Woodsville High School

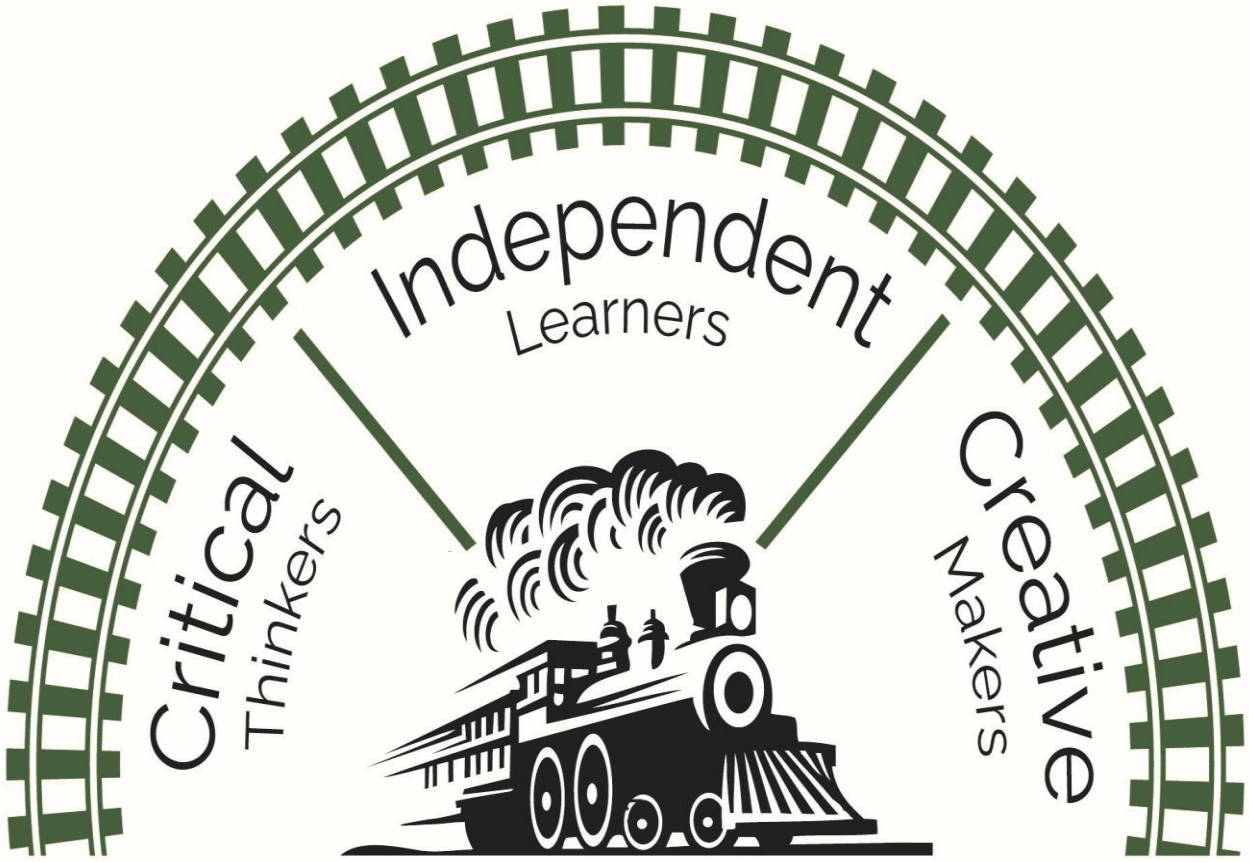
Academic Catalog

2022 – 2023

9 High Street

Woodsville, NH

603-747-2781



Woodsville High School

Perseverance	Self-Awareness
Community Focus	Knowledge & Skills

Portrait of a Graduate

Academic

Critical Thinkers:
A critical thinker analyses facts logically to make an informed judgement or decision.

Independent Learners:
An independent learner has a sense of the world based on personal observations, perceptions, and experiences.

Creative Makers:
A creative thinker looks at problems and solutions with a fresh perspective to produce of something new or original.

Character

Perseverance: A persistence in doing something despite difficulty or delay in achieving success.

Community Focus: A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Self-Awareness: A conscious knowledge of one's own character, feelings, motives, and desires.

Knowledge & Skills: An awareness or familiarity gained by experience of a fact or situation.

Table of Contents

GUIDANCE GUIDELINES

This booklet is designed to help families and students understand WHS Guidance and graduation policies and to register for appropriate classes during high school. Woodsville High School has a four-period school day with a three 25-minute FLEX periods in the middle of the day for competency recovery and lunches. The first semester runs from late August through mid-January. The second semester starts in mid-January and runs through mid-June. There are several alternating day classes that are structured to run year-long (1 credit) or for one semester (.5 credits). All classes are 78 minutes in length.

We encourage students to plan for all four years of high school and create a schedule that takes into account their personal abilities, interests, and career goals.

Students need to consider several factors when choosing classes:

Credit requirements
Graduation requirements
Level of challenge
College or workforce entry requirements

1 full unit of credit is earned for successfully completing, with a grade of 2.5 or better, one semester-long 78-minute class, or one year-long 78-minute class on alternating days.

.5 unit of credit is earned for successfully completing, with a grade of 2.5 or better, one semester-long 78-minute class on alternating days.

Credits and grades earned through institutions other than WHS will be reflected on our transcript as awarded by that institution. Because of the variance in grading policies, unless credits and grades are being transferred in from full-time attendance at another accredited secondary or home-school program, they will not count, for or against a student, in figuring the GPA.

Graduation Requirements:

All students enter Woodsville High School with the expectation that they are working toward a Woodsville High School Academic Diploma which requires 27 credits accrued through successful completion of the following courses:

English	4 Units
Mathematics	4 Units
Science – Physical Science, Biology, and one elective	3 Units
Social Studies – US History, World, Government/Civics	3 Units
Economics	.5 Unit
Physical Education	1 Unit
Career and Technical Education	1 Unit
Computer Applications –Computer Literacy plus advanced computer skills	1 Unit
Fine Art	.5 Unit
Health	.5 Unit
Electives ***	8.5 Units

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution requirements.

Students who during sophomore year and beyond challenge themselves with a college-preparatory or higher level curriculum in core classes distributed over course work outlined below, and who complete their high school career with 27 or more credits and no failing final grades will be deemed New Hampshire Scholars and awarded a Woodsville High School Academic Diploma with Distinction. *After careful review of policies and procedures at other high schools and colleges throughout New England, Woodsville High School has elected not to weight grades, but instead to select the top four achieving students from among the candidates for the Diploma with Distinction.*

English	4 Units
Mathematics	4 Units
Science – Physical Science, Biology, and 2 electives with lab	4Units
Social Studies – US History, World, Government/Civics	3 Units
Economics	.5Unit
World Language	2 Units
Physical Education	1 Unit
Career and Technical Education	1 Unit
Computer Applications –Computer Literacy plus advanced computer skills	1 Unit
Fine Art	.5 Unit
Health	.5Unit
Electives ***	5.5 Units

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution requirements.

Extenuating circumstances may exist where a student is significantly behind in earning credits to be on pace to graduate with a (standard) 27 credit Woodsville High School Diploma. After at least two years of traditional study these students may be offered the option of pursuing an alternative diploma which would allow them to graduate from high school by acquiring the 20 credits necessary to meet New Hampshire's Minimum State Requirement for a High School Diploma. Students may choose this option only after a documented meeting with the high school counselor, administration, and parents at which time all parties have a discussion as to what is best for the future of the student. The 20-credit diploma is not an early completion or early graduation option.

English	4 Units
Mathematics	3 Units
Science – Physical Science, Biology	2 Units
Social Studies – US History, World, Government/Civics	3 Units
Economics	.5 Unit
Physical Education	1 Unit
Career and Technical Education	1 Unit
Computer Applications –Keyboarding proficiency and/or Microsoft Applications	.5 Unit
Fine Art	.5 Unit
Health	.5 Unit
Electives ***	4 Units

*** Electives include any courses from the school curriculum guide that are not already being used to meet other distribution requirements.

EARLY GRADUATION:

Students wishing to complete all requirements for a Woodsville High School Academic Diploma by the end of their junior or third year must submit an application justifying the request and outlining the plan for completing all 27 required credits to the Principal by May 1st of the sophomore year.

ENROLLMENT AND DIPLOMA POLICIES:

With the exception of district students who are enrolled in an approved alternative placement, or students who have returned to WHS for a fifth year to complete one to two courses necessary to obtain a diploma, all students seeking a Woodsville High School diploma must be enrolled as full-time students at Woodsville High School. A full-time student is defined as one who is enrolled in a full day of programming at Woodsville High School or a full-day in combination with another pre-approved and contracted educational provider, such as River Bend Career and Technical Center. Only full-time students will be considered for inclusion on the Principal's List or Honor Roll.

A student who has been a full-time student at Woodsville High School but who because of special circumstances, health reasons or pre-approved extended learning opportunities cannot fully complete his/her senior year at Woodsville High School can appeal to the administration for the privilege of receiving a Woodsville High School diploma or marching with the respective class at graduation if he/she can present a detailed and documented plan for meeting specific graduation requirements via pre-approved options prior to graduation.

Students who transfer credits in from other high schools, approved home-school programs, and/or other accredited secondary or post-secondary institutions to count toward WHS graduation requirements must be enrolled as full-time students (as defined above) at Woodsville High School and have completed at least six (6) quarters in residence at the high school, three (3) of which were in the senior year

The traditional top four honors students for the graduating class will be selected from those full-time students meeting the criteria for an Academic Diploma with Distinction and the New Hampshire Scholars program.

To enroll at Woodsville High School as a full-time or diploma-seeking student, transferring students must present an official transcript from an approved or accredited high school or home-school program. This transcript will then be reviewed to assess transferable credits. WHS reserves the right to deny the acceptance of any credit or competency that cannot be substantiated.

District students who are placed in alternative programs that provide a structured educational curriculum (e.g. King Street, Becket) can apply to receive a Woodsville High School diploma as long as they can document that they have met the specific WHS graduation requirements.

All graduation requirements must be met and successfully completed/graded by the end of the school day on the Friday before Baccalaureate in order for a student to participate in graduation ceremonies with his/her class.

It is not Woodsville High School policy to allow a student to take outside course work to replace a class that is offered at WHS. Exceptions to this policy may be made on a case by case basis. Enrollment in any outside course(s) must be pre-approved. If not pre-approved, the course(s) will be counted for elective credit, but will not be considered as meeting diploma distribution requirements.

A full-time Woodsville High School student can transfer in outside credits to apply toward graduation requirements as long as the requisite course has been pre-approved, aligns with WHS standards, and is provided by an accredited agency or institution. The credit awarded and the numerical grade earned will be reflected on the WHS transcript, will be ascribed to the granting institution, and will be included in the student's GPA.

Credit-recovery, correspondence, or on-line courses not taught by a credentialed school or instructor will be graded on a P/F basis and not figured into the student's GPA; however, the grade will have an impact on consideration for the school's honor roll system if the actual grade in the class is less than the standard 3.0 or above required for honor roll.

Home-schooled students enrolling part-time in classes at WHS must abide by all Woodsville High School rules and regulations, including attendance, while on campus at WHS. They must, for safety reasons, provide emergency contact information and copies of immunization records to the school nurse. Home-school students will be seen as enrolling in WHS classes solely for enrichment purposes and thus will not receive transcripted WHS credit for these classes unless they later choose to enroll full-time at WHS.

PROMOTION:

The standards for promotion to the next grade level are as follows:

Sophomore status:	5 credits plus successful completion of one unit in English
Junior status:	12 credits plus successful completion of a second unit in English
Senior status:	Passed English during the previous year and can successfully complete the remaining graduation requirements within the regular upcoming school year.

CREDIT- RECOVERY:

To be eligible for credit-recovery in summer school or through the Distance Learning Lab (DLL) a student must have completed the seat-time in a class but failed the course with a 1.7 or better.

DISTANCE LEARNING LAB (DLL):

The Distance Learning Lab is a supervised computer laboratory that allows WHS students to use school time to recover credits, earn credits in classes that are not offered at Woodsville High School (or that present scheduling conflicts), or to take on-line enrichment classes. Currently, students cannot enroll in more than one class period of DLL per semester and, if enrolled in Odyssey Ware, can work on lessons and projects at home, but must take all test and quizzes under supervision.

LEVELS OF CHALLENGE

Because it is important to keep as many options open for the future as possible, students should take classes at the most challenging level they can handle. It is acceptable to mix and match levels in different classes in order to create a schedule that is the most relevant and suitable to individual needs, goals, and abilities.

No designation or General*:* These classes are either heterogeneous in nature or designed for students who require an emphasis on the practical or basic skills. Students who perform well in general level classes are encouraged to move up to CP level classes.

CP or College Preparatory: Encouraged for the student who is planning to continue education beyond high school and who has the desire to work to develop the skills necessary for success in a college setting.

Honors: The Honors student is expected to be an independent and advanced learner with strong study habits. Work is covered at a fast pace and is designed to develop the skills and work habits necessary for success in a competitive college setting. Students must apply for acceptance to honors classes, and may be dropped if they do not perform to expectations.

Running Start or e-Start: Selected classes are taught to college curriculum either by WHS faculty or on-line through VLACS. Students who complete an RS class with a C or better can receive transcripted and transferable college credits for a fee of $100-150 per class. Scholarships are available for students with need.

AP or Advanced Placement: Any student can choose to challenge any AP exams in the spring or take a CLEP test for advanced placement or potential college credit. A wide variety of AP classes are offered to WHS students as on-line options through NH's Virtual Learning Academy Charter School (VLACS), and several are offered in-house as well.

Dartmouth Special Community Student Program: Academically talented juniors and seniors who wish to challenge themselves and who have their own transportation can apply to take one to two credit-bearing classes per year *tuition free* at Dartmouth College. Admission is selective.

Other Credit-Bearing College Classes: In the past students have applied to take continuing education classes at White Mountains Community College, Plymouth State University, and Northern Vermont University while continuing to attend WHS and have received both HS and college credits for their endeavors.

COLLEGE OR WORK FORCE ENTRY REQUIREMENTS

Each college and each career or job has its own specific entry requirements. Students should use available guidance resources to become familiar with them. Most colleges and many jobs prefer students to have a solid background in math, science, and communication skills. All students are encouraged to take the most challenging classes they can handle, and to continue with that challenge through the senior year. Exceeding the basic requirements for entry into any work or college setting assures that the student has more options for the future.

Competitive Colleges: (Harvard, Dartmouth, Bates, Cornell, Tufts, Boston College, etc.)

Honors or college-level classes with a full and challenging schedule for all four years to include at least:

- 4 units English plus additional electives
- Algebra I and II, Geometry, Calculus
- 3 units Social Studies plus additional electives
- 3 units lab-based Sciences
- 4 units of the same Foreign Language
- Exemplary grades and character
- A leadership role in the school or community

Selective Colleges: (UNH, UVM, Boston University, St. Anselm's, Alfred, etc.)

Honors or CP-level classes with a full and challenging schedule for all four years to include at least:

- 4 units English
- Algebra I and II, Geometry
- 3 units Social Studies
- 3 units lab-based Sciences
- 2 units of the same Foreign Language
- Strong grades and character
- Involvement in the school and community

Two-year Colleges and Technical Schools: (Northern State University, CCSNH, Vermont Technical College)

CP-level classes with an occasional general-level class and a schedule that includes:

- 4 units English
- Algebra I, and preferably Algebra II and/or Geometry
- 3 units Social Studies
- 3 units Science
- Grades that show potential for college
- Related work or vocational experience

**Admission requirements may vary depending on the student's planned major. Health careers, engineering, math or science-related majors may require additional and specific math or science units. For example: a "B" in CP-level biology and chemistry may be required for nursing majors. Engineering, meteorology, physical therapy, and auto technology majors may require calculus and physics.*

Workforce:

Not all jobs or careers require a college education, but most, including the military, require at least a high school diploma. Many require students to have basic skills in math, language or technology and to continue learning beyond high school through apprenticeships, on-the-job training, or structured classes. Promotions and pay-raises may depend on the willingness and ability to learn new skills.

