

# Raymond High School

## Program of Studies

### 2019-2020

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## About Raymond.....

Raymond, incorporated in 1764, is a rural town of just under 30 square miles of land area and almost a mile of inland water area. The town was first settled by families from Exeter as a parish of Chester. It was known then as Freetown because it was first exempt from reserving its tall pine trees for masts in the Royal English Navy. It was incorporated in 1764 by Governor Benning Wentworth at which time it became known as Raymond. “Taking a new and classical name showing that there are minds not disposed to tread all of the time in one path, but capable of thinking and advancing”and that the word Raymond means the lustrous, luminous,or shining world. “

The population is approximately 12,000 and is growing due to its desirable location and ample real estate opportunities. Raymond is located 20 miles from Manchester, NH, 30 miles from the seacoast, and 70 miles from Boston. Built in 1988, the high school is located on 60 acres of land that was once part of a large farm. Raymond High School is a NEASC and New Hampshire Department of Education accredited four-year public comprehensive high school. The central office is located across from the high school gym.

The largest businesses in Raymond are : Walmart Distribution Center, Hannaford Supermarket, JCR Construction, and Tuckaway Tavern & Butchery.

The Raymond School District is comprised of three schools. Lamprey River Elementary School houses grades pre-K-4 with a total enrollment of 499 students during the 2018-2019 school year. Iber Holmes Gove Middle School houses grades 5-8 with a total enrollment of 385 students during the 2018-2019 school year. Raymond High School houses grades 9-12 with a total enrollment of 368 students during the 2018-2019 school year.

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## **RAYMOND HIGH SCHOOL** **CORE VALUES & EXPECTATIONS**

### **WE ARE FOREVER GREEN**

#### **Core Values**

At Raymond High School we value high levels of learning for all. Through innovation, collaboration, and encouragement, we challenge each student with a rigorous and relevant program

#### **Beliefs**

- Our community is committed to providing a safe, rigorous, and relevant learning environment.
- We are dedicated to recognizing, supporting, and celebrating everyone's diversity, unique abilities, learning styles, and achievements.
- We demonstrate self-reliance, critical thinking, effective communication, and productive collaboration.
- We practice perseverance when challenged.
- We are engaged and responsible citizens.
- We are accountable for our own actions.

#### **Learning Expectation**

##### **Academic**

Thinking  
Communication

##### **Social**

Collaboration  
Self-Reliance  
Persevere Critical

##### **Civic**

Engaged  
Responsible

## Raymond School District Mission Statement

The Mission of Raymond School District is to develop successful and adaptable lifelong learners. With our community as partners, each student will be valued, encouraged and challenged by a rigorous and relevant program.

## Raymond School District Policy Non-Discrimination/Equal Opportunity

The District shall not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion, or handicap under the provision of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

## ~~RAYMOND HIGH SCHOOL~~

~~Steven Woodward, M. Ed.  
Principal~~

~~Peter Weaver, C.A.G.S.  
Assistant Principal~~

~~45 Harriman Hill Road, Raymond, New Hampshire 03077 (603) 895-6616 Fax: (603) 895-5415~~

Welcome to Raymond High School,

Raymond High School offers many challenging programs to meet your needs. The Program of Studies outlines the courses required for graduation as well as additional supplemental course offerings available. Please read the descriptions and prerequisites for each course carefully. Please note that the Program of Studies includes the credits for each course and other important information. Your school counselor will have more information on how to design your schedule in terms of courses and alternatives in meeting this requirement.

At Raymond High School, a great deal of time and effort is provided to assist students in the selection of those courses which have the best fit with their academic needs and interests. The selection process is designed to ensure that students, parents, teachers, and school counselors, all contribute to curriculum decision-making by thoughtfully reviewing course options. Unfortunately, there is no way to build a schedule that satisfies every student's wants and desires. Please do not expect it to do so. The school's primary objective is to provide quality teaching, a well-balanced curriculum, and an atmosphere of excellence, which challenges students and allows them to achieve success.

As you begin to select your program of study, there are several important factors to keep in mind:

1. All students must earn a minimum of 22.25 credits over the course of four academic years. **This requirement will be a minimum of 24 credits beginning with the Class of 2021 and apply to all classes thereafter.**
2. Students should choose courses that are consistent with their needs and goals and the school's expectations, and are strongly encouraged to select a varied program each year from all departments.
3. Consult your parents, teachers, administrators and school counselor in the course selection process.
4. Read course descriptions as they are the best guide to the subject matter presented.
5. Pay attention to the course prerequisites and recommendations.
6. Make sure that all graduation requirements are being fulfilled.
7. Raymond High School reserves the right to withdraw any course due to insufficient enrollment.

In addition to the course selections, RHS offers a wide range of co-curricular activities including team sports, performing arts groups, student government and many special interest clubs. I encourage you to participate in these activities, as they are important in the development of well-rounded individuals.

Finally, I believe that our school curriculum is well developed and the course offerings will meet your needs. The credit for this work goes directly to the teachers, department heads, and school counselors, who maintain high standards in current programs and who forge ahead with the development of new courses.

Steve Woodward, M.Ed.

### **RHS Honors Diploma**

To succeed in the 21st century, students need to have 21st century skills. To help ensure all students graduate from high school ready to succeed in careers, college and life, Raymond High School has changed its graduation standards to become more rigorous.

Students wishing to distinguish themselves have the opportunity to earn recognition by working toward three different diploma designations, each with its own set of criteria. Students, in consultation with their parents, school counselor, and others will need to determine which diploma best fits with their post-high school goals and make their course selections accordingly.

**Raymond High School Diploma:** To earn a standard *Diploma*, students must earn at least 24 credits in the designated curriculum areas as listed on the table below. A standard Raymond High School diploma exceeds State of New Hampshire minimum graduation requirements by 4 credits. This diploma will prepare students for admission into most community colleges or other post-graduate vocational preparation programs.

**Diploma with Honors Distinction:** Students planning on attending either a 2- or 4-year college after graduation should aim to graduate with *Honors*. Recipients of a Raymond High School Diploma with Honors Distinction must earn 2 credits of World Language in the same language in lieu of elective credits. Additionally, candidates for an *Honors* distinction must maintain a minimum grade point average (GPA) of "85" or higher.

### **R.H.S. Graduation Credit Requirements 22.25 Credits -Through the Class of 2020**

English	4 Credits
Math	3 Credits
Social Studies	2.5 Credits

Science	3-Credits
Arts	.50-Credit
Health	.50-Credit
Computer Education	1-Credit
Physical Education	1-Credit
Electives	6.75-Credits

This diploma will be offered to all RHS students through the class of 2020.

**R.H.S. Graduation Credit Requirements 24 Credits for the Class of 2021**

<b>English</b>	<b>4-Credits</b>
<b>Math</b>	<b>3-Credits</b>
<b>Social Studies</b>	<b>2.5-Credits</b>
<b>Science</b>	<b>3-Credits</b>
<b>Arts</b>	<b>.50-Credit</b>
<b>Health</b>	<b>.50-Credit</b>
<b>Computer Education</b>	<b>1-Credit</b>
<b>Physical Education</b>	<b>1-Credit</b>
<b>Electives</b>	<b>8.5-Credits</b>

This diploma will be the in effect for the Class of 2021 and all following classes.

**R.H.S. Honors Diploma Credit Requirements 28 Credits for the Class of 2021 & Class of 2022**

English	4-Credits
Math	3-Credits
Social Studies	2.5-Credits
Science	3-Credits
World Languages	2-Credits
Arts	.50-Credit
Health	.50-Credit
Computer Education	1-Credit
Physical Education	1-Credit
ELO/Online Learning	.50-Credit

This diploma will be available to the Class of 2021 and all following classes. It is designed for students who want to challenge themselves and make the most of their high school experience. This diploma is structured for students who are seeking to attend tier 1 and 2 colleges and universities. The credit requirements for this diploma are listed above. In addition to the credit requirements, students must have an '85' g.p.a.

This diploma will be phased in for classes graduating before 2021. The requirements are as follows:

**Class of 2018:** Students must earn 25 credits, have taken 2 years of a consecutive world language and must maintain a minimum grade point average (GPA) of "85" or higher.

**Class of 2019:** Students must earn 26 credits, have taken 2 years of a consecutive world language and must maintain a minimum grade point average (GPA) of "85" or higher.

The following changes impact the Class of 2021 and following classes. Please contact the RHS School Counselors' Office if you have questions.

## Competency-Based Grading

Raymond's competency-based grading system is designed to report out to students and parents three different types of information: 1—Competency in various academic skills, 2—Overall Grade average for the course, and 3—Work Study Practices. Ultimately, this will provide the student and parent with a more complete report of the student as a learner than a traditional A-B-C-D-F system. The goal is to create grades that reflect not what a student earns, but what the student knows and learns.

**Competency:** Rather than each student's education revolving around the accumulation of credits, the acquisition and demonstration of competencies are the focus. In a competency-based model, students are continually assessed on a series of 4-6 course-specific competencies— the big ideas—related to the skills to be learned through each course. Each competency is broken down into a smaller subset of specific skills and learning targets known as performance indicators. In some cases, competencies and indicators are common to more than one course. Rather than judge progress based on time spent in a class or scores on tests, quizzes, and other assignments, the focus is on the mastery of skills. The most important question is, "What do we expect students to know and be able to do?" Success is judged based on course and assignment-specific, as well as broad skill-based rubrics, and students not meeting the course standards are given the opportunity to be re-assessed until they do.

Formative Assessments & Formative Practice, also known as practice and preparation, are assessments *for* learning. These assignments inform teachers, students and parents of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assignments that fall into this category include, but are not limited to:

- Homework and worksheets
- Skill checks or quizzes
- Graphic organizers and brainstorming
- Informal observations of student work



- Entrance/exit tickets
- First drafts of writing assignments
- Pre-tests
- Other class work not listed

Summative Assessments are assessments *of* learning. These assessments allow teachers to measure the level of student achievement of a standard(s). The types of assessments that fall into this category include, but are not limited to:

- Tests
- Projects
- Presentations
- Performance Assessments
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

Rather than simply testing and moving on as in a traditional system, students are also required to show their ability in every competency in order to pass a class and move on.

Teachers enter grades for one or more related competencies with each summative assessment; they do not enter competency grades for formative assessments. Competencies are graded on a 4-point scale and that average out as follows:

### Competency and Work Study Practices Grading

Proficient with Distinction	3.5-4.0
Proficient	2.0-3.4
Partially Proficient	1.5-1.9
Substantially Below Proficient	0.0-1.4

**Proficient with Distinction** - The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.

**Proficient** - The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.

**Partially Proficient** - The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.

**Substantially Below Proficient** - The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.

**Overall Course Grades:** As mentioned above, assessments can be formative (for learning) or summative (of learning). Summative assessments count for 90% of a student’s overall course grade, with formatives accounting for the other 10%. For individual summative assessments, the scores for all assigned competencies are combined to create an academic grade. For example, if a student achieves a “4” on one competency and a “3” on a second, the overall grade for the competency will be 3.5. As the year progresses, the average of these assessments (90% summative, 10% formative) will combine into a course grade which can be viewed on the Parent Portal. Snapshots are taken at the end of each quarter, with a report card issued at the end of the course. In order to pass a course, students must achieve a minimum grade of 2 for the overall course grade and each course competency.

**Reassessment:** Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to reassess summative assessments after meeting

with the teacher and developing a plan, which would indicate specific deadlines and expectations. Students will often only reassess a portion of the summative to demonstrate competency.

**Grade Reporting:** Grades can always be viewed in real time online. The School Counseling Office issues unique logins and passwords for both students and parents to the online portal. At any time, individuals can print a report card from the viewer. The report card lists, for each course, the competency grades, work study grades, and overall course grade. As needed, Guidance can print a transcript, which summarizes all of the course grades and summary work study practices for a student's high school career. See page 26 for more information on the online portal.

**Course Credit:** Course credit is awarded for a course when both of the following have been met: 1. Passing overall course grade (numerical grade of 1.5 or higher) 2. Passing letter grade for each competency (letter grade of BP, P, or E). If one or both of these conditions are not met, the student will need to complete credit or competency recovery. Both of these programs are managed by a guidance counselor and specifically developed to meet individual need.

**Learning Trend:** A student's most recent work is the best indicator of how well they have learned a concept or skill. For this reason, competency grades give higher weight to more recent work. This calculation is performed separately so as not to impact the overall course grade. This model, the Learning Trend, kicks in when a student has completed four assignments linked to a particular competency.

**Work Study Practices:** Separated from the assessment of students' academic knowledge and skill in a particular course, assessment of work study practices focuses on identifying skills and dispositions—inherent qualities—that are the most significant contributors to a successful learning experience. Students are recognized as individual learners developing skills and dispositions that transfer to all their learning experiences. The assessment of a student's achievement in these areas is part of single assessments, and develops across an entire course. As these are skills needed to learn effectively, and separate from the student's level of achievement academically, these grades are shown alongside, but do not contribute to competency and overall course grades. Work Study Practices are not subject-specific. As a result, teachers in all courses during a student's high school experience assess their developing skills in each of four areas—Communication, Creativity, Collaboration, and Self-Direction. These assessments are combined over time into an ever-changing representation of a student's current skill level in each. Similar to the four-point rubric used for academic grades, teachers use a four-point rubric to assign work-study practice grades at the assignment level, at the unit level, or on a quarterly basis.

# GRADUATION REQUIREMENTS

Courses	Credits Through the Class of 2020*	Credits Beginning with the Class of 2021	Credits Honors Diploma Beginning with the Class of 2021
English	4	4	4
Math	3	3	3
Social Studies	2.5	2.5	2.5
Science	3	3	3
Art	.50	.50	.50
Health	.50	.50	.50
Computers	1	1	1
Physical Education	1	1	1
Electives	6.75	8.50	10
World Language	0	0	2
ELO/Online Learning	0	0	.50
<b>Total</b>	<b>22.25</b>	<b>24</b>	<b>28</b>

\***Class of 2020: Honors Diploma** - Students must earn 27 credits, have taken 2 years of a consecutive world language and must maintain a minimum grade point average (GPA) of "85" or higher.

## School Profile 2018-2019

Raymond High School  
45 Harriman Hill Road  
Raymond, NH 03077  
(603) 895-6616  
Fax: (603) 895-5415

www.sau33.com  
CEEB 300525

Accreditation by New England  
Association of Schools and Colleges (NEASC)  
The New Hampshire Department of Education

### Administration and Counseling Staff

Steve Woodward – Principal  
Peter Weaver – Assistant Principal  
Kim Capen – Special Education Coordinator  
Suzanne Puchacz – School Counselor/Dept. Head  
Shawna Stilian – College & Career Counselor  
Tricia Wentworth – School Counselor  
Davinney Brazeau- Athletic Director

### **The Community**

Raymond is a rural town with a population of approximately 12,000 residents. It is located 20 miles from Manchester, NH, 30 miles from the seacoast, and 70 miles from Boston, MA.

### **The School**

Raymond is a four-year public comprehensive high school. The faculty consists of 51 teachers, 3 counselors, 2 administrators, and 25 support staff. The school year is made up of 2 semesters with 4 marking quarters and six class periods per day. The average class size is twenty students. Full-year courses have a 1 credit value and semester courses have a .50 credit value.

### **Special Curriculum Features**

Advanced Placement courses are offered in the following courses: English Literature, Calculus, U.S. History, Biology and Government. Honors courses are offered in the following subject areas: English, Math, Social Studies, and Science.

### **Seacoast School of Technology**

Students can elect to attend up to a 2 year course of study. Programs include animal and plant science, automotive technologies, biotechnology, building construction technologies, computer programming, culinary arts, digital communication, early childhood education, health science and technologies, marketing education, pre-engineering, technology careers, and welding technologies.

### **Raymond Coalition for Youth**

The Raymond Coalition for Youth empowers the community to promote positive youth development and strengthen community assets by coordinating services and opportunities through prevention initiatives, including suicide, alcohol, tobacco and other drugs. They offer leadership and opportunities for positive youth development.

### **Summer Enrichment at Dartmouth**

Raymond High School and Dartmouth College have a partnership which provides educational opportunities to promising students. This program offers a 3 year partnership with opportunities for another 3 year term. Students attend Summer Enrichment at Dartmouth (SEAD) at the end of their freshmen, sophomore, and junior years. Raymond High School is assigned a Dartmouth student each Fall, Spring and Winter to intern with us.

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Arts	.50 Credit
Health	.50 Credit
Computer Education	1 Credit
Physical Education	1 Credit
ELO/Online Learning	.50 Credit
Electives	10 Credits

**Business Leaders for Education**

This is collaboration between Raymond Business Leaders and the Raymond School District

**R.H.S. Honor Roll**

The Principal's List consists of students who earn an "A" in all courses.

The Honors List consists of students earning grades of "B" or better in all courses.


**Class Rank**

Raymond High School uses a weighted class rank. The weighted class rank is based on the average of all courses based on the grading system. Valedictorian/Salutatorian are determined at the end of the 4th quarter.

**RHS Grading System**



# GUIDELINES TO PARTICIPATE IN ATHLETICS AND CO-CURRICULAR ACTIVITIES

<p>To be eligible for any extracurricular activities, all students must meet the standards of eligibility as outlined in this policy in order to try out for an athletic team or participate in an extracurricular activity: No pupil who has failed to pass five (5) credit bearing classes during the school’s previous grading period shall be permitted to try out for an athletic team. A minimum of five (5) credit bearing classes per grading period is required for participation in interscholastic athletics or extracurricular activity. Seniors, who are only enrolled in four (4) classes, will be held to the NHIAA standard for participation. No student, who is enrolled in only four (4) classes, and failed to pass four (4) credit bearing classes during the school’s previous grading period shall be permitted to try out for an athletic team or participate in an extracurricular activity.</p>	<div style="text-align: center;">  <p><b>COLLEGE BOUND ATHLETIC ELIGIBILITY REQUIREMENTS</b></p> </div> <p>College sports eligibility varies depending on year of high school graduation and between Division I, II, and III schools. The specific requirements can be found in the Raymond High School Counseling Office or by going to <a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a>. College bound Division I and II students must register with the NCAA Clearinghouse <u>prior</u> to enrolling in college. NCAA courses taught at Raymond High School are identified in the Program of Studies with the NCAA Logo.</p>
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### Extracurricular Activities Raymond High School sponsors the following activities

Band	Drama	Prom Committee	Site Council
Bible Study <span style="color: red;">Art Connections</span>	FinLit	Raymond Coalition for Youth (RCFY)	Student Athletic Leadership Team (SALT)
Book Club	Gay/Straight Alliance (GSA)	Raymond Police Explorers	Student Council
Chorus	Interact Club	Reach High Scholars	Yearbook
Cinematography	Jobs for America’s Graduates (JAG) Officers	Recycling	
Class Officers	Math Team	Robotics	
Debate Club	National Honor Society	Science Club	

### Interscholastic Sports

Baseball	Cross Country	Spring Track	Unified Spring Track
Basketball	Football	Volleyball	
Bowling	Soccer	Winter Track	
Cheerleading	Softball	Unified Basketball	

### College Acceptances for Recent Graduates

Bay State College	Becker College	Bennington College
Bridgewater State University	Brown University	Champlain College
Colby College	College of the Holy Cross	Dartmouth College
Webster College	Saint Lawrence University	Dean College
Daniel Webster College	Eastern Michigan University	Eastern Nazarene College
Endicott College	Franklin Pierce University	Gordon College
Fitchburg State University	Hartwick College	Hamilton College
Great Bay Community College	Hobart William Smith Colleges	Holyoke College
Hesser College	Lafayette College	Johnson & Wales
Keene State College	Lesley College	Lakes Region Community College
Lasell College	Nascar Technical Institute	Manchester Community College
Middlesex Community College	NH Technical Institute	Nashua Community College
New England College	Plymouth State University	Northeastern
Norwich University	Rivier College	Quinnipiac University
Rensselaer Polytechnic Institute	Saint Anselm College	Saint Michael's College
Salem State College	Smith College	Simmons College
Skidmore College	Unity College	SNHU
Temple University	Southern NH University	Union College
University of New Hampshire	University of New Haven	University of Hartford
Wheaton College	Worcester Polytechnic Institute	University of Mass Lowell
University of Maine Farmington	University of Hartford	University of New England
University of Southern Maine	University of Vermont	WIT



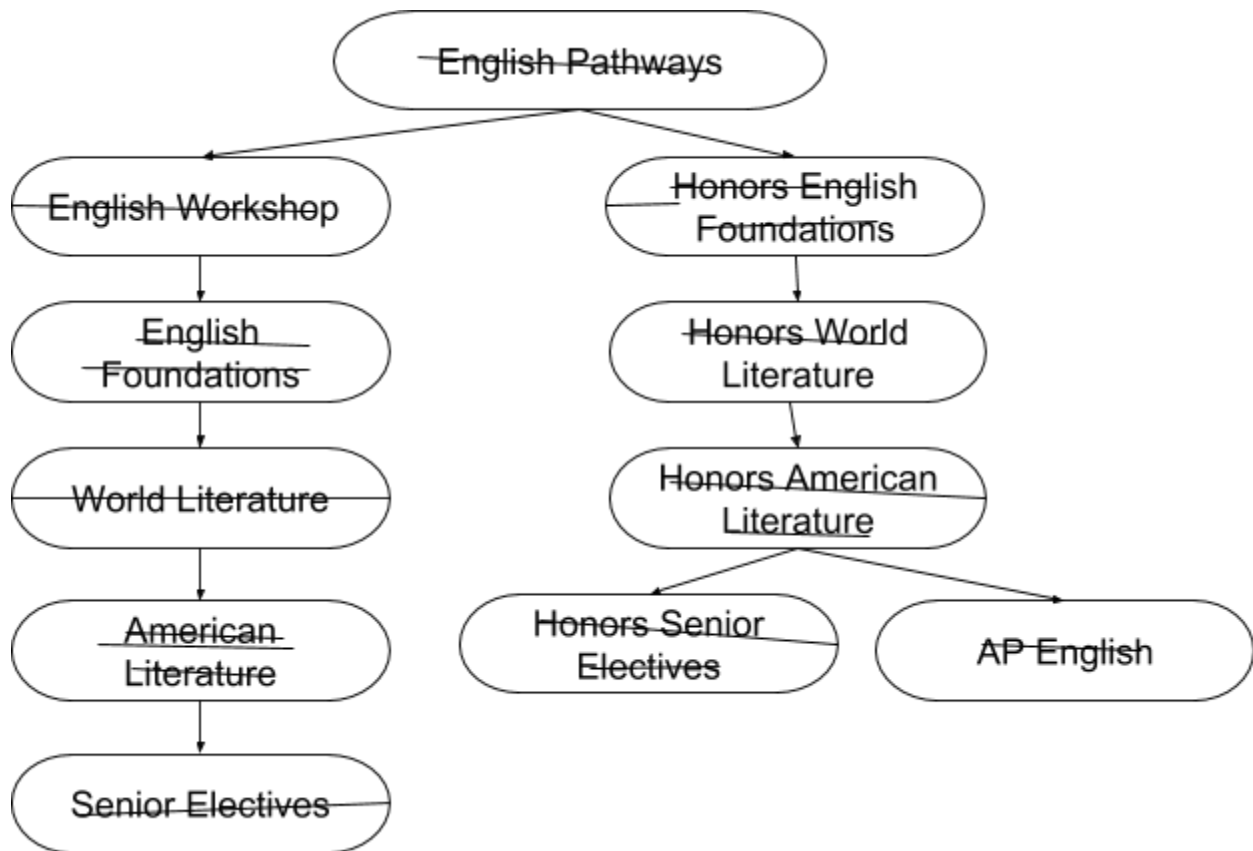
## SUGGESTED CORE COURSE OF STUDY

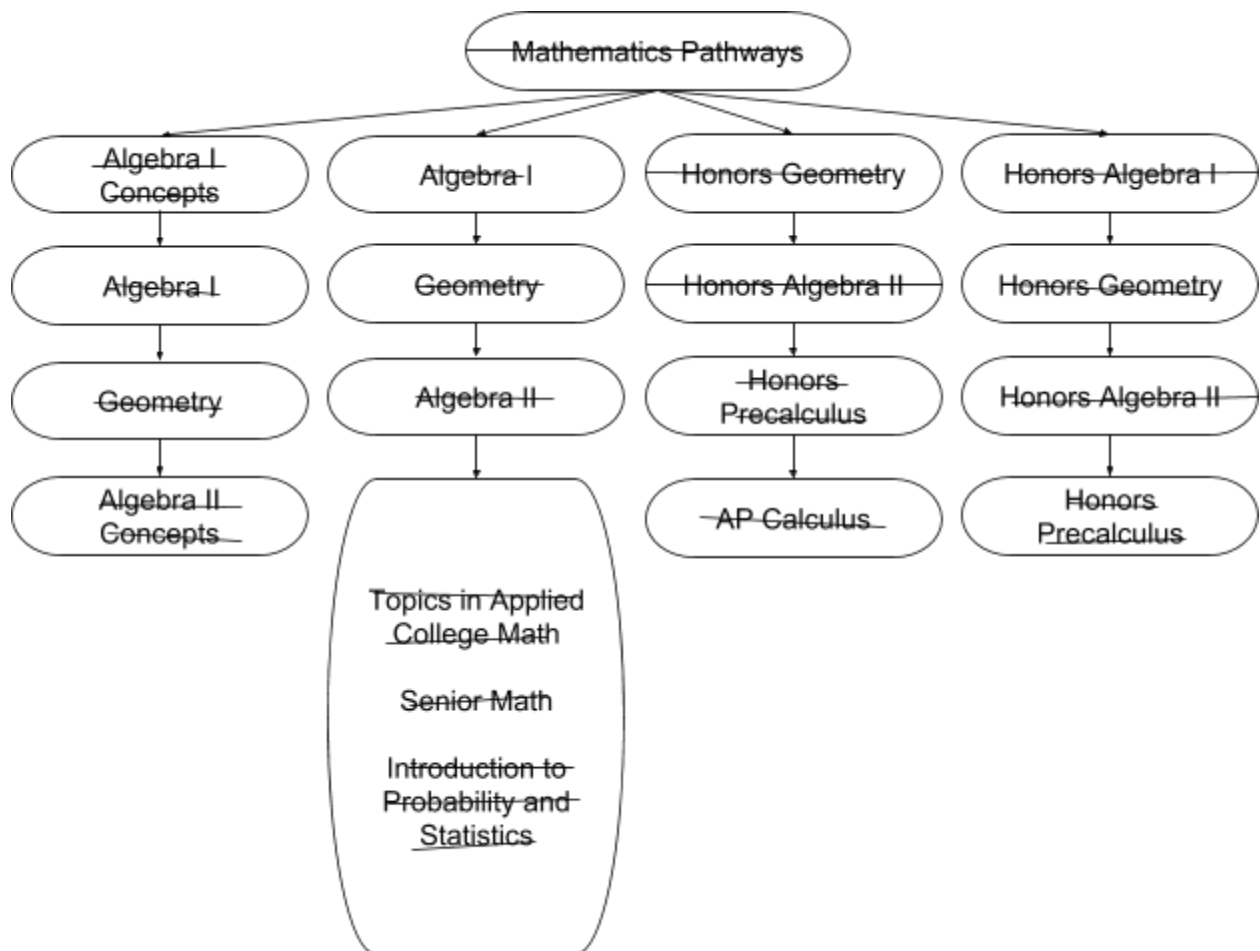
	ENGLISH	MATHEMATICS	SOCIAL STUDIES	SCIENCE	WORLD LANGUAGE
SELECTIVE COLLEGE and MILITARY ACADEMIES	<b>4 credits</b> <i>Including: Honors and Advanced Placement courses</i> English Foundations World Literature American Literature Senior Electives	<b>4 credits</b> <i>Including: Honors and Advanced Placement courses</i> Algebra I Geometry Algebra II Honors Pre-Calculus AP Calculus	<b>3+ credits</b> <i>Including: Honors and Advanced Placement courses</i> World History <del>World</del> Geography Economics Government U.S. History <b>Social Studies Electives</b>	<b>3-4 credits</b> <i>Including: Honors and Advanced Placement courses</i> Physical Science Biology Chemistry Physics Anatomy & Physiology	<b>3-4 credits</b> Strongly recommended that a student take 3 years of the same language: French Spanish
FOUR-YEAR COLLEGE	<b>4 credits</b> <i>Including: Honors and Advanced Placement courses</i> English Foundations World Literature American Literature Senior Electives	<b>3-4 credits</b> <i>Including: Honors and Advanced Placement courses</i> Algebra I Geometry Algebra II Honors Pre-Calculus <b>Math Electives</b> <del>Topics in Applied College Math</del> <del>Senior Math</del> <del>Intro to Probability &amp; Statistics</del>	<b>3 credits</b> <i>Including: Honors and Advanced Placement courses</i> World History <del>World</del> Geography Economics Government U.S. History <b>Social Studies Electives</b>	<b>3 credits</b> <i>Including: Honors and Advanced Placement courses</i> Physical Science Biology Chemistry	<b>3 credits</b> Strongly recommended that a student take 3 years of the same language: French Spanish
TWO-YEAR COLLEGE, MILITARY, and WORKFORCE	<b>4 credits</b> <del>English I-IV</del> <b>Including: Honors Courses</b> English Foundations World Literature American Literature Senior Electives	<b>3 credits</b> <i>Including: Honors courses</i> Foundation of Math Algebra I <i>Concepts</i> Algebra I Geometry Algebra II <b>Math Electives</b> <del>Topics in Applied College Math</del> <del>Senior Math</del>	<b>3 credits</b> <i>Including: Honors courses</i> World History <del>World</del> Geography Economics Government U.S. History <b>Social Studies Electives</b>	<b>3 credits</b> <i>Including: Honors courses</i> Physical Science Biology Chemistry	<b>1-2 credits</b> French Spanish

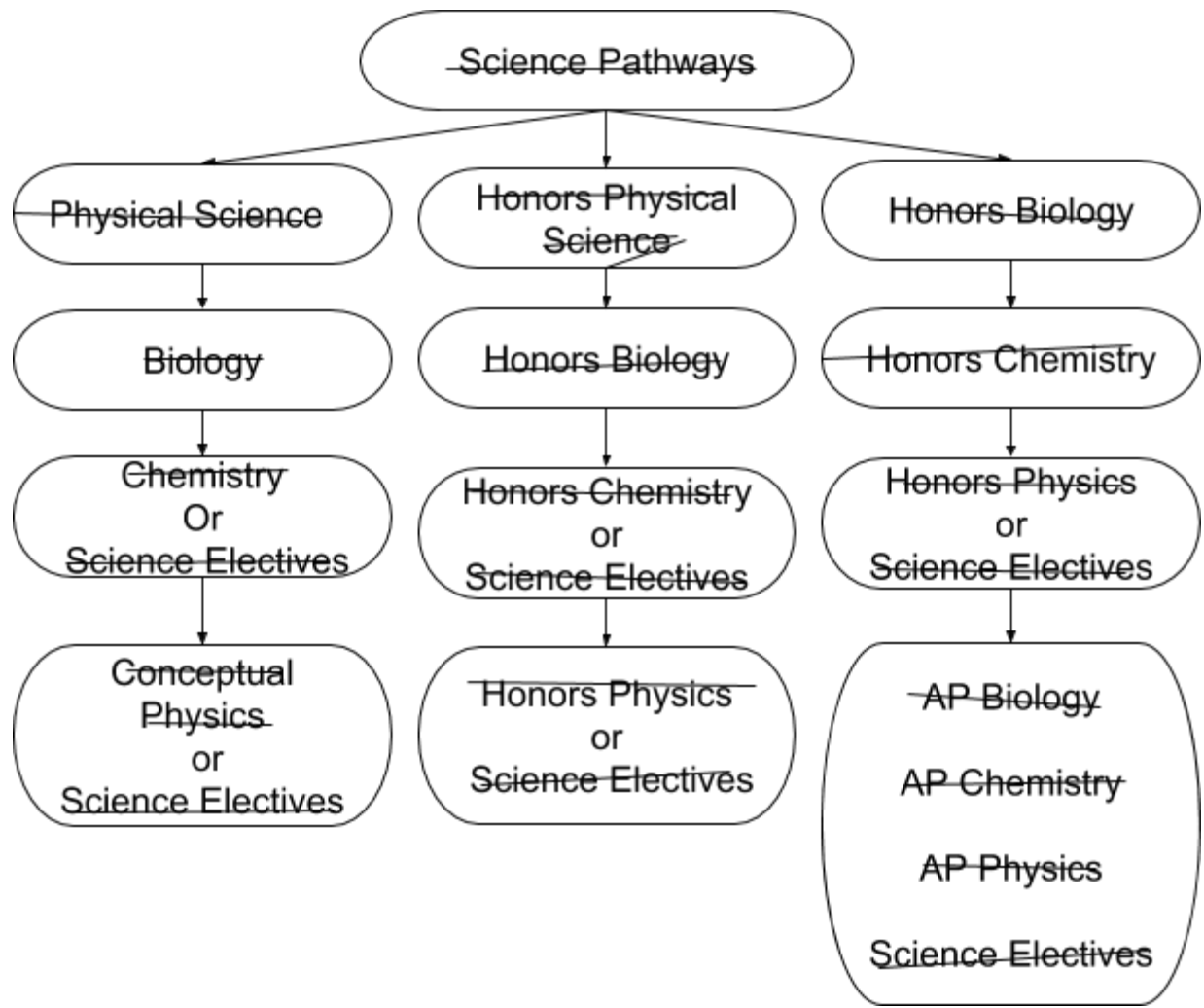
All students must take a math course or a class in which math is applied for every year they are in high school.

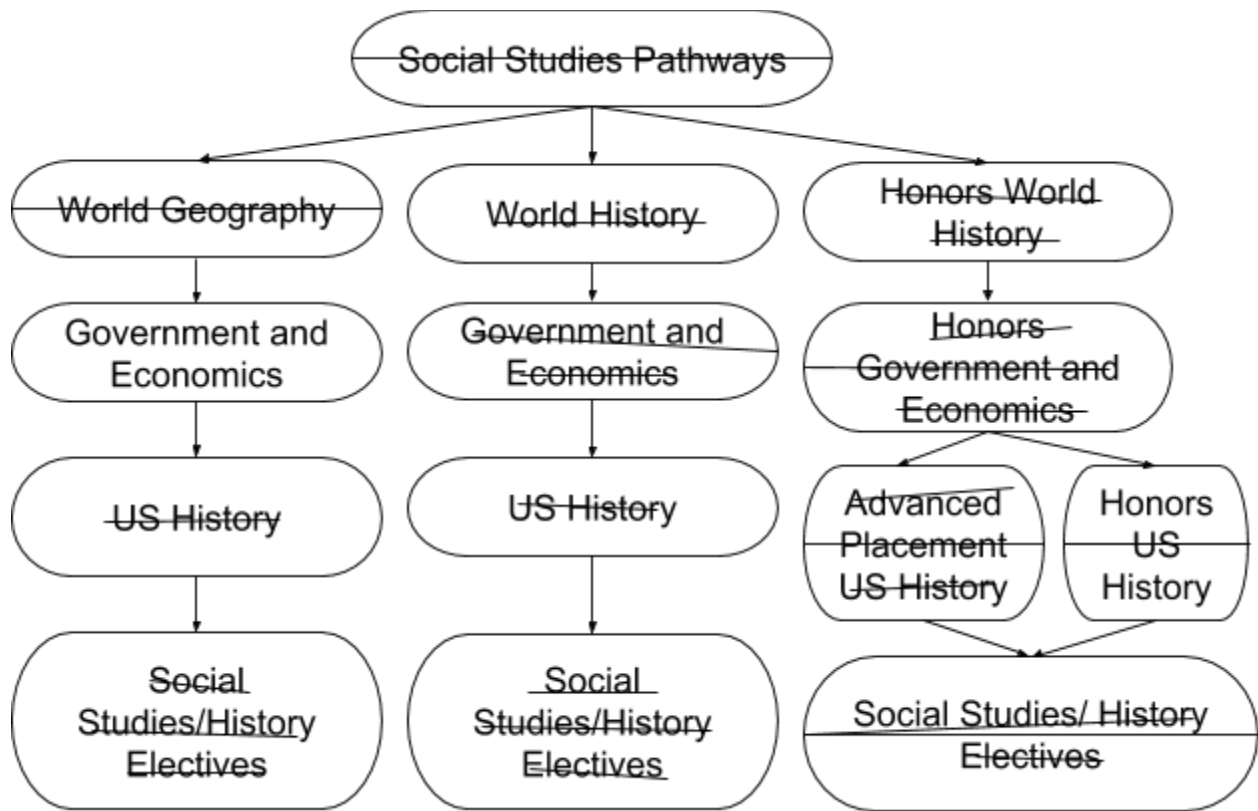
All students are required to take four years of English.

## Department-Specific Suggested Courses of Study For English, Mathematics, Science, and Social Studies









# New Hampshire Scholars

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of studies in high school one. This program will give them a boost in college and careers.

New Hampshire Scholars encourages and motivates all high school students to complete a rigorous course of study that prepares them for successful transition to college coursework or technical training necessary to enter today's competitive job market.

Courses that meet New Hampshire Scholars requirements are designated with the symbol in the course description.



<b>COURSES</b>	<b>CREDIT</b>
<b>English</b> English Workshop, English Foundations, World Literature, American Literature, Senior Electives	4 Credits
<b>Mathematic</b> Algebra I, Algebra II, Geometry, and one other competency	4 Credits
<b>Science</b> Including 3 years of Labs chosen from Biology, Chemistry, and Physics, etc.	3 Credits
<b>Social Studies</b> Chosen from U.S. History, World History, World Geography, Economics, Government, Psychology, and others as approved by individual schools	3.5 Credits
<b>Languages</b> Two years of a language other than English	2 Credits

Courses	NH Scholars	STEM	Arts
English - English I, English II, English III, English IV	4 credits	4 credits	4 credits
Mathematics - Algebra I, Algebra II, Geometry, and one other competency	4 credits	4 credits	4 credits
Science - Including 3 years of Labs chosen from Biology, Chemistry, and Physics, and others approved by individual schools	3 credits	4 credits	3 credits
Social Studies - Chosen from U.S. History, World History, World Geography, Economics, Government, Psychology and others as approved by individual schools	3.5 credits	3.5 credits	3.5 credits
Languages - Two years of the same language other	2 credits	2 credits	2 credits

than English			
STEM- At least one more year chosen from Technology, Engineering, Computers, Advanced Manufacturing, Science, Math, CTE Program, Project Lead The Way, and others as approved by individual schools		1 credit	
Arts - Chose from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, and others as approved by individual schools			2 credits

## Raymond High School 4-Year Personal Academic Planner

Student Name: \_\_\_\_\_

Y.O.G. \_\_\_\_\_

	Freshman Courses	Sophomore Courses	Junior Courses	Senior Courses
ENGLISH				
MATH				
SCIENCE				
SOC. STUDIES				
ART				
COMPUTER				
PHYS. ED.				
HEALTH				
Elective				
Elective				
Elective				
Elective				
Elective				
<b>CREDIT</b>	<b>Grade 9:</b>	<b>Grade 10:</b>	<b>Grade 11:</b>	<b>Grade 12:</b>

<b>TOTAL CREDITS REQUIRED TO GRADUATE</b>			
Total Credits thru the Class of 2020 = 22.25		Total Credits Beginning with the Class of 2021= 24	
Honors Diploma - 28 Credits ( See Graduation Requirement Chart for additional requirements)			
<b>4.00 ENGLISH</b>	<b>.50 ARTS</b>	<b>3.00 SCIENCE</b>	<b>1.00 PHYSICAL EDUCATION</b>
<b>3.00 MATH</b>	<b>1.00 COMPUTER</b>	<b>2.50 SOCIAL STUDIES</b>	<b>.50 HEALTH</b>



# PROSPECTIVE ADVANCED PLACEMENT STUDENTS AND THEIR PARENT/GUARDIAN

All Advanced Placement students are required to take the AP exam as an integral part of their experience in the course. The College Board and your child's teachers have carefully designed these intensive college-level classes with the intent that the AP exam be the culminating activity. In a very few extraordinary circumstances there may be a student who does not take the AP test. Please note that a student who fails to take the AP exam in May will be awarded honors-level credit (on a 5.33 scale) rather than AP-level credit (on a 6.33 scale). This will not change their actual course grade, but may affect their GPA and/or class rank. We want to give our strongest recommendation that all students take the AP exam.

The College Board assesses approximately a \$91.00 fee for each Advanced Placement exam. The fee must be paid prior to the exam date in May of the examination year. A reminder will be sent home in advance. Checks should be made out to Raymond High School. The College Board also charges a \$13.00 handling fee for any exam which is ordered but is not taken. If a student fails to take the exam for any reason, once it has been ordered, she/he will be charged for the handling fee, and must pay it before graduation. Students experiencing financial hardship should speak to their school counseling office.

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**Each student and their parent/guardian must sign and return this form to their AP teacher during the first week of class.**

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We have read and understand the information regarding the AP exam expectations for Raymond High School as outlined in the Program of Studies.

**AP Course(s) to be taken:** \_\_\_\_\_

\_\_\_\_\_  
**Student Name (please print)**

\_\_\_\_\_  
**Student Signature**


\_\_\_\_\_  
**Parent/Guardian Name (please print)**

\_\_\_\_\_  
**Parent/Guardian Signature**

**Today's date:** \_\_\_\_\_

# College Credit Options - Dual Enrollment Running Start



Courses that meet running start requirements are designated with the symbol  in the course description.

In 1999, the Community College System of New Hampshire (CCSNH) introduced the Running Start program, a partnership between the Community Colleges of New Hampshire and high schools to give students an opportunity to take college courses for college credit while also completing the requirements for high school graduation.

The Running Start programs are college courses taught at the high school and Seacoast School of Technology (SST) by credentialed high school faculty as part of the daily class schedule. Running Start courses taught at the Seacoast School of Technology are identified in the Program of Studies with the Running Start Logo. The fee for each course is \$150.00.



Start College before you graduate high school with our SNHU in the High School dual enrollment program available to qualified sophomores, juniors and seniors.

Our dual enrollment program gives students the opportunity to earn early college credits prior to high school graduation. Qualified high school instructors teach SNHU courses in the high school during the regular school day. Instructors teaching through this program must meet specific academic requirements to be approved to offer the course in the school for dual credit.

Courses meet the same content, objectives and outcomes as on campus. Your high school teachers will teach the SNHU courses in your school during the regular school day – no classes after school, weekends or summers. SNHU courses may be used to meet your high school graduation requirements as well.

The program offers courses from a variety of disciplines, with new courses added each year. Approved courses are reviewed by university faculty to ensure course content and assessment methods. In addition, our faculty members visit the high school classrooms.



# Virtual Learning Academy Charter School

The Virtual Learning Academy Charter School (VLACS) Early College Program offers students the opportunity to earn college credit and potentially an associate degree while attending high school! The idea is that students have the capability to meet the rigorous intellectual challenges posed by college level work, especially when motivated by the opportunity to save time and money. Currently (December 2018) the following classes are offered through VLACS for college credit.

<u>American Politics – POL 210 (SNHU)</u>	<u>English Composition 1 – ENG 122 (SNHU)</u>	<u>Introduction to Humanities II – FAS 202 (SNHU)</u>	<u>Pre-Calculus – MAT 140 (SNHU)</u>
<u>Applied Finite Mathematics – MAT 130 (SNHU)</u>	<u>English Composition 2 – ENG 123 (SNHU)</u>	<u>Introduction to Information Technology – IT 100 (SNHU)</u>	<u>Principles of Physical Science – SCI 212 (SNHU)</u>
<u>Calculus – MAT 210 (SNHU)</u>	<u>English Composition – ENGL101C (estart)</u>	<u>Introduction to Philosophy – PHIL 210 (SNHU)</u>	<u>Psychology, Introduction to – PSYC111W (eStart)</u>
<u>Children’s Literature &amp; Development – ECE 155C (eStart)</u>	<u>Human Growth and Development – PSYC112W (eStart)</u>	<u>Medical Terminology – HLTH101C (eStart)</u>	<u>Public Speaking – COM 212 (SNHU)</u>
<u>Creative Writing – ENG 226 (SNHU)</u>	<u>Introduction to Java Programming – CIS148G (estart)</u>	<u>Music, Introduction to – MUSC105C (eStart)</u>	<u>Statistics – MATH251C (eStart)</u>
<u>Criminal Justice – JUS 101 (SNHU)</u>	<u>Introduction to Communications – COM 126 (SNHU)</u>	<u>PC Applications – IST102C (eStart)</u>	<u>Topics in Applied College Math – MATH120C (estart)</u>
<u>Early World Literature – LIT 201 (SNHU)</u>	<u>Introduction to Humanities I – FAS 201 (SNHU)</u>	<u>Personal Financial Planning – FIN 250 (SNHU)</u>	<u>US History 1: 1607-1865 – HIS 113 (SNHU)</u>

# Special Education

The Special Education Department at Raymond High School is designed to provide support and/or services to students that meet the criteria. In order to determine if a student has met the criteria they need to be evaluated or assessed. Once the student has met the criteria, they are provided with specialized instruction. The specialized instruction will include accommodations and/or modifications for students with an educational identification. These accommodations/modifications afford the students an opportunity to access the general curriculum and gain educational benefit.

The clear intent of each of the programs is to ensure that all students are challenged to excel, to progress within the regular education setting and to prepare for independence in adult life, including post-secondary education and/or employment. Each of the programs offered encompasses one or more of the components listed below:

- 1) Support services to enhance students' individual performance.
- 2) Development and refinement of social, interpersonal, and behavioral skills needed to function effectively in the school setting, social milieu, and society.
- 3) Tools to promote and strengthen advocacy strategies.
- 4) Transitional plans to facilitate a smooth progression from school to post-graduate opportunities.

The Special Education team uses three integrated steps to ensure that the unique needs of the students are addressed. In addition, the team is bound by law to ensure full compliance with district, state, and federal requirements:

- 1) Eligibility Determination which begins with the referral process and, if the criteria is met, ends with a thorough evaluation of the student in all areas of a suspected disability.
- 2) Development of the Individual Education Program (IEP) - If the team, including but not limited to the student and parents, general educators, evaluator(s) and special educators, finds the student eligible for special education, the elements of an IEP are discussed, planned and established in the written document. The evaluation and eligibility process occurs triennially.
- 3) Placement Decisions - Once the IEP is determined, proper placement is determined by the team.

The courses that are offered, through the special education department, are designed to support and assist students in their identified areas of concern, with their class work, and their assignments/projects. Students are taught various study skills and strategies to help them perform successfully in regular education classes. Organization skills are also emphasized to enhance the students' ability to keep track of class work, homework, and notes.

**Certificate of Attendance-** Students with individualized education plans (IEPs) may earn Certificates of Attendance. These certificates shall not be equal to a regular high school diploma per the State of New Hampshire Department of Education. All students with disabilities shall be entitled to continue their high school educational program until such time as each student has earned a regular high school diploma or has attained the age of 21, whichever comes first. Certificates of Attendance indicate that the school district recognizes a student's time at Raymond High School. A Transition Plan/Diploma track will be developed at the end of the 8th grade year or upon entrance to Raymond High School.

**Certificate of Completion-** Students with individualized education plans (IEPs) may earn a Certificate of Completion. These certificates shall not be equal to a regular high school diploma per the State of New Hampshire Department of Education. All students with disabilities shall be entitled to continue their high school educational program until such time as each student has earned a regular high school diploma or has attained the age of 21, whichever comes first. Certification of Completion recognizes the completion of a student’s program as set forth by the Special Education Multidisciplinary Evaluation and Placement Team. The following conditions will apply to students earning a Certificate of Completion:

- The student identified with an educational disability as documented in an Individualized Education Program (IEP).
- The student has spent a majority of their high school program in either non-credit granting courses or was unable to demonstrate competency in required courses and, therefore, was unable to attain sufficient credits for a standard diploma.

The Special Education Multidisciplinary Evaluation and Placement Team will determine if the student has met the criteria for a Certificate of Completion as outlined in the IEP. An award of this certificate will be on or before the student’s 21<sup>st</sup> birthday. The student may choose when to receive the Certificate of Completion on one of three predetermined opportunities:

- At graduation with common age peers
- At the conclusion of IEP program, or
- Upon reaching the age of 21 (Graduation ceremony must be prior to their 21<sup>st</sup> birthday.)

If the student participates in the traditional ceremony, the student’s name will be included in the written graduation publication(s). The granting of a Certificate of Completion and/or participation in the commencement activities does not negate the student’s rights to services until the age of 21 as prescribed in the IEP.

# Protocol for Student Course Changes

~~It is recommended that each student is scheduled for 6 courses each semester.~~ All student in grades 9-11 must be enrolled in 7 courses each semester. Seniors who are on schedule with credits for graduation must be scheduled in a minimum of 5 courses each semester. The add/drop time period will be within the first **five school** days of each semester. Any student dropping classes after the add/drop time period will have a WF (withdrawal fail) or a WP (withdrawal pass) on their transcript.

**Parent-requested schedule changes** are reserved for serious reasons and must be approved by an administrator and the affected teacher(s).

# Humanities Department

## English

**RHS Graduation requirements:** English Foundations 1 credit, World Literature 1 credit, American Literature 1 credit, Senior Electives 1 credit

**State Graduation Requirement:** 4 English credits

<i>GRADE 9</i>	<i>GRADE 10</i>	<i>GRADE 11</i>	<i>GRADE 12</i>
<i>Practical English Foundations</i>	<i>Practical World Literature</i>	<i>Practical American Literature</i>	<i>Expository Writing Honors Expository Writing, Practical Writing, Practical Reading, AP English Literature</i>
<i>English Foundations</i>	<i>World Literature</i>	<i>American Literature</i>	<i>British Literature*, Film as Literature*, Public Speaking*</i>
<i>Honor English Foundations</i>	<i>Honors World Literature</i>	<i>Honors American Literature</i>	<i>Creative Writing**, Honors Media Studies**, Popular Literature**, Honors Popular Literature**</i>

*\*Courses offered in the 2019-2020 School Year*

*\*\*Courses offered in the 2020-2021 School Year*

### Suggested Freshmen Offering

#### English Foundations

Required for Freshmen  
1 credit/full year  
Grade 9



The first year of high school English focuses on intensive reading and writing skills. We also do weekly vocabulary study. Readings from several literary genres include nonfiction essays, the novel, the short story, poetry, and drama. Students will write papers in the four modes: narrative, descriptive, expository and persuasive. Creative and reflective writing will also be covered throughout the course. There is also a public speaking component in all English Foundations classes. At least one research project will be required.

#### Honors English Foundations

Prerequisite: Teacher Recommendation  
1 credit/full year  
Grade 9



This course is designed for students who are performing consistently above grade level. Curriculum is similar to English Foundations, but some materials and the depth of coverage will be more challenging; expectations, requirements, and assessments will be more rigorous. Students electing this course should be proficient readers and skillful writers. **Students will be required to complete additional summer reading assignments and to show a mastery of their reading upon their return to school.**

### **Practical English Foundations**

Prerequisite: Recommendation from Administrative Team  
1 credit/full year  
Grade 9



Students are assigned to this course by the administrative team. Standardized tests, the student's previous year's grades, and teacher recommendation are used to determine placement. The Practical English Foundations class is offered in place of English Foundations, and is designed to provide additional support to the student as s/he studies the topics as outlined in English Foundations.

### **Suggested ~~Sophomore Offerings~~**

#### **World Literature**

Required for Sophomores  
Prerequisite: English Foundations  
1 credit/full year  
Grade 10



This course provides students with a survey of world literature which will delve into a selection of works from many eras and diverse cultures. Students will read a selection of novels, stories, poetry and drama in detail, will discuss in small and large groups, and will write extensively about their reading. Students will be assessed on a frequent basis. Assessments will include quizzes, tests, projects and essays. Students will also be given opportunities to produce creative projects in response to the literature. Vocabulary study, oral presentations, and responses to relevant film and audio resources will all be components of the course.

#### **Honors World Literature**

Prerequisite: English Foundations and Teacher Recommendation  
1 credit/full year  
Grade 10



This course is designed for students who are performing consistently above grade level. Curriculum is similar to World Literature, but some materials and the depth of coverage will be more challenging; expectations, requirements, and assignments will be more rigorous. Students electing this course should be proficient readers and skillful writers. **Students will be required to complete additional summer reading assignments and to show a mastery of their reading upon their return to school.**



## Practical World Literature

Prerequisite: English Foundations and Recommendation from Administrative Team  
English Foundations  
1 credit/full year  
Grade 10



Students are assigned to this course by the administrative team. Placement is determined through a review of students' standardized test scores, teacher recommendations, and previous performance in English. Practical World Literature is offered in place of a World Literature class, and is designed to provide materials and instruction that meet the standard for World Literature while providing more intensive support for students.

## Suggested Junior Offerings

### American Literature

Required for Juniors  
Prerequisite: English Foundations and World Literature  
1 credit/full year  
Grade 11



This course covers several thematic units in which students will answer the essential question, "What does it mean to be American?" In each project-based unit, students will read a variety of fiction and nonfiction, participate in class discussions, and write extensively in response to the readings. Work will also include other nonfiction essays and creative writing, as well as oral presentations and projects.

### Honors American Literature

Prerequisite: English Foundations and World Literature and Teacher Recommendation  
1 credit/full year  
Grade 11



This course is designed for students who are performing consistently above grade level. Curriculum is similar to that of the American Literature course, but some materials and the depth of coverage will be more challenging; expectations, requirements and assessments will be more rigorous. Students electing this course should be proficient readers and skillful writers. **Students will be required to complete additional summer reading assignments and to show mastery of the material upon their return to school.**

### Practical American Literature

Prerequisite: English Foundations and World Literature and Recommendation from Administrative Team  
1 credit/full year  
Grade 11



Students are assigned to this course by the administrative team. Placement is determined through a review of students' test scores, teacher recommendations, and previous performance in English. Practical American Literature is offered in place of American Literature class, and is designed to provide materials and instruction that meet the standard for American Literature while providing more intensive support for students.

## Suggested Senior Offerings

### Advanced Placement English Language & Literature

Prerequisite: Honors English Foundations, Honors World Language and Honors American Literature  
and Teacher Recommendation  
1 credit/full year  
Grade 12



This college-level course will engage students in the careful reading and critical analysis of a wide variety of literature. This will include an intensive focus on many genres and periods. Intensive critical examination, interpretation, and evaluation will be expected throughout the course through daily class discussions and extensive written analysis. Students in AP should be strong readers and writers. Summer reading is required; students will be required to show mastery of the material upon their return in the fall. **NOTE: STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

### British Literature

.50 credit/1 semester  
Grade 12



A wide variety of works by authors from Great Britain and the British Empire will be the focus of this course. Novels and essays will span a period from the Victorians to contemporary works. We will read extensively, discuss in small and large groups, and write in a variety of forms from response journals to analysis essays. Students will have some choices about their selected readings and their summative assessments for British Literature.

### Children's Literature

.50 credit/1 semester  
Grade 12

Children's Literature is a semester-long course designed to give students a general survey of folktale types, including fables, fairy tales, and legends as well as other forms of literature produced specifically for children. We will study the history and purpose of these literature types, read and analyze examples of classic works, and engage in small and large group discussions of the literature. Students will create their own original illustrated fables, fairy tales, and picture books. The picture book assignment is a term project which will culminate with the students presenting their original work to classes at Lamprey River Elementary School.

### Creative Writing (offered 2020-2021 School Year)

.50 credit/1 semester  
Grade 12

Creative Writing is a one-semester course focused on writing a variety of pieces, including descriptive, narrative, and memoir writing. Students will also read contemporary essays, short stories, and poems as examples and learn various ways to tap their inherent creativity. This course is taught in a workshop environment, which includes sharing of work, peer editing, self-assessment, and frequent student-teacher conferences in a supportive environment. Independence in creating and meeting deadlines is essential for students in this course. Journals and electronic portfolios are required. Evaluation will include an assessment of the semester writing portfolio.

## Expository Writing

.50 credit/1 semester  
Grade 12



In expository writing, students develop skills in writing in a variety of nonfiction modes. Students write in response to a variety of prompts, and also generate topics, develop outlines, and work through the drafting process to develop a variety of essays. Peer editing, teacher conferencing, and an emphasis on essential writing skills are integral components of this course. One research-writing project is required.

## Film as Literature (offered 2019-2020 School Year)

.50 credit/1 semester  
Grade 12



Students will view and analyze a variety of current and classic films that have made a lasting impression and are representative of culturally significant themes. Students will become familiar with film language and the storytelling techniques of film. The goals of the course include: 1) teaching students how to analyze films as texts and modern non-fiction; 2) preparing students to be active, critical thinkers in our modern American society; 3) reinforcing the knowledge of literary devices as students analyze elements of plot, setting, conflict, theme, character development, mood and motifs in film.

## Graphic Novel as Literature

.50 credit/1 semester  
Grade 12

This course will survey and analyze a particular kind of visual literature – that art form known as the "Graphic Novel" or "Comic Art." Graphic novels will be studied for their use of both words and images to develop plots, characters, theme, setting, mood and symbolism. The goals of this course are: 1) to engage students in an in-depth novel analysis using graphic novels, with special emphasis on the work of graphic novelists like Art Spiegelman, and Marjane Satrapi. 2) to develop critical thinking through study of the history and impact of comics and graphic novels; and 3) to explore and practice using the distinctive formal qualities of comics through the design and production of a mini-comic.

## Independent Reading

Honors Level  
.50 credit/1 semester  
Grade 12

This course is an intensive elective for serious readers who are successful when given choices about their work. Students will participate in three to four units in which they will choose novels and/or nonfiction works from provided lists and will produce written and performance-based products for assessment in each unit. Teacher conferences and self-evaluation are integral components of the curriculum. This course requires students to have a high degree of independence and self-advocacy.

## **Media Studies** (offered 2020-2021 School Year)

Honors Level  
.50 credit/1 semester  
Grade 12



This course will encompass elements of print, electronic, and social media including the development and evolution of traditional and contemporary media forms. We will study various forms of media as a mirror of our culture and values. Advertising, political concerns, news media, and social media will be areas of particular focus. Students will read and write extensively and regularly. Students should be strong readers and writers, and self-directed learners; we will further develop those skills throughout the semester. **NOTE: This course is entirely electronic; all instructional materials are accessed online and all assignments are submitted through Google apps. Access to the Internet both in and out of school is essential for success.**

## **Nonfiction Writing Workshop Honors Expository Writing**

Honors Level  
.50 credit/1 semester  
Grade 12

This course requires students to develop papers in the four modes of discourse (narration, description, persuasion, and exposition) in a writing workshop setting; this means we will focus on the process of writing through reading models, discussion, outlining, drafting, and peer editing. Student work will be shared among classmates in a workshop environment.-Self-assessment and frequent student-teacher conferences foster a supportive environment. Independence in creating and meeting deadlines is essential for students in this course. Journals and electronic portfolios are required. Evaluation will include an assessment of the semester writing portfolio.

## **Public Speaking**

.50 credit/1 semester  
Grade 12



This course will introduce students to the principles of effective communication through presentations. Students will prepare and deliver at least five speeches, perform weekly impromptu exercises, and will participate in at least one debate. Students will be required to critique coursework through both peer- and self-evaluations. Research skills will be developed and used throughout the course. Full participation and consistent attendance is an integral part of a student's successful completion of this course.

## **Popular Literature** (offered 2020-2021 School Year)

.50 credit/1 semester  
Grade 12



Readings in this course will come from a variety of fiction genres in both short story and novel form. Work will also focus on author biographies and contemporary essays on popular fiction. Frequent written responses, critical analysis, and active participation in discussion are required. This course will emphasize competency in reading and writing, and encourage critical thinking and listening skills. Response journals, class discussion, and self-assessments are required.

## **Honors Popular Literature** (offered 2020-2021 School Year)

.50 credit/ 1 semester  
Grade 12



**Readings in this course will come from a variety of fiction in both short story and novel form. Work will also focus on author biographies and contemporary essays on popular fiction. Frequent written responses, critical analysis, and active participation in discussion are required. This course will emphasize the understanding of literature through discussion, analytical writing, and supplemental readings. Response journals, class discussion, essays, and self-assessments are required. Some elements of the coursework will be based on independent student choice. This course is for students who are strong and enthusiastic readers who wish to discuss works with their equally motivated peers.**

## **Practical Reading**

Prerequisite: Teacher Recommendation  
.50 credit/1 semester  
Grade 12



The goal of this course is to help students build upon reading skills they have learned in their previous three years of English and focus on skills needed in the real world. Students will continue to work on close and careful reading of fiction, nonfiction, informational, and practical texts. Students will be expected to continue the use of vocabulary skills and further develop skills needed to analyze texts using the written word. Students will also gain knowledge of how to navigate through real world texts necessary in life after high school. This class is designed to complement Practical Writing.

## **Practical Writing**

Prerequisite: Teacher Recommendation  
.50 credit/1 semester  
Grade 12



This course will give students real-world experiences and a hands-on approach to writing. Students will develop skills in technical writing, informal research, and technical document writing. Focus areas will include the thoughtful expression of ideas, language usage, grammar, and structure. Recommended for students planning to enter the workforce directly after high school, the course is designed to complement Practical Reading in the spring.

## **World Mythology**

.50 credit/1 semester  
Grade 12

~~In this course students will study a variety of myths and legends from diverse cultures around the world. We will explore common themes and characters across cultures and time periods. Reading and comprehension strategies will be emphasized with each literary selection, and writing assignments will be developed from within the context of the reading. Essays, journals, creative projects, quizzes, and a final project or exam will comprise the performance assessments for the course.~~

# STEM Department

## Mathematics

**RHS Graduation Requirements:** Algebra I 1 credit and 2 elective math credits and a class in which math is applied.

**State Graduation Requirements:** Algebra I 1 credit and 2 elective math credits and a class in which math is applied.

4th year math requirements meets the exposure requirements.

### Mathematics Pathways

<i>Pre-Algebra</i>	<i>Algebra I</i>	<i>Honors Geometry</i>	<i>Honors Algebra I</i>
<i>Algebra I Concepts</i>	<i>Geometry</i>	<i>Honors Algebra II</i>	<i>Honors Geometry</i>
<i>Algebra I</i>	<i>Algebra II</i>	<i>Honors Precalculus</i>	<i>Honors Algebra II</i>
<i>Geometry</i>	<i>Quantitative Reasoning</i>	<i>AP Calculus</i>	<i>Honors Precalculus</i>
<i>Algebra II Concepts</i>	<i>Trigonometry</i>		
	<i>Probability and Statistics</i>		

RHS requires that every student take three years of math and an additional year of math or a non-math class in which mathematics is significantly applied. According to ED 306.27, a student can meet the requirement “by satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the School Board.

In addition to expanding our offerings in Mathematics, we have identified classes outside of Mathematics that meet the criteria. Classes that meet the criteria have been identified in the Programs of Studies. Honors Physics, Honors Chemistry, Personal Finance, Woodworking I & II, Construction (SST) and Pre-Engineering (SST) are just a few examples. This new requirement will be mandatory of all students for the 2016-2017 school year.

Non-math department courses that meet the fourth year math requirement and designated with the symbol in the course description.

### Suggested Freshmen Offerings

<p><b>Pre-Algebra</b> 1 credit/full year Grade 9</p>
--

**Pre-Algebra Course Description:** This class will review the basic operations of arithmetic on whole numbers, fractions and decimals. These operations will be used in dealing with ratio, proportions, percent, simple geometry and algebra. As students master these basic concepts, they will move into basic algebra. Students will be expected to understand basic operations with integers, rational numbers, irrational, and real numbers; the use of variables; properties of numbers and of equality; solving equations and inequalities; problem solving; relations and functions; and polynomials.

## Algebra I Concepts

Prerequisite: Recommendation from Administrative Team

1 credit/full year

Grade 9



Algebra I Concepts is designed to provide the basic foundation of concepts and applications necessary to succeed in Algebra I. The units of study include: integer operations, rational numbers, ratio proportion and percent, equations, inequalities, functions, graphing of functions, data analysis and display, and polynomial introduction. By the end of the course, students should be able to apply properties of real numbers and use units to solve problems; create, simplify, and solve algebraic expressions and equations; create models using functions and interpret functions; and summarize, represent, and analyze data.

## Algebra I

Prerequisite: None

1 credit/full year

Grade 9



Algebra I is designed to provide the foundation of all other math courses in high school. It is required for graduation. The units of study include: modeling with functions, linear functions, linear equations and inequalities in one variable, linear equations and inequalities in two variables, quadratic functions, and data analysis/statistics. By the end of the course, students should be able to apply properties of real numbers and use units to solve problems; create, simplify, and solve algebraic expressions and equations; create models using functions and interpret functions; and summarize, represent, and analyze data.

## Honors Algebra I

Prerequisite: Teacher Recommendation

1 credit/full year

Grade 9



Honors Algebra I prepares students for post-secondary school, the work force, and life in the information age. Designed for self-directed learners, it combines manipulatives, technology, and hands-on activities to explore increasingly difficult mathematical content. Content topics include writing, solving, graphing, creating equations and inequalities, interpreting and using functions to model a variety of situations, and data analysis and probability. Formal proof and abstract concepts are a focal point of the course in preparation for higher level mathematics

## Suggested Sophomore Offerings

### Geometry Concepts

Prerequisite: Algebra I and Recommendation from Administrative Team  
1 credit/full year  
Grade 10



Geometry Concepts is designed to explore Euclidean Geometry (plane geometry) with an emphasis on real-world applications. Students will apply algebraic concepts learned in Algebra I to new situations. Units of study include linear and angular relationships, polygons with a focus of quadrilaterals and triangles, measurement and dimension, and circles. By the end of the course students will be able to solve a variety of problems involving measurement and dimension, right triangles and trigonometry, and coordinate geometry.

### Geometry

Prerequisite: Algebra I  
1 credit/full year  
Grade 10



Geometry is designed to explore Euclidean Geometry (plane geometry) to build capacity in logical thinking, spatial reasoning, and applying algebraic concepts learned in Algebra I to new situations. Units of study include linear and angular relationships, polygons with a focus on quadrilaterals and triangles, measurement and dimension, and circles. By the end of the course, students will be able to solve a variety of problems involving congruence and similarity, right triangles and trigonometry, measurement and dimension, and coordinate geometry.

### Honors Geometry

Prerequisite: Honors Algebra I or Algebra I and Teacher Recommendation  
1 credit/full year  
Grade 9-10



Honors Geometry is designed for the self-directed learner as formal proof and abstract concepts are a focal point of the course in preparation for higher level mathematics. Students will explore Euclidean Geometry (plane geometry) to build capacity in logical thinking, spatial reasoning, and applying algebraic concepts learned in Algebra I to new situations. Units of study include linear and angular relationships, polygons with a focus of quadrilaterals and triangles, measurement and dimension, and circles. By the end of the course, students will be able to solve a variety of problems involving congruence and similarity, right triangles and trigonometry, measurement and dimension, and coordinate geometry.



## Suggested Junior and Senior Offerings

### Algebra II Concepts

Prerequisite: Geometry and Teacher Recommendation  
Recommendation from Administrative Team  
1 credit/full year  
Grade 11-12



Algebra II Concepts is an introduction to Algebra II topics including applications of systems and linear, quadratic and exponential functions with a focus on data analysis. The course is designed to help prepare students for college algebra and college entrance exams. By the end of the course, students should be able to apply properties of real numbers and use units to solve problems; create, simplify, and solve algebraic expressions and equations; create models using functions and interpret functions; and summarize, represent, and analyze data

### Algebra II

Prerequisite: Geometry and Teacher Recommendation  
1 credit/full year  
Grades 10-11



Algebra II is designed to provide a continuation and extension of the concepts and applications provided in Algebra I. The units of study include: modeling with functions, linear systems of equations in two/three variables, linear systems of inequalities, quadratic functions, exponential growth and decay and probability and statistics. By the end of the course, students should be able to apply properties of real numbers and use units to solve problems; create, simplify, and solve algebraic expressions and equations; create models using functions and interpret functions; and summarize, represent, and analyze data.

### Honors Algebra II

Prerequisite: Geometry and Teacher Recommendation  
1 credit/full year  
Grades 10-11



Honors Algebra II is designed for self-directed learners as formal proof and abstract concepts are focal points of the course. The course provides an in-depth study of nonlinear functions. Content topics include linear programming, quadratic, and polynomial functions in both real and complex numbers exponential, radical, rational functions and an in-depth study of functions and their properties. By the end of the course, students should be able to apply properties of real numbers and use units to solve problems; create, simplify, and solve algebraic expressions and equations; create models using functions and interpret functions; and summarize, represent, and analyze data.

## Honors Pre-Calculus

Prerequisite: Algebra I, Geometry, and Algebra II and Teacher Recommendation  
1 credit/full year  
Grade 11-12



Honors Pre-Calculus is designed for self-directed learners. Content topics include an in-depth study of trigonometry. Formal proof and abstract concepts are a focal point of the course in preparation for AP calculus and college mathematics. By the end of this course, students will be able to prove and apply trigonometric functions and identities, create and analyze functions, compute vector operations, and apply sequences, series and limits.

## Advanced Placement Calculus

Prerequisite: Honors Pre-Calculus and teacher recommendation  
1 credit/full year  
Grade 12



AP Calculus is a college mathematics course with an extremely demanding and fast-paced curriculum. It provides a foundation in differential and integral calculus. The topics studied include methods of differential calculus, integral calculus, applications of the derivatives, integrals and limits. **NOTE: STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

## Probability and Statistics

Prerequisite: 1 credit earned in Algebra II  
.50 credit/1 semester  
Grades 11-12



This one-semester course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Topics included are permutations, combinations, conditional probability, confidence intervals, hypothesis testing, measures of central tendency and spread, linear regression, normal probability distribution, conditional probability and probability rules.

## Trigonometry

Prerequisite: 1 credit earned in Algebra II or Algebra II Concepts  
.50 credit/1 semester  
Grades 11-12



This one-semester course is designed for the student who wants to pursue a STEM career but wants an alternative to Honors Pre-Calculus. Topics will include a complete review of right triangle trigonometry, a thorough exploration of unit-circle trigonometry, and an in-depth study of the trigonometric identities. Students could take a pre-calculus class after completing this course, or could go into a college Calculus 1 course.

## **Quantitative Reasoning (Formerly known as Topics and Applied Mathematics)**

Prerequisite: 1 credit in Algebra II, plus approval of the STEM Department Head

1 credit/full year

Grades 11-12



This course is designed to expose students to a wide range of mathematics topics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced as the student becomes actively involved in solving applied problems. Topics to be covered include: number theory and systems; functions and modeling finance; geometry and measurement; and probability and statistics. Quantitative Reasoning is eligible for college credits through the Community College System of New Hampshire's Running Start program, and it may be eligible for the Governor's STEM Scholarship. For details, please refer to the Running Start section of this document.

## **Advanced Mathematical Foundations (Formerly known as Senior Math)**

Prerequisite: 1 credit earned in Geometry

1 credit/full year

Grades 11-12



This course is designed to ensure success in mathematics for students who plan to attend college. Topics covered are: operations with signed numbers; algebraic expressions; linear equations/inequalities; exponents; square roots; understanding and manipulating formulas; translating and solving word problems; interpreting and analyzing data; and graphing techniques. Emphasis will be placed on applying these skills in solving real work problems. This course can be a replacement for Algebra II.

## **Introduction to Probability and Statistics**

Prerequisite: Algebra II

Course runs on odd-numbered school years

1 credit/full year

Grades 11-12

Introduction to Probability and Statistics concentrates on the collection and organization of data. Content topics include basic statistical displays of data, an exploration of variation and averaging, measures of central tendency, elementary probability theory, the use of Binomial Probability Distribution, Normal Curves and Sampling Distribution, Estimation, and Correlation and Regression.

## **Topics in Applied College Mathematics**

Prerequisite: 63 or higher on the Accuplacer Exam and Algebra II

1 credit/full year

Grade 12

Topics in Applied College Mathematics (TAC Math) is designed to expose students to a wide range of general mathematics topics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, and Probability and Statistics. A score of 63 on the Accuplacer Exam is required in order to take this course. TAC Math is eligible for college credits through the Community College System of New Hampshire's Running Start Program. For details, please refer to the Running Start section of this document.

## Senior Math

Prerequisite: 3 years of Math

1 credit/full year

Grade 12

Senior Math is designed to ensure success in mathematics for students who plan to attend college. Topics covered are: operations with signed numbers; algebraic expressions; linear equations/inequalities; exponents; square roots; understanding and manipulating formulas; translating and solving word problems; interpreting and analyzing data; and graphing techniques. Emphasis will be placed on applying these skills in solving real world problems.

# STEM Department Science

**RHS Graduation Requirements:** Physical Science 1 Credit Biology 1 Credit, Elective Science 1 Credit

**State Graduation Requirements:** Physical Science 1 credit, Biology 1 Credit

## Science Pathways

<i>Physical Science</i>	<i>Honors Physical Science</i>	<i>Honors Biology</i>
<i>Biology</i>	<i>Honors Biology</i>	<i>Honors Chemistry</i>
<i>Chemistry or Science Elective</i>	<i>Honors Chemistry or Science Elective</i>	<i>Honors Physics or Science Elective</i>
<i>Conceptual Physics or Science Elective</i>	<i>Honors Physics or Science Elective</i>	<i>AP Biology, AP Chemistry, AP Physics, Science Elective</i>

## Recommended Freshmen Offerings

### Physical Science

Prerequisite: None

1 credit/full year

Grade 9



This course presents an application-oriented overview of the fields of physics, chemistry, and earth science. Basic skills involving measurement, graphing, the scientific method, metric measurements, and mathematical tools will be emphasized. The physics topics to be studied include motion, forces, energy, work, waves, sound, light, magnetism, and electricity. Chemistry topics will include the study of the properties and classification of matter, basic atomic structure, the periodic table and families of elements, bonding, and chemical reactions. Earth science topics to be covered will include astronomy and plate tectonics. Students will develop the skills of scientific problem solving and critical thinking. Laboratory experiments will stress safe laboratory practices, proper observation and reporting methods, and the application of concepts acquired through class activities. Current events will be discussed and connected to the curriculum.

## Honors Physical Science

Prerequisite: A proficient background in grade 8 Mathematics and Science and Teacher Recommendation  
Co-requisite: Students taking this course should also be enrolled in Algebra I or Honors Algebra I  
1 credit/full year  
Grade 9



This course is fast paced and demanding. Students must demonstrate proficiency with skills involving measurement, graphing, the scientific method, metric measurements, and the application of mathematical formulas. Physics topics include the study of motion, forces, work, energy, waves, sound, light and color, electricity and magnetism. The chemistry of matter describes how matter is structured, how atoms form molecules, and how molecules make up the matter in our physical environment. Chemistry topics will include the study of atomic structure, the periodic table, and the behavior of matter, chemical reactions and equations, acids and bases, and an overview of nuclear energy. Earth science topics to be covered will include astronomy and plate tectonics. Emphasis will be placed on research projects and laboratory activities.

### ~~Recommended Sophomore Offerings~~

## Biology

Prerequisite: Physical Science  
1 credit/full year  
Grade 10



Students will explore the diversity of living organisms and the environments in which they live. The scientific method and the use of the microscope will be reviewed. The basic chemistry of life will help students understand the cell structure and function. The history of life will be related to evolutionary history and the modern classification systems. A genetics section will focus on cell division, the structure and function of DNA, genetic engineering, bioethics, and heredity. The human nervous, endocrine, and immune systems will be studied. Ecology will focus on the interactions of organisms with their environments, the structure of ecosystems, and the biogeochemical cycles. Current trends in genetics and health related issues are included. The students are expected to write reports, present projects, and participate in laboratory activities.

## Honors Biology

Prerequisite: Physical Science and Teacher Recommendation  
Co-requisite: Students taking this course should also be enrolled in Geometry or Honors Geometry  
1 credit/full year  
Grades 9-10



This fast-paced biology course will involve a detailed study of cell biology, biochemistry, DNA, and genetics. The history of life and evolution will be related to current systems of classification. The human nervous, endocrine, and immune systems will be studied and related to homeostasis. Ecology will focus on the interactions of organisms with their environments, the structure of ecosystems, photosynthesis and respiration, and the biogeochemical cycles. Laboratory experiences are student centered and require the application of scientific principles acquired in class. Detailed laboratory reports are an essential part of the laboratories and will focus on scientific methods. A significant amount of memory work is involved due to a detailed study of biological vocabulary. This course is intended to prepare students for Honors Chemistry, and is strongly recommended for students who plan to attend a 4-year college.

## Electives for Eligible Students

### Advanced Placement Biology

Prerequisite: Honors Physical Science and Successful Completion of Honors Biology and Teacher Recommendation  
1 credit/full year  
Grades 11-12



This course is designed to be equivalent to a college level introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis is on developing an understanding of concepts. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. The major topics of study include the chemistry of life, cells, cellular energetics, heredity, molecular genetics, and evolutionary biology. The diversity of organisms will be explored through evolutionary patterns and relationships, and the structure and function of plants and animals. The ecological component of this course incorporates the study of populations, communities, ecosystems, and global issues. **NOTE: STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

### Chemistry

Prerequisite: Algebra I, Physical Science, Biology and Teacher Recommendation  
1 credit/full year  
Grades 11-12



This one-year application based course presents a study of the nature of matter and energy, and the interaction between them. The science of chemistry provides perspectives and skills that organize and explain many of the experiences of daily life. Students will be expected to apply the scientific method of problem solving and show competence with measurement and mathematical computations, structure, physical and chemical composition, and changes in matter will be studied. Atomic structure, properties of elements and compounds, chemical formulas and equations, bonding, solution chemistry, acids and bases, and nuclear processes are among the key topics of this program. Laboratory investigations and consumer product oriented projects will provide application and practical reinforcement of knowledge gained. Students will be required to demonstrate awareness of current events and career opportunities in science and technology. Students are expected to write reports, present projects, and participate in laboratory activities.

## Honors Chemistry

Prerequisite: Geometry and Algebra I; 2 years of Honors Science and Teacher Recommendation

Co-requisite: Students taking this course should also be enrolled in Algebra II or Honors Algebra II

1 credit/full year

Grades 10-12



This course will involve a detailed study of the structure, composition, and properties of matter, as well as the theories behind their conception. An appreciable amount of memory work is involved including formulas for word problem solving skills. A strong background in metrics, scientific notation and manipulation of formulas is essential. A solid foundation of Algebra manipulation is necessary. Students will demonstrate specific laboratory techniques requiring the application of principles acquired through lecture. Formal laboratory reports are required. This course is strongly recommended for those students who plan to attend a four-year college. A calculator is required for this course.

## Advanced Placement Chemistry

Prerequisite: Successful Completion of Honors Chemistry and Teacher Recommendation

1 credit/full year

Grades 11-12



Advanced Placement Chemistry is a course that focuses on the inquiry-based learning of essential concepts, and the reasoning skills necessary to engage in science practices used throughout the study of A.P. Chemistry rather than factual recall. It is the equivalent of a first-year college general chemistry course. The course is designed to promote enduring conceptual understandings of the A.P. Chemistry content that supports these ideas. The course is taken with the expectation that students will take the A.P. exam to receive college credit or placement at the student's college of choice. Students can expect to spend a minimum of 25 percent of class time performing at least 16 hands-on lab investigations to support the learning objectives in the curriculum framework. Additionally, a minimum of six of the 16 lab investigations will include a guided inquiry-based component. The result will be readiness for the study of advanced topics in subsequent college courses. (Adapted from the College Board A.P. Chemistry Framework 2014.) **NOTE: STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

## Conceptual Physics

Prerequisite: 2 years of Science

Co-requisite: Successful completion of Algebra I and Geometry is strongly NCAA recommended.

1 credit/full year

Grades 11-12



The purpose of this course is to apply physics concepts to explain phenomena that students have observed in the everyday world. The primary emphasis is on comprehension rather than computation. Topics will include the study of various kinds of motion, forces, energy, sound, light, electricity, and magnetism. Students will be expected to use algebraic skills for some math computations. However, there will not be a heavy reliance on formula usage. Students will perform laboratory experiments that reinforce concepts. Developing the skills of collecting, organizing, and analyzing data will be emphasized. Students will be expected to demonstrate problem-solving strategies involving self-designed activities and demonstrations using common materials.



## Honors Physics

Prerequisite: 3 years of Honors Science; 3 years of Honors Math and Teacher Recommendation

Co-requisite: Students taking this course should also be enrolled in Honors Pre-Calculus.

1 credit/full year

Grades 11-12



This course will involve a detailed study of motion, forces, work, energy, momentum, sound, light, magnetism and electricity. A very strong background in metrics, scientific notation, significant digits and manipulation of formulas is essential. A solid foundation of Algebra manipulation is necessary. Formulas need to be memorized for tests. Laboratory experiences are student centered and require the application of principles acquired in class. Formal laboratory reports are required involving many precise calculations. This course is strongly recommended for students who plan to attend a four-year college. A calculator is required.

## Advanced Placement Physics I

Prerequisite: Successful Completion of Honors Physics and Teacher Recommendation

1 credit/full year

Grades 11-12



This fast-paced course covers mechanics, work, energy and power, waves including sound and light, and simple circuits. Students should have strong math, critical thinking, and reasoning skills and be concurrently enrolled in Honors Pre-Calculus or AP Calculus. Students should be independent learners and enjoy solving problems that combine a variety of physical concepts. Laboratory investigations will be a major part of the class and students will have to be able to design their own experiments and analyze and defend their results. **NOTE: STUDENTS ARE REQUIRED TO TAKE THE A.P. EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

## Environmental Science

Prerequisite: Physical Science and Biology

1 credit/full year

Grades 10-12



Environmental Science will focus on merging the sciences, and introducing a way of looking at science from a social science perspective. Topics will include the study of ecology, land and air based chemistry, natural resources, thermodynamics, and the local, national, and global effect humans have on earth. The course will be “deeply rooted” in analyzing scientific data related to the environment in order to learn how the world works, and to assess the impact humans have on Earth. Students will be expected to be active participants in discussions, and to practice and teach sound environmental choices to others in the community. Organizational skills, a cooperative team attitude, and a productive and independent learning style are a must. Fieldwork will be done to collect and analyze water and soil samples, identify flora and fauna, and participate in a variety of other activities. This course is strongly recommended for those students who are thinking of pursuing a postsecondary program of study leading to a career, which may be affected by environmental issues.



## Human Anatomy & Physiology

Prerequisite: 2 years of Honors Science and Math courses and  
Teacher Recommendation  
1 credit/full year  
Grades 11-12



The purpose of this course is to provide a detailed study of the structure and function of all of the human body systems. Disorders and diseases associated with the systems will be emphasized. Scientific anatomical terminology will be applied to diagrams, models, and dissection specimens. The dissection of the fetal pig or cat will be used to reinforce the anatomy of the human body systems. The skills of scientific problem solving, critical thinking, laboratory observations, and reporting techniques will be emphasized. Students will be expected to apply lecture concepts to all laboratory work.

## Botany

Prerequisite: Physical Science and Biology  
.50 credit/1 semester  
Grades 10-12



The purpose of this course is to provide an overview of evolution, structure, and functions of all the major plant groups. Algae, fungi, mosses, ferns, and flowering and non-flowering plants will be identified with pictures, slides, and live specimens. The structure and function of roots, stems, and leaves will be studied and reproduction will be emphasized. Labs include plant identification, comparison, and drawing as well as fern fertilization and angiosperm dissection. The skills of scientific problem solving, critical thinking, laboratory observations, and reporting techniques will be emphasized. Students will be expected to apply lecture concepts to all laboratory work.

## Zoology

Prerequisite: Physical Science and Biology  
.50 credit/1 semester  
Grades 10-12



This course will provide an introduction to the classification, structure, and function of animals. Invertebrate studies will include an overview of the simplest invertebrates, worms, mollusks, arthropods, and echinoderms. Vertebrate studies will include a comprehensive examination of amphibians, reptiles, birds, and mammals. The skills of scientific problem solving, critical thinking, laboratory observations, and reporting techniques will be emphasized. Students will be expected to apply lecture concepts to all laboratory work. Field studies and dissections of representative animals will be conducted.

## Astronomy

Prerequisite: 2 years of Science  
Dependent on School Board's Budget Approval  
.50 credit/1 semester  
Grades 11-12



The purpose of this course is to gain an understanding about our solar system, our galaxy, and the universe. The history of astronomy will be introduced, the concepts of modern astronomy will be reviewed, and the methods astronomers use to learn about the universe will be studied. Laws of motion and gravity will be applied to the movement of celestial bodies. Online tools will be used and current events will be discussed. Students will be expected to work collaboratively and independently on labs, activities, and projects. Relevant field trips will be an integral part of the curriculum.

## Earth Science

Prerequisite: 2 years of Science  
Dependent on School Board's Budget Approval  
.50 credit/1 semester  
Grades 11-12



The purpose of this course is to study the world we live in. The emphasis will be on the topics of geology (the study of rocks, volcanoes, earthquakes, and plate tectonics); meteorology (climate, weather, and atmosphere); and oceanography (water systems and oceans). Our impact on the earth and its future will be highlighted. We will also cover natural disasters and related topics and the ways in which they affect the world around us. Students will be using laboratory kits, virtual labs, online resources, and a textbook. Students will be expected to work collaboratively and independently on labs, activities, and projects. Relevant field trips will be an integral part of the curriculum.

# ~~Social Studies/History~~

# Humanities Department/Social Studies/History

RHS Graduation Requirements: World History .50 credit, Economics .50 credit, Government .50 credit, U.S. History 1 credit.

State Graduation Requirements: World History .50 credits, Economics .50 credit, Government .50 credit, U.S. History 1 credit.

Grade 9	Grade 10	Grade 11	Grade 12
Practical World History	Government Economics	Practical US History	Social Studies Electives
World History	Honors Government Honors Economics	US History	
Honors World History		Honors US History AP US History	

## Suggested Freshmen Offerings

### World Geography

.50 credit/1 semester  
Grade 9

This one semester course meets the state requirement for world studies. It is a hands-on course that utilizes computer inquiry, media resources, as well as primary source documents. This course examines the seven continents through the five themes of geography. This thematic approach introduces and reinforces the five themes (Location, Region, Place, Movement, and Human Interaction). Students will have a working knowledge of the themes and their application by the end of the course. Selection of the continents to be examined is based on current events, interest, and time. Typically this course will begin with an examination of Asia and Africa. Time permitting, additional continents will be studied.

### World History

1 credit/1 semester  
Grade 9



World History is strongly recommended for all first year students. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. This course is designed to provide students with a broad understanding of the economic, political, technological, religious and social developments that created the western civilization.

This course includes examination of the Renaissance and the Reformation; European Colonial Expansion to Africa, Asia and the Americas; the Age of Absolutism; Enlightenment; the French Revolution; the Industrial Revolution; Nationalism in Europe; the New Imperialism; WWI and the Russian Revolution and the Rise of Totalitarianism and Democracy.

### Honors World History

Prerequisite: Teacher Recommendation  
1 credit/full year  
Grade 9



This course is designed for first year students who would like a more detailed understanding of the development of culture, society, religion and people on the five major continents. This course will cover in-depth the development of civilizations of the world. Supplemental reading will be required, in addition to significant research projects. This course meets the state requirement for World Cultures and is designed for freshmen who have an interest in world history and are ready for a more academically challenging course of study. Students who enroll in this course should expect a fast paced, stimulating and challenging class.

This course includes examination of the Renaissance and the Reformation; European Colonial Expansion to Africa, Asia and the Americas; the Age of Absolutism; Enlightenment; the French Revolution; the Industrial Revolution; Nationalism in Europe; the New Imperialism; WWI and the Russian Revolution and the Rise of Totalitarianism and Democracy.

## Practical World History

1 credit/full year  
Grade 9



Students are assigned to this course by the administrative team. Placement is determined through a review of students' test scores, teacher recommendations, and previous performance in Social Studies. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. This course is designed to provide students with a broad understanding of the economic, political, technological, religious and social developments that created the western civilization.

This course includes examination of the Renaissance and the Reformation; European Colonial Expansion to Africa, Asia and the Americas; the Age of Absolutism; Enlightenment; the French Revolution; the Industrial Revolution; Nationalism in Europe; the New Imperialism; WWI and the Russian Revolution and the Rise of Totalitarianism and Democracy.

### **Suggested Sophomore Offerings**

#### **Economics**

.50 credit/1 Semester  
Grade 10



Economics is an introductory social studies course. It is the study of choices and decisions people make about how to use the world's resources. This course will help the student make informed decisions about their financial resources. They will gain an understanding of the relationship between economic concepts and real-world economic events affecting all people in the global economy. Included in Economics is the study of the American free enterprise system, government intervention in our economy, supply and demand, inflation, unemployment, business structures, the Stock Market, money and banking, and personal finance.

#### **Honors Economics**

Prerequisite: Teacher Recommendation  
.50 credit/1 semester  
Grade 10



This course is intended for students who desire to learn more about "real world" economic issues. All the essential topics are covered in-depth, but the number of topics are carefully selected so that the proper amount of time can be devoted to each area individually. This course puts emphasis on application and student learning of the economy around them, and requires that students utilize their critical thinking skills every day. Students who enroll in this course should expect a fast paced, stimulating, and challenging class.

## Government

.50 credit/1 semester  
Grade 10



Government is an introductory social studies course with primary emphasis on the functioning of national, state and local government institutions. Other topics covered in this survey course include the US Constitution and the American legal system, current issues of concern to the United States, values and decision making techniques, propaganda and persuasion techniques, political parties and the voting process.

## Honors Government

Prerequisite: Teacher Recommendation  
.50 credit/1 semester  
Grade 10



Honors Government is an introductory social studies course with a concentration on the United States Constitution and the Bill of Rights, and their effects on everyday life. Additional emphasis will be placed on the functioning of national, state and local institutions; the American legal system; current issues of concern to the United States; values and decision-making techniques; propaganda and persuasion techniques; and political parties and the voting process. All honors level government students will demonstrate advanced skills in oral and written communication. In addition they will be expected to do a research paper, documents based readings, and participate in case studies, debates, and participate in a major project.

## Suggested Junior Offerings

### United States History

1 credit/full year  
Grade 11



This junior level course covers the history of our country from the imperialistic expansion of the late-1800 through current day. Areas of study include: imperialism, World War I, progressivism, the rise of the middle class, the Great Depression, World War II, the Civil Rights movement, the Cold War, the Korean War, the Vietnam War, LBJ's "Great Society," the Watergate scandal, Reaganomics, 9/11, the War against Terror, 2010 Economic Recession, and more. In addition, an ongoing evