins, fats, and nucleic acids. Lab work and modeling are key components of the class.

THE CHEMISTRY OF WHAT WE EAT
Grades 10, 11, 12  1 Sem  .5 credit

The Chemistry of What We Eat is a one semester, ½ credit science elective for 10th, 11th and 12th grade students. In this course, students will investigate the structure, properties, and interaction of food ingredients. Students will learn by doing in this class, applying chemistry concepts to their study of food composition and production.

EARTH AND SPACE SCIENCE – SC1174
Grades 9 & 10  One Semester (either semester)  1/2 credit
Prerequisite: None

This course is a laboratory-based science class. Emphasis is placed on the human interactions with the Earth’s geologic and environmental systems, the predictability of a dynamic Earth, origin, and evolution of the Earth system, galaxies and space exploration.

FRESHWATER ECOLOGY – SC1014
Grades 11 & 12  One Semester (offered fall semester)  1/2 credit
Class of 2020 & Class of 2021 Prerequisite: Success in both Biology and Chemistry
Class of 2022 & Class of 2023 Prerequisite: Success in both NGS I & NGS II

Freshwater Ecology is the study of aquatic organisms in relation to the environmental conditions of standing and flowing ecosystems. Students will study the physical, chemical, and biological components of these complex ecological systems. This course will be taught through a combination of hands-on lab work, multiple field trips to local ecosystems and lecture.
HUMAN PSYCHOLOGY – SC1061
Grades 10, 11, 12
One Semester (either semester) 1/2 Credit
Prerequisite: None
This course offers an introduction to understanding human behavior. Students will first examine personality theory, as a means of understanding differences in behavior, emotion, and cognition. They will complete a variety of self-assessments, which they will use to analyze themselves through their newly gained understanding of theories. Next, the world of abnormal psychology will be explored. Students will understand both causes and symptoms of various mental disorders. There is much misunderstanding about this topic in society, and students will learn to distinguish fact from stereotype. During the second quarter, students will design, carry out and evaluate an experiment research project related to an aspect of human behavior of their choice. The course will end with consideration of multiple theories of intelligence. Throughout the course, it is essential that students demonstrate emotional maturity, as some content will be personal for other students in the class. (Successful completion of this course is a prerequisite for AP Psychology with a recommended minimum grade of 80%)

NEXT GENERATION SCIENCE I & NEXT GENERATION SCIENCE II - (A LAB SCIENCE)
Required courses for all 9th & 10th graders and prerequisites for many of our advanced classes.
These courses are designed to provide students with a foundational knowledge of the areas of biology, chemistry, physics, earth/space science, and engineering and to help students develop the skills necessary for success in upper level science courses. Successful completion of both NGS 9 & NGS 10 fulfills the two “required classes” in the CHS science curriculum. One additional credit is required for graduation and can be achieved by successfully completing one credit worth of our many elective courses.

NEXT GENERATION SCIENCE I – SC1301
Grade: 9 Required course for all 9th graders.
Prerequisite: None
Students will apply concepts in life, earth, and physical science to practice science skills and solve engineering problems. As they work with energy concepts through living systems, our physical environment and analyze how humans use natural resources to power our world. Additionally, students will study patterns to determine the composition of a star, ponder over scale and proportion, as they think and learn about atoms, molecules and galaxies and build their understanding of matter in our natural world.

NEXT GENERATION SCIENCE II – SC1302
Grade: 10 Required course for all 10th graders.
Prerequisite: Next Generation Science I
Students will apply concepts in life, earth, and physical science to practice science skills and solve engineering problems. Students will investigate the biodiversity of life on Earth and how changing conditions on Earth have and continue to impact life. Students will delve into the world of molecular biology and genetics as they explore the ever-expanding world of genetic technology. The final semester of this two-year program will be focused on helping the students build improved understandings of how humans impact and are impacted by Earth and how we might be able to live more sustainably.

PHYSICS OF MACHINES
Grades 10, 11, 12
1 Sem
0.5 Credit
The Physics of Machines is a one semester, ½ credit science elective for 10th, 11th and 12th grade students. Machines, toys and tools are all around us. Many machines work in a circular, repetitive nature, or even translate circular motion into linear motion. This course investigates the nature of circular motion, the forces involved, and the torque that creates change in it. In addition, this course explores the fundamental force behind “electricity” and the ways we have harnessed it.

SCIENCE OF SURVIVAL
Grades 10, 11, 12
1 Sem
0.5 Credit
The Science of Survival is a one semester, ½ credit science elective for 10th, 11th and 12th grade students. Do you have the skills and knowledge to work with other survivors to stay alive? What is the science behind survival? In Science of Survival we will investigate the answers to these questions. Through a hands-on approach, teams will manage resources and solve problems they encounter while trying to meet the requirements for survival (water, food, shelter, health).
SCIENCE OF SUSTAINABILITY – SC1017
Grades 9, 10, 11 One Semester (offered either semester) 1/2 Credit
Prerequisite: None
Have you ever wondered what the future of our planet will be like? Does recycling really make a difference? Will my children be skiing in New Hampshire? What kinds of things can I do in my life to make a difference? In the future will electricity still be the major form of energy in our homes? This semester class will provide students with an overview of Environmental Science Concepts with an emphasis on humans’ impact and possible solutions and paths forward.

STEM ALGEBRA II / PHYSICS – ST1003 5 Days/Week, Full Year 2 Credits
Grades: 9, 10, 11, 12
Prerequisites: Algebra I
1 Credit of Algebra II and 1 Credit of Physics. Not separable.
This is a project-based class where students will learn physics and algebra II in an inseparable way just as they are used in the real world. The course is hands on and highly project based demanding a high degree of collaboration. The course is taught by one physics teacher and one mathematics teacher, meets for ninety minutes every day, and is capped at 40 students. Active self-directed learners who want to flex their creative abilities will thrive in this class. Students will build their skills and understanding throughout the year and will present a capstone project demonstrating all their learning at the end of the class.

There is only one section of this course. Students will be contacted if they are enrolled in the course or if they are on the waitlist. Students who take this course will have met the graduation requirement for algebra II and physics and do not need to take those courses separately.

WAVE AND FLUID PHYSICS
Grades 10, 11, 12 1 Sem .5 Credit
Wave and Fluid Physics is a one semester, ½ credit science elective for 10th, 11th and 12th grade students. In this class, three main areas of physics will be investigated: Simple Harmonic Motion, Waves and Optics, and Fluid Dynamics. Simple Harmonic Motion answers questions like: “What happens when forces are not constant?” or “What is the nature of springs or anything with elastic properties?” In the Waves unit, we will investigate what makes waves do what matter cannot. We will experiment with laws for waves that we manipulate to our advantage and phenomena like interference which makes music beautiful. Fluids is a fascinating field that gives us everything from the ability to lift massive objects with hydraulics to flight, and it helps civil engineers make dams and bridges safe and effective.
The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. - National Council for the Social Studies, 1992

### SOCIAL STUDIES PROGRAM OVERVIEW

#### GRADE 9

<table>
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<tr>
<th>Requirement</th>
<th>Geography &amp; World Cultures (1 credit) (required in grade 9)</th>
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<tbody>
<tr>
<td>Electives Available</td>
<td>Big History (1 credit)</td>
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<td>American Popular Culture (½ credit)</td>
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#### GRADE 10

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<tr>
<th>Requirement</th>
<th>US History OR AP US History (1 credit) (required in grade 10)</th>
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<tr>
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<td><em>Economics~ (1/2 credit)</em></td>
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<td><em>May be completed in grades 10-12 and fulfills the requirement for graduation.</em></td>
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<tr>
<td>Electives Available</td>
<td>Big History (1 credit)</td>
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<td>American Popular Culture (1/2 credit)</td>
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<td>History or Hollywood (1/2 credit)</td>
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<td>Social Movements: Power to the People (1/2 credit)</td>
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<td>War and Peace: WWII (1/2 credit)</td>
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<td>War &amp; Peace: The US Civil War (1/2 credit) (not offered 2020-2021 school year)</td>
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<td></td>
<td>World History: Ancient Civilizations (1/2 credit)</td>
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<td>World History: Road to the Modern World (1/2 credit)</td>
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#### GRADES 11-12

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<thead>
<tr>
<th>Requirement</th>
<th>Civics (1/2 credit) (required in grades 11-12)</th>
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<tbody>
<tr>
<td></td>
<td><em>Economics~ (1/2 credit)</em></td>
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<td><em>May be completed in grades 10-12 and fulfills the economics requirement for graduation.</em></td>
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<tr>
<td>Electives Available</td>
<td>AP European History (1 credit)</td>
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<td></td>
<td>AP US History (1 credit)</td>
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<td></td>
<td>Sociology (1/2 credit)</td>
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<td></td>
<td>Street Law (1/2 credit)</td>
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<td>American Women’s History (1/2 credit)</td>
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<td>History or Hollywood (1/2 credit)</td>
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<td>World History: Road to the Modern World (1/2 credit)</td>
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<td>World History: Ancient Civilizations (1/2 credit)</td>
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<td>War &amp; Peace: The US Civil War (1/2 credit) (not offered 2020-2021)</td>
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<td>War and Peace: WWII (1/2 credit)</td>
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<td>Social Movements: Power to the People (1/2 credit)</td>
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</tbody>
</table>

~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement
AMERICAN POPULAR CULTURE – SS1401
Grades 9, 10 Semester 1/2 Credit
This course provides students the opportunity to investigate recent American popular culture. Students will identify what popular culture is, analyze the factors that shape popular culture, and evaluate how popular culture shapes themselves. Using an inquiry approach, students will analyze the negative and positive impacts of popular culture on their lives while drawing from many social studies disciplines such as sociology, anthropology, history, cultural studies, and American studies. Students will analyze how factors such as ethnicity, race, gender, and class, among others, are shaped and reshaped by popular culture. Students will engage with sources including but not limited to television, film, advertising, popular music, and social media / cyber-culture while refining their reading, writing, research, and critical thinking skills. At its core, this course presents an opportunity for students to investigate and better understand a part of their everyday lives that will make them more knowledgeable and effective citizens.

AMERICAN WOMEN’S HISTORY – SS1102
Grades 11, 12 Semester 1/2 Credit
This course will introduce students to the special triumphs and challenges American women have experienced from colonial times to the present. Through primary and secondary sources students will analyze the similarities and differences between historical trends and current issues in American women’s history. Students will focus on the contributions of women in economic, social and political arenas as well as recognize the achievements and setbacks of the women’s rights movement. Emphasis on analysis of sources, research, and discussion will be an integral part of the course.

ADVANCED PLACEMENT EUROPEAN HISTORY– SS1163
Grades 11, 12 Full-Year 1 Credit
Prerequisite: US History or AP US History
The AP European History course focuses on developing students’ understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. This course is both reading and writing intensive and prepares students for the national Advanced Placement European History examination that is offered in the spring. Details about this test may be obtained from the Guidance Department or the teacher.

ADVANCED PLACEMENT UNITED STATES HISTORY – SS1023
Grades 10, 11, 12 Full-Year 1 Credit
Students will understand the heritage of the United States from colonization to the present. Students will demonstrate critical thinking skills as they analyze seven historical themes through the course of nine chronological time periods. With extensive use of college level and primary source materials, students will share ideas through classroom discussion and in formal writing. This course is both reading and writing intensive and will require students to put in a significant amount of time outside of the classroom. This course helps prepare students for the national Advanced Placement United States History exam that is offered in the spring. Details about this test may be obtained through the guidance department or the teacher. In addition, students enrolled in this course may have the option to earn six dual enrollment college credits through Southern New Hampshire University. This course fulfills the US History requirement for graduation.

BIG HISTORY – SS1020
Grades 9, 10 Full-Year 1 Credit
In this course, students will investigate the 13.8-billion-year history of the universe. Students will evaluate the role of significant “threshold” moments on humanity including the big bang, the formation of stars and chemical elements, the formation of the solar system and earth, life, early humans, agriculture, the expansion and interconnection of human societies, and the modern revolution. In addition, students will make and support predictions about future threshold moments based on historical and current trends. Investigations will incorporate knowledge, concepts and skills from different academic disciplines such as astronomy, chemistry, and biology, in order for students to piece together a complete “big” history. This course is based on the work of the Big History Project. More information can be found at: https://www.bighistoryproject.com/home.
CIVICS – SS1161
Grades 11, 12  Semester  1/2 Credit
In this course, students will be asked to consider what qualities make a good citizen and how they can impact change in our democracy. Students will learn about the ideas behind and content of the US Constitution, and the roles and functioning of government at the local, state, and federal level. Active civic participation in the community and discussion of current events will be expected. This course fulfills the civics requirement for graduation.

ECONOMICS – SS1041
Grades 10, 11, 12  Semester  1/2 Credit
Students will gain command of economic literacy by exploring a balanced approach of micro and macroeconomic theory and practice. Topics include scarcity, types of economic systems, demand and supply analysis, market competition, public finance, economic policy and the global economy as well as personal finance. Students will analyze economic issues and offer solutions to local, national, and global economic problems. This course fulfills the economics graduation requirement.

GEOGRAPHY & CULTURES OF THE WORLD I & II – SS1011/ SS1012
Grade 9  Full-Year  1/2 Credit/Semester
Geography & Cultures of the World is a required full-year course for all incoming freshmen. Students will learn to harness the power of visual tools in order to investigate the effects of human-environment interaction, human migration and settlement, and the effects of global interconnections. A study of culture and conflict will be integrated throughout the course and special emphasis will be placed on developing students’ literacy, research and critical thinking skills. Geography & Cultures of the World is part of the 9th grade freshmen team structure and fulfills the geography graduation requirement.

HISTORY OR HOLLYWOOD – SS1151
Grades 10, 11, 12  Semester  1/2 Credit
Americans often learn their history from movies. But does Hollywood always get it right? In addition to viewing films, students in this course will complete a variety of reading and writing assignments to demonstrate their critical viewing skills and knowledge. Students will also read historical novels and documents to discover the gap between historical fact and Hollywood’s version. Students will evaluate the impact of information and misinformation and will be expected to complete independent viewing and comparison of films. This course is NOT the same as the English Department’s FILM STUDY course.

SOCIAL MOVEMENTS: POWER TO THE PEOPLE – SS1402
Grades 10, 11, 12  Semester  1/2 Credit
Through the lenses of power, resistance, and identity, this course introduces American social movements from the 1950s to the present. Drawing from history, sociology, and politics, students will examine a range of social movements, including but not limited to the civil rights and Black Power movements, feminist movements, gay and lesbian liberation and LGBTQ movements, and Black Lives Matter. Through student-centered inquiry and discussion, students will examine the question of how social activism across the political spectrum has changed since the mid-20th century.

SOCIOLOGY – SS1031
Grades 11, 12  Semester  1/2 Credit
Sociology is the study of human activity within the social structure of culture. Students will investigate and share ideas within units, including the family, discrimination and social deviance. Upon successful completion of the course, students will be able to identify major social problems within the United States, describe different facets of those problems and defend positions and opinions they believe are important. Tenth graders may take this course only after receiving departmental and administrative approval.

STREET LAW – SS1081
Grades 11, 12  Semester  1/2 Credit
Street Law is an introduction to the legal system with an emphasis on criminal and juvenile law. Students will learn to differentiate criminal and civil law, felonies and misdemeanors, the rights of the accused, search and seizure rights and other constitutional guarantees. Students will conduct at least one mock trial, interact with guest speakers and take a field trip to court.
US HISTORY – SS1232
Grades 10, 11, 12 Full-Year 1 Credit
US History is a survey course that considers the broad themes of political, economic, social, and diplomatic history from 1898 until the present. Students will continue to develop graphic information skills as well as the ability to use primary and secondary documents to evaluate history. Students will master skills in critically appraising historical data and writing analytical essays. The first semester will focus on 1898 through 1945; the second semester will begin with America’s entry into World War II and continue to the present day. The course fulfills the US history graduation requirement.

WAR AND PEACE – WORLD WAR II – SS1243
Grades 10, 11, 12 Semester 1/2 Credit
Each year, War and Peace focuses on one specific conflict from United States and/or world history and studies that conflict in depth. For the 2018-19 school year, War and Peace students will be studying World War II. Themes addressed in the course include: root causes of the conflict, attempts at peace and why they ultimately failed, the impact of war on soldiers and civilians, the roles of technology and media in the conflict, and an investigation of human rights issues during the conflict. War and Peace may be taken multiple times for credit if different conflicts are studied in subsequent courses.

WORLD HISTORY: ANCIENT CIVILIZATIONS – SS1121
Grades 10, 11, 12 Semester 1/2 Credit
Students in this course will study history from ancient Mesopotamia to the early Middle Ages. They will examine the significance of river valleys in the birth of civilizations; they will learn about the origins of democracy with the ancient Greeks and the concept of state with ancient Rome. Students will learn the contributions of these ancient civilizations to modern Western civilization. They will also gain knowledge of non-Western cultural origins to appreciate the varied texture of the world today.

WORLD HISTORY: ROAD TO THE MODERN WORLD – SS1132
Grades 10, 11, 12 Semester 1/2 Credit
World History: Road to the Modern World investigates influential cultures and events around the globe from the early Middle Ages to the Modern Era. This course challenges students to analyze the social, economic, religious, and technological characteristics of historical societies and their impact on the world today. For instance, how have revolutions altered societies and did they ultimately improve economic and social conditions? How has religion both unified and divided people over the course of history? In what ways has technology facilitated the spread of ideas, and is this always beneficial? This course places particular emphasis on projects, writing, group work, discussion, and debating, and is a suitable curricular precursor to AP European History.
SUPPORT SERVICES

The following classes are for students identified as requiring special education. If you have concerns about your student’s ability to learn, please talk with his/her guidance counselor about whether a referral to special education would be appropriate. You can also contact the Special Education office for more information.

~ indicates a course that includes embedded and applied math to meet the state’s “4 years of math” requirement.

Special Education Program offerings are grouped into four distinct realms:
- Access Program
- Advance Program
- Prep
- Project Search (located at Concord Hospital)

The following Support Services are provided to students in accordance to their IEPs:
- Freshman Prep, Sophomore Prep, PREP Assisted Study, Transition Prep, Reading Prep, Writing Prep, Math Prep

In addition, we have two competencies emphasized in all of our programming:
Students will demonstrate the skills, knowledge and strategies related to carrying out an effective transition from high school to a meaningful post-secondary educational, vocational and personal life.
Students will demonstrate self-awareness and determination to mitigate personal challenges in order to achieve meaningful academic, social and civic goals.

ACCESS
Access is a comprehensive special education program for students with significant learning goals. Staff members work closely with classroom teachers to support student learning through modified curriculum, classroom accommodations and direct adult support. Specific learning goals are also addressed in small group learning opportunities, tutorials, and/or resource room or PREP class activities. Students may take some or all classes on a pass/fail basis as determined by the student's IEP team. Focus is on a smooth transition to adult life.

ACCESS TRANSITION PROGRAM
The Access Transition Program provides a post-graduate education to help equip special education students ages 18 to 21, who have completed their high school requirements, for the eventual roles and responsibilities of adulthood. It is for students who are ready to focus on continuing to develop and improve skills that will promote self-determination (taking control over choices and decisions which impact one’s life and taking responsibility for one’s actions) and employment and/or active participation in their community and life. Throughout the curriculum, students learn to assume greater responsibility for managing their own behavior, play a bigger role in planning for their future and become increasingly more independent and better self-advocates. Components and skills sets include: understanding local community and community resources, determining personal preferences and interests, collaborating with persons and agencies outside the school system who may support them in the future, teaching academic, social, and vocational skills that lead to competitive or supported employment, and balancing vocational training with inclusion in age-appropriate social and academic activities. Placement decisions are made by the student's IEP team.

ADVANCE
The Advance program is a special education program that allows for individualized services for students whose difficulties in accessing the general curriculum stem from emotional challenges. The goal of the program is to provide students with the support and scaffolding needed to make a successful transition to adult life. Services provided through Advance can include small group instruction in English and math, online coursework, tutoring, assisted study halls, and counseling, in conjunction with mainstream classes. Placement is determined by a student's IEP team.

PREP
Prep is a comprehensive special education program for students identified with various educational disabilities. The goal of the program is transition to independence into college and/or the work force. Services include small group instruction, assistance in larger classes, Prep Assisted Study, Freshman Prep, Writing Prep, Math Prep, Reading Prep, and Transition Prep. These services are provided in accordance to student specific IEPs.
FRESHMAN PREP
Grade: 9  Full-Year
Freshman Prep is a class for freshman receiving Special Education services. This program is designed to introduce the resources at the high school, to support students in setting up organizational strategies, and to begin the discussion of future planning as the student develops an understanding of his/her learning style and needs. The focus is on planning for the natural transitions within high school, as well as the transition from high school to the educational, training, and employment opportunities beyond high school. Students can earn up to one full credit for completing this program. Placement is determined by a student's IEP team.

SOPHOMORE PREP
Grade: 10  Full-Year
Sophomore Prep is a class for students receiving special education in their sophomore year to continue developing their skills in the areas of executive functioning, self-advocacy and problem solving. This program is designed as an extension of Freshman Prep and is intended to continue preparing students for natural high school transitions as well as the transition from high school to post-secondary education, training programs or employment after graduation. Students can earn up to one full credit for completing this program. Placement is determined by a student's IEP team.

MATH PREP
Grades: 9, 10, 11, 12  Semester  ¼ Credit
Math PREP is designed as a course which pre-teaches and re-teaches necessary skills, vocabulary, and concepts; provides direct instruction in developing reasoning skills, problem solving, and sense making; and provides strategies that students can integrate and translate directly into the math course in which they are enrolled. Placement is determined by a student's IEP team.

PREP ASSISTED STUDY
Grades: 9, 10, 11, 12  Semester
Grades: 9, 10, 11, 12 Semester This course offers students an opportunity to work on IEP goals in the area of organization as well as to complete homework with special education staff assistance. This course does NOT earn credit.

READING PREP
Grade: 9, 10, 11, 12  Semester
Grade: 9, 10, 11, 12 Semester This course is designed to strengthen students' reading abilities in the areas of vocabulary and reading comprehension. Students will experience whole and small group instruction as well as independent reading. Students will also develop writing skills that enable them to respond to their reading.

TRANSITION PREP I
Grade: 11:  Full year  1 Credit
Transition Prep I is a class designed for students receiving special education services to help students begin to plan for their future, whether attending college, joining the workforce, or entering the military. Students will explore post-secondary education training opportunities, develop a general understanding of soft skills and the working world, and explore the college-application process as well as community resources available to assist with future planning. Students who successfully complete Transition Prep I will earn 1 full credit. Placement is determined by a student's IEP team.

TRANSITION PREP II
Grade: 12:  Full year  1 Credit
Transition Prep II is a class designed for students receiving special education services to continue the work done in Transition Prep I. Examining the impact our learning differences have on our post-high school life as well as exploring community-based activities such as job shadows and tours will be the focus of Transition Prep II. As students begin to plan for their graduation from high school, more individual transition work will be completed. Students who successfully complete Transition Prep II will earn 1 full credit. Placement is determined by a student's IEP team.

WRITING PREP
Grades: 9, 10, 11, 12  Semester  1/4 Credit
This course is designed to strengthen students' written language skills, with direct instruction concentrating on needs in written expression, including: grammar, language mechanics, spelling and organization. Placement is determined by a students' IEP team. Students in this course have written language goals in their IEPs.
PROJECT SEARCH
Grades: 12+  Full-Year
Project Search, a one-year transition program that provides training and education that helps lead to employment for students with disabilities, is offered in conjunction with partners from Community Bridges, NH Vocational Rehabilitation, and Concord Hospital. With support from job coaches and an instructor, students learn specific skills while having the opportunity to put employability skills into practice during internships in various operational centers of the hospital. The goals of the Project SEARCH Program include:

- Career Exploration
- Participation in employability skills curriculum
- Completion of three 10-week internships
- Attainment of competencies and marketable skills
- Documentation of skills and knowledge in a portfolio
- Job Placement in an entry-level job matching their skill set and interests

The ultimate goal upon program completion and graduation is to utilize internship skills learned for gainful employment.

Special education students, who are in their final year of secondary school, and will turn 21 during or shortly after the end of the program year, are eligible to apply if they qualify, (students can also apply after age 21 up to age 24 through adult services). To qualify, students must be eligible for services from Community Bridges and be connected to NH Vocational Rehabilitation.

