

**2020-2021**  
**Spaulding High School**  
**&**  
**R.W. Creteau Regional Technology**  
**Center**

**8th Grade Program of Studies**



**Spaulding High School**  
130 Wakefield Street  
Rochester, New Hampshire 03867  
[www.rochesterschools.com/SHS](http://www.rochesterschools.com/SHS)  
(603) 332-0757 fax: (603)330-0251

**R.W. Creteau Regional Technology Center**  
140 Wakefield Street  
Rochester, New Hampshire 03867  
(603) 332-0757 fax: (603)335-736

### **Administration**

Kyle Repucci - Superintendent of Schools  
Sandie MacDonald - Assistant Superintendent of Schools  
Justin Roy – Principal  
Margaret Callahan – Deputy Principal  
Jenna Kotsonis – Assistant Principal  
Jason Bushway – Assistant Principal  
Joanne Houston – Dean of Students  
Michele Halligan-Foley – Richard W. Creteau Director  
Kevin Hebert – Athletic Director  
Jeanne Civiello – Special Education Coordinator

### **Message from Administration**

*Dear Spaulding students and parents,*

*This Program of Studies (POS) is organized to offer you a clear understanding of the scope and diversity of courses offered at Spaulding High School. As you read through its pages, notice the courses are arranged by department, alphabetically, and also by career pathways. Descriptions of our grading policy, diploma requirements, guidance/counseling programs, and important post-secondary admissions information is also included.*

*While you make your selection of courses and programs for next year, be sure to discuss your options with your school counselor, homeroom advisor, and teachers. The final decision still remains a family discussion, but utilizing multiple sources of information is helpful. Be sure to keep this POS handy for the next week/months to come as it will serve as a valuable resource.*

*Good luck choosing your courses for the 2020 - 2021 school year. Please let us know if we can be of service to you in preparation for next year.*

*Warm regards,  
The Spaulding High School Administrative Team*

### **CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS**

Spaulding High School believes in promoting a safe and supportive community where all students are recognized and encouraged to develop their individual interests and talents. We provide an education that challenges students to think critically and creatively, communicate effectively, and work collaboratively.

We believe that by promoting a flexible, respectful, and challenging school environment that applies learning in authentic ways, students will be supported to become confident lifelong learners and contributing members of their communities.

#### **LEARNING EXPECTATIONS**

**Communication:** Students will communicate effectively through reading critically, and writing and speaking effectively.

**Creative and Critical Thinking:** Students will organize, analyze and synthesize information to create, apply and assess solutions.

**Collaboration:** Students will work with others towards a common purpose.

#### **SOCIAL RESPONSIBILITY**

**Habits of Learning:** Students will develop and apply the habits of learning that are essential lifelong skills.

**Career Development:** Students will explore their interests, develop their skills and abilities, and apply this learning in planning their future.

#### **CIVIC RESPONSIBILITY**

**Community:** Students will develop and exhibit values that embrace responsible citizenship and community involvement.

**School Counseling at Spaulding High School**

The Spaulding High School Counseling Department works to foster the academic, career, and personal/social development of all students. Utilizing the annual individual interview program, counselors work with each student to develop academic plans designed to facilitate the achievement of career and post-secondary goals. Academic strengths and weaknesses are reviewed, interests and abilities are explored, and options for the future are discussed during these individual planning sessions. Students are supported in the planning, monitoring and management of their own educational experiences. In addition to the individual interviews, counselors conduct small group meetings, parent-teacher-student conferences and personal counseling sessions for issues that interfere with academic success. Referrals to outside agencies are made to accommodate long term counseling needs.

The School Counseling Department offers a six-part college workshop series each year. Five of these workshops are held in the evening so that both parents and students may participate. The evening series incorporates all aspects of the college search, the application process, the financial aid application process, and both the analysis of financial aid offers and the availability of alternative funding sources. The daytime session is a roundtable discussion with recent Spaulding graduates who return to discuss their college experiences and offer advice.

**Who is My School Counselor?**

Counselors are assigned alphabetically according to the student's last name. This policy is in place to balance the number of students with whom each counselor works so that every student is able to get the attention they deserve.

**Your Team:**

<b>Assistant Principal</b>	<b>First Initial of Last Name</b>	<b>School Counselor</b>	<b>First Initial of Last Name</b>
Margaret Callahan (Deputy Principal) Joanne Houston (Dean of Students)	A – F	Mrs. Karen McDermott (Team Leader)	A - Cam
		Mrs. Katie Newbegin	Can - Fop
Jason Bushway	G – M	Ms. Erin Reinhard	For - Kel
		Ms. Ari Ragonese	Kem - Mol
Jenna Kotsonis	N – Z	Mrs. Jennifer York	Mom - Sim
		Mrs. Leah Anderson	Sin - Z
		Lauren Jerr  Extended Learning Opportunity Coordinator	

**Nondiscrimination Policy**

Spaulding High School, the Richard W. Creteau Regional Technology Center and the Rochester School Department do not discriminate in its education programs, activities or employment practices on the basis of **race, color, national origin, age, sex, disability, religion, marital status, or sexual orientation** under the provision of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of all Handicapped Children Act of 1975, or State Ed. Laws 303.01 and RSA 354-A. Furthermore, lack of English language skills will not be a barrier to admission and participation in any of the educational programs and activities held at or by Spaulding High School and the Creteau Technology Center.

Any person having inquiries concerning this system's compliance with the regulations implementing these laws may contact the following:

Christiane Allison, Special Education Director  
 Superintendent's Office  
 150 Wakefield Street  
 Rochester, New Hampshire 03867  
 (603) 332-3678

Any person wishing to file a grievance in regards to one of the above laws may follow the district's grievance procedure through either the district's website [www.rochesterschools.com](http://www.rochesterschools.com) (school board policy) the telephone hotline (603-335-7373), by completing a grievance form located in the school offices, or by verbally reporting to principal, counselor, school nurse, teacher, or the above listed coordinators. Any person may also contact the Assistant Secretary for Civil Rights, United States Department of Education or the Director, United States Department of Education. Office of Civil Rights, Region I, Boston Massachusetts.

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## Graduation Requirements & Grading System

Students are required to earn a minimum of **26 credits** to be awarded a Spaulding High School diploma.

<b>26 Credit Diploma</b>	<b>CREDITS FOR CLASS STANDING:</b>																														
<p><b>English (Language Arts): 4 credits</b></p> <p><b>Mathematics: 3 credits</b> Must include completion of Algebra and Geometry. Algebra credit can be earned through a sequential integrated, or applied program. Beginning with the class of 2019, students will “engage with and apply mathematics during every year they are enrolled.” (Courses that meet this requirement are denoted by a <math>\pi</math>) in the 4<sup>th</sup> math experience column in various department listings)</p> <p><b>Social Studies: 2.5 credits</b> All students must take US and NH History (1 credit); US and NH Government/Civics (1/2 credit); World History/Global Studies/Geography (1/2 credit); Economics, including personal finance (1/2 credit). <i>AFJROTC AS 220: Cultural Studies can be taken as a replacement for Global Studies. Modern World History ENR, Current Issues and Contemporary Problems HNR can be taken as a replacement for Global Studies. Marketing HNR can be taken as a replacement for Economics.</i></p> <p><b>Science: 3 credits</b> All students must take Physical Science (1 credit); Biological Science (1 credit); Science Elective (1 credit) Class of 2021: .5 credit Journey through Time: Geologic History and Evolution .5 credit Moving Earth and the Stars Above .5 credit Physics: Energy in Motion .5 credit Chemistry Matters 1 credit Biology Beginning with the class of 2022: students will be required to take 1 credit each of Earth Science, Physical Science, and Biology</p> <p><b>Arts Education: 1/2 credit</b> <b>Health Education: 1/2 credit</b> <b>Physical Education: 1 credit</b> <b>Electives: remaining credits</b> Digital Portfolio</p> <p style="text-align: center;"><b>State of New Hampshire 20 Credit Diploma Requirements</b></p> <p><b>English: 4 credits</b> <b>Math: 3 credits</b>, including algebra credit that can be earned through a sequential integrated, or applied program US and NH History: 1 credit US and NH Government/Civics: 1/2 credit Economics, including personal finance: 1/2 credit World History, Global Studies, or Geography: 1/2 credit <b>Physical Science: 1 credit</b> <b>Biological Science: 1 credit</b> <b>Science Elective: 1 credit</b> <b>Arts Education: 1/2 credit</b> <b>Physical Education: 1/2 credit</b> <b>Health Education: 1/2 credit</b> <b>Information and Communications Technologies: 1/2 credit</b> or demonstrated competency <b>Open Electives: remaining credits</b></p>	<p>Class standing is determined by the number of credits a student has at the end of a school year. Sophomore: 5 credits minimum Junior: 11 credits minimum Senior: 18 credits minimum <i>Graduation: 26 credits minimum</i></p> <p><b>Student performance is graded on the following scale:</b> A - Advanced B - Beyond Expectations C – Competent NYC - Not Yet Competent IWS - Insufficient Work Shown NG - No Grade W - Withdrawal WF - Withdrawal Failure</p> <p><b>Grade Point Average:</b> Grade point average (GPA) is the total number of grade points accumulated, using the weighted scale shown below, divided by the total number of credits attempted. The weighting used to determine GPA is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Letter Grade</th> <th>Standard</th> <th>ENR</th> <th>HNRS</th> <th>AP</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.0</td> <td>4.5</td> <td>5.0</td> <td>5.25</td> </tr> <tr> <td>B</td> <td>3.0</td> <td>3.5</td> <td>4.0</td> <td>4.25</td> </tr> <tr> <td>C</td> <td>2.0</td> <td>2.5</td> <td>3.0</td> <td>3.25</td> </tr> <tr> <td>NYC/W/P</td> <td colspan="4">No Weight</td> </tr> <tr> <td>IWS/WF/F</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>A weighted scale is used to reward students who challenge themselves by taking more rigorous classes. A student's class rank is determined by their cumulative GPA. All grades received outside of SHS are not calculated into GPA</p>	Letter Grade	Standard	ENR	HNRS	AP	A	4.0	4.5	5.0	5.25	B	3.0	3.5	4.0	4.25	C	2.0	2.5	3.0	3.25	NYC/W/P	No Weight				IWS/WF/F	0	0	0	0
Letter Grade	Standard	ENR	HNRS	AP																											
A	4.0	4.5	5.0	5.25																											
B	3.0	3.5	4.0	4.25																											
C	2.0	2.5	3.0	3.25																											
NYC/W/P	No Weight																														
IWS/WF/F	0	0	0	0																											

## State of New Hampshire 20 Credit Diploma Requirements

The State of New Hampshire 20 Credit Diploma, is granted to skill-level students, foreign exchange students, and home education students who meet the criteria for successful completion of their respective requirements for graduation. The diploma will state that it is modified. Spaulding High School students deemed eligible for the State of New Hampshire 20 Credit Diploma will participate in graduation ceremonies and events.

Each skills level student in line for a State of New Hampshire 20 Credit Diploma will have an IEP meeting set up by the Special Education Department to acknowledge diploma eligibility as it meets the needs of the student. This meeting will give the parent, student and involved personnel the opportunity to make the necessary changes to a standard diploma program if appropriate. Educationally disabled students who receive a State of New Hampshire 20 Credit Diploma will continue to be eligible for special education services until a 26 credit diploma, as defined by the Rochester School Board, is obtained or until they reach the age of 21 whichever comes first.

Students who are in the L.I.T.E. special education program will earn a Certificate of Achievement. Each skills level student in line for a Graduation Certificate will have an IEP meeting set up by the Special Education Department to acknowledge certificate eligibility as it meets the needs of the student. This meeting will give the parent, student and involved personnel the opportunity to make the necessary changes to a graduation program as appropriate. Educationally disabled students who receive a State of New Hampshire 20 Credit Diploma will continue to be eligible for special education services until a 26 credit diploma, as defined by the Rochester School Board, is obtained or until they reach the age of 21 whichever comes first.

### **Honor Roll & Honors Diploma**

To earn **High Honors** recognition for a given marking period, a student must earn no grade below A in any course and must be enrolled in a minimum of three full courses. To earn **Honors** recognition for a given marking period, a student must earn no grade below B in any course and must be enrolled in a minimum of three full courses. To earn an **HONORS DIPLOMA**, a student must earn a minimum of 75% of their credits at the ENR, H, or AP levels – and earn a cumulative GPA of 3.5 or higher.

## Academic Programs and Offerings

### **Raider Pathways**

The goal of the Spaulding High School Raider Pathways Program is to engage students by providing the supports and skills which allow them to find academic success. During the freshman year of the program, we focus on transitioning to the high school environment, core classes, work study habits, social and emotional learning, and goal setting. In Raider Pathways, staff focus on personalized learning paths to best meet the needs of individual learners. Smaller class sizes and shortened periods help provide a positive learning environment. Students in this program will also have the opportunity to take SHS electives and CTE courses. Raider Pathway students will earn credits towards a SHS diploma or a possible 20 credit diploma through Rochester Community Education (RCE).

### **Rochester Community Education**

The adult high school diploma, offered through Rochester Community Education, is an alternative for students that may not be able to earn the required credits needed to complete a Spaulding High School diploma by age 18. Students must be 16 years old to take courses through adult education (up to 3 credits may be accepted towards a Spaulding High School diploma). Students will continue to receive special education services if in Spaulding High School courses. Rochester Community Education holds a separate graduation ceremony than Spaulding High School.

### **Career Technical Education Programs**

SHS students can enroll – via application – in an array of **Career and Technical Education (CTE) programs** offered here at the Creteau Tech Center, at Dover High School, and at Somersworth High School. See pages 46 - 62 for more information.

### **College and Career Support**

Spaulding High School and the R.W. Creteau Technology Center provides a wide variety of college and career readiness supports. **Scoir and Career Cruising** are internet based college and career information software that can be used in school, home, or any place where there is an internet connection. These programs will help prepare students for college and the world of work. Each of these software platforms provide assessments and surveys identifying student's skills, aptitude, interests and values to help them learn more about themselves. Comprehensive college and career reports show school-to-major-to-career connections.

Spaulding High School and the R.W. Creteau Technology Center provide students the opportunity to get out into the community and explore career options. Making the connection between classroom instruction and the world of work is an important first step in choosing potential careers, high school pathways and planning for post-secondary/ career transition. Students interested in the programs listed below should see the ELO Coordinator for more information and application processes. Opportunities include: Learning Styles Inventory, Informational Interviews, Interest Inventory, Job Shadow, Extended Learning Opportunities, Internships, Technical Skills, Cooperative Education, Career Exploration, Community Service, Job Interviews, Job Search, College Information, Resume Writing, College Trips, Financial Aid.

### **Extended Learning Opportunities**

ELOs are approved alternative experiential learning opportunities which take place outside of the structured program of studies, but which align to existing course competencies and corresponding rubrics. The goal is for students to demonstrate their mastery of course competencies through extended learning: "through instruction or study outside of the traditional classroom methodology." (NHDOE) Students can complete up to 1 ELO credit during their duration at SHS. Students can earn 0.5 credits per ELO. The ELO Coordinator is located in The School Counseling office.

**Internship:** An internship with an employer that leads to academic credit or satisfaction of competencies.

**Independent Study:** Independent studies that lead to academic credit or satisfaction of competencies.

**Work Based Learning:** Employment activities not otherwise considered to be internships or apprenticeships and that leads to academic credit or satisfaction of course competencies.

### **Online Learning**

A range of online (or distance learning) opportunities are also available to SHS students via the **NH Virtual Learning Academy Charter School (VLACS)**. VLACS courses augment what we offer here at the high school. These courses can also be helpful when students face scheduling conflicts. Students interested in enrolling in VLACS courses should see their school counselor.

### **Credit Recovery**

Recovery is a web-based program that allows students to work independently during the school day (at a computer with supervision) to learn critical material and demonstrate the necessary learning to earn course credit.

**E-block (after school) recovery** is overseen by Spaulding faculty who teach in the department of the course being recovered and are offered throughout the school year.

**Summer School** – Contact the School Counseling Department or the summer school director for information.

### **Course Offerings**

Students wishing to pursue a higher level of rigor and intending to apply to four-year colleges with more competitive admissions may choose to enroll in courses designated as **ENRICHED (ENR)**. Grades in these courses are weighted more heavily in the calculation of a student's GPA (grade point average). Students wishing to pursue course offerings at the highest level of rigor and who have a record of strong academic achievement may qualify for and enroll in **Running Start/Dual Enrollment, HONORS (H)** and/or **ADVANCED PLACEMENT (AP)** courses. Grades in these courses are weighted most heavily in the calculation of a student's GPA.

Students with special needs or learning disabilities are placed in one of three tracks. Mainstreamed with accommodations and support is where the majority of special education students are placed and they earn a standard 26 credit diploma. **SKILLS** courses are for those students who are pursuing a Modified Diploma with interventions being part of each Skills level course. **L.I.T.E** is a self-contained program that focuses on daily living skills as well as social and academic needs. These students will attain a Certificate of Achievement. **G.O.S.T** is a program for students who have received their Certificate of Attendance and remain enrolled until age 21.

### **Advanced Placement (AP)**

Participating in the Advanced Placement (AP) Program gives students the opportunity to take rigorous college-level courses while still in high school. AP courses teach advanced writing skills, problem-solving skills, and study habits that will prepare you for college academics. Plus, taking demanding AP courses demonstrates your maturity, your willingness to push yourself intellectually, and your commitment to academic excellence, which can help you stand out in the college admissions process. The most competitive colleges expect prospective students to take advantage of available AP courses in high school. AP courses are offered globally, and are recognized by all colleges as being "the most rigorous" courses available on the high school level. These courses are listed in the program within its respective department and in the table below.

<b>Advanced Placement Offerings</b>				
Course	CRS #	Grade	Credit	Length
Art Studio 2-D Design AP	060094	10–12	2	Year
Art Studio 3-D Design AP	060114	10–12	2	Year
Art Studio Drawing AP	060134	10–12	2	Year
Biology AP	030044	11–12	2	Year
Calculus AP	020214	12	1	Semester
English Language & Composition AP	010074	12	2	Year
French AP	100114	11–12	2	Year
Micro & Macro Economics AP	040074	11–12	2	Year
Physics 1: Algebra Based AP	030144	12	1	Semester
Physics 2: Algebra Based AP	030154	12	1	Semester
Spanish AP	100314	11–12	2	Year
Statistics AP	020244	11	1	Semester
US History AP	040254	10–12	2	Year

Additional AP courses are available to Spaulding students through NH Virtual Learning Academy Charter School (VLACS). Students taking AP courses through VLACS must notify the AP Coordinator by October 1st. All Students are welcome to take AP courses. However, they should be prepared to face rigorous academic demands, as well as pre-AP preparation through prerequisite coursework and/or summer assignments. Students enrolled in AP courses are expected to take the relevant AP Exam at the conclusion of the course. You can earn credit and/or placement at most colleges and universities in the United States, and in 40 other countries, through qualifying exam grades. Each college sets its own AP policy. This information is available at the institution's own website, or by using the search at [www.collegeboard.com/ap/credit policy](http://www.collegeboard.com/ap/credit policy).

### Move on When Ready (MOWR)

Students should enroll in a MOWR course with the expectation of engaging in self-direction, collaboration with peers, personalized learning, and real world application to the course content. Students will be expected to work independently with rigorous content while utilizing time management skills.

MOWR Offerings				
Course	CRS #	Grade	Credit	Length
English 3	0100515	11	1	Semester
English 3 ENR	0100525	11	1	Semester
English 4	0100715	12	1	Semester
English 4 ENR	0100725	12	1	Semester
Algebra 2	0201515	10-12	1	Semester
Algebra 2 ENR	0201525	10-12	1	Semester
Algebra 2 HNR	0201535	10	1	Semester
Calculus AP	020214	12	1	Semester
Calculus ENR	020212	11-12	1	Semester
Pre-Calculus ENR	0202625	11-12	1	Semester
Pre-Calculus HNR	0202635	11-12	1	Semester
Trigonometry	0201715	11-12	1	Semester
Trigonometry ENR	0201725	10-12	1	Semester
Trigonometry HNR	0201735	11-12	1	Semester
Anatomy & Physiology I HNR	0300135	11-12	1	Semester
Anatomy & Physiology II HNR	0300235	11-12	1	Semester
Biology	0305015	10-12	2	Semester
Biology ENR	0305025	10-12	1	Semester
Biology HNR	0300335	10-12	1	Semester
Biology AP	030044	11-12	1	Year
Human Biology ENR	0300325	10-12	1	Semester
Human Biology II ENR	0304425	11-12	1	Semester
Marine Science ENR	030362	11-12	1	Semester
Marine Science HNR	030363	11-12	1	Semester
Economics	040371	10-12	1/2	Quarter
Economics ENR	0400725	11-12	1	Semester
US History (previously US History 2)	040381	9-12	1	Semester
US History (previously US History 2 ENR)	040382	9-12	1	Semester
US History 2 HNR	040333	11-12	1	Semester
Spanish 1 ENR	100242	10-12	1	Semester

### Dual Credit/Running Start/College Credit Offerings

The New Hampshire Running Start Program is a higher education initiative for high school students to enroll in college courses offered by the N.H. Community Technical College System as well as other colleges and universities at a significant reduction in tuition. The courses earn dual credit, high school and college. The courses are taught by selected Spaulding High faculty who meet or exceed the qualifications of the institution(s) granting credit.

- College credit can be used to continue study at 2 or 4-year N.H. Community College, 4-year College of the University of New Hampshire System, other colleges and universities, and is potentially transferable.
- Accelerates the process of higher education
- Significant savings on a college education



SHS & CTC Course	Post-Secondary Course	Post-Secondary Partner	College Credits	Type of Credit
Accounting I	ACCT 113 Accounting / Financial Reporting I	Great Bay Community College	3	RS
Accounting II	ACCT 213 Accounting / Financial Reporting II	Great Bay Community College	3	RS
Advanced Drawing HNR	ARTS 123G- DRAWING I	Great Bay Community College	3	RS
AFJROTC – any three courses	OL 105 Foundations of Management	Southern New Hampshire University	2	A
AFJROTC – any four courses	OL 215 Principles of Management	Southern New Hampshire University	3	A
Architecture/Mechanical Engineering I	AEDD 105 CAD Graphics	Southern Maine Community College	3	A
Automotive Service Technology II	AUTO 1011 Automotive Maintenance and Light Repair	Manchester Community College	4	RS
Business Management	BUS 114 Management	Great Bay Community College	3	RS
Calculus AP	MAT225 Calculus 1: Single-Variable Calculus	Southern New Hampshire University	3	DE
Calculus ENR	MAT225 Calculus 1: Single-Variable Calculus	Southern New Hampshire University	3	DE
College Composition	ENG 110 College Composition I	Great Bay Community College	3	RS
Computer Technology II	IST 113 IT Essentials	Great Bay Community College	3	RS
Criminal Law & Procedure	CRJM 121G Criminal Procedure	Great Bay Community College	3	RS
Criminology	CRJM 150 Criminology	Great Bay Community College	3	RS
Digital Photography & Video Production Technology I	ARTS 2120 Intro to Digital Photography ARTS 2130 Advanced Digital Photography	Lakes Region Community College	3 3	RS
Entrepreneurship: Small Business Management	BUS 205 Small Business Management	Great Bay Community College	3	RS
Foundations of Education I	TCHP 101G Foundations of Education	Great Bay Community College	3	RS
Foundations of Education II	TCHP 201G The Teaching & Learning Process	Great Bay Community College	3	RS
Graphic Design & Print Technology II	GRC 176 Photoshop I	Central Maine Community College	3	RS
Health Science Technology II	AHLT 110 Medical Terminology	Great Bay Community College	3	RS
Heating, Vent, Air Cond, Refrigeration I & II	HVAC 101 Intro to HVAC Systems HVAC 114 Heating Theory I	Manchester Community College	3 3	A
Human Growth & Development	DEV 106 Child Development	Southern New Hampshire University	3	DE
International Business	BUS 209 Principles of Global Business	Great Bay Community College	3	RS
Introduction to Business	BUS 100 Intro to Business	Great Bay Community College	3	RS
Intro to Criminal Justice	CRJM 101 Intro to Criminal Justice	Great Bay Community College	3	RS
Juvenile Justice	CRJM 210G Juvenile Justice	Great Bay Community College	3	RS
Marketing	MKTG 125 Principles of Marketing	Great Bay Community College	3	RS
Personal Finance	ECON 225 Personal Finance	Great Bay Community College	3	RS
Precision Machining II	MTTN 111 Machine Tool Process & Theory	Nashua Community College	7	RS
Quantitative Reasoning ENR	MATH 145G Quantitative Reasoning	Great Bay Community College	3	RS
Restaurant Management I & ServSafe Certified	Restaurant Development & Strategic Planning	Great Bay Community College	3	RS
	CULA 112 Intro. to Hot Food Production		3	A
	CULA 117 Intro. to Baking	White Mountain Community College	3	A
	Food Service Sanitation II		3	A
US History II Honors	HIS 114 US History II	Southern New Hampshire University	3	DE

RS= Running Start DE= Dual Enrollment A= Articulation

### **NH Scholars Program**

Courses which qualify for NH Scholars are denoted by an asterisk \* next to the course description. It is the student's responsibility to be sure they meet requirements by senior year. To qualify for the NH Scholars Program, the following core curriculum must be met:

<b>NH Scholars Programs</b>				
Requirement	<b>NH Scholars</b>	<b>with Arts emphasis</b>	<b>with STEM emphasis</b>	<b>with STEAM emphasis</b>
GPA	2.8	3.2	3.2	3.2
English	4 credits	4 credits	4 credits	4 credits
Math	<b>4 credits</b> (including Algebra 1, Geometry, Algebra 2, and 1 additional course)	<b>4 credits</b> (including Algebra 1, Geometry, Algebra 2, and 1 additional course)	<b>4 credits</b> (including Algebra 1, Geometry, Algebra 2, and 1 additional course)	<b>4 credits</b> (including Algebra 1, Geometry, Algebra 2, and 1 additional course)
Science	<b>3 credits of lab sciences</b> (including Biology and 2 additional lab courses)	<b>3 credits of lab sciences</b> (including Biology and 2 additional lab courses)	<b>4 credits of lab sciences</b> (including Biology, 2 additional lab courses, and 1 elective Science)	<b>4 credits of lab sciences</b> (including Biology, 2 additional lab courses, and 1 elective Science)
Social Studies	<b>3.5 credits</b>	<b>3.5 credits</b>	<b>3.5 credits</b>	<b>3.5 credits</b>
World Languages	<b>2 years</b> (same World Language)	<b>2 years</b> (same World Language)	<b>2 years</b> (same World Language)	<b>2 years</b> (same World Language)
Other		<b>2 credits chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, Family Consumer Science, etc.</b>	<b>1 credit (or more) chosen from Technology, Engineering, Computers, Advanced Manufacturing, Science, Math, Accounting, etc.</b>	<b>2 credits from chosen ARTS &amp; 1 credit (or more) chosen from STEM</b>

### **Add/Drop Policy**

The Spaulding High School administration makes every effort to create optimal schedules for students – and school counselors are available before each semester or quarter begins (including throughout the summer) to make appropriate/necessary changes (where possible) before new classes begin. **Once a course has started, students may not make schedule changes – except in the most extenuating of circumstances (e.g., the student is clearly enrolled in the wrong level of a course).** Only with permission of the administration (after consultation with the teacher(s), the student, and his/her school counselor, assistant principal, and parents) will schedule changes be permitted after the start of a class. Students must continue to attend all classes while in the process of attempting a schedule change.

### **NCAA Requirements**

**NCAA REQUIREMENTS:** Students seeking to play sports at the Division I or II levels and to be eligible for financial aid, practice, and competition during the first year must (1) complete the NCAA online Eligibility Request Form (2) graduate from high school, (3) present a minimum grade point average in core courses, and (4) present a minimum combined test score on the SAT I critical reading and math sections. For more information and up to date details please go to [www.ncaa.org](http://www.ncaa.org).



## **Planning for the Next Four Years**

### **Freshman Year**

Review & update your four-year plan with your present career interest in mind. Discuss your plan with your school counselor at your annual meeting.. Challenge yourself with high level courses, attend classes regularly, complete assignments, and reassess when necessary.

Take advantage of opportunities in your freshman classes to prepare for the future by gaining awareness of your interests, abilities, and the marketplace demands.

Based on your awareness, we suggest you focus your career goals in one or two career areas.

Take classes designed to increase your understanding and appreciation of those careers.

### **Sophomore Year**

Review & update your four-year plan with your school counselor at your sophomore interview in November/December.

Take exploratory classes related to your career interests.

Continue to challenge yourself with high level courses.

Participate in informational interviewing and/or job shadowing with professionals in the fields of work that interest you.

Consider technical programs offered at Spaulding, Dover, or Somersworth High Schools.

Take the Fall PSAT at Spaulding High School.

### **Junior Year**

Attend your junior interview with your school counselor.

Be sure to thoroughly discuss career and college options.

Take advantage of classes related to your career choice.

Participate in a Job Shadow, Internship, or Co-operative Education.

Take the fall PSAT/NMSQT at Spaulding High School.

Meet with college, community/technical school, or military representatives.

Consider taking the ASVAB when offered.

Attend Junior College Night in March: "Embarking on the Search"

Prepare for SAT1 and/or SAT subject test in the spring.

Research and visit colleges. Explore employment options.

Heading into your senior year, DO NOT TAKE A REDUCED COURSE LOAD.

Challenging courses show employers and colleges that you are a mature responsible candidate for employment or college entrance.

### **Senior Year**

Meet with your school counselor in September for your senior interview and to complete your Intent to Graduate form.

Request recommendations from your counselor and teachers early. Know your application deadlines.

In order to be prepared for success on the job or at college, take demanding courses in subject areas related to your career cluster choice.

Participate in a Job Shadow, Internship, or Co-operative Education.

Take advantage of the "College Admission Workshop Series" offered by the Spaulding School Counseling Department

Complete the college application process. Apply for financial aid and submit local scholarship applications.

If college is not in your immediate future, begin to research and interview for employment

### **College and Career Planning**

Although Spaulding's graduation requirements are posted on page four, fulfilling these minimum graduation requirements will not necessarily meet the admissions requirements of many colleges. The recommended credits for admission to post-secondary schools are as follows:

	English	Math	Science	Social Studies	World Languages
Two-Year/Tech Colleges	4	2-3	1-3	3	0-2
Four-Year Colleges	4	3-4	2-4	3	2-4
Highly Selective Colleges	4	4-5	3-4	3-4	4-5

\*These credits vary with the intended area of specialization of each student as well as with the demands of each school. See your school counselor for information about specific requirements for your program/school of interest. See your Career Tech Director for specifics about CTE Programs and options.

**Spaulding High School Academic Planning Worksheet**

<b>First Year</b>	<b>Third Year</b>
Math:  English:  Science:  Social Studies:  Fine Arts:  Health:  Electives:  Extra-Curricular Activities:  Notes:	Math:  English:  Science:  Social Studies:  Fine Arts:  Tech Classes:  Electives:  Extra-Curricular Activities:  Notes:
<b>Second Year</b>	<b>Fourth Year</b>
Math:  English:  Science:  Social Studies:  Fine Arts:  Tech Classes:  Electives:  Extra-Curricular Activities:  Notes:	Math:  English:  Science:  Social Studies:  Fine Arts:  Tech Classes:  Electives:  Extra-Curricular Activities:  Notes:

## **AFJROTC Aerospace Science and Leadership Education**

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a program designed to develop citizens of character dedicated to serving their nation and community. There is no military obligation associated with this program. Each AFJROTC class consists of three components— aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, is primarily embedded in the leadership education series of courses, while sense of service and education in science and technology related aerospace science is primarily found in the aerospace science series of courses. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace education which may also include flights on civilian or military aircraft. AFJROTC units also offer the opportunity to participate in co-curricular activities to include competition drill team, remote control aircraft and rocketry clubs, cadet leadership courses, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and helps instill a sense of civic pride and citizenship. AS 220 Cultural Studies can be a substitute for Global Studies. While there is no military obligation associated with AFJROTC courses, there are several benefits available to students interested in military service. Students interested in pursuing a commission have added opportunity to apply for admission to a service academy and compete for college ROTC scholarships. Students who enlist graduate from basic training at one or two higher pay grades than other graduates (depending on branch of service). **Students who complete three AFJROTC courses earn two college credits in the Southern New Hampshire University course OL 105 Foundations of Management. Students who complete four AFJROTC courses earn three college credits in SNHU course OL 215 Principles of Management**

Course	CRS#	Grade	Credit	Length	4 <sup>th</sup> Math Experience
AS 100 Journey Into Aviation History 1	050241	9-12	1	Semester	
AS 100 Journey Into Aviation History 2	050251	9-12	1	Semester	
+AS 200: The Science of Flight: A Gateway to New Horizons	050191	9-12	1	Semester	π
AS 220: Cultural Studies: An Introduction to Global Awareness	050181	9-12	1	Semester	
+AS 300 Exploring Space: The High Frontier	050201	9-12	1	Semester	
+ENR or HNR credit available with contract					

### **\*AS 100: A JOURNEY INTO AVIATION HISTORY 1**

CRS 050241 Grades 9-12 CR 1 S 1 block

Aviation History 1 is not required before taking Aviation History 2. The courses can be taken in any order.

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation. Throughout the course, there are readings, videos, hands on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Leadership education, drill, and health and wellness are integral parts of the course.

### **\*AS 100: A JOURNEY INTO AVIATION HISTORY 2**

CRS 050251 Grades 9-12 CR 1 S 1 block

Aviation History 1 is not required before taking Aviation History 2. The courses can be taken in any order.

This aviation history course focuses on the transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Leadership education, drill, and health and wellness are integral parts of the course.

### **AS 200: THE SCIENCE OF FLIGHT: A GATEWAY TO NEW HORIZONS +ENR or HNR credit available with contract**

CRS 050191 Grades 9-12 CR 1 S 1 block

This is an introductory course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. Leadership education, drill, and health and wellness are integral parts of the course. ENR or HNRS credit available with contract.

### **AS 220: CULTURAL STUDIES: AN INTRODUCTION TO GLOBAL AWARENESS**

CRS 050181 Grades 9-12 CR 1 S 1 block

This is a customized and introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials. Leadership education, drill, and health and wellness are integral parts of the course. Note: This class will fulfill the Global Studies requirement for graduation.

### **AS 300: EXPLORING SPACE: THE HIGH FRONTIER +ENR or HNR credit available with contract**

CRS 050201 Grades 9-12 CR 1 S 1 block

This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the earliest days of interest in astronomy and early ideas of the heavens and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. Studies of Earth include plate tectonics and other Earth Science concepts. Manned spaceflight focuses on the Space Shuttle, space stations and beyond. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. Leadership education, drill, and health and wellness are integral parts of the course. ENR OR HNR credit available with contract.

## Art Department

Art classes offer students the opportunity to be creative using a variety of materials and techniques. Strong craftsmanship, careful planning and original ideas are requirements for all art classes. Students are expected to complete formative and summative assessments according to the art department competencies. *Note: All art courses will fulfill the State of New Hampshire graduation requirement for 1/2 credit in fine arts.*

Course	CRS#	Grade	Credit	Length	College Credit Opportunity	4 <sup>th</sup> Math Experience
Art 1	060011	9-12	1	Semester		
Art 2	060031	9-12	1	Semester		
Ceramics	060201	9-12	1	Semester		
Commercial Design (offered 20-21)	060241	9-12	1	Semester		π
Jewelry & Glass (offered 21-22)	060231	9-12	1	Semester		
Painting and Drawing	060171	9-12	1	Semester		
Sculpture	060211	9-12	1	Semester		

**ART 1**  
 CRS 060011 Grades 9-12 CR 1 S 1 block  
 This is a beginning course which includes study of the basic elements of Art: line, color, shape/form, pattern, texture, space and value. Students will develop drawing and designing skills and experience various techniques in the areas of drawing, painting, sculpture, printmaking and ceramics. **Note: This class will fulfill the fine arts requirement for graduation.**

**ART 2**  
 CRS 060031 Grades 9-12 CR 1 S 1 block  
 PREREQUISITE: Art 1  
 This is a continuation and expansion of Art 1, media and techniques. The following areas are included: drawing, painting, printmaking, three-dimensional design and ceramics.

**CERAMICS**  
 CRS 060201 Grades 9-12 CR 1 S 1 block  
 PREREQUISITE: Art 1  
 This course includes both hand-built and wheel-thrown pottery techniques. Students are expected to plan their projects, practice ceramic techniques, and help recycle clay and care for the ceramics studio. Students are required to develop original ideas and to complete formative and summative assessments according to the competencies.

**COMMERCIAL DESIGN (π)**  
 CRS 060241 Grades 9-12 CR 1 S 1 block  
 PREREQUISITE: Art 1  
 This course is an introduction to a variety of commercial art, illustration and design applications, including: typestyle and font design, logo design, illustration and package design, sign design and other graphic and industrial design projects. Topics explored in Commercial Design provide students with opportunities for success in high school mathematics, critical thinking, and problem solving. This course fulfills the requirement for the 4<sup>th</sup> Math Experience. **Note: this course will run in alternating years. It will be offered for the 2020-2021 school year**

**JEWELRY & GLASS**  
 CRS 060231 Grades 9-12 CR1 S 1 block  
 PREREQUISITE: Art 1  
 Students taking this course will learn to create jewelry from everyday objects using glass, clay, metal, wire, plaster and paper to list a few. Experience the process of small scale production while creating necklaces, pendants, bracelets, beads, rings, and ornamental items. Students are required to develop original ideas and to complete formative and summative assessments according to the competencies. **Note: this course will run in alternating years. It will be offered for the 2021-2022 school year**

**PAINTING AND DRAWING**  
 CRS 060171 Grades 9-12 CR 1 S 1 block  
 PREREQUISITE: Art 1  
 Advanced drawing and painting skills are expected of students who enroll in this course. This course may cover still-life, landscape, figure and portrait drawing with pencil, ink, conte, watercolor, pastels and acrylics. Students are required to develop original ideas and to complete formative and summative assessments according to the Art Department competencies. Note: Fulfills the State of New Hampshire graduation requirement for ½ credit in the fine arts.

**SCULPTURE**  
 CRS 060211 Grade 9-12 CR 1 S 1 block  
 PREREQUISITE: Art 1  
 Students who take this course learn to make three-dimensional objects. Sculptural techniques include modeling, carving and construction. Materials used may include wire, plaster and papier-mâché, etc. Study of historic sculpture and sculptors is introduced when appropriate. Students are required to develop original ideas and to complete formative and summative assessments according to the competencies.

## English Department

Competency in English requires the development of reading, writing, speaking and listening skills. Courses offered seek to enhance students' abilities in these areas. The selection of materials attempts to serve students' interests and comprehension. Because of the complexity of the world, the English Department maintains a solid but flexible program "to prepare each individual to meet the changing problems of living by training individuals to think critically, to recognize opinion, to make judgments based upon humanitarian principles, to maintain a positive attitude, and to have a feeling of achievement." Please note graduation requirements on page 3. ENR and HNRS credit is available for some courses. Students who have a particular interest area may take additional elective courses.

- Students will not take English 2 until they pass English 1.
- Students will not take two core English classes in a semester. Students may simultaneously take a core English and an elective.
- Students who take ESOL fulfill a core English requirement.
- Students will have required summer reading in honors level classes.

Course	CRS#	Grade	Credit	Length	College Credit Opportunity
English 1	010011	9	1	Semester	
English 1 ENR	010012	9	1	Semester	
English 1 HNR	010013	9	1	Semester	
Freshman Literacy Seminar	010071	9	1/2	Semester Mini	
Yearbook ENR	010212	9-12	1	Semester	
ESOL – Q English for Speakers of Other Languages	130051	9-12	½	Quarter	
ESOL – S English for Speakers of Other Languages	130031	9-12	1	Semester	
ESOL – Y English for Speakers of Other Languages	130011	9-12	1	Year	

### \* ENGLISH 1

CRS 010011 Grade 9 CR 1 S 1 block

English 1 includes a study of grammar, usage & mechanics, vocabulary, composition, speech, literary terms, and the PACE \* assessment. English 1 students will complete a short story unit and literary selections may include, but are not limited to: *The Tragedy of Romeo and Juliet*, *Sunrise over Fallujah*, *House on Mango Street*, *Anthem*, and *Animal Farm*.

### \* ENGLISH 1 ENR

CRS 010012 Grade 9 CR 1 S 1 block

PREREQUISITE: Teacher recommendation.

The curriculum includes an intensive study of grammar, usage & mechanics, vocabulary, speech, composition, literature, and the PACE assessment. Short story and literary selections may include, but are not limited to: *The Tragedy of Romeo and Juliet*, *The Other Wes Moore*, *Anthem*, *Cheaper by the Dozen*, *Animal Farm*, and mythology.

### \* ENGLISH 1 HNR

CRS 010013 Grade 9 CR 1 S 1 block

PREREQUISITE: Teacher recommendation

The curriculum includes an intensive study of grammar, usage & mechanics, vocabulary, speech, composition, literature, and the PACE assessment. In addition to a study of the elements of the short story, students will read *The Tragedy of Romeo and Juliet*, *The Other Wes Moore*, and *Great Expectations*. Additional texts may include: mythology, *Anthem*, and *Animal Farm*. **Note: Summer reading is required.**

### FRESHMAN LITERACY SEMINAR

CRS 010071 Grade 9 CR ½ S-mini 1 Block

This course is designed to prepare students for English I, but does not satisfy the English I requirement. Students who take this course will learn techniques for succeeding in reading and writing at the high school level. Students will engage in a variety of writing and grammar exercises to gain the necessary skills to generate organized, well-written work. Additionally, students will read a variety of short stories, poems, and other texts in order to become familiar with the elements of literature and develop analytic skills, thereby improving reading comprehension. **Note: In order to take this course, permission must be granted from the following team of people: parent, student, teacher, school counselor, and administrator.**

### YEARBOOK ENR

CRS 010212 Grades 9-12 CR 1 S 1 block

PREREQUISITE: B or better in English. Students enrolled in this course will develop an understanding of the many aspects of producing the SHS Yearbook. Some of the many aspects are: marketing, business relations skills, advertising, interviewing, accounting, editing, final cropping, designing layouts and cooperative learning skills. Students who successfully complete this course are invited to apply to be an editor the following year and take the Yearbook 2 course

### \* ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL-Q) QUARTER COURSE

CRS 130051 Grade 9-12 CR 1/2 Q 1 block

### \* ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL-S) SEMESTER COURSE

CRS 130031 Grade 9-12 CR 1 S 1 block

### \* ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL-Y) YEAR COURSE

CRS 130011 Grade 9-12 CR 1 Y mini block

This course is open to beginning through advanced students who need support in using the English language in the curriculum. Reading comprehension, writing, grammar, vocabulary, and English literature will be studied. Students will have individual goals based on their English proficiency. Their curriculum materials may be modified, and they will receive extra instruction for their mainstream classes.

### Family Consumer Science

The Department of Family and Consumer Sciences faces the responsibility of providing for and enhancing the intellectual, social and moral development of youth today. The department maintains a flexible program to help each student meet the changing problems of living in contemporary society. Each course assists students in evaluating their own resources and attitudes, obtaining new skills and setting priorities in their lives.

Course	CRS#	Grade	Credit	Length	College Credit Opportunity
Creative Stitching 1	090051	9-12	1	Semester	
Exploring Childhood	090111	9-12	½	Quarter	
Housing and Home Decor	090171	9-12	1	Semester	
Introduction to Foods	090211	9-10	½	Quarter	

#### CREATIVE STITCHING 1

CRS 090051 Grades 9-12 CR 1 S 1 block

Emphasis in this course is on the fundamental techniques of sewing.

Students learn by constructing garments, holiday decorations and small projects such as stuffed animals, sweats, sport bags, cross stitch, pillows, picture frames and a whole lot more!

#### EXPLORING CHILDHOOD

CRS 090111 Grades 9-12 CR 1/2 Q 1 block

How children learn and grow is the focus of this course. Students will learn how children develop intellectually, physically, socially, and emotionally. This will be an activity-oriented course with creative projects and hands-on activities that can be used with children.

#### HOUSE AND HOME DECOR

CRS 090171 Grades 9-12 CR 1 S 1 block

Students in this class will be introduced to many different architectural designs and styles of housing. They will develop their own personal sense of style through the study of color and design. They will also learn to decorate a condo, apartment or home so that it is a reflection of them. **Note: This class will fulfill the fine arts requirement for graduation.**

#### INTRODUCTION TO FOODS

CRS 090211 Grade 9-10 CR 1/2 Q 1 block

This course focuses on the fundamental cooking techniques. While cooking, you will learn proper measuring skills, knife handling techniques, kitchen safety, sanitation, and basic cooking methods.



### Mathematics Department

The goal of the Mathematics Department is to provide a complete, in-depth program of studies that best meets the needs of the individual student. Three levels accomplish this goal: 1) **Standard**, 2) **Enriched** and 3) **Honors**. Refer to the Math Flow Chart to see course sequences.

**Standard** math courses are intended for students who desire to attend a two-year technical college or a four-year college in a non-math related field. Eighth graders that have successfully completed 8th grade math but who are not ready for Algebra as ninth graders may be recommended to take Pre-Algebra or Algebra A by their eighth grade math teacher. Students that have completed Algebra A and Algebra B will have covered the concepts in Algebra 1 course.

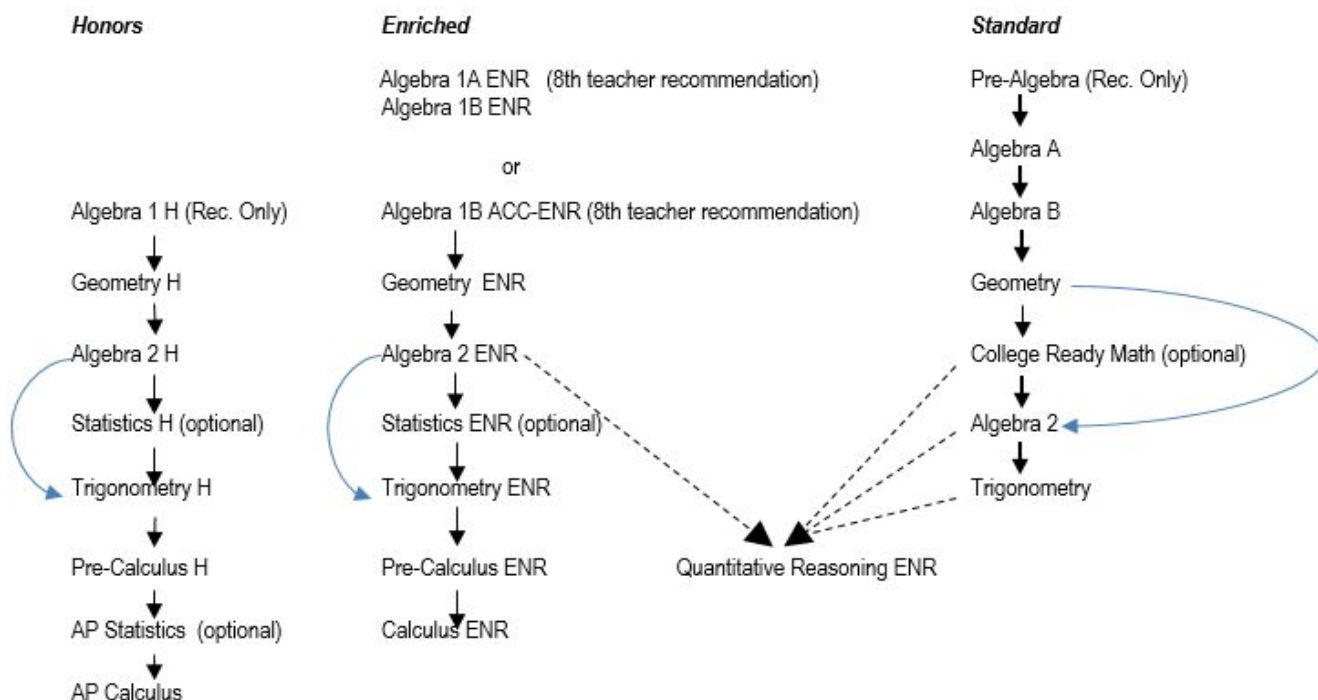
**Enriched** math courses are intended for students who plan to attend a community college or a university. Eighth graders that have successfully completed 8th grade math or struggled with Grade 8 Algebra are advised to elect Algebra 1A ENR & Algebra 1B ENR as ninth graders. Eighth graders that have completed Algebra 1A ENR may be recommended to take Algebra 1B ACC ENR and Geometry ENR as ninth graders. Final course and level placement is determined by the eighth grade math teacher.

**Honors** math courses are intended for students who plan to attend a college or university and desire to take Advanced Placement Statistics or Advanced Placement Calculus as high school seniors. Eighth graders that have completed Grade 8 Algebra 1A ENR with an A and have a teacher recommendation are advised to elect Algebra 1 HNR & Geometry HNR as ninth graders.

**NOTE:** Although the competencies may be the same for all levels, the manner in which you are assessed and demonstrate knowledge will be differentiated. Students who elect to take this course at higher levels should expect greater rigor, increased pacing and more independent learning experiences. Students will be expected to demonstrate greater depth of understanding and the ability to communicate course content effectively.

	Honors	Enriched Accelerated	Enriched	Standard Options	
Freshman Year	Algebra 1 HNR Geometry HNR	Algebra 1B ACC-ENR Geometry ENR	Algebra 1A ENR Algebra 1B ENR	Algebra A Algebra B	Pre-Algebra Algebra A
Sophomore Year	Algebra 2 HNR Statistics HNR (optional)	Algebra 2 ENR Trigonometry ENR	Geometry ENR Algebra 2 ENR	Geometry Algebra 2	Algebra B Geometry
Junior and Senior Year	Students should elect courses using the flowchart below. Please follow all prerequisites and recommendations listed in the course descriptions. All students are required to “engage with and apply mathematics during every year they are enrolled.” (Courses that meet this requirement are denoted by a (π) in the 4 <sup>th</sup> math experience column in various department listings)				

**Mathematics Department Flow Chart**



Note: Geometry is the minimum requirement for graduation.

Note: Students are recommended to elect their math courses in sequential semesters to avoid gapping.

Note: Students are encouraged to change levels based on teacher recommendation (dashed arrows). Please see Guidance for the correct form for All Level changes

Note: SAT test topics are covered through Algebra 2

Course	CRS#	Grade	Credit	Length	College Credit Opportunity
Algebra A	020041	9-10	1	Semester	
Algebra B	020081	9-10	1	Semester	
Algebra 1A ENR	020071	9	1	Semester	
Algebra 1B ENR	020091	9	1	Semester	
Algebra 1B Accelerated ENR	020092	9	1	Semester	
Algebra 1 HNR	020093	9	1	Semester	
Geometry ENR	020112	9-10	1	Semester	
Geometry HNR	020133	9	1	Semester	
Pre-Algebra	020021	9	1	Semester	

#### \*ALGEBRA A

CRS 020041 Grades: 9-10 CR 1 S 1 block

PREREQUISITE: Pre-Algebra or 8th grade math teacher recommendation. This course expands on the ideas learned in Pre- Algebra and 8<sup>th</sup> grade math. Algebra A topics include: properties of arithmetic, expressions, ratios and proportions, linear equations and inequalities, graphs and lines, systems of linear equations and inequalities, and an introduction to functions. **Note: Students are recommended for Algebra A and B by their eighth grade math teacher. Students that successfully complete Algebra A and B will have covered the concepts of Algebra 1.**

#### \*ALGEBRA B

CRS 020081 Grades: 9-10 CR 1 S 1 block

PREREQUISITE: Algebra A or recommendation of the Algebra 1A ENR teacher. This course expands on the ideas learned in Algebra A. Algebra B topics include: non-linear equations, exponents and radicals, polynomials and quadratics, data analysis, statistics, and probability. **Note: Students are recommended for Algebra A and B by their eighth grade math teacher. Students that successfully complete Algebra A and B will have covered the concepts of Algebra 1.**

#### \* ALGEBRA 1A ENR

CRS 020071 Grades 9-10 CR 1 S 1 block

PREREQUISITE: 8th grade math teacher recommendation

This course is a rigorous study of topics that include: properties of arithmetic, expressions, ratios and proportions, linear equations and inequalities, graphs and lines, systems of linear equations and inequalities, and introduction to functions. **Note: Students are recommended for Algebra 1A ENR and 1B ENR by their eighth grade math teacher. Students that successfully complete Algebra 1A ENR and 1B ENR will have covered the concepts of Algebra 1.**

#### \*ALGEBRA 1B ENR

CRS 020091 Grades 9 CR 1 S 1 block

PREREQUISITE: Algebra 1A ENR

This course is a rigorous study of topics that expand on the ideas learned in Algebra 1A ENR. New topics include: non-linear, rational functions and equations, exponents, radicals, polynomials and quadratics, data analysis, statistics, and probability. **Note: Students are recommended for Algebra 1A ENR and 1B ENR by their eighth grade math teacher. Students that successfully complete Algebra 1A ENR and 1B ENR will have covered the concepts of Algebra 1.**

#### \* ALGEBRA 1B ACCELERATED ENR

CRS 020092 Grades 9 CR 1 S 1 block

PREREQUISITE: recommendation of the 8th grade math teacher.

This course is a rigorous study of topics that expand on the ideas learned in 8<sup>th</sup> grade Algebra. New topics include: using Algebra to describe patterns of change, powers and roots, quadratic equations and functions, radical equations, rational equations, linear systems, polynomials, and using Algebra to prove. **Note: Students are recommended for Algebra 1B ACCELERATED-ENR and Geometry ENR by their eighth grade math teacher after successful completion of 8th Grade Algebra. Both courses should be elected in the freshman year.**

#### \* ALGEBRA 1 HNR

CRS 020093 Grade 9 CR 1 S 1 block

PREREQUISITE: 8th grade math teacher recommendation

This course is a rigorous, fast paced study of topics that expand on the ideas of 8<sup>th</sup> grade Algebra. New topics include: using Algebra to describe patterns of change, powers and roots, quadratic equations and functions, radical equations, rational equations and functions, linear systems, polynomials, and using Algebra to prove. **Note: ALGEBRA 1 H Cont. Students are recommended for Algebra Honors and Geometry Honors by their eighth grade math teacher after successful completion of 8<sup>th</sup> grade Algebra. Both courses should be elected in the freshman year.**

#### \*GEOMETRY ENR

CRS 020112 Grades 9-10 CR 1 S 1 block

PREREQUISITE: Recommendation Algebra 1B ENR, Algebra 1B Accelerated-ENR or Algebra 1H teacher. This course is a rigorous study of topics that include: points, lines, planes, polygons, circles, logic, angles, congruence, similarity, transformations, concepts of proof, Pythagorean Theorem, area, surface area, and volume. Students who utilize credit recovery for Algebra are not advised to take ENR.

**\* GEOMETRY HNR**

CRS 020133 Grade 9 CR 1 S 1 block

PREREQUISITE: Recommendation of 8th grade math teacher or Algebra 1B ACCELERATED-ENR teacher.

This is a rigorous course, taught at an accelerated pace. Topics in this course will include: angles and lines, congruence and transformations, proofs using congruence, Pythagorean Theorem, polygons and symmetry, and applications of congruent triangles, lengths and areas, three dimensional figures, formulas for volume, indirect and coordinate proofs, similarity, similar triangles and trigonometry, and further work with circles. **Note: Students are recommended for Algebra 1 HNR and Geometry HNR by their eighth grade math teacher after successful completion of Algebra 1A ENR. Both courses should be elected in the freshman year.**

**PRE-ALGEBRA**

CRS 020021 Grade: 9 CR 1 S 1 block

PREREQUISITE: Recommendation of 8th grade math teacher

Pre- Algebra topics include: number sense, operations with real numbers, and other skills needed for algebraic readiness, introduction to expressions, equations, coordinate graphing. **Note: Placement is restricted to 9th graders recommended by their 8th grade teacher. Students recommended for Pre- Algebra should also take Algebra A in their freshman year. 9th grade students may be recommended by their Algebra 1A ENR teacher to improve basic math skills.**

## **Music and Performing Arts**

The Music/Fine Arts Department at Spaulding High School exists for the benefit of students who seek an outlet in Music/Fine Arts, be it through performance or academic studies. Music teachers serve as resources through which students gain musical knowledge, aesthetic experiences and personal growth. The following four goals are pursued by the Music Department:

1. To further the development of musical talent in those students who have inherent musical abilities.
2. To increase the cultural awareness of students and their audiences.
3. To provide students with the social advantages of learning teamwork in vocal and instrumental ensembles.
4. To provide a bridge between the public school and the community through frequent public performances.

These goals are accomplished through band and choral performances and through study of the rudiments of music through theory, history and appreciation courses. *Any Music/Fine Arts course will fulfill the State of New Hampshire graduation requirement for 1/2 credit in fine arts.*

Course	CRS#	Grade	Credit	Length
African Percussion & Drumming Ensemble	110161	9-12	1/2	Quarter
American Popular Music	110331	9-12	1/2	Quarter
Band	110011	9-12	1	Year mini
Chorus	110031	9-12	1	Year mini
Dance	110051	9-12	1/2	Quarter
Guitar	110321	9-12	1/2	Quarter
Hand Bells 1	110311	9-12	1/2	Quarter
Hand Bells 2	110091	9-12	1/2	Quarter
Introduction to Audio Recording Technology	110361	9-12	1/2	Quarter
LOL: Live out Loud	110281	9-12	1/2	Quarter
Music Theory ENR	110152	9-12	1/2	Quarter
Piano Lab	110351	9-12	1/2	Quarter
Theatre 1	110211	9-12	1/2	Quarter
Video Production 1	110371	9-12	1/2	Quarter
Video Production 2	110381	9-12	1/2	Quarter

### **AFRICAN PERCUSSION & DRUMMING ENSEMBLE**

CRS 110161 Grade 9-12 CR 1/2 Q 1 block

Through daily hands-on instruction, students will learn to play authentic African drums and percussion instruments. The goal of the class will be to rehearse and perform a number of actual African dance rhythms as well as African inspired ensemble pieces for presentation at a small performance at the end of the quarter. While preparing for the performance, students will learn a little about African culture and music as well as the historical, religious and cultural importance of the drum in those societies. Use of, and instruction on melodic percussion instruments, will be based on the skill level of class participants. No prior musical performance experience is necessary. Knowledge of how to read traditional rhythmic and/or melodic notation would be very helpful, but not required. A strong work ethic and a willingness to learn in a unique environment is a must! **Note: This class will fulfill the fine arts requirement for graduation.**

### **AMERICAN POPULAR MUSIC**

CRS 110331 Grades 9-12 CR 1/2 Q 1 block

In this course we will examine the origins of present day American popular musical styles in light of the many other popular genres that have come before. Genres studied may include: late 19th century popular music such as the Minstrel Show, Parlor Songs, Ragtime and Marches; 20th Century Folk Music; Blues; Jazz; Country /Western; Rock n' Roll; 60's Rock; 70's-80's Rock; Hip-Hop and Rap, and more. (As time is limited, student choice will help to determine the exact topic areas studied each quarter.) Students will be encouraged to develop, and use on a regular basis, both active and critical listening skills to analyze the music that they are hearing. No prior musical experience is necessary, but some basic background may be helpful. A mind open to experiencing new, different, and sometimes unusual genres of popular music is a must! **Note: This class will fulfill the fine arts requirement for graduation.**

### **BAND**

CRS 110011 Grades 9-12 CR 1 Y mini block

PREREQUISITE: Prior Band Experience and Teacher recommendation

The Spaulding High School Band performs at school football games, athletic events, various holiday parades, and other local and out of state functions. The concert band, marching band, jazz band, and other small pep bands perform an average of 40 performances each year. Past performances have taken place at the Statue of Liberty, at Disney World and Disney Land, at Shea Stadium for the New York Mets, at the NMS Nascar Races, Cleveland Rock and Roll Hall of Fame and for Presidents Bill Clinton, George H.W. Bush, Barack Obama and Donald Trump. In January 2005, the band performed at George W. Bush's Inauguration in Washington, D.C. **Honors and Enriched credit is available with a contract and permission from the director. Note: This class will fulfill the fine arts requirement for graduation.**

### **CHORUS**

CRS 110031 Grades 9-12 CR 1 Y mini block

PREREQUISITE: Prior Chorus Experience and Teacher recommendation

This ensemble sings a wide variety of challenging choral music from the popular, classical, musical theater, multicultural, and jazz repertoire. This is a performance based class in which the students are required to attend multiple concerts to receive credit. In addition to performing, students will be asked to demonstrate their music literacy skills through written and aural exams. Appropriate concert dress will be required for performance. **Honors and Enriched credit is available with a contract and permission from the director. Note: This class will fulfill the fine arts requirement for graduation.**

## DANCE

CRS 110051 Grade 9-12 CR 1/2 Q 1 block

This course offers students the opportunity to explore all aspects of dance. Students will learn how to master the basic techniques of a variety of dance styles such as jazz, swing, modern and many other popular dance styles. Students will also study the history and role of dance in society. Daily dance classes will focus on learning choreographed dance routines from a variety of decades. Students will be expected to participate fully and dance daily as part of the course grades and requirements. Prior dance experience is not necessary but is helpful. **Note: This class will fulfill the fine arts requirement for graduation.**

## GUITAR

CRS 110321 Grade: 9-12 CR 1/2 Q 1 block

PREREQUISITE: Must have a working acoustic or electric guitar.

This will be a collaborative performing classroom experience where students will learn to read music notation. All students will learn to play notes and rhythms and will also look at tablature and music that each student is studying. A working guitar is essential to the success of the student and a willingness to become proficient at reading music notation. Students at various playing abilities will work together to perform for each other and learn from each other as well as playing songs that are notated on the staff. A basic desire to share your talent and listen to other players is important in this class of guitar playing. **Note: This class will fulfill the fine arts requirement for graduation.**

## HANDBELLS 1

CRS 110311 Grade: 9-12 CR 1/2 Q 1 block

This course offers students the opportunity to learn to read music more efficiently through the study of playing handbells. Handbells are pitched instruments which are rung in conjunction with music written for this type of musical ensemble. No experience is required but a serious desire to practice reading music and performing within a group of 12 students is necessary to be successful in this class. Reading music in this class will assist students in playing other instruments for their own personal enjoyment at home such as keyboards and guitars. **Note: This class will fulfill the fine arts requirement for graduation.**

## HANDBELLS 2

CRS 110091 Grade: 9-12 CR 1/2 Q 1 block

PREREQUISITE: Permission of the instructor and the successful completion of Handbells 1.

This class will be a continuation of Handbells 1 with advanced level handbell techniques, advanced and challenging handbell music and a commitment to more frequent performance opportunities. Handbells 2 will be an exciting and collaborative class. **Note: This class will fulfill the fine arts requirement for graduation.**

## INTRODUCTION TO AUDIO RECORDING TECHNOLOGY

CRS 110361 Grade 9-12 CR 1/2 Q 1 block

Students will discover, through hands-on experience, how to use microphones, mixers, amplifiers, digital audio workstations and other professional-level equipment to capture, manipulate, monitor, and distribute sound while creating real-world audio projects such as podcasts, live sound reinforcement setups, editing music mixes and more! Whether you're looking for a new hobby, exploring a potential career opportunity in the entertainment industry, or are simply interested in learning more about the process behind how your favorite music and audio productions are made, this class will be a fun way to build a practical set of 21<sup>st</sup> century technology skills. **Note: This class will fulfill the fine arts requirement for graduation.**

## LOL: LIVE OUT LOUD

CRS 110281 Grades 9-12 CR 1/2 Q 1 block

This course is open to all students who will explore the **Seven Habits of Highly Effective Teenagers** book written by Sean Covey. Habits such as: Be Proactive, Begin with the end in mind, Put first things first, Think win-win, Seek first to understand and then to be understood, synergy, and Renew your energy. It is a wonderful exploratory class where students will learn a great deal about themselves and how to be successful using 21<sup>st</sup> century skills in and out of the classroom. It is a great opportunity to get organized for post-secondary life at college, in the workplace or in the military.

## MUSIC THEORY ENR

CRS 110152 Grades 9-12 CR 1/2 Q 1 block

PREREQUISITE: Permission of the instructor.

This course is designed for the student who already reads music very well in either the treble or bass clef. Students who read tabs on guitar, can also take Music Theory ENR. Students who participate in band or chorus and read notation quickly and easily should sign up for Music Theory ENR. Music Theory ENR will provide an excellent foundation for students who are seriously thinking of becoming better musicians and/or are thinking of pursuing a career in the field of music. **Note: This class will fulfill the fine arts requirement for graduation.**

## PIANO LAB

CRS 110351 Grades 9-12 CR 1/2 1Q 1 block

Piano Lab will provide an opportunity for students to start or to continue learning how to play the piano. Students will receive training in piano technique, music reading/literacy, basic music theory, and apply their growing knowledge and skills to playing pieces and songs ranging from classical to popular within the level of performance. Musical skills are taught on digital pianos and students learn at their pace. Students will learn and perform individual pieces for each other during class as well as learn and perform group pieces with other students. Major topics include Music Literacy and reading notation. Students will learn and practice the basics of music reading and develop aural recognition of tonal relationships as they apply musically. Music theory and analysis will be a part of the piano lab class. Students will study the structure of major and minor scales, the circle of 5ths, triads, and arpeggios. Students will learn proper piano technique and fingerings and utilize expression in their piano performance. All students are welcome in piano lab regardless of previous experience playing the piano. Practice will be required outside of the class and a piano or digital keyboard will be helpful at home. **Note: This class will fulfill the fine arts requirement for graduation.**

## THEATRE 1

CRS 110211 Grade 9-12 CR 1/2 Q 1 block

This course is designed for students interested in the field of theater. Students will learn about all aspects of theater including acting, speaking, music, choreography, set design, technical effects, lighting, make-up, costuming, auditions, directing, staging and blocking. Students will explore improvisation, building a character, preparing monologues and stage movement through individual and group projects. Prior experience in the theater is not necessary to participate in this class. **Note: This class will fulfill the fine arts requirement for graduation.**

## THEATRE 2

CRS 110231 Grade 10-12 CR 1/2 Q 1 block

PREREQUISITE: Permission of instructor and Theatre 1.

This course is designed for students interested in the field of theatre who have a strong desire to work on advanced level plays, comedies, improvisation and challenging theatrical projects. Students will prepare monologues, audition materials for college majors, technical plot books, set and costume designs and musical scores. Serious students are welcome to prepare for possible career majors in the field of theatre. **Note: This class will fulfill the fine arts requirement for graduation.**

## VIDEO PRODUCTION 1

CRS 110371 Grade 9-12 CR 1/2 Q 1 block

In this introductory level course students will be exposed to the world of television and media production through a series of hands-on projects that, at the discretion of the instructor, may be broadcast on RTV (Metrocast Channel 25) or distributed through YouTube or other media outlets. Topics will include a brief history of broadcast television; the basic parts of a video camera and their functions; the essential rules of camera framing, screen dynamics, and camera movement; and the concepts involved in basic non-linear editing and digital delivery. This class may require some after school and evening participation for certain projects. **Note: This class will fulfill the fine arts requirement for graduation.**

## VIDEO PRODUCTION 2

CRS 110381 Grade 9-12 CR 1/2 Q 1 block

PREREQUISITE: Video Production 1 previously Television Production 1.

This course expands upon information learned in Video Production 1 (prev.TV Production 1) and will immerse students in a number of in-depth projects. Students will continue to develop skills in pre-production planning, camera use, screen dynamics, and non-linear editing with additional units on lighting, audio for video, alternate methods of production, and extended post-production techniques being explored as time allows. All this will be accomplished while working on authentic productions for Spaulding High School and the Rochester School District. As with Video Production 1 (prev.TV Production 1), completed productions will be broadcast on RTV (Metrocast Channel 25) or distributed through YouTube or other media outlets. Please be aware that this class may require after school and evening participation.

**Note: This class will fulfill the fine arts requirement for graduation.**

## VOICE LAB 1

CRS 110251 Grade 10-12 CR 1/2 Q 1 block

Students who enroll in this course must have a serious desire to learn how to sing in a healthy manner, read music, and perform a variety of solo choral literature. Students need to be self-motivated and able to demonstrate their music literacy skills through written and aural exams. This class is **performance based** where students will sing and be critiqued by their peers. Students will have the opportunity to prepare for college auditions and NH All State audition material as well as working on repertoire for private vocal lessons. **Note: This class will fulfill the fine arts requirement for graduation.**

## VOICE LAB 2

CRS 110271 Grade 10-12 CR 1/2 Q 1 block

PREREQUISITE: Permission of instructor and successful completion of Voice Lab 1.

Students who enroll in this course will continue their study of the voice using advanced level repertoire. Students must be self-motivated and have shown competency in VOICE LAB 1 in demonstrating their music literacy skills. This class is **performance based** where students will sing and be critiqued by their peers.

**Note: This class will fulfill the fine arts requirement for graduation.**

## Physical Education / Health Education

Physical Education and Health play an important role in Spaulding High School's efforts to improve the health and fitness of its students. It is a challenging academic and participation class that requires dedication, commitment and effort. Students selecting an elective block will be expected to take on new challenges and participate to the best of their ability. Students should make course selections that meet their needs, interests, and abilities. **1 credit of physical education is a State of New Hampshire requirement for graduation. NOTE: Fundamental PE is a prerequisite of all PE courses and is recommended during grades 9-10.**

Course	CRS#	Grade	Credit	Length
Collaborative PE	120301	9-12	1/2	Quarter
Fundamental Physical Education	120011	9-12	1/2	Quarter
Health	090151	9-12	1/2	Quarter
Team Games for Beginners	120351	9-10	1/2	Quarter
Walk Your Way to Fitness	120171	9-12	1/2	Quarter

### COLLABORATIVE/UNIFIED PE

CRS 120301 Grades 9-12 CR 1/2 Q 1 block

PREREQUISITE: Fundamental PE Special Education students will be selected by their IEP team.

This class provides an excellent opportunity for students to participate in physical activity together. In this course a regular education student will be paired with a special education student to collaborate on physical activities. Activities included will be Fitness, Weight Room, Sports and Climbing related. Students will work together on improving skill levels within each activity. Note - The 1/2 credit earned in this course can be applied to the 1 credit required for graduation.

### FUNDAMENTAL PHYSICAL EDUCATION

CRS 120011 Grade 9-12 CR 1/2 Q 1 block

Fundamental Physical Education is an entry level course with emphasis in two areas. Students will spend half of the class learning and applying fitness essentials while the other half is spent participating in an adventure and sports based curriculum. Physical Fitness is an important element in promoting a lifetime of wellness. Students will focus on muscular strength, muscular endurance, flexibility and cardiovascular endurance. In the adventure and sports curriculum, students will be introduced to a sequentially based program that promotes team building and problem solving. Students will learn to trust, cooperate, and to take risks in a supportive and challenging environment. Note: Required for graduation and all other PE courses.

### HEALTH

CRS 090151 Grade: 9-12 CR 1/2 Q 1 block

Instructional content and learning activities in this course will enable students to initiate a self-evaluation of their own health knowledge, attitudes and behaviors. Topics covered in this course will include wellness, lifestyle choices, drug and alcohol abuse, sexually transmitted diseases, nutrition, stress, mental health, and prevention and care of diseases. Note: This class will fulfill the health requirement for graduation.

### TEAM GAMES FOR BEGINNERS

CRS 120351 Grades 9-10 CR 1/2 Q 1 block

PREREQUISITE: Fundamental PE

This team games class will be an introductory course for beginners. Students will participate in a variety of popular team sports focusing on improving game skill, strategies, teamwork, officiating skills, and playing the total game. It is anticipated that after playing at this level, students will have the ability and desire for participation in recreational games throughout their lives. Activities may include soccer, volleyball, basketball, softball or miscellaneous games. Note: The ½ credit earned in this course can be applied to the 1 credit required for graduation.

### WALK YOUR WAY TO FITNESS

CRS 120171 Grades 9-12 CR ½ Q 1 Block

PREREQUISITE: Fundamental PE

Walk your way to fitness is primarily an outdoor walking course where students will learn the basics of how to develop a walking program to meet their individual needs in order to improve overall cardiovascular fitness. This is a beginner course designed for the average student, in essence to promote living a healthy lifestyle through exercise. Note: The 1/2 credit earned in this course can be applied to the 1 credit required for graduation.

## Science

The science offerings at Spaulding High School provide students with an opportunity to think about and to study the principles, concepts, and great issues of science. A sequence of courses meets the educational needs of the following groups of students: 1) Students not planning to continue their education beyond high school but who require an understanding of science as it relates to the world around them, and 2) Students welcoming more exposure to science techniques and content through problem solving in a laboratory situation. The program for this type of student satisfies the prerequisites for future training in areas such as nursing, engineering, and liberal arts.

A common trend in all science courses is the provision of knowledge and skills relating to the metric system and a working knowledge of the scientific process as it relates to the course and to everyday living. Students develop the competence in science necessary to meet the needs of modern life, to recognize the contributions of science to human welfare, and to become aware of career opportunities in the field of science.

The graduation requirements for science are as follows: **Class of 2021:** .5 credit Journey through Time: Geologic History and Evolution, .5 credit Moving Earth and the Stars Above, .5 credit Physics: Energy in Motion, .5 credit Chemistry Matters, and 1 credit Biology

**Beginning with the class of 2022:** students will be required to take 1 credit each of Earth Science, Physical Science, and Biology

All students are encouraged to take more than the 3 required credits of science and college bound students need to take more science classes to prepare themselves to be successful academically. **NOTE: Students may receive elective science credit by successfully completing any of the non-required courses below or any of the following courses. Robotics, Animal Science 1, Computer Technology 1, Health Science Technology 1, Electricity & Introduction to Computers.**

Course	CRS#	Grade	Credit	Length	College Credit Opportunity	4 <sup>th</sup> Math Experience
Earth: Anatomy of Natural Disasters	030511	9-12	1/2	Quarter		
Earth: Anatomy of Natural Disasters ENR	030542	9-12	1/2	Quarter		
Earth: Anatomy of Natural Disasters HNR	030543	9-12	1/2	Quarter		
Earth Science	030521	9-10	1	Semester		
Earth Science ENR	030522	9-10	1	Semester		
Earth Science HNR	030523	9-10	1	Semester		
Physical Science	030531	9-10	1	Semester		π
Physical Science ENR	030532	9-10	1	Semester		π
Physical Science HNR	030533	9-10	1	Semester		π

### EARTH: ANATOMY OF NATURAL DISASTERS

CRS 030511 Grades 9-12 CR 1/2 Q 1 block

### EARTH: ANATOMY OF NATURAL DISASTERS ENR

CRS 030542 Grades 9-12 CR 1/2 Q 1 block

### EARTH: ANATOMY OF NATURAL DISASTERS HNR

CRS 030543 Grades 9-12 CR 1/2 Q 1 block

In this course, students will investigate several categories of natural disasters that shape our dynamic planet. Students will learn the scientific concepts and theories behind the causes of each type of natural disaster and the effects on our planet. They will learn about locations around the globe, as well as within the United States where the various types of disasters strike. They will perform activities that empower them to demonstrate not only the scientific concepts, but the methods and tracking processes as well.

### EARTH SCIENCE

CRS 030521 Grades 9-10 CR 1 S 1 block

PREREQUISITE: Completion of Pre-Algebra or equivalent.

### EARTH SCIENCE ENR

CRS 030522 Grades 9-10 CR 1 S 1 block

PREREQUISITE: Enrolled in Enriched level English and Algebra.

### EARTH SCIENCE HNR

CRS 030523 Grades 9-10 CR 1 S 1 block

PREREQUISITE: Enrolled in Enriched level English and Algebra.

In this one credit required Earth Science course, students will be introduced to the core disciplinary ideas of Earth and Space Science. Topics will incorporate the Earth's Place in the Universe, Earth's Systems, and Human Activity and Earth. The competencies and performance indicators for the course are aligned to the NH K-12 Model Science Competencies, the Next Generation Science Standards for Earth and Space Science grades 9-12, and the 21st Century Learning Expectations. Students that elect to take this course at higher levels should expect greater rigor, increased pacing and more independent learning experiences. Students will be expected to demonstrate greater depth of understanding and the ability to communicate course content effectively.



**PHYSICAL SCIENCE (π)**

CRS 030531 Grade 9-10 CR 1 S 1 block

**PHYSICAL SCIENCE ENR (π)**

CRS 030532 Grade 9-10 CR 1 S 1 block

**PHYSICAL SCIENCE HNR (π)**

CRS 030533 Grade 9-10 CR 1 S 1 block

PREREQUISITE: Completion of Pre-Algebra or equivalent.

In this one credit required Physical Science course, students will be introduced to the core disciplinary ideas of Physics and Chemistry. Topics will incorporate motion (including Newton's laws), energy, waves, structure and properties of matter, along with an introduction to bonding and reactions. The competencies and performance indicators for the course are aligned to the NH K-12 Model Science Competencies, the Next Generation Science Standards for Physical Science grades 9-12, and the 21st Century Learning Expectations. Students that elect to take this course at higher levels should expect greater rigor, increased pacing and more independent learning experiences. Students will be expected to demonstrate greater depth of understanding and the ability to communicate course content effectively.

## Social Studies

Social Studies is an academic discipline which studies contemporary life and problems that students will experience later in life. Implicit in the definition of social studies is the concept of citizenship. In this rapidly changing world, a proper balance must be achieved between social stability and social change. If students are to continue our democratic cultural heritage, they must be prepared to act as adults with initiative, independence and a willingness to accept responsibilities. Students will be given the opportunity to demonstrate competency in the political processes, relationships with government and relationships between individuals and groups in a democratic society. Students will understand the unique ways in which American government has evolved. Through inquiry, students identify problems, such as the relationship between humans and the environment. Today there is growing emphasis on ecology and a more geographical approach to social studies than there was in the past. While the acquisition of knowledge is important in the social studies curriculum, the use of knowledge and how to apply it to new situations and problems is a critical goal for students in these courses.

The graduation requirements for social studies are 2.5: Must include the completion of Global Studies, US History, Economics, and Growing up Granite. Students will satisfy the Global Studies requirement by passing Global Studies, Current Issues, Modern World History, Honors Contemporary Problems or ROTC AS-220 Cultural Studies-Global Awareness. Students will satisfy the Economics requirement by passing Economics, Economics ENR, Micro and Macro Economics AP, Marketing ENR, Marketing Ed. 1 (Somersworth)

Course	CRS#	Grade	Credit	Length	College Credit Opportunity
Early American History (previously US History 1)	040391	9-12	1/2	Quarter	
Early American History ENR (previously US History 1 ENR)	040392	9-12	1/2	Quarter	
Exploring Cultures	040091	9-12	1/2	Quarter	
Global Studies	040111	9-12	1/2	Quarter	
Global Studies ENR	040112	9-12	1/2	Quarter	
Modern World History ENR	040192	9-12	1	Semester	
US History (previously US History 2)	040251	9-12	1	Semester	
MOWR US History (previously MOWR US History 2)	040381	9-12	1	Semester	
US History ENR (previously US History 2 ENR)	040252	9-12	1	Semester	
MOWR US History ENR (previously MOWR US History 2 ENR)	040382	9-12	1	Semester	

**\* EARLY AMERICAN HISTORY (previously US HISTORY 1)**

CRS 040391 Grade 9-12 CR 1/2 Q 1 block

**\* EARLY AMERICAN HISTORY ENR (previously US HISTORY 1 ENR)**

CRS 040392 Grade 9-12 CR 1/2 Q 1 block

This course surveys U.S. History from the end of the French and Indian War to the Reconstruction Period. Emphasis on the evolution of American government and its impact on subsequent historical events like westward expansion, industrialization, and the causes of the Civil War will be examined. The students are made aware of the change from colonialism to the creation of a new nation.

**\*EXPLORING CULTURES**

CRS 040091 Grades 9-12 CR 1/2 Q 1 block

Through a variety of activities, discussions, films, projects, oral presentations and readings, students will examine common traits among people as well as unique differences between cultures. The course provides awareness of the world's perception of America, its people and the impact of our ethnocentricity. Possible topics for discussion include marriage customs, death rituals, world religions, and music around the world. Students considering this course should exhibit a high level of maturity.

**\* GLOBAL STUDIES**

CRS 040111 Grades 9-12 CR 1/2 Q 1 block

**\* GLOBAL STUDIES ENR**

CRS 040112 Grades 9-12 CR 1/2 Q 1 block

We live in an interconnected, globalized world where countries, people, and governments interact. This class examines the impact of this interaction through resources and environment, demographic studies, and human rights and conflict. This cultural and historical survey includes analysis of the causes and effects of world conflicts in the twentieth century and pays particular attention to recent and current international events. Note: This class will fulfill the global studies requirement for graduation. Although the competencies are the same for all levels, the manner in which you are assessed and demonstrate knowledge will be differentiated. Students that elect to take this course at higher levels should expect greater rigor, increased pacing and more independent learning experiences. Students will be expected to demonstrate greater depth of understanding and the ability to communicate course content effectively.

**\* MODERN WORLD HISTORY ENR**

CRS 040192 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Demonstrates competency in previous Social Studies course work.

This course is intended for students who have demonstrated above average ability and achievement in history. It is a course consisting of the study of humankind's political, cultural, and social institutions, beginning with the Renaissance and progressing up to the 21st century. Students complete extensive work developing skills in research, writing, map interpretation and vocabulary. Class requirements include one research project, one class presentation and one independent project.

**Note: This class will fulfill the global studies requirement for graduation.**

**\* US HISTORY (previously US HISTORY 2)**

CRS 040251 Grade 9 -12 CR 1 S 1 block

**\*MOWR US HISTORY (previously MOWR US HISTORY 2)**

CRS 040381 Grade 9-12 CR 1 S 1 block

PREREQUISITE: Competent in Global Studies

This course surveys U.S. History from reconstruction after the Civil War to the present day. This course emphasizes economics, domestic and foreign policy problems which continue to have an impact on contemporary America. The students are made aware of the change from isolationism to internationalism. Historical events are studied in relationship to contemporary lifestyles and problems.

**\* US HISTORY ENR (previously US HISTORY 2 ENR)**

CRS 040252 Grade 9 -12 CR 1 S 1 block

**\*MOWR US HISTORY ENR (previously MOWR US HISTORY 2 ENR)**

CRS 040382 Grade 9 -12 CR 1 S 1 block

PREREQUISITE: Competent in Global Studies ENR

This course surveys U.S. History from reconstruction after the Civil War to the present day. This course emphasizes economics, domestic and foreign policy problems which continue to have an impact on contemporary America. The students are made aware of the change from isolationism to internationalism. Term papers and essays are required.

**\* US HISTORY 2 HNR – MOWR**

CRS 040333 Grade 10-12 CR 1 S 1 block

PREREQUISITE: B or better in all ENR / HNR level Social Studies and English courses. Approval of the US History HNR teacher is required.

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of world leadership are closely examined. Required for majors in history and social studies education with a concentration in history. Students are expected to be prepared for weekly reading and writing assignments. This is a rigorous course, students are expected to work nightly at home on both reading and writing assignments. **Note: This is a dual enrollment course and students are eligible to receive college credit. There is a fee associated with this option.** Note: This class will fulfill the US History requirement for graduation.

**\* US HISTORY AP**

CRS 040254 Grade 10-12 CR 2 Y 1 block

PREREQUISITE: B or better in all ENR / HNR level Social Studies and English courses. Approval of the Advanced Placement history teacher is required.

This is a nationally standardized course for advanced students under the requirements of the College Board. Some students may earn credit for college history after completing this class. Fast paced overview of US History designed to stimulate and challenge students. Course examines the causes and effects of historical events and social conditions covering the time periods from early exploration to the present. Outside reading as well as Document Based and Free Response Essays are required weekly or bi-weekly. Class discussion of historical and current events is mandatory. The course culminates with the Advanced Placement United States History Exam which may be taken in the spring of the school year. Note: This class will fulfill the US History requirement for graduation.

### Special Education

The Special Education Department at Spaulding High School provides instructional, resource and counseling services to those educationally disabled students who have unique educational needs which can be met only through specially designed school programs.

Eligible students may receive a variety of services. For example, some students may be scheduled for mainstream academic classes which are modified to accommodate students' specific strengths and weaknesses. Other students may be scheduled for self-contained classes taught within the Special Education Department.

To take advantage of any program, students must follow the procedures established by the Guidance and Special Education Departments and by the District Placement Team. All procedures are governed by the New Hampshire Standards for the Education of Handicapped Students. An Individualized Educational Plan (IEP) is developed and followed for each special education student.

Enrollment in any courses offered by the Special Education Department is by IEP team recommendation. Eligibility for a Modified Diploma will be decided by the IEP team as part of developing an appropriate educational plan for the student. Skills level classes count towards requirements of a Modified Diploma or as elective credits towards a Standard Diploma. Course selections for incoming students who are working at the Skills level will be determined at the IEP team meeting. If unsure of status, contact the Special Education Department.

Course	CRS#	Grade	Credit	Length
Collaborative Language Experience	100021	9-12	1/2	Semester Mini
Collaborative/Unified PE	120301	9-12	1/2	Quarter
Collaborative Sign Language (not offered 2020-2021)	130830	9-12	1/2	Quarter
Learning Independence Through Experience – L.I.T.E.	130350	9-12	1/2	Quarter
Skills English A	130610	9-12	1	Semester
Skills English B	130620	9-12	1	Semester
Skills Math A	130630	9-12	1	Semester
Skills Math B	130640	9-12	1	Semester
Skills Read/Write	130130	9-12	1	Semester
Skills Science	130200	9-12	1	Semester
Skills Social Studies	130190	9-12	1	Semester

#### COLLABORATIVE LANGUAGE EXPERIENCE

CRS 100021 Grades 9-12 CR .5 S mini

PREREQUISITE: Special Education students – placement will be made by IEP team decision. In this course, a regular education student will be paired with a special education student to collaborative in a language learning environment. Students will develop both oral communication and listening comprehension skills. Cultural celebrations and events will enrich the classroom experience, opening the doors to different cultures and breaking down barriers. Communication is the basis of standards for all levels of modern and classical languages.

#### COLLABORATIVE/UNIFIED PE

CRS 120301 Grades 9-12 CR 1/2 Q 1 block

PREREQUISITE: Fundamental PE Special Education students will be selected by their IEP team.

This class provides an excellent opportunity for students to participate in physical activity together. In this course a regular education student will be paired with a special education student to collaborate on physical activities. Activities included will be Fitness, Weight Room, Sports and Climbing related. Students will work together on improving skill levels within each activity. Note - The 1/2 credit earned in this course can be applied to the 1 credit required for graduation.

#### COLLABORATIVE SIGN LANGUAGE not offered 2020-2021

CRS 130830 Grades 9-12 CR 1/2 Q 1 block

PREREQUISITE: Special Education students will be selected by the IEP team. In this course a regular education student will be paired with a special education student to develop sign language skills and collaborate on class assignments.

Students taking the Collaborative Sign Language course will gain knowledge about cultural practices of the deaf community and will increase their understanding of this part of the community. By learning basic visual gestural system, students will obtain the tools needed to connect with others that use a visual gesture system. Skills signing students will develop an understanding of the nature of language including using their hands and bodies in basic signs for everyday use and valuable information about the cultural aspects of hearing loss. The students will be able to use this knowledge to expand insight into their own language and culture. By the end of the course, students will enhance their personal knowledge and be able to communicate with a larger segment of the 21<sup>st</sup> century community.

#### L.I.T.E- LEARNING INDEPENDENCE THROUGH EXPERIENCE

CRS 130350 Grades 9-12 CR 1 Q 1 block

PREREQUISITE: Placement will be made by IEP team decision.

Students in the L.I.T.E. program will be taught all academics through experiential learning through specialized instruction. Science, social studies, language arts and math are all encompassed within the program. Students will have academic time as well as daily living skills instruction. Students who are placed in this self-contained program, are incorporated into electives and other mainstream classes with support that assists them to be successful in that environment.

**SKILLS ENGLISH A**

CRS 130610 Grades 9-12 CR 1 S 1 block

**SKILLS ENGLISH B**

CRS 130620 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Placement will be made by IEP team decision.

The curriculum includes a study of grammar, usage, and mechanics, vocabulary, speech, composition, and literature through specialized instruction. Students will be exposed to English competencies. This course includes an intervention piece with specialized instruction based on IEP goals. Note: Skills English A fulfills an English requirement. Skills English B is an elective credit.

**SKILLS MATH A**

CRS 130630 Grades 9-12 CR 1 S 1 block

**SKILLS MATH B**

CRS 130640 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Placement will be made by IEP team decision.

Students in this course will cover basic number sense, operations, basic geometry, time, money, and other skills needed for independent daily living and functioning in the world of work through specialized instruction. Interventions are incorporated in the curriculum and students work on both competencies for math as well as individual IEP goals. Note: Skills Math A fulfills a Math requirement. Skills Math B is an elective credit.

**SKILLS READ/WRITE**

CRS 130130 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Placement will be made by IEP team decision.

Students in this class will focus on increasing skill level and comfort in reading and writing as well as building effective communication skills through specialized instruction. The class will utilize strategies to increase communication skills, evaluate media and acquire, construct and express knowledge. The reading component of this class will focus on comprehension, decoding and fluency. The writing component will focus on structuring sentences and effectively organizing ideas. Another component of this class will be exploration of technology that supports the previously mentioned skills.

**SKILLS SCIENCE**

CRS 130200 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Placement will be made by IEP team decision.

Skills Science emphasizes understanding of basic concepts and using skills acquired through specialized instruction. The students will observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students will have hands-on, active experiences throughout the instruction of the science curriculum. The concepts that are to be taught are directly correlated to the Spaulding High School Science Competencies.

**SKILLS SOCIAL STUDIES**

CRS130190 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Placement will be made by IEP team decision.

This semester-long course serves as a survey of the major subjects of the social studies through specialized instruction. Students will investigate essential understandings in civics, economics, history and current issues with an emphasis on life skills and enduring lessons. Specifically, the focus will be on the topics of citizenship, the structure of government, economic skills, human rights and change over time. By the end of the course, students should have the knowledge and tools to be productive members of the community and critical thinkers about humanity.

## World Language

Learning Languages guides students towards developing competence in communicating effectively, interacting with cultural differences, and participating in multilingual communities at home and around the world. (ACTFL.org 2018)

To arrive at these goals, at least a two year preparation in a world language is considered essential to a basic college preparatory high school program. Students who plan to attend competitive colleges should study a modern or classical language for three or four consecutive years. The World Language Department recommends that students who are considering taking first year language be enrolled in at least ENR level English classes. Language students continuing onto the next level must have successfully completed the previous level. A teacher recommendation is also recommended. As language study is sequential in nature, courses should be taken as close together as possible.

Course	CRS#	Grade	Credit	Length	College Credit Opportunity
French 1 ENR	100012	9-12	1	Semester	
French 2 ENR	100032	9-12	1	Semester	
French 3 HNR	100053	9-12	1	Semester	
Latin 1 ENR	100132	9-12	1	Semester	
Latin 2 ENR	100152	9-12	1	Semester	
Spanish 1 ENR	100212	9-12	1	Semester	
Spanish 2 ENR	100232	9-12	1	Semester	
Spanish 3 HNR	100253	9-12	1	Semester	

### **\* FRENCH 1 ENR**

CRS 100012 Grades: 9-12 CR 1 S 1 block

It is recommended that students enrolling in a World Language be enrolled in ENR level English. It is assumed that French 1 students have not studied French previously. Emphasis is placed on beginning grammar, speaking, reading, writing, listening comprehension and cultural awareness. The highlight of French 1 is the café unit where in addition to learning how to order in a café, students prepare an authentic French feast.

### **\* FRENCH 2 ENR**

CRS 100032 Grades: 9-12 CR 1 S 1 block

PREREQUISITE: French 1 and teacher recommendation.

French 2 is a continuation of French 1. Emphasis is placed on continuing beginning grammar, speaking, reading, writing, listening comprehension and cultural awareness. The students will continue to practice in the present tense with a main focus on the past tense. The highlight of French 2 is an exploration of Paris, its many marvels, and rich history.

### **\*FRENCH 3 HNR**

CRS 100053 Grades 9-12 CR 1 S 1 block

PREREQUISITE: French 2 and teacher recommendation.

The emphasis of French 3 is placed on intermediate grammar, speaking, reading, writing, listening comprehension and cultural awareness. With a main focus on the two past tenses. Students will be exposed to a wide variety of authentic French short stories and excerpts. The highlight of French 3 will be constructing a personal scrapbook on a camping adventure. It should be noted that HONORS courses move at a faster pace than ENR level courses and demand a greater workload.

### **\* LATIN 1 ENR**

CRS 100132 Grades 9-12 CR 1 S 1 block

It is recommended that students enrolling in a World Language be enrolled in ENR level English and have a recommendation from their current English teacher. The goals for the first year study of Latin are to teach the vocabulary, forms and syntax necessary to understand Latin literature and to prepare students to read selected exercises and stories related to Roman legend, history and culture.

### **\* LATIN 2 ENR**

CRS 100152 Grades 9-12 CR 1 S 1 block

PREREQUISITE- Latin 1 and teacher recommendation.

Latin 2 begins with a thorough review of the vocabulary, forms, and grammar learned in Latin 1. The students will study pronouns, comparison of adjectives and adverbs, infinitives, and indirect statements. The practical use of this syntax is seen in the translation of the readings after each unit. The study of Roman history, legend, and culture continues in this course.

### **\*SPANISH 1 ENR**

CRS 100212 Grades 9-12 CR 1 S 1 block

It is recommended that students enrolling in a World Language be enrolled in ENR level English. Students who have taken Spanish 1 previously, and have passed with an A or B, are ineligible for this class. Students who received a C should discuss proper placement with their guidance counselor and Spanish teacher. Emphasis of the class is placed on beginning level communication and an introduction to the Spanish-speaking world. The goal of this course is to prepare students for Spanish 2 ENR

**\*SPANISH 2 ENR**

CRS 100232 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Spanish 1 and teacher recommendation.

This course offers students the opportunity to further develop their communication skills in Spanish, focusing on the present and past tenses. Study of geography and cultures of the Spanish-speaking world will continue.

**\*SPANISH 3 HNR**

CRS 100253 Grades 9-12 CR 1 S 1 block

PREREQUISITE: Spanish 2 and teacher recommendation.

Through exposure to many tenses and more advanced grammatical topics, students will learn to enhance their interpersonal and presentational communication skills, along with their comprehension of written and spoken Spanish. Exposure to a variety of written and audio-visual works offers insight into the culture of the Spanish-speaking world. It should be noted that HONORS courses move at a faster pace than ENR level courses and demand a greater workload.

## Career and Technical Exploratory Courses

All Career and Technology Exploratory Courses are designed for students to investigate the nature of technology as it applies to potential career pathways, technical-industrial methods, daily living, consumer choice, the environment, hobbies, and the development of attitudes and skills necessary for potential success in both college and careers. Students use problem solving techniques to plan for, design, create and experiment with technology. By working with tools, materials and power equipment, students relate academic education topics to occupational and leisure activities. Student gain a meaningful and practical experience through applied and performance based instruction and assessment to obtain knowledge, skills, and content in both the classroom and lab settings. All students should consider a career and technical component to enhance their high school educational experience.

Course	CRS#	Grade	Credit	Length	4 <sup>th</sup> Math Experience
Blueprint Reading/CAD Drafting ENR	140422	9-12	1/2	Quarter	
Graphic Design - Exploring	140151	9-10	1/2	Quarter	
HVACR – Exploratory	140701	9-10	1/2	Quarter	
Introduction to Photography & Video	140501	9	1/2	Quarter	
Introduction to Programming	140391	9-11	1/2	Quarter	
JA Finance Park - Exploratory	070701	9-12	1/2	Quarter	
Myth Busters – S.T.E.M.	140461	9-10	1/2	Quarter	
PC Repair & Maintenance	140381	9-11	1/2	Quarter	
Precision Machining - Exploring	140481	9-10	1/2	Quarter	
Restaurant Careers – Exploring	140271	9-10	1/2	Quarter	
Robotics	140471	9-12	1/2	Quarter	

### **BLUEPRINT READING/CAD Drafting ENR**

CRS 140422 Grade 9-12 CR 1/2 1 block

Students will learn how to create designs with the use of computer aided design software and how to use these designs to manufacture everyday objects. Computer software such as AutoCAD and Solid works will be explored. After completion of this course students will be able to interpret and design any object for manufacturing. Topics included, but not limited to: safety, blueprint reading, computer design, math, physics, and manufacturing skills. This course is designed for students considering entering the manufacturing/engineering field or other careers where blueprints and following plans are important.

### **GRAPHIC DESIGN - EXPLORING**

CRS 140151 Grade 9-10 CR 1/2 Q 1 block

In today's digital world, graphic design is everywhere. You can see it in advertising, logo design, fashion prints, social media and on your favorite products. This class introduces you to the world of image composition and how to thoughtfully create a graphic. You will also have the opportunity to learn the basics of Adobe Photoshop and Illustrator software, and how to make lasting digital images, as well as creatively edit photos. Successful completion of this exploratory course is strongly encouraged to apply to the Graphic Design CTE Program. **Note: This course will fulfill the fine arts requirement for graduation.**

### **HVACR – EXPLORATORY**

CRS 140701 Grade 9-10 CR 1/2 Q 1 block

The U.S. Bureau of Labor expects the nationwide demand for trained HVAC specialists to continue to grow due to advances in technology and an aging workforce. Explore the introductory skills required in installing, servicing and repairing air conditioning, refrigeration and heating equipment in commercial and residential settings.

### **INTRODUCTION TO PHOTOGRAPHY & VIDEO**

CRS 140501 Grade 9 CR 1/2 Q 1 block

This course is open only to ninth graders only. Students will be introduced to the field of photography & video. This introductory course will cover the use of a DSLR Camera for photography and video. Digital post processing on the computer will be covered. This class is the perfect stepping-stone to CTE Digital Photography & Video Production Course for those students that have a real passion to express themselves in the field of photography and video. Students are required to obtain and keep an SD memory card of 2GB capacity or larger. **This course will fulfill the fine arts requirement graduation.** Successful completion of this exploratory course is strongly encouraged to apply to the Video and Photo Arts CTE Program.

### **INTRODUCTION TO PROGRAMMING**

CRS 140391 Grade 9-11 CR 1/2 Q 1 block

In Introduction to Programming students will explore many aspects and careers in computer programming. Students will learn how to code and design basic apps. Students will explore the basics of PC software programming concepts using various programming languages. Successful completion of this exploratory course is strongly encouraged to apply to the Computer Technology CTE Program.

### **JA FINANCE PARK- EXPLORATORY**

CRS 070701 Grades 9-12 CR ½ Q 1 block

Students will have the opportunity to build and develop personal money management skills, acquire personal financing knowledge and prepare for financial decisions and challenges in their adult lives. Within the course students will make financial decisions relating to their careers, income, expenses, savings, credit and more. The course will be taught in a Project-Based Learning format with the culmination of the course being a hands-on virtual budgeting simulation along with a student presentation that encompasses what they have been taught throughout the course.



### MYTH BUSTERS- S.T.E.M.

CRS 140461 Grade 9-10 CR 1/2 1 block

This course is designed to combine Science, Technology, Engineering, and Math into real life application and problem solving. Each week there will be a new "Myth" to solve using S.T.E.M. Students will enjoy this hands on course and learn valuable problems solving methods. Students will be exposed to a variety of courses taught within the Technology Center and use their resources to build projects to test their "myths".

### PC REPAIR & MAINTENANCE

CRS 140381 Grade 9-11 CR 1/2 Q 1 block

Through hands-on activities, tests and laboratory exercises PC Repair and maintenance will focus on the skills needed to keep your computer in good running condition. Among the subjects discussed will be operating system installation, virus/malware protection and removal, backing up and restoring PC software and data, installing and removing software and more. Successful completion of this exploratory course is strongly encouraged to apply to the Computer Technology CTE Program.

### PRECISION MACHINING- EXPLORING

CRS 140481 Grades 9-10 CR 1/2 Q 1 block

Students will be exposed to and learn the beginning phases of the machining trade through extensive class instruction focusing on safety, testing and performance assessments, machine tool history, metrology, basic blueprint reading, hands on demonstrations, hands on experiences projects based on actual machining operations in the machining trade performed in the Machine Tool Lab (Manual Machining Lathe, and Mill), MIT college level machine tool instructional videos. Exploratory students will gain the understanding of what precision machining is through real time machine shop safety practices which will include step by step, organized, and planned out structured courses to prepare them for possible employment in manufacturing. Students will be exposed to an intensive course layout with an instructor from industry. Successful completion of this exploratory course is strongly encouraged to apply to the Precision Machining CTE Program.

### RESTAURANT CAREERS - EXPLORING

CRS 140271 Grade 9-10 CR 1/2 Q 1 block

Restaurant Careers will offer students who have an interest in the food service industry the opportunity to explore possible careers. Careers to be explored include: chef, kitchen manager, front of house manager, server, host as well as catering opportunities. Students will also work periodically in the Our House café. Successful completion of this exploratory course is strongly encouraged to apply to the Restaurant Management CTE Program.

### ROBOTICS

CRS 140471 Grade 9-12 CR 1/2 Q1 block

Students will build robots capable of being controlled with a remote and computer programmed to follow complex commands. Vex platforms will be the base building components to these robots. Students with a strong desire to continue on into the field of engineering will enjoy this class. Topics include: Safety, building with motors and gears, computer programming robots, practical applications of robots in today's industry. Topics include: Safety, computer programming, STEM, physics, manufacturing skills. This course is designed for students considering entering the manufacturing/engineering field.

## College & Career Readiness or Preparedness Courses

Prepare for life after high school and take advantage of courses specific to your long-term goals. Students will research career options, experience internships at local businesses, prepare for college admission, and experience the virtual classroom through these course offerings.

Course	CRS#	Grade	Credit	Length
Work Experience		9-12	1/2	Quarter

### EXTENDED LEARNING OPPORTUNITIES

ELOs are approved alternative experiential learning opportunities which take place outside of the structured program of studies, but which align to existing course competencies and corresponding rubrics. The goal is for students to demonstrate their mastery of course competencies through extended learning: "through instruction or study outside of the traditional classroom methodology." (NHDOE) Students can complete up to 1 ELO credit during their duration at SHS. Students can earn 0.5 credits per ELO. The ELO Coordinator is located in The School Counseling office.

**Internship:** An internship with an employer that leads to academic credit or satisfaction of competencies.

**Independent Study:** Independent studies that lead to academic credit or satisfaction of competencies.

**Work Based Learning:** Employment activities not otherwise considered to be internships or apprenticeships and that leads to academic credit or satisfaction of course competencies.