RIVER BEND CAREER AND TECHNICAL CENTER PROGRAMS

The career and technical education options at River Bend, which are scheduled for three hour blocks of time in the morning or afternoon, are open to qualified juniors and seniors. Successful completion of the entire two-year vocational sequence at River Bend carries the following embedded credits:

Automotive Technology 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits	**Construction Technology and Residential Energy** 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits
Cosmetology 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits	**Culinary Arts Levels 1 & 2** 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits
Diversified Ag/Natural Res. 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits	**Teacher Education** 2 credits per year 1 year program	After 1 year awards: 1 science elective 1 CTE elective
Emergency/Fire Fighting 4 credits per year 6 general elective credits	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits	**21st Century Media & Design** 4 credits per year 2 year program	After 2 years' awards: 1 art/computer elective 1 CTE elective 6 general elective credits
Health Sciences Technology 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits	**Heavy Equipment Operations and Maintenance** 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits
Criminal Justice & Public Safety 2 credits per year 1 year program	After 1 year awards: 1 science elective 1 CTE elective	**Cybersecurity** 4 credits per year 2 year program	After 2 years' awards: 1 science elective 1 CTE elective 6 general elective credits

BUSINESS DEPARTMENT

Personal Finance (.5 economics credit)
Students learn best practices for managing their own finances. Topics covered are budgeting, investing, insurance, responsible use of credit, banks and banking, and payroll, deductions, and income taxes. Students learn how to maintain a checking account.

Introduction to Business (.5 credit) Prerequisite: Computer Literacy
This course is an introduction to the many functions of modern business. The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment. The course is also designed to expose the student to the multitude of career fields in the areas of business. Topics include the business environment, management, organizational behavior, marketing, production, finance and accounting, human resource management, and management information systems.

Leadership Development (.5 credit) Prerequisite: Computer Literacy
This course will focus on the development of leadership ability by providing a basic understanding of leadership and group dynamics theory, including goal setting, decision making, problem solving, delegation, motivation and performance evaluation. Students will develop a personal philosophy of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of their own ability and style of leadership.

COMPUTER SCIENCE

Computer Literacy (.5 credit)
Students gain proficiency in the use of popular software applications, including word processing, spreadsheet, presentation, and multimedia software. Students explore computer concepts, operating systems, programming, databases, and emerging technologies. Keyboarding, with a focus on accuracy, is a component of this course. This course satisfies NH Educational Standard ED 306.42 by providing instruction in 21st century tools to develop technical proficiency at a foundational knowledge level in hardware, software applications, networks, and elements of digital technology.

Advanced Computer Applications (.5 credit) Prerequisite: Computer Literacy
This course designed to familiarize students with various subscription and online applications available to them as learners. Students will gain advanced understanding of word processing, spreadsheets, database, Internet usage, multimedia, graphics, and emerging technologies. Students will be exposed to a variety of technological tools which can help them be successful in college and in career.

21st Century Media (.5 credit) Prerequisite: Computer Literacy
In the 21st Century, we are continuously involved with mass media. Media is a powerful force in our realities that affects how we perceive ourselves and influences our understanding of society, politics, and culture. Throughout this course we will examine the ways media defines our perceptions and shapes our life experience. By developing critical thinking proficiency, we will enhance our ability to interpret the intent and strategies of media. Throughout this course we will examine a variety of media including images, video, audio, television, games, and the internet. Through reading, reflection, reasoning, discussion, production and presentation you will acquire media literacy skills that are crucial in our world today. You will gain awareness of the methods, issues, theories, and subtleties of mass media both historically and in regards to its rapid development. Learn to ask critical questions in order to get the most from mass media.

Introduction to Web Design and Development (.5 credit) Prerequisite: Computer Literacy

This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, how to create and maintain quality web pages, about web design standards and their importance, and how to create and manipulate images. Students will learn HTML and CSS, as well as use a popular website builder.

Introduction to Robotics: First Tech Challenge (1 credit)

In this course, students will learn the basics of robotics. They may be given a specific robotics challenge to solve using a standard set of motors, sensors, and controllers either on-line or in a hands-on fashion. Aspects of the robot design will be determined by members of the class. This course may also take part in a robotics competition where students will potentially have the opportunity to compete in local, state, national, and international robotics competitions either virtually or in-person. Participants in this program will learn how to build robots, and program robots using Java and/or other programming languages. No prior computer or robotics experience is required.

Topics in Computer Science (1 credit)

This course, offered through the Cisco Academy program is designed to offer Computer Science coursework that can be customized by each individual student. This course can be taken as many times as a student wishes, in order to facilitate individualized learning in technology related topics. Subjects of study may include, but are not limited to:

-Computer Networking
-Information Technology
-Computer Programming in Python
-Computer Security
-Linux
-The Internet of Things using Arduino and Raspberry Pi
-Computer Science Independent Study
-Cybersecurity

ENGLISH DEPARTMENT

English Language Arts Sequence of Studies

General Studies

English 9 --- English 10 -- English 11 --- English 12

Honors

English 9 (CP/Hon) -- English 10 (CP/Hon) -- AP Language & Composition -- AP Literature & Composition

English 9

This course is presented to help all levels of students build and reinforce foundational literacy skills for high school. Skills include reading comprehension, speaking, writing, vocabulary acquisition, and work habit development. Students will explore different literary genres throughout the semester reading a mix of classic and contemporary literature and media. Coursework will focus on answering the essential question: what shapes our identities?

English 9 CP/Honors

Completion of a summer reading assignment is required; failure to complete assignment will result in a student being rescheduled to the general-level course. This is a skills based course to assist students in building and reinforcing their existing literacy skills. These skills include reading comprehension, speaking, writing, vocabulary acquisition, and work habit development. Students will explore different literary genres from the course's theme. Students will continue developing critical thinking skills as well as fluency in written English (both creatively and analytically). Coursework will focus on answering the essential question: what shapes our identities?

English 10

Humans have a long history of culture and art. The study of theatre, art, literature, history, science and how each of these ideas is interwoven to help us understand what it means to be "human". In this course we will be looking at each of these areas through global literature from the past and the current while helping us grow deeper in our understanding of different cultures and different times. Coursework will focus on answering the essential question: what does it mean to be human?

English 10 CP/Honors

Completion of a summer reading assignment is required; failure to complete assignment will result in a student being rescheduled to the general-level course. In this course students examine and analyze multiple cultures, their traditions, beliefs, and forms of expression. Through theatre, art, literature, history, and science, this course will demonstrate how each of these ideas is interwoven to help us understand what it means to be "human" in various societies and different times. Coursework will focus on answering the essential question: what does it mean to be human?

English 11

Students cultivate their understanding of their world around them through written and rhetorical argument. In their examination of reading, analyzing, and writing texts, they explore topics including rhetorical situation, claims and evidence, reasoning and organization, and style. The course has a heavy focus on non-fiction contemporary works with several presentations, speeches, and debates given. SAT prep is also worked into the course including vocabulary, writing, reading, and test taking strategies. Coursework will focus on answering the essential question: how does media influence our lives?

English 12

Students will study multiple forms of dystopian literature and consider a variety of historical and current "what if?" statements in order to evaluate and examine social trends which could be viewed as dangerous. Readings and discussion will challenge students to make the world a better place through real-life performance assessments including a Senior Capstone project. Coursework will focus on answering the essential question: how can I contribute to a global society?

AP Language and Composition

Advanced Placement Course - Completion of various summer assignments are required and will be entered as the students' first grades for the course. Failure to complete summer assignments by the deadlines will result in a student being rescheduled to the general level (Grade 11) course. The AP Language and Composition course aligns to an introductory college-level writing composition course. The course engages students in the close reading and critical analysis of informational, argumentative, and descriptive texts to engage in critical analysis of argumentation and purpose. As they read, students will consider a work's purpose, audience, and argument, as well as its use of language to support claims. Writing assignments include expository, analytical, and argumentative pieces that require a student to understand, deconstruct, and apply argumentation styles into their own work.

AP Literature and Composition

Advanced Placement Course - Completion of various summer assignments are required and will be entered as the students first grades for the course. Failure to complete summer assignments by the deadlines will result in the student being rescheduled to the general level (Grade 12) course. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and entertainment. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Electives

Publishing/Yearbook

Open to Sophomores, Juniors, and Seniors. The production of the Woodsville High School Engineer yearbook, *The Manifest*, is a task in which students create, design, photograph, and write about the stories happening at WHS. Students who select this course must be motivated to produce the best yearbook possible since the work they accomplish will stand for all time as a history of the school's year. Skills developed during the semester will include team collaboration, sales and marketing, thematic development, reporting and writing, design and layout, and photography. The production and page generation process requires a true commitment of all participants, from the beginning through completion. Students are required to attend extra-curricular events and sell advertisements to local businesses.

Film Studies

This course introduces core concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial collections. The coursework covers a wide range of styles and historical periods in order to assess the multitude of possible film techniques (camera techniques, editing, shot selection, etc.) and principles of narrative structuring. Along with questions of film technique and style, the course asks students to consider the notion of the cinema as an institution that comprises production, social and aesthetic norms and codes, and audience reception. Success in the course demands rigorous attention to both the films and the readings and requires students to watch, analyze, and write about film. Throughout the semester, students will learn different methods of viewing, analysis, exposition, and criticism and will have the opportunity to write extensively about the films seen in class.

Etymology/Mythology

Etymology is a language arts course studying the derivation of English words and word families from their roots in ancient and modern languages. Focus of this study is upon Greek, Latin, Anglo-Saxon, and Germanic languages and their association to the words and literature of today. Students analyze meanings of English words by examining prefixes, roots, and suffixes. Students analyze the connotative and denotative meanings of words in a variety of contexts and exercises. Students write about word history, patterns of language change, and word evolution through reports and presentations. Through the use of word games, word puzzles and literature, students discover the expansion of personal vocabulary enrichment and enhancement. Course work also includes question and vocabulary preparation that enables the student to prepare for examinations, such as the ACT and the SAT.

FAMILY AND CONSUMER SCIENCE

Mentoring (1 CTE credit) This course introduces students to the teaching profession by providing them with an opportunity to work hands-on with young children in a mentoring/educational capacity. It requires individuals to take the initiative to work either one-on-one, in a small group, or with an entire classroom, promoting healthy role modeling and emphasizing academic skill-building. Students will meet regularly with the course instructor to assess progress through PBAs. Students are responsible for analyzing, discussing and journaling different aspects of the mentoring relationship. Students will be responsible for leading activities and completing projects. Enrollment is limited.

Mentoring II: (1 CTE credit) Open to upperclassmen with a good attendance record and at least one semester of Mentoring and have the permission of the instructor. As a continuation of the mentoring experience, students will continue to work in the elementary school classroom while completing a portfolio. Students will learn about topics relating to the development and education of young children. Students are responsible for journaling, projects, and leading activities. Students will meet regularly with the course instructor to assess progress through PBAs and course materials assigned through Google Classroom. This course is an ELO format, and able to take place at any point in the schedule that works with their host school and teacher, and as a result, students are responsible for transportation to and from their school placement.

Foods I (.5 CTE credit)
Students will learn the basics of nutrition, food preparation and cultural study through the culinary art lens. Focusing on the challenges that families, consumers and workers face, classroom activities will include; instruction in food terminology, storage of foods, basic nutrition and consumer buying of foods. Laboratory exploration will offer students an opportunity to demonstrate food preparation.

Foods II (1 CTE credit) Open to students who have completed Foods I with a 3.0 or better, or through instructor permission. Continuing on the skills of Foods I, students will focus their time and efforts on advanced cooking techniques. Baking and Pastry will be a large focus in this course, as well as more complex foods preparation techniques from around the world.

Garment and Textile Design I: **(.5 CTE credit)** Students enrolled in this course learn the principles of mending, sewing and knitting garments, as well as textile printing and dyeing. Students will be allotted a materials allowance, and anything beyond that amount must be paid for by the student.

Garment and Textile Design II: **(1 CTE credit) Open to students who have completed Garment & Textile Design I with a 3.0 or better, or through instructor permission.** Continuing on the skills of G&T I, students will focus their time and efforts in their chosen medium and explore deeper concepts in this area. Class is student led and requires a high degree of student autonomy and drive. Students will develop a portfolio of their work throughout the semester. Students will be allotted a materials allowance, and anything beyond that amount must be paid for by the student.

Child Growth and Development (**1 CTE credit**) **Open to students who have met their Health requirement.** Using a variety of teaching methods, and exploring different theories, students will come to understand how children grow and develop physically, socially, emotionally and intellectually. Particular emphasis will be on the growth of children ages 3-8 in order to prepare students for working with preschool aged children or for employment in licensed child care centers. Students will practice observation and teaching skills through hands-on opportunities and field experiences.

Housing & Interior Design (1 CTE credit)
Students learn about traditional American and International arts and architecture, contemporary housing, interior design principles, spatial organization, elements of design, furniture styles and arrangement, color and texture. Students will explore careers related to housing and interior design. Performance based assessment includes construction of physical and digital design boards to demonstrate understanding of aesthetics and design principles.

FINE ARTS DEPARTMENT

NOTE: All Art students in Mrs. Marston's classes will develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. In addition, they are required to participate in the Spring Arts Festival and complete at least one art related service project.

Drawing I & II: .5 Credit (Fine Art or Elective)
This course is designed as a beginning drawing class for students wishing to pursue upper level art courses. During this course, students will develop skills in drawing from observation, and 2-dimensional design using a variety of art materials and tools. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. All Drawing students are required to participate in the Spring Arts Festival and complete at least one art related service project.

Painting I & II: .5 Credit (Fine Art or Elective)
This course is designed as a beginning painting class for students wishing to pursue upper level art courses. During this course, students will develop skills in painting from observation, 2-dimensional design, and color theory using a variety of art materials and tools. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. All Drawing students are required to participate in the Spring Arts Festival and complete at least one art related service project.

Ceramics: 1 Credit (Fine Art or Elective)
Ceramics is a semester course in which both hand-building and wheel-throwing techniques will be explored; however, because potter's wheels are few, hand-building will be the primary focus. Kiln firing, glaze application and formulation will be the secondary focus. The emphasis will be on the exploration of clay as an artistic medium and the production of utilitarian and sculptured forms using a variety of techniques. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. A portfolio of pots illustrating various forming techniques will be necessary. All Ceramics students are required to participate in the Spring Arts Festival and complete at least one art related service project

Printmaking: .5 Credit (Fine Art or Elective)
Printmaking is a semester long course in which various printing techniques will be covered are but not limited to etching, block printing, lithography, stamping, collagraph, etc. The emphasis will be on the exploration printing as an artistic medium and the production of creating art in multiples. A digital portfolio of prints illustrating various print techniques will be necessary. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. All Printmaking students are required to participate in the Spring Arts Festival and complete at least one art related service project.

Digital Photography: .5 Credit (Fine Art, Adv. Computers or Elective)
Photography is a full credit course in which basic composition, use of the camera and Photoshop. Students are required to bring their own digital camera to class (or a newer iPod or phone.) A digital portfolio, participation in the Spring Arts Festival, and complete at least one art related service project are required.

Video Making: .5 Credit (Fine Art, Adv. Computers or Elective)
Video Making is an introductory course to video and audio editing to create short movies and animations. The programs utilized would be Adobe Premier, Photoshop, After Effects, and Audition. We will utilize a variety of methods including stop motion, still frame and video manipulation. Students will learn the basics of producing and editing video, adding audio and including animated effects.

Elements of Graphic Design: .5 Credit (Fine Art, Adv. Computers or Elective)
Elements of Graphic Design is a half credit course in which the basics of the Adobe Design Suite is introduced. Students will get experience creating graphic layouts and print documents using InDesign, Drawing in Vector and Typography in Illustrator and basic photo manipulation in Photoshop. A camera is not required for this course but is highly recommended. Students will also learn how create digital art from sketches and how to paint in a digital format. A digital portfolio, participation in the Spring Arts Festival, and complete at least one art related service project are required.

Digital Arts: 1 Credit (Fine Art, Adv. Computers or Elective)
Course Description: This course combines the information delivered in the Digital Photography course and the Graphic Design course. We will be reviewing camera usage and the creation of digital images and then how to use imagery to create documents for print. During the course the main programs learned will be Adobe Photoshop, InDesign and Illustrator.

Portfolio Preparation- 1 Credit (Fine Art or Elective)
Prerequisite (Any combination of 2 art courses with a grade of 3.0 or higher)
This is an advanced studio course for serious art students. The course will help students prepare a portfolio that is required for most post-secondary visual art school programs. Most portfolios require 5-10 observational drawings and 5-10 pieces of your own personal work. During the semester students will create art, document finished works and organize a portfolio in many formats (digital, print, and originals). A website with the final application portfolio, a portfolio on slideroom, and a written artist statement (or essay of intent.) is required as the final project.

Band (.5 credit per semester) (Fine Art or Elective Credit)
Band is a study in comprehensive musicianship via wind and percussion instruments. Study will include historical, theoretical, compositional, formal and structural aspects of music. Musical notation will be viewed as a language, with the goal of the course being musical fluency. In addition, students will study performance practices, instrument pedagogies, and the physical skills and training necessary to develop keen eye-hand coordination. Finally, music will be approached as an ensemble endeavor, with an emphasis on group dynamics and responsibilities. Ability must be commensurate with a minimum level of high school proficiency. Students transferring in must audition for seating. Students may begin instruments via independent study.

Chorus (.5 credit per semester) (Fine Art or Elective Credit)
Woodsville High School Chorus is a non-leveled course where any student can become competent in the National Core Arts Standards – *Creating, Performing/Presenting, Responding* and *Connecting*. These competencies are met through a variety of formats, and many are student designed. Students will be expected to sing on a daily basis, and attend any performances required throughout the duration of the course, some of which may be outside of school time. The core principles of membership in chorus reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful

completion of Chorus is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits

Personalized Music Learning (.5 credit per semester) (Fine Art or Elective Credit)
This course offers any student the ability to study music on their own terms, whether it be learning music through an instrument (including voice) or studying areas of music, including electronic music, history, theory, and composition and beyond. Students become competent in the National Core Arts Standards – *Creating, Performing/Presenting, Responding* and *Connecting*. These competencies are met through daily practice and presentation of work on a regular basis. The core principles of Personalized Music Learning reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful completion of Modern Mozart is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits.

Music Appreciation (.5 Credit) (Fine Art or Elective Credit)
This is a basic music course that will introduce music techniques and musicians to students of all levels and abilities. In this course the emphasis will be on a few selected musical techniques combined with the study of several important musicians and music movements throughout history.

Songwriting & Music Composition (.5 credit per semester) (Fine Art or Elective Credit)
Songwriting is a grades 10-12 course (9th grade permitted with permission of instructor) where any student can become competent in the National Core Arts Standards - *Creating, Performing/Presenting, Responding* and *Connecting.* These competencies are met through the process of learning to craft songs in varied forms and genres, exploring varied methods in notating songs, and presenting your completed product to others, whether through recorded means, live, or through a separate performer. The core principles of Songwriting reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful completion of Songwriting is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits.

Music Theory I (1 credit per semester) (Fine Art or Elective Credit)
Music Theory & Ear Training is a non-leveled course where any student can become competent in the National Core Arts Standards - *Creating, Performing/Presenting, Responding* and *Connecting*. These competencies are met through learning foundational concepts about music theory (melody, rhythm, principles of harmonic structure, song form) and ear training (solfege notation system, audiation, sight singing, melodic & rhythmic dictation). The core principles of Music Theory & Ear Training reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful completion of Music Theory & Ear Training is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits.

Music Theory II (1 credit per semester) (Fine Art or Elective Credit)
Music Theory 2 is a course open to students who have completed Music Theory 1, or an equivalent course of study as permitted by instructor. All students can become competent in the National Core Arts Standards - Creating, Performing/Presenting, Responding and Connecting. These competencies are met through learning concepts about music theory (melody, rhythm, principles of harmonic structure, song form) and ear training (solfege notation system, audiation, sight singing, melodic & rhythmic dictation) The core principles of Music Theory & Ear Training reflect on the importance of our work study beliefs at Woodsville High School, which reflect Collaboration, Communication, Creativity and Self-Direction. Successful completion of Music Theory & Ear Training is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits.

MATHEMATICS DEPARTMENT

Intro to Algebra (1 math credit)
This course is designed to give students the fundamental skills necessary to succeed in Algebra I. Students will explore arithmetic operations, number systems and properties, and gain beginning knowledge of algebraic thinking and concepts.

Algebra IA and IB- General (1 math credit)
This is a sequential, longer term approach to teaching the concepts of Algebra I for students who have taken Intro to Algebra. Each course is a 78-minute semester-long class. Both segments IA and IB must be completed successfully in sequence in order to meet the state requirement of one full Algebra 1 credit.

Algebra I- College Preparatory/Honors (1 math credit)
This course is a study of the basic operations applied to polynomials and rational numbers. Also included are techniques for solving and graphing equations and inequalities in one and two variables. Topics from Finite Math will be introduced. Students will need a scientific calculator.

Geometry- General (1 math credit)
Open to those who have successfully completed Algebra IA and IB or Algebra I but are not ready for the faster pace of a college prep class. This course is a survey of topics from Euclidean geometry (congruence, similarity, polygons, circles, etc.).

Geometry – College Preparatory/Honors (1 math credit)
Open to those who have successfully completed Algebra I, and/or by recommendation of the Math Department. Designed for the college-bound student, this course is a fast-paced survey of topics from Euclidean geometry (congruence, similarity, polygons, circles, etc.), with emphasis on logical structure and proof. Students will need a scientific calculator.

Algebra II- General (1 math credit)
Open to those who have successfully passed Algebra I and Geometry. The Geometry prerequisite may be waived in special cases by permission of the Math Department. This course extends concepts introduced in Algebra I to non-linear expressions, equations, and functions. Students will need a scientific calculator.

Algebra II- College Preparatory /RS (1 math credit) (can be taken as a Running Start class)
Open to those who have successfully completed Algebra I and Geometry CP, or with recommendation of the Math Department. This course will review and broaden skills and concepts introduced in Algebra I with emphasis on real world application of functions and equations. Topics from finite math (matrices, statistics and probability) will also be studied. Students will need a scientific calculator.

Senior Math Lab (General) (1 math credit)
Prerequisite: A senior who has completed Algebra 1 and Geometry. (This course is not appropriate for students that have completed Algebra 2 CP or higher) This is a mostly hands on course. Students will model many of the concepts of school mathematics using activities with manipulatives. This course will also include some history of mathematics.

Quantitative Reasoning (1 math credit) (Running Start)
Open to juniors and seniors who have successfully completed Algebra II or Algebra II CP or with recommendation of the Math Department. Can be taken for college credit. Designed for seniors who realize the benefit of

strengthening their math skills for college. This course will review topics including advanced mathematics, algebra, set theory, logic, and probability. Students will need a scientific calculator (graphing calculator preferred.)

Statistics (1 math credit) (Running Start)
Open to juniors and seniors who have successfully completed Algebra II or Algebra II CP. Can be taken for college credit. This is an introductory statistics course. Topics covered include: methods of obtaining, analyzing and presenting data; elementary probability; probability distributions; confidence intervals; hypothesis testing; linear regression and correlation.

Pre-calculus (1 math credit) (Running Start)
Open to students who have successfully completed Algebra II CP, or with recommendation of the Math Department. Can be taken for college credit. Designed for students with an interest in math, science or technology, this course is an in-depth study of algebraic and transcendental functions, analytic geometry, sequences and series. Students will need a scientific calculator (graphics calculator preferred).

AP Calculus AB (1 math credit)
Open to students who have successfully completed Pre-calculus, or with recommendation of the Math Department. Can be taken for college credit. This course is a survey of differential and integral calculus. (Topics will follow the WMCC and College Board AP calculus syllabi). Students will need a graphics calculator.

PHYSICAL EDUCATION DEPARTMENT

Physical Education I (.5 credit)
This course is the introduction to physical education at the high school level. Students have the opportunity to participate in a wide variety of activities to discover how to live an active, healthy life. Students will have the opportunity to participate in cooperative activities, team activities, net sports, and many different fitness training techniques.

Unified Physical Education (.5 credit)
This course is designed for students who have an interest in working with students that have special needs. The course is part of the comprehensive PE program, including a wide variety of activities across the physical education curriculum. Examples of activities include general fitness, unified basketball, team activities, and outdoor activities such as snowshoeing and hiking.

Team Sports with Strength and Conditioning (.5 credit)
The first part of this class will focus on training principles to increase strength, prevent injuries and improve cardiovascular endurance. Training principles will include weight training, plyometrics, full body workouts and fitness circuits. The second half of class will focus on team sports such as flag football, lacrosse, floor hockey, and team handball. Students will have the opportunity to participate in the activities as players as well as officials.

Group Exercise (.5 credit)
Students will have the opportunity to participate in a wide variety of aerobic and non-aerobic fitness activities such as yoga, cardio dance, Pilates, step aerobics, and cardio kickboxing. Students will be asked to select skills to demonstrate as well as create an original routine at the end of the course.

Lifetime Activities (.5 credit)
This course will focus on activities that can be performed throughout the lifespan. Activities will include golf, badminton, archery, snowshoeing, walking, pickleball and Frisbee.

Health (.5 credit)
Health is designed to provide learners with information and skills that will enable them to make wise decisions for healthy living. Topics included are mental health, suicide prevention, stress management, nutrition, drug education, sex education, AIDS, family, and disease.

SCIENCE DEPARTMENT

Physical Science A & B (1 science credit each)
Target Students: Students that need additional time to complete the work. Slower paced, teacher supported. Supported study of physical science every day for the full year (see above). Emphasis is placed on scientific process and problem solving skills. Topics include: science and engineering practices, matter and its interactions, energy, motion and stability, electricity and magnetism, and Earth's place in the Universe.

Physical Science (1 science credit)
Placement will be based on math skills and recommendation. This course is a science requirement for all 9th grade students. Through lab based explorations, it provides basic knowledge of chemistry and physics. Emphasis is placed on scientific process and problem solving skills; as well as acquisition, communication, and interpretation of data. Topics include science and engineering practices, matter and its interactions, chemical and mechanical energy, motion and forces, magnetism and electricity, and astronomy.

Physical Science – College Preparatory /Honors (1 science credit)
Placement will be based on math skills and recommendation. This fast paced course is for more independent and academically motivated 9th grade students. Through lab based explorations, it provides an in depth overview of chemistry and physics. Emphasis is placed on scientific process and problem solving skills, as well as acquisition, communication, and interpretation of data. Topics include science and engineering practices, matter and its interactions, chemical and mechanical energy, motion and forces, magnetism and electricity, and astronomy. Strong math and organizational skills are essential for success in this course.

Biology (1 science credit)
Prerequisite: Successful completion of Physical Science. This is a required course for 10th grade students. Topics in this class include major studies in cellular function, biochemistry, genetics, reproduction, evolution, and ecology. It emphasizes scientific writing, systems thinking, and investigating underlying causal relationships. Students will demonstrate their understanding of concepts through a variety of performance tasks that incorporate labs, activities, class discussions, and presentations.

Biology – College Preparatory /Honors (1 science credit)
Prerequisite: Successful completion of Physical Science and the recommendation of the Science Department. This in-depth course is for academically motivated and independent learners. Topics include ecology, biochemistry, cellular structure and energetics, cellular reproduction, DNA structure and function, genetics, evolution, and classification. An emphasis will be placed on the interactions between living systems and their environment through graphical interpretation and laboratory explorations. Strong oral and written communication skills are essential for success in this course.

Human Biology (1 science credit) (Running Start)
Prerequisite: Successful Completion of Algebra I, Physical Science and Biology. Can be taken for college credit. This course is recommended for any student looking to go into the health field**.** *Many colleges are now requiring Human Biology as a prerequisite for Anatomy and Physiology.* This class is taught to a college curriculum that

introduces students to the structures and functions of the human body and prepares them for more advanced anatomy and physiology. Topics include human chemistry, cell structure and function, genetics, and human organization with emphasis on the digestive, circulatory, lymphatic, respiratory, urinary, skeletal, muscular, nervous and sensory systems.

Forensic Science (1 science credit) (Running Start)

Prerequisite: Successful completion of Physical Science. This is a multi-level, differentiated course that introduces students to forensic science and gives them the opportunity to use science process skills to analyze evidence. Major topics include: processing a crime scene; collecting and preserving evidence; types of physical evidence; analysis of evidence, such as hair, blood, fibers, drugs, fingerprints, soil, DNA, and material documents. Through lecture, lab, hands-on activities and case studies, forensic Science exposes students to aspects of biology, physics, chemistry, earth science and anatomy and physiology. As such, it can act as a science elective or a replacement credit for Physical Science for upperclassmen.

The Power of Nature (1 science credit)

This intensive, hands-on course will explore the geological and atmospheric processes that define meteorology and natural disasters. It is comprised of many labs, projects, images and videos. We will discuss the environmental, sociological, and economic impacts of severe weather (hurricanes, tornadoes, blizzards, etc.) and seismic activity (like earthquakes and tsunamis). There will be an emphasis on Earth as a system and the underlying causes of weather events that affect our region.

Chemistry – College Preparatory (1 science credit)

Prerequisite: Successful completion of or concurrent enrollment in Algebra II, and Physical Science. This course will introduce a variety of theories and scientific concepts in the field of chemistry that can be applied to your everyday life. Analytical, critical thinking, and systems thinking skills will be emphasized. This course will be presented through lecture, group work, individual problem solving, and hands-on laboratory activities. Major topics include, Materials and Matter, Bonding and Reactions, Chemical Systems, and Energy. This course is recommended for students who are planning to attend college.

Chemistry- (Running Start)

Prerequisite: Successful completion of, or concurrent enrollment in, Algebra II. Advanced Physical Science, Biology and recommendation from the Department. May be taken for college credit. This rigorous, math-intensive course is designed for students who are self-motivated, plan on attending a competitive four-year college or university, and have a strong interest in science. Major topics of study will include atomic structure, chemical bonding, stoichiometry, properties of solids and liquids, properties of gases, solution chemistry, chemical kinetics and equilibrium, and acid/base chemistry. Material will be taught through a combination of lab, lecture, and group learning. Expect at least half an hour of homework per night.

Intro to Environmental Science (1 science credit) (Running Start)

Prerequisite: Successful completion of Physical Science and Biology. Can be taken for college credit. This class studies ecosystems and as such introduces students to the biomes of the world and related concepts in earth/space science as outlined by the NHDOE in the state's science standards as we study the interactions of man, plants, animals, and chemicals, and explore global environmental issues including: air quality, water quality, forest preservation, destruction, and its effects on different populations. Students will learn through lectures, required labs and projects, group discussions, and hands-on activities.

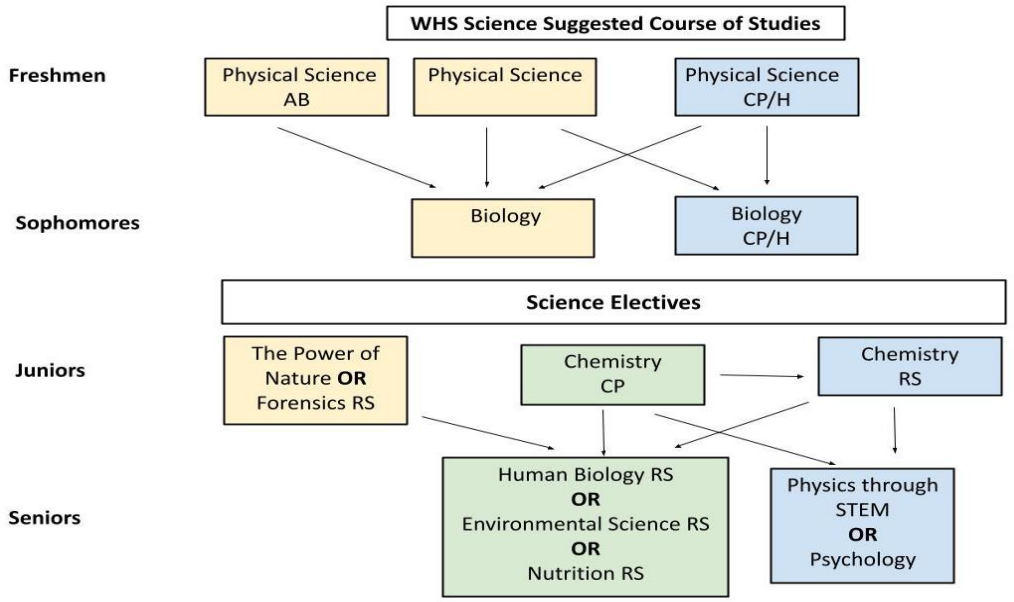
Nutrition (1 science credit) (Running Start)

Prerequisite: Successful completion of Physical Science and Biology. Can be taken for college credit.

This lab-based course will provide knowledge on principles and concepts regarding the science of nutrition. A comprehensive study of food and its relationship to the human body will be addressed. An emphasis will be placed on personal nutrition. This course will include readings, written assignments and activities. There will be some required projects.

Physics through STEM (Science, Technology, Engineering, and Mathematics) (1 science credit)

Prerequisite: Pre-Calculus, successful completion of Physical Science and Biology, recommendation of the Department. Physics is the study of scientific laws and energy that apply to the world around us. Using the philosophy from STEM, students will understand Physics concepts better by using simulations, engineering design principles, and the math behind it all. Topics will include the study of motion, forces, energy, light and electricity. This class has a heavy emphasis on greater mathematical concepts and ideas in order to develop and solve problems, so a working knowledge of advanced algebra and word problems is essential. Laboratory investigations are the main component of student learning so students must be capable of managing time and possess autonomy. Students must have access to a graphing calculator as well.



SOCIAL STUDIES DEPARTMENT

Western Civilization (General) - (1 credit) (social studies credit)

This is a foundational course for freshmen. Students will learn about human development throughout thousands of years of history. Important economic, political and cultural forces as well as major military events from prehistoric times to the Renaissance period are studied. The main objectives of this course are for the student to gain an understanding of the impact of these historical forces and events and the people who created them, and an awareness of what the world is like geographically, economically, politically culturally and militarily. This is a structured class in which students will work on both oral and written skills and research techniques. There is a textbook but there will also be many project-centered activities.

Western Civilization College Prepatory/Honors - (1 credit) (social studies credit)
This fast paced course is for more independent and academically motivated 9th grade students. Students will learn about human development throughout thousands of years of history. Important economic, political and cultural forces as well as major military events from prehistoric times to the Renaissance period are studied. The main objectives of this course are for the student to gain an understanding of the impact of these historical forces and events and the people who created them, and an awareness of what the world is like geographically, economically, politically culturally and militarily. This is a structured class in which students will work on both oral and written skills and research techniques. There is a textbook but there will also be many project-centered activities.

Government/Civics (General) - (1 credit) (social studies credit) *required for sophomores beginning with the class of 2022. The topic of this class is the American constitutional democracy under which we live. Included is a detailed study of the articles and amendments that make up the Constitution, with special emphasis placed on examining the historical times and founding fathers who jointly wrote this document. This course will also examine the purpose, structure and functions of government at all levels including local and state. Students will be expected to keep up to date on current issues by reading news periodicals and sharing their discoveries and opinions on a daily basis. This is a structured class in which students will work on both oral and written skills and research techniques. There is a textbook but there will also be more project-centered activities. Recommended as a foundational course for sophomores.

Government/Civics (College Preparatory/Honors) - (1 credit) (social studies credit)
This course is a study of United States government and includes an examination of the historical bases for our national and political systems. Special attention is devoted to civil rights, voter behavior and the enactment of laws. A daily analysis of current events is also a part of this class. This course is recommended for students who plan on furthering their education beyond the high school level. Recommended as a foundational course for sophomores.

Economics (General) - (1 credit) (social studies credit) Prerequisite: Personal Finance
During this course, students will study the American economic system, how it works, and its impact on the individual and the family. Emphasis will be on how the economy shapes our everyday lives. Major units of study include budgeting and wise spending patterns, advertising and its impact on consumers, development of new products and technologies to meet consumer demand, and American business policies.

Economics (College Preparatory/Honors) - (1 credit) (social studies credit)
During this course, students will study the American economic system, how it works, and its impact on the individual and the family. Emphasis will be on how the economy shapes our everyday lives. Major units of study include budgeting and wise spending patterns, advertising and its impact on consumers, development of new products and technologies to meet consumer demand, and American business policies.

United States History I (General) - (1 credit) (social studies credit)
Recommended for juniors. Students will cover the history of the United States from the late 1700's up to 1870. A daily analysis of current events is also a part of this class. This is a structured class in which students will work on both oral and written skills and research techniques. There is a textbook but there will also be more project-centered activities.

United States History I (College Preparatory/Honors) - (1 credit) (social studies credit)
Recommended for juniors. Application and teacher approval is required for Honors-level. This course surveys the history of the United States from the late 1700's up to 1870. Emphasis is on economic, political and social changes. In addition to the assigned text, students will analyze primary and other secondary source materials. A daily

analysis of current events is also a part of this class. This course is recommended for students who plan on furthering their education beyond the high school level.

United States History II (General) - (1 credit) (social studies credit)
Recommended for juniors. This course is designed for students not planning on attending college after high school. Students will cover the history of the United States in the nineteenth century to mid-twentieth century. Emphasis will be on political, economic and social changes. Special attention will be given to the World Wars, the Depression, and Western Expansion/Immigration. Current events are also part of this class.

United States History II (College Preparatory/Honors) - (1 credit) (social studies credit)
Recommended for juniors. This course examines the history of the United States in the nineteenth to mid – twentieth century. Emphasis will be on political, economic and social changes. Special attention will be given to the World Wars, the Depression, and the Western Expansion/Immigration. Current events are also a part of this class.

United States Military History (College Preparatory / Honors) - (1 credit) (elective credit)
Recommended for juniors and seniors. This course will examine the military history of the United States in relationship to the rest of the world. It includes important military events from World War I to the conflicts in Iraq and Afghanistan. Students will be required to have an understanding of American history. Students will gain an understanding of the impact of these historical forces and events and the people who created them. This is a structured class in which students will work on both oral and written skills and research techniques including research papers, projects and primary sources, etc. A daily analysis of current events is also part of the class. This course does not count toward the US History graduation requirement and can be taken for either General, CP, or Honors credit with the latter requiring additional work and effort.

Psychology (College Preparatory / Honors) - (1 credit) (elective credit)
This course is open to sophomores, juniors and seniors. Students will examine the fundamental principles, methodology, science and its application toward both average and aberrant human behavior. They will gain an understanding of the science behind behavior, environmental conditions and inherited traits that influence both animal and human behavior. This is a structured class in which students will work on both oral and written skills and research techniques. Additional reading to the text and research will be required.

TECHNOLOGY EDUCATION DEPARTMENT

Architectural Design (1 CTE credit)
Prerequisite: Mechanical Drawing is recommended but not required. This course will explore the world of architectural design and construction. Students will be involved in the concept of design, drafting of plans, estimating, and finally constructing a three dimensional computer model of their ultimate dream home. The focus will be on developing CAD skills, working drawings for home construction and real world problem solving skills.

Mechanical Drawing (1 CTE credit)
Drafting is known as the international language of industry. Students in this course will be exposed to the art and science of drafting initially using manual instruments and then branching out into several forms of CAD (computer aided drafting). The course will cover drafting fundamentals and basic geometric constructions. Students will learn to plan in an orderly fashion, interpret the ideas of others, and express themselves in an understandable manner. This is a hands-on course that will develop three-dimensional spatial reasoning and problem solving skills. Strong math skills are helpful.

Wilderness Technologies (1 CTE credit)
Students will learn about exploring the "Great Outdoors" and all of the technology/equipment and skills involved with this adventure. We will touch on manufacturing, construction, communication, and transportation technologies as students build their own composite canoes, plan, outfit, and participate in a multi-day canoe trip exploring a section of the Upper Connecticut River.

Woodworking (1 CTE credit)
This is a hands-on, entry level course for those students interested in working with wood. Students will learn about safety, proper use and care of hand and power tools, and basic woodworking techniques. Each student will have the opportunity to create at least three small items using wood. **Advanced Woodworking** may be offered upon instructor approval to students who have successfully completed the beginning woodworking class. This is a non-credit pass/fail course.

WORLD LANGUAGE DEPARTMENT

FRENCH

French I: All things French (1 credit)
Introduce yourself to the French language and culture by creating skits and spontaneous conversations based on topics of real-world interest. You will learn how to talk about yourself, family and friends, classes and school subjects, and sports as well as foods and where you go shopping. Prepare and sample authentic French foods as you learn about café culture and the farmer's markets of the Francophone world. This course will also introduce you to the amazing world of French Art. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in standard French with an emphasis on modern French.

French II: Monet, Van Gogh and Mousse au Chocolat (1 credit)
Prerequisite: French I or demonstration of level one competency. Continue your exploration French art, music and films. Expand your conversations to include more sports, clothing and shopping, technology, travel and much more. Engage in interpretive skits and learn the amusing art of the calligramme as you step into the world of French poetry. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in standard French with an emphasis on modern French.

French III: The Francophone World (1 credit) (Running Start)
Prerequisite: French II with a minimum required grade of 3.0 or demonstration of level II competency and teacher approval. Discuss contemporary issues that are taking place in the Francophone world through the media of music, sports, politics, TV and film. Explore short stories and fables from throughout the Francophone world. Engage in lively debates with your French IV classmates. Course can be taken for Running Start credit equal to French I at the college level. Grading is on the 100-point scale in accordance with White Mountains Community College. Students at this level who are French Club members may be eligible for travel opportunities to a French-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in standard French with an emphasis on modern French.

French IV: Where Will French Take You? (1 credit) (Running Start)
Prerequisite: French III with a minimum required grade of 85 on the 100-point scale or demonstration of level III competency and teacher approval. Take command of advancing your skill level through the reading of French literature and poetry, and by watching news broadcasts. View political and social themes through the lens of French comics and other media. Debate topics that affect your daily life. Course can be taken for Running Start

Credit equal to French II at the college level. Grading is on the 100-point scale in accordance with White Mountains Community College. Students at this level who are French Club members may be eligible for travel opportunities to a French-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in standard French with an emphasis on modern French.

SPANISH

Spanish I: Welcome to the Hispanic World (1 credit)
Introduce yourself to the Hispanic world though its language, geography, and culture. Speak Spanish and experience the Hispanic way of life through video, art, music, and cuisine. Engage in skits and conversations in Spanish that highlight similarities and differences between life in the USA and Hispanic countries. You will learn how to talk about yourself, family and friends, classes and school subjects as well as foods and where you go shopping. You will sample authentic Hispanic foods as you learn about outdoor markets of the Hispanic world. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in Spanish with an emphasis on Latin American Spanish.

Spanish II: Spain and beyond (1 credit)
Prerequisite: Spanish I or demonstration of level I competency. Explore the art and music of Spain as well as the Spanish history of the United States, Mexico and Central America. Engage in skits and conduct humorous interviews in Spanish. Participate in conversations about summer and winter activities, leisure activities, shopping for food and clothing, travel, and your daily routine. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in Spanish with an emphasis on Latin American Spanish.

Spanish III: Reaching beyond the basics (1 credit) (Running Start)
Prerequisite: Spanish II with a minimum required grade of 3.0 or demonstration of level II competency and teacher approval. Bring your spoken and written language skills to a higher level through class discussion, presentation of current events and interpretive skits. Join with Spanish IV in reading short stories and fables by Hispanic authors. Watch award-winning movies that will be our springboard to a lively debate on a current topic. Course can be taken for Running Start credit equal to Spanish I at the college level. Grading is on the 100-point scale in accordance with White Mountains Community College. Students at this level who are Spanish Club members may be eligible for travel opportunities to a Spanish-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class is taught in Spanish with an emphasis on Latin American Spanish.

Spanish IV Running Start: Expanding your horizon (1 credit)
Prerequisite: Spanish III with a minimum required grade of 85 on the 100-point scale or demonstration of level III competency and teacher approval. Enhance your appreciation of Hispanic culture through reading some of its best literature and poetry. Sharpen your language skills through video, art, music and current events. Engage in animated debates on current topics. Course can be taken for Running Start credit equal to Spanish II at the college level. Grading is on the 100-point scale in accordance with White Mountains Community College. Students at this level who are Spanish Club members may be eligible for travel opportunities to a Spanish-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in Spanish with an emphasis on Latin American Spanish.

*__Latin__ **–** students wishing to take Latin may do so through the Distance Learning Program

OTHER PROGRAMS

Distance Learning Lab (credit recovery, replacement or enrichment)
By utilizing a wide-array of on-line learning options (Odyssey Ware, VLACS, e-Start), the distance learning lab allows students to recover credits lost due to failing grades or to earn credits in a cross-section of offerings that include required or elective core courses, career exploration and enrichment opportunities, Advanced Placement courses, and college-level classes that provide transcripted college credit upon successful completion.

Independent Study Motivated students with good attendance and an 85 average who have shown the ability to work productively and learn constructively outside the traditional classroom can apply for independent study in any of our disciplines by completing and signing a contract or learning plan with a supervising teacher.

Extended Learning Opportunities
An ELO is an opportunity to acquire knowledge, skills and experience outside the traditional classroom while still meeting core competencies. Students design how to plan to learn and prove they have mastered the material within certain guidelines. The teacher is a resource for the student, but not a direct instructor. The Haverhill Cooperative School District (SAU 23) recognizes ELOs as experiences that may earn a full or half credit. ELOs can be used to earn core subject credits, but this must be approved before the ELO begins. ELOS have four general components. These are 1. Research, 2. Reflection, 3. Product, and 4. Presentation. Students will establish these four components with the ELO Coordinator in an individualized learning plan at the beginning of their ELO.

New Hampshire's Jobs for America's Graduates – JAG (1.5 credits/year if all requirements are met)
NH-JAG is New Hampshire's chapter of the national school-to-work Jobs for America's Graduates (JAG). This is a school-to-career transition program that teaches 37 employability competencies to qualified high school students. The competency list is categorized into 5 main groups: Career Development, Job Attainment, Job Survival, Basic Skills, and Leadership and Self Development, Students also focus on improving their grades through classroom tutoring and study skills. All students take part in a highly motivational Career Association. In this association, students develop interpersonal skills, team leadership, civic and social awareness, (and projects based on organization and implementation skills.) Six officers are elected to run the Career Association. Students gain self-confidence and self-esteem, and learn how to become effective leaders. NHJAG is a year-round program with focus on Juniors and Seniors. All applicants must apply with the Youth Specialist during the months of April and May in order to start work in July.

River Bend Career and Technical Center (4 credits)
Students who have attained junior or senior status are welcome to apply for admission to the vocational-technical offerings at River Bend Career and Technical Center in Bradford, VT. These include: Diversified Agriculture and Natural Resources; Automotive Technology; Cosmetology; Culinary Arts Levels I & II; Emergency and Fire Fighting; 21st Century Media & Design; Health Sciences Technology; Heavy Equipment Operations and Maintenance; Cybersecurity; Criminal Justice and Public Safety; and Construction Technology and Residential Energy. Each program has its own admissions requirements and academic focus for transferring specific credits back to Woodsville High School.

Specialized Skill Building
Specialized skill building focuses on individual students' needs, as described in their IEP, in the areas of independent living skills, vocational exposure, reading comprehension, spelling, writing, mathematics and science. The goal is to strengthen students' skills to prepare them for mainstream courses.