Placement in Project Search involves an extensive process. Students apply and are accepted through a selection committee process which requires interviews. By the nature of the program, a very limited number of seats are available. Students must meet all requirements and demonstrate the ability to function independently, be responsible, communicate appropriately and understand appropriate behaviors in highly structured work environments.
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<th>Courses</th>
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<tr>
<td>Drafting I</td>
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<td>Drafting II</td>
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<tr>
<td>Introduction to Woodworking</td>
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<td><strong>Grade 10</strong></td>
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<tr>
<td>Drafting I</td>
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<td>Drafting II</td>
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<tr>
<td>Introduction to Engineering</td>
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<td><strong>Grade 11</strong></td>
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<td>Drafting I</td>
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<td>Drafting II</td>
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<tr>
<td>Introduction to Engineering</td>
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<td>Architectural Drawing</td>
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<td><strong>Grade 12</strong></td>
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<td>Drafting I</td>
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<td>Drafting II</td>
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<tr>
<td>Introduction to Engineering</td>
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<td>Architectural Drawing</td>
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~ All Technology Education & Industrial Arts Courses includes embedded and applied math to meet the state’s “4 years of math” requirement

**ARCHITECTURAL DRAWING – TE1041**
Grades 11, 12  
**Full-Year**  
1 Credit

*Prerequisite: Drafting I*
In Architectural Drawing, students will gain the technical and artistic drawing skills to complete a full residential design, including: complete floor plans, foundation plans, elevation views, detail schedules and perspective drawings. In addition to hand drawings, students will also be required to complete a floor plan of their residential design using the latest Auto CAD software. (This class meets the ARTS EDUCATION graduation requirement.)

**DRAFTING I – TE1001**
Grades 9, 10, 11, 12  
**Semester**  
1/2 Credit

*Prerequisite: Drafting I*
Drafting I introduces students to the beginning skills used by the drafter, architect and engineer. Upon completion of this course, students will properly use the essential drafting tools to draw basic mechanical designs using various techniques, including but not limited to: freehand sketching, multi-view, isometric, oblique and perspective drawings. Students will also be introduced to the latest technology in computer-aided drafting (CAD). A clear understanding of fractions and basic geometry is recommended for this course.

**DRAFTING II – TE1012**
Grades 9, 10, 11, 12  
**Spring Semester**  
1/2 Credit

*Prerequisite: Drafting I*
Students will continue with the skills mastered in Drafting I and will gain more knowledge of computer-aided drafting (CAD) as it relates to 2- and 3-dimensional drawings, solid modeling, rendering, shading and utilization of AUTO-CAD. Upon completion of this course, students will complete various complex drawings, including, but not limited to, multi-view, descriptive geometry, isometric and perspectives using both CAD and hand-drawing techniques.
INTRODUCTION TO ENGINEERING – TE1071  
Grades 10, 11, 12  
Fall Semester  
1/2 Credit  
Prerequisite: Drafting I  

Introduction to Engineering gives students an understanding of the many fields and components of engineering. The three main fields of engineering covered are civil, design/mechanical, as well as architectural engineering. Each field of study will use the engineering process to complete hands-on projects based on research related to the three main core areas of engineering. Energy, power and transportation topics are included within each of the engineering units as an area of focus.

INTRODUCTION TO WOODWORKING – TE1081  
Grade 9  
Semester  
1/2 Credit  

Introduction to Woodworking will introduce the students to shop safety, tool usage, material types, basic shop math, joinery, finishing, and assembling processes using woodworking techniques. In addition, the student will learn basic drafting skills to draw and design each project. Each student is expected to design, plan, cut and assemble class projects. Students will gain an appreciation for accurate design and craftsmanship. Basic residential construction methods will also be explored throughout the semester.
To meet graduation requirements students must earn 1.5 credits of Physical Education (P.E.) and .5 credit of Health.

Physical Education & Health – Four-Year Scheduling Plan:

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<td>Fitness Components</td>
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<tr>
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<td>Introduction to PE</td>
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<td>Health I</td>
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<td>Grade 10</td>
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<td>Grade 11</td>
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<td>Health II</td>
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<td>Grade 12</td>
<td>PE “option”</td>
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**REQUIRED PHYSICAL EDUCATION**

**FITNESS COMPONENTS – PE1017**  
Grade 9 Quarter 1/4 Credit  
This is a classroom course in which students will learn how 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, in activity and lab settings, the concepts needed to maintain themselves at a designed level of fitness throughout their lifetime.

**INTRODUCTION TO P.E. – PE1108**  
Grade 9 Quarter 1/4 Credit  
Three areas of focus will be introduced, including: fitness, individual sports and team play. Individual activities may include, but are not limited to: tennis, badminton, pickle-ball, and fitness activities. Team activities may include, but are not limited to: flag football, soccer, team handball, Frisbee, basketball, lacrosse, floor hockey and volleyball.

**PHYSICAL EDUCATION OPTIONS**

**ADVANCED SELF-DEFENSE – PE1607**  
Prerequisite: Self-Defense for Women (PE 1605)  
This course is for the student who wants to further their self-defense knowledge and skills. Students will review the information from Self-Defense for Women along with learning advanced self-defense techniques. Multiple attackers and in-depth prone defense strategies will be explored.

**CARE AND PREVENTION – PE1705**  
Students will explore the basic principles of athletic training and care and prevention of athletic injuries. This course will cover the analysis of common athletic injuries, including evaluation approaches, emergency procedures, treatment techniques and preventative approaches. Students will be taught basic anatomy and physiology, rehabilitation techniques, and bracing and wrapping techniques, as well as the basic fundamentals of Sports Medicine.

**CPR & FIRST AID – PE1305**  
Learn the knowledge and skills necessary to give immediate care to a suddenly injured or ill person until more advanced medical help arrives. Red Cross Certification can be obtained.
CPR II – PE1307
Prerequisite: CPR & First Aid (PE 1305) or current CPR certification
This course is for students who want to further their CPR knowledge and skills. Students will review the information from CPR and First Aid, along with developing a foundation of first aid principles and skills to be able to respond to emergencies and give care in areas that do not have an immediate EMS response, such as wilderness and remote environments. Students will also learn first aid skills that coaches and other active participants need to perform as the first link in the EMS system. Red Cross Certification can be renewed, and additional Red Cross certifications can be obtained in Wilderness and Remote First Aid and Sport Safety Training.

DANCE – PE1405
Students will explore different styles of dance (line, waltz, swing, fox trot) while learning proper techniques. Students will interpret and create their own dance routine. No experience necessary.

FITNESS TRAINING (Strength and Conditioning) – PE1505
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. No experience necessary.

ORIENTEERING – PROJECT ADVENTURE – PE1805
The Project Adventure course typically starts with “ice breaker” events that are fun and ease students’ concerns. Students then move on to figuring out how to work as a group on the adventure-based challenges with which they are confronted. The students will be introduced to map reading and compass reading skills and learn how to apply them in practical learning activities.

P. E. ACTIVITY – PE1005
Physical Education Activity is for the student who wants his/her Physical Education program to emphasize individual and team activities. An in-depth instruction in skill development and strategy with game play will occur during the team and individual activity. 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. This course may be repeated for credit.

PHYSICAL EDUCATION LEADER (Independent Study) – PE3000
Permission of the instructor and Physical Education administrator is required. This course is designed as an independent study for students who want to go beyond the initial experience and continue to pursue one of the Physical Education options to a more advanced level.

RACQUET SPORTS – PE2005
This course is for the student who wants to further his or her interest in racquet sports (badminton, tennis, pickleball). There will be a review of skills, rules, and strategies for both singles and double play. Emphasis will be on tournament play.

SELF-DEFENSE FOR WOMEN – PE1605
Learn the options that you have to protect yourself through assertiveness, awareness, risk reduction, risk recognition, avoidance and physical defense strategies. The R.A.D. (Rape, Aggression, and Defense) curriculum will be followed.

WORLD GAMES – PE1905
With a commitment to understanding the tremendous increases in the diversity of our student population and the enrollment of students from around the globe, the physical education department has the World Games course. This course will focus on popular games such as cricket, Tak-Raw, Tchoukball, and activities from around the world with instruction in technique, tactics, rules, participation and competition.

YOGA – PE1215
Using breathing and warm-ups with simple yoga stretches, students will learn to relax the muscles of the body and improve overall health and well-being.

YOGA II – PE1217
Prerequisite: Yoga I
This course is designed for students to further their knowledge and skills through learning different styles and types of Yoga such as partner, advanced, laughter, senior, chair and prenatal Yoga. Students will learn activities to relax, increase concentration and enhance their ability to cope with everyday stress. Students will review the basics from Yoga I, learn a variety of styles and types of Yoga, visit local Yoga studios, have the tools to practice at home and the ability to continue to develop their Yoga practice.
ALTERNATIVE P.E. OPTIONS
A total of ½ credit may be earned throughout your high school career using the two alternative options listed below:

CHS SPORT – PE1091
Grades 11, 12 ¼ Credit
Juniors and seniors participating in a Concord High School sanctioned sport will receive ¼ Physical Education credit as a result of their athletic involvement, if they complete the season in good standing. (A student can only receive a ¼ credit of Physical Education through CHS Sport per year.)

ELO - PHYSICAL EDUCATION COMMUNITY ATHLETIC CERTIFICATE (CAC) – PE1031
Grade 11, 12 ¼ Credit
Prerequisite: Prior Approval Needed
Juniors and seniors participating in CHS athletic clubs or outside physical activities may qualify for the ¼ CAC Physical Education credit by contacting their guidance counselor prior to the athletic activity. The CAC process may be repeated the following year for an additional ¼ credit. Applications outlining the qualifications of a CAC may be obtained in the Athletic Office. CACs must follow the ELO model to define these experiences. (See page 36 for an understanding of ELO expectations)

R.O.P.E. (Reaching Our Potential in Education) – PE1081/PE1082
Grades 10, 11, 12 Semester 1 Credit
(1/2 credit as elective; 1/2 credit as P.E. Activity credit)
Requirements: completed application and an informational meeting.
Limited to 18 students per semester.
ROPE stands for Reaching Our Potential in Education. Students will engage in rigorous outdoor activities to successfully demonstrate teamwork, community service, and wilderness survival skills. Students will participate in rock climbing, trail construction, backpacking, and other outdoor adventures. Fundraising events and four weekend trips (announced in advance) are required to pass the course. ROPE students will experience mental and physical challenges designed to bring out their personal best.

HEALTH EDUCATION

HEALTH EDUCATION I- HE1005
Grade 9 Quarter ¼ Credit
Students will acquire information and skills in the development of healthy behaviors. Study will be concentrated in the areas of stress management, mental health, relationships skills, conflict resolution, substance use and abuse, and body systems as they relate to teen health. Students will develop and utilize skills which encourage empowerment, informed decision-making and safe behavior choices. Students will also identify Concord High School services available to aid in maintaining personal health.

HEALTH EDUCATION II - HE1015
Grade 11 Quarter ¼ Credit
Prerequisite: Health Education I
Students will build on information learned in Health I and then learn how to develop positive health attitudes, behaviors and self-advocacy skills. Areas of study will include stress management techniques, mental disorders, healthy and harmful relationships, drug abuse, and body systems. Included will be the identification of community resources available in maintaining personal health and wellness.
WORLD LANGUAGES

World Language courses are sequential. The World Language Department recommends that any student desiring to take a language at levels II, III, IV, or V first demonstrate mastery of competencies at the prior language level. Requests outside of the standard progression from level to level will be reviewed and approved by the World Language Department.

FRENCH I - WL1013
Grades 9 - 12  Full-Year  1 Credit
In this course, students will be introduced to the French language and culture. Students will acquire the four language skills (listening, speaking, reading and writing) at a beginning level. Basic verb structures and grammar will be presented, and vocabulary dealing with everyday subjects will be mastered. Students will demonstrate correct pronunciation and begin to acquire knowledge of the cultures of French-speaking regions of the world.

FRENCH II - WL1023
Grades 9 - 12  Full-Year  1 Credit
Students will continue to develop the four language skills beyond the basic level. Active vocabulary will be increased throughout the year. All students will be required to use French to communicate in the classroom at a basic level. Students will expand knowledge of grammatical skills acquired at the beginning level. Students will have increased their understanding of Francophone culture upon completion of this course.

FRENCH III - WL1033
Grades 9 - 12  Full-Year  1 Credit
In this course, students will review the concepts mastered in the previous level and learn new grammatical structures and vocabulary. As much as possible, French will be the language of the classroom. Students will be required to write in a variety of formats (e.g., short summaries, dialogues and biographical sketches) in French as well as read with authentic French pronunciation. Regular written homework, quizzes and tests will be required of all students. Students will acquire knowledge of Francophone culture, civilization and geography beyond the first and second level.

FRENCH IV - WL1043
Grades 9 - 12  Full-Year  1 Credit
This course will be conducted almost entirely in French; and at this level, the student, having mastered the basics, will learn more advanced, sophisticated grammar. The student will acquire additional active and passive vocabulary, be able to write longer compositions with fewer errors and be able to converse and respond with ease. Students will read French literature to improve their reading comprehension skills and to further their understanding of Francophone history and culture.

FRENCH V - WL1053
Grade 9 - 12  Full-Year  1 Credit
This course will enable students to achieve a level of French at which they can communicate both in speaking and writing at a near native proficiency. A "NO" English policy will be strictly enforced. Students will review the grammar they have mastered as well as acquire some of the more refined rules of the language. Literature of a complex nature will be read and analyzed. Students will expand upon their knowledge of Francophone history and culture.

GERMAN I - WL3013
Grades 9 - 12  Full-Year  1 Credit
In this course, students will be introduced to the German language and culture. Through a variety of communicative exercises, they will practice basic speaking and comprehension. They will also make comparisons and connections to their own language and culture. Basic vocabulary and grammar will be reinforced within and beyond the classroom setting. Students will be expected to demonstrate mastery of the concepts learned, including basic vocabulary and expressions, grammatical structures, pronunciation, and an introductory knowledge of German culture and traditions. They will be asked to communicate using beginner-level German. This course will be instructed primarily in German.

GERMAN II - WL3023
Grades 9 - 12  Full-Year  1 Credit
Students will learn about the German language and culture. Through a variety of communicative exercises, they will practice speaking and comprehension. They will also continue to make comparisons and connections to their own language and culture. Intermediate vocabulary and grammar will be reinforced within and beyond the classroom setting. Students will be expected to demonstrate mastery of the concepts learned, including expanded vocabulary, advance expressions and grammatical structures, pronunciation, and an increased knowledge of German culture and traditions. They will be asked to communicate using German which reflects their increasing abilities. This course will be instructed primarily in German.
GERMAN III - WL3033
Grades 9 - 12  Full-Year  1 Credit
In this course, students will continue to learn more about the German language and culture. Through a variety of more complex communicative exercises, they will practice speaking and comprehension. They will also continue to make comparisons and connections to their own language and culture. Advanced vocabulary and grammar will be reinforced within and beyond the classroom setting. Students will be expected to demonstrate mastery of the concepts learned, including expanded vocabulary, more advanced expressions and grammatical structures, better pronunciation, and an increased knowledge of German culture and traditions. They will be asked to communicate using German which reflects the steady advancement of their abilities. This course will be instructed only in German.

GERMAN IV - WL3043
Grades 9 - 12  Full-Year  1 Credit
In this course, students will continue to learn more about the German language and culture and expand their vocabulary as they read about and discuss perspectives important to the youth in Europe. Through a variety of more complex communicative exercises, they will practice speaking and comprehension. They will also continue to make comparisons and connections to their own language and culture. Advanced vocabulary and grammar will be reinforced within and beyond the classroom setting. Students will be expected to demonstrate mastery of the concepts learned, including expanded vocabulary, more advanced expressions and grammatical structures, better pronunciation, and an increased knowledge of German culture and traditions. They will be asked to communicate using German which reflects advanced study. This course will be instructed only in German.

GERMAN V - WL3053
Grade 9 - 12  Full-Year  1 Credit
In this course, students will continue to learn more about the German language and culture and will expand their vocabulary as they read and discuss primary sources. Additional emphasis will be placed on historical events and how they relate to issues today. Through a variety of more complex communicative exercises, they will practice speaking and comprehension. They will also continue to make comparisons and connections to their own language and culture. Advanced vocabulary and grammar will be reinforced within and beyond the classroom setting. Students will be expected to demonstrate mastery of the concepts learned, including expanded vocabulary, more complex expressions and grammatical structures, better pronunciation, and an increased knowledge of German culture and traditions. They will be asked to communicate using German which reflects five years of study. This course will be instructed only in German.

LATIN I - WL4013
Grades 9 - 12  Full-Year  1 Credit
Students gain knowledge of Latin language and Roman culture by following a continuous narrative about a Roman family, as well as delving into primary source documents relating to everyday life. Students will practice the language through traditional reading and writing exercises, as well as speaking and listening activities. We will work together to develop and expand our appreciation for Classical influence in Western culture, with a special emphasis on studying Latin's role in the development of English.

LATIN II - WL4023
Grades 9 - 12  Full-Year  1 Credit
Students will continue to study Latin language and Roman culture by following a continuous narrative about a Roman family, as well as delving into primary source documents relating to everyday life. As their vocabulary expands and the syntax becomes more difficult, spoken and written exercises will continue to be used to reinforce concepts. In addition to studying Latin's role in their own language and culture, students work to better understand the influence of Ancient Rome on many different languages and cultures through the Empire's continued expansion.

LATIN III – WL4044
Grades 9 - 12  Full-Year  1 Credit
Students will begin the year with a review of concepts and vocabulary that were introduced in Latin II. Through stories, they will continue to learn about Roman daily life, with an emphasis on building vocabulary, until they transition to authentic works of literature, such as Ovid's Metamorphoses or Cupid and Psyche, from Apuleius. Students will demonstrate competency with a variety of projects—such as portfolios, artistic renderings and comparisons, and skits. By the end of the course, students will be comfortable translating Latin works using auxiliary notes and vocabulary, as well as interpreting what they have read using different media.

LATIN IV – 4050
Grades 9 - 12  Full-Year  1 Credit
Students expand on the skills gained while studying Classical Latin by engaging with authors from the pre-Classical era as well as authors from the Imperial period, such as Plautus, Catullus, Vergil, and others. Students will demonstrate competency with a variety of projects such as movie posters, speeches, portfolios, and TV pilots.
LATIN V – 4053
Grade 9 - 12  Full-Year  1 Credit
Students engage in the study of Classical Latin with advanced, unannotated readings from authors such as Catullus, Cicero, and Vergil. By studying romantic conflict, political conflict, and epic conflict in these primary source texts, students will cultivate cultural empathy as they hone their analytical skills. Class time is largely dedicated to close reading and discussion, while outside work is structured around drawing connections across eras, locations, and disciplines.

SPANISH I - WL2013
Grades 9 - 12  Full-Year  1 Credit
This course introduces students to Spanish language and culture. Students will acquire skills at the beginning level, including listening, speaking, reading and writing. Students who successfully complete this course will possess a command of basic verb structures and grammatical concepts, along with an active vocabulary, to carry on a limited conversation in Spanish and to express themselves in writing. Students will demonstrate correct pronunciation and acquire knowledge of the cultures of the Spanish-speaking world. Students will fully participate in ALL activities in order to demonstrate competency.

SPANISH II - WL2023
Grades 9 - 12  Full-Year  1 Credit
This course continues the development of the four language skills started in Spanish I. Students will learn new verb and grammatical structures and acquire additional vocabulary. The focus will be on the preterit and imperfect, two of the principal past tenses, in addition to the continued practice of the present tense. Students will be required to communicate in Spanish within the scope of the material studied and will demonstrate the ability to understand a native when speaking slowly. Students will expand their knowledge of the cultures of the Spanish-speaking world. Students will fully participate in ALL activities in order to demonstrate competency.

SPANISH III - WL2033
Grades 9 - 12  Full-Year  1 Credit
In this course, students will review grammatical structures mastered in Spanish II and learn more sophisticated structures, such as the compound verb tenses. Additional vocabulary and idiomatic expressions will be taught throughout the year. The use of original dialogues, oral presentations and video projects will improve students' oral/aural ability in the target language. Upon completion of this course, a student will be able to understand a native speaking at a moderate speed. Students will be required to write in a variety of formats in the target language, such as short summaries, dialogues and biographical sketches, as well as read with an authentic pronunciation in the language. Spanish will be the language of communication in the classroom. Students will fully participate in ALL activities in order to demonstrate competency.

SPANISH IV - WL2043
Grades 9 - 12  Full-Year  1 Credit
Conducted entirely in Spanish, Spanish IV students will continue to develop strong vocabulary, review all indicative tenses and learn the subjunctive mood. Students will improve writing skills through the use of compositions and summations. Oral communication skills will be developed through the use of planned and impromptu class presentations as well as student-designed video projects. Students will become knowledgeable about the cultures of the Spanish-speaking world through activities planned both in and out of school. Students will fully participate in ALL activities in order to demonstrate competency.

SPANISH V - WL2053
Grade 9 - 12  Full-Year  1 Credit
Conducted entirely in Spanish, Spanish V will help students communicate in a more sophisticated manner through extended vocabulary and use of Spanish idioms. Students will read and understand prose, poetry, newspapers and plays. By submitting compositions and essays, presenting dialogues, monologues and video projects, students will demonstrate a high level of proficiency in all areas of the language, including comprehension of the language when spoken by a native at normal speed. Students will fully participate in ALL activities in order to demonstrate competency.
NCAA-APPROVED COURSES

In order to participate in Division I or II collegiate athletics and receive athletically-based financial aid, you must register with the NCAA Initial-Eligibility Clearinghouse at the end of the junior year. NCAA has approved the following courses as meeting eligibility standards. More information regarding NCAA eligibility may be found at www.ncaaclearinghouse.net. These courses are updated yearly.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Advanced Writing</td>
<td>Journalism</td>
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<tr>
<td>AP Literature and Composition</td>
<td>Great Authors, Great Works</td>
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<tr>
<td>British Literature</td>
<td>Poetry</td>
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<tr>
<td>Classics in Translation</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Crime &amp; Mystery</td>
<td>Shakespeare</td>
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<tr>
<td>English 9</td>
<td>Science Fiction &amp; Fantasy</td>
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<tr>
<td>English 10</td>
<td>World Literature</td>
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<tr>
<td>English 11</td>
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<tr>
<td>American History AP</td>
<td>Street Law</td>
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<tr>
<td>American Woman             AP Economics</td>
<td>Sociology</td>
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<tr>
<td>Big History</td>
<td>US History</td>
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<tr>
<td>Civics</td>
<td>War &amp; Peace: Civil War &amp; WW2</td>
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<tr>
<td>Economics</td>
<td>World History 1 – Ancient Civilizations</td>
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<tr>
<td>European History AP</td>
<td>World History 2 – Discovery &amp; Revolutions</td>
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<td>Geography &amp; Cultures</td>
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<tr>
<td>History or Hollywood</td>
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<tr>
<td>Algebra I</td>
<td>Calculus/AP</td>
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<tr>
<td>Algebra II</td>
<td>Discrete Math</td>
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<tr>
<td>Algebra II/Advanced</td>
<td>Geometry</td>
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<tr>
<td>Advanced Pre-Calculus</td>
<td>Geometry/Advanced</td>
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<tr>
<td>Pre-Calculus I &amp; II</td>
<td>Probability/ Data Analysis</td>
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<tr>
<td>Calculus</td>
<td>Statistics/AP</td>
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<tr>
<td>Anatomy &amp; Physiology</td>
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<td>Animal Behavior &amp; Ecology</td>
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<tr>
<td>Astronomy</td>
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<td>Biology</td>
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<td>Biology/AP</td>
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<tr>
<td>Chemistry</td>
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<td>Chemistry of Life-Bio Chem</td>
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<tr>
<td>Chemistry/AP</td>
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<tr>
<td>Earth and Space Science</td>
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<tr>
<td>Environmental Science/AP</td>
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<tr>
<td>French I through V</td>
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<td>German I through V</td>
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<td>Latin I through V</td>
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<td>Spanish I through V</td>
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<td>German I through V</td>
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<td>Spanish I through V</td>
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## DUAL ENROLLMENT COURSES

### PROJECT RUNNING START & SNHU IN THE HIGH SCHOOL

<table>
<thead>
<tr>
<th>Business</th>
<th>Courses</th>
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<tbody>
<tr>
<td></td>
<td>Accounting I</td>
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<tr>
<td></td>
<td>AP Economics</td>
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<tr>
<td>CRTC</td>
<td>Automotive Technology I</td>
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<td>Automotive Technology I</td>
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<td>Construction Technology I</td>
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<td>Construction Technology II</td>
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<td>Criminal Justice</td>
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<td>Culinary Arts I</td>
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<td>Culinary Arts II</td>
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<td>Graphic Arts &amp; Digital Communication I</td>
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<td></td>
<td>Graphic Arts &amp; Digital Communication II</td>
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<td></td>
<td>Health Science &amp; Technology</td>
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<td></td>
<td>Information Technology: Visual</td>
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<td>Basic Programming &amp; VEX</td>
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<td></td>
<td>Robotics</td>
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<td></td>
<td>Teacher Preparation II</td>
</tr>
<tr>
<td>English</td>
<td>Advanced Writing: College Composition</td>
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<tr>
<td>Mathematics</td>
<td>AP Calculus</td>
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<td>AP Statistics</td>
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<tr>
<td>Science</td>
<td>AP Biology</td>
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<td></td>
<td>AP Chemistry</td>
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<td></td>
<td>AP Environmental Science</td>
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<td></td>
<td>AP Psychology</td>
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<tr>
<td>Social Studies</td>
<td>AP US History</td>
</tr>
<tr>
<td>Technology Education and Industrial Arts</td>
<td>Architectural Drawing</td>
</tr>
</tbody>
</table>

A dual enrollment college relationship, including one aligned with the NH Community College System's Project Running Start and SNHU in the High School, is based on a formal relationship between college and qualified high school staff. Dual enrollment is not guaranteed but is expected at the time of publication. If the course's high school instructor changes, then the dual enrollment relationship would need to be reauthorized by the college.
COLLEGE PREPARATION FOR SENIORS

This information is to students and parents with the process of college choice, admissions procedures and the financial aid application process. The guidance department also offers a variety of day and evening programs throughout the year that will further assist you in this process.

We wish you success in your search for the right place for you to be after Concord High. Be pro-active in this process. Keep track of important deadlines. Use your guidance counselor as a resource in this process. Schedule regular appointments with that counselor starting early in the school year. This is an exciting, although somewhat daunting, process. Good luck to you.

Check the following month-to-month calendar for important dates

September:
- Make appointment(s) to see school counselor
- Speak to the teachers you wish to write recommendations for you.
- Parents attend CHS College Night
- Attend CHS College Mini Fairs
- *Develop college list
- *Consider carefully your responsibilities if applying for Early Decision or Early Action
- *Visit college websites for information and applications
- *Begin organizing material for each college
- *Begin drafts of essays
- *Get off to a good start academically
- *Plan college visits

October:
- Work on college essays
- Review transcript with counselor
- Plan college visits and interviews (remember thank-you letters)
- Ask teachers for recommendations following school procedures
- Begin filling out applications
- If you apply Early Decision, be aware of deadlines
- Check your college requirements for SAT II
- File FAFSA or other appropriate financial aid form as soon as possible after October 1.
- Attend Financial Aid Night at CHS

November:
- Send Early Decision or Early Action Applications
- Submit secondary school/counselor evaluation forms as soon as they arrive
- Keep organized and up-to-date
- Check on dates for financial aid nights
- Research sources of private outside scholarships throughout the year—visit CHS website and NH Higher Education Assistance Foundation, 4 Barrel Court, Concord, NH, (225-6612) or outside Concord (1-800-525-2577)
- Complete CSS financial aid profile, if applicable

December:
- Finish all draft applications and essays - go over with counselor, teacher and/or parents
- Check all application deadlines
- Talk with graduates who are home from college
- Meet with your guidance counselor to request transcripts for January 1st college deadlines
January:
- Submit mid-year grade forms and stamped, addressed envelope to guidance office
- Finish other college applications
- Use career center software for scholarship search

February:
- Have mid-year forms sent
- Check/apply for private outside scholarships
- Use career center software
- Check AP Test deadlines
- Use February vacation to visit colleges again
- Fight Senioritis

March:
- Begin to narrow down your final college choice
- Send any new material which may help your application to colleges
- Check in Guidance for local scholarships

April:
- Review your college responses and aid offers with your parents and counselors
- Complete Internal Scholarship Common App for local scholarships
- Write withdrawal letters to colleges you will not attend
- Make final college decision
- You should have received your financial aid acknowledgement/Student Aid Report (SAR)
- Revisit colleges, if necessary, during April vacation
- Apply for local scholarships

May:
- Fill out dorm forms
- Check arrangements for Stafford Loan
- Register for courses
- Send original and signed SAR to your chosen college

June:
- GRADUATION
- HAVE A GREAT SUMMER!
- GOOD LUCK!
- ENJOY YOURSELF!
- SAVE FOR COLLEGE!
STATEMENT OF ACCREDITATION

Concord High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 Burlington Road
Bedford, Massachusetts 01730-1433
(781) 271-0022
www.neasc.org

NOTICE OF NONDISCRIMINATION

The Concord School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Bob Belmont, Director of Student Services
Concord School District
16 Rumford Street
Concord NH, 03301
(603) 225-0811
e-mail: bbelmont@sau8.org

COVER DESIGN:
Peri Ayan, Concord High School Student
ENROLLMENT & COURSE SIGN UP FORMS
GRADE 9 COURSE SELECTION WORKSHEET (page 1 of 2)

STUDENT NAME: _______________________________ CURRENT SCHOOL: ____________

Math teacher course recommendation: ___________________________________________

World Language teacher course recommendation: ________________________________

*If you receive special education services or support classes, these may be pre-loaded into your schedule.

COURSE SIGN UP: You must sign up for a minimum of 6 credits. If you have less than the 8 available credits, study halls will be added into your schedule.

<table>
<thead>
<tr>
<th>PRE-LOADED, REQUIRED COURSES</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit</strong></td>
<td><strong>Required Class</strong></td>
</tr>
<tr>
<td>1</td>
<td>English 9</td>
</tr>
<tr>
<td>1</td>
<td>Geography &amp; World Cultures</td>
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<tr>
<td>1</td>
<td>Next Generation Science I</td>
</tr>
<tr>
<td>.25</td>
<td>Health I</td>
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<tr>
<td>.25</td>
<td>Intro to PE</td>
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<td>.25</td>
<td>Fitness Components</td>
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<tr>
<td>1</td>
<td>Math (Please Select):</td>
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</tbody>
</table>

| PRE-LOADED, SUPPORT COURSES | |
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<tr>
<th>TOTAL REQUIRED CREDITS</th>
<th>TOTAL ELECTIVE &amp; MATH CREDITS</th>
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CHOOSING A MATH CLASS & YOUR ELECTIVES
CHS Program of Studies is available at CHS.SAU8.org/curriculum

**MATH** (1 credit)
You must select a math class from the list below:
- Algebra I
- Geometry
- Advanced Geometry

**ELECTIVES**

**ENGLISH**
- Journalism 0.5
- Sports Literature 0.5
- The Write Stuff 0.5
- Theater Studies 0.5

**LIFE STUDIES**
- Choosing a Career 0.25
- Peer-to-Peer 0.5

**MUSIC**
- String Orchestra 1.0
- High School Band 1.0
- Concert Choir 1.0
- Jazz Ensemble 1.0
- Color Guard/Majorettes 0.25
- Guitar I 0.5
- Guitar II 0.5
- History of Jazz & Rock 0.5
- Music Theory 0.5

**ELECTIVES**

**SCIENCE**
- Earth & Space Science 0.5
- Science of Sustainability 0.5

**SOCIAL STUDIES**
- Big History 1.0
- American Popular Culture 0.5

**TECHNOLOGY EDUCATION**
- Intro. to Woodworking 0.5
- Drafting I 0.5
- Drafting II 0.5

**WORLD LANGUAGE**
- French I 1.0
- French II 1.0
- Spanish I 1.0
- Spanish II 1.0
- Latin I 1.0
- Latin II 1.0
- German I 1.0
- German II 1.0
GRADE 9 COURSE SELECTION WORKSHEET (page 2 of 2)

COURSE REQUESTS MUST BE SUBMITTED THROUGH YOUR POWERSCHOOL ACCOUNT!

To enter course requests:
- Login to your PowerSchool account.
- Select “Class Registration”.
- Click on the pencil icon to view course in a subject area.
- Select desired courses in that subject area and click “OKAY”. NOTE: There may be more than one page of courses in a subject area.
- When you have selected all desired courses, click SUBMIT at bottom of page.
- CONGRATULATIONS! You have completed the course request process.

SIBLING VERIFICATION

If your 8th grade child has a sibling who already attends or will attend Concord High School next school year, please provide the following information. We collect this information in an effort to keep families assigned to the same Commons. Please indicate if you would prefer a different Commons.

<table>
<thead>
<tr>
<th>Sibling’s Full Name</th>
<th>Siblings Current Grade Level</th>
<th>Counselor and Commons (A,B,D)</th>
</tr>
</thead>
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SIGNATURES

Student Signature: ____________________________________________________ Date: ____________

Parent Check List:

☐ I have completed and submitted course requests on-line with my student.
☐ I have completed this worksheet but need assistance with entering it on-line because:
  ○ I do not have internet access
  ○ Other: ________________________________
☐ I have completed the Sibling Verification at the top of this form.

Parent Signature: ____________________________________________________ Date: ____________
Concord High School
10-12th grade Course Request Worksheet

Student Name: ___________________________ School Counselor: ________________

Current Grade: ____________ Grade Next Year: ____________

Courses requiring a pre-requisite should have your current teacher's initials.

<table>
<thead>
<tr>
<th>Course Number &amp; Course Title</th>
<th>Course Credit Value</th>
<th>Teacher Initials</th>
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</thead>
<tbody>
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TOTAL (CREDITS REQUESTED MUST BE AT LEAST 5)

Total credits requested must be at least five (5), but no more than eight (8). Study halls will be added to 9-10 grade course requests to fill all unscheduled periods.

Notes:
- ROPE equals 1 credit, but only meets for one period for a semester. If you are requesting this course, your total credits requested may equal up to 8.5 credits.
- Jazz Ensemble equals 1 credit, but meets outside of the school day. If you are requesting this course, your total credit requests may equal 9 credits.
- Use the course # and title PE1091 CHS Sport only if you intend to earn your junior or senior Phys. Ed. Requirement through a Concord High School sport instead of taking a PE course. CHS Sport does not count toward the five (5) “Total Credits Required” because it occurs outside the school day.
- All CRTC courses also require a separate application.
Course Descriptions are available at CHS.SAU8.org/curriculum

Student Signature: ________________________________________________________

Parent Signature: ________________________________________________________

Request Form Example

<table>
<thead>
<tr>
<th>Course Number &amp; Course Title</th>
<th>Course Credit Value</th>
<th>Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 1023 English 11</td>
<td>1</td>
<td>_______</td>
</tr>
<tr>
<td>SC 1133 Anatomy &amp; Physiology</td>
<td>1</td>
<td>_______</td>
</tr>
<tr>
<td>SS 1081 Street Law</td>
<td>.5</td>
<td>_______</td>
</tr>
<tr>
<td>SS 1041 Economics</td>
<td>.5</td>
<td>_______</td>
</tr>
<tr>
<td>MA 1013 Algebra 2</td>
<td>1</td>
<td>_______</td>
</tr>
<tr>
<td>WL 1033 French 3</td>
<td>1</td>
<td>_______</td>
</tr>
<tr>
<td>PE 1085 Orienteering/Project Adventure</td>
<td>.25</td>
<td>_______</td>
</tr>
<tr>
<td>LS 1061 Human Psychology</td>
<td>.5</td>
<td>_______</td>
</tr>
<tr>
<td>TE 1041 Architectural Drawing</td>
<td>1</td>
<td>_______</td>
</tr>
<tr>
<td>HE 1015 Health 2</td>
<td>.25</td>
<td>_______</td>
</tr>
</tbody>
</table>

TOTAL: 7 credits requested (must be at least 5)

COURSE REQUESTS MUST BE SUBMITTED THROUGH YOUR POWERSCHOOL ACCOUNT!

To enter course requests:
- Login to your PowerSchool account.
- Select “Class Registration”.
- Click on the pencil icon to view course in a subject area.
- Select desired courses in that subject area and click “OKAY”. NOTE: There may be more than one page of courses in a subject area.
- When you have selected all desired courses, click SUBMIT at bottom of page.
- CONGRATULATIONS! You have completed the course request process.
Graduation Planner – for Students Graduating 2022 and Beyond
(20 total credits is the minimum graduation requirement)
*The State of NH now requires that all students shall engage with and apply English & Math graduation requirements during every year they are enrolled in high school even if graduation competencies for English & math have been demonstrated. (See pg. 6 in the Program of Studies for more details.)

**English (4 credits)** [NH State Scholars: 4 Credits – Eng 9, Eng 10, Eng 11, Eng 12]
- English 9
- English 10
- English 11
- English 12 (.5 credits) ____________
- English 12 (.5 credits) ____________

**Mathematics (3 credits)** [NH State Scholars: 3 Credits – Alg I, Geometry, Alg II]
- Algebra
- Elective Math ____________
- Elective Math ____________

**Science (3 credits)** [NH State Scholars: 3 Credits – Next Generation Science I & II plus 1 credit of a science elective]
- Next Generation Science I
- Next Generation Science II
- Science Elective (.5 credits) or a full year 1 credit course
- Science Elective (.5 credits)

**Social Studies (2.5 credits)** [NH State Scholars: 3.5 Credits – Geography & Cultures, US History, Economics, Civics, and an additional Social Studies elective.]
- Geography (.5 credits)
- US History (1 credit)
- Economics (.5 credits)
- Civics (.5 credits)

**Information & Communication Technology (non-credit state graduation requirement)**
(This credit is met by passing a computer literacy test or by meeting this requirement previously in middle school, or through embedded technology in CHS classes)

**Health (.5 credits)**
- Health 1 (.25 credits)
- Health 2 (.25 credits)

**Art (.5 credits)** [NH Scholars: an additional .5 credit in Art]
- Elective Art, Music, or other eligible course (.5 credits) ____________

**Physical Education (1.5 credits)**
- Fitness Components (.25 credits)
- Elective PE (.25 credits) ____________
- Elective PE (.25 credits) ____________
- Elective PE (.25 credits) ____________
- Elective PE (.25 credits) ____________
- Elective PE (.25 credits) ____________

**Electives (5 credits)** [NH State Scholars: 2 years of a language other than English (must be in the same language)]

80
Graduation Planner – for Students Graduating Prior to 2022

(20 total credits is the minimum graduation requirement)

*The State of NH now requires that all students shall engage with and apply English & Math graduation requirements during every year they are enrolled in high school even if graduation competencies for English & math have been demonstrated. (See pg. 6 in the Program of Studies for more details.)

**English (4 credits)** [NH State Scholars: 4 Credits – Eng 9, Eng 10, Eng 11, Eng 12]

<table>
<thead>
<tr>
<th>Credit</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>English 9</td>
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<td>English 10</td>
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<td>English 11</td>
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<td>English 12 (.5 credits)</td>
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<tr>
<td></td>
<td>English 12 (.5 credits)</td>
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</tbody>
</table>

**Mathematics (3 credits)** [NH State Scholars: 3 Credits – Alg I, Geometry, Alg II]

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<tr>
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<td>Algebra</td>
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<td></td>
<td>Elective Math</td>
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<td>Elective Math</td>
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</tbody>
</table>

**Science (3 credits)** [NH State Scholars: 3 Credits – Biology, Chemistry, Physics]

<table>
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<tr>
<td></td>
<td>Biology</td>
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<td></td>
<td>Chemistry</td>
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<tr>
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<td>Physics</td>
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</tbody>
</table>

**Social Studies (2.5 credits)** [NH State Scholars: 3.5 Credits – Geography & Cultures, US History, Economics, Civics, and an additional Social Studies elective.]

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Geography (.5 credits)</td>
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<td></td>
<td>US History (1 credit)</td>
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<td>Economics (.5 credits)</td>
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<td>Civics (.5 credits)</td>
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**Information & Communication Technology (non-credit state graduation requirement)**

[This credit is met by passing a computer literacy test or by meeting this requirement previously in middle school, or through embedded technology in CHS classes]

**Health (.5 credits)**

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<tr>
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<td>Health 1 (.25 credits)</td>
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<td>Health 2 (.25 credits)</td>
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</table>

**Art (.5 credits)** [NH Scholars: an additional .5 credit in Art]

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<td></td>
<td>Elective Art, Music, or other eligible course (.5 credits)</td>
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**Physical Education (1.5 credits)**

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<tbody>
<tr>
<td></td>
<td>Fitness Components (.25 credits)</td>
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<td>Elective PE (.25 credits)</td>
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**Electives (5 credits)** [NH State Scholars: 2 years of a language other than English (must be in the same language)]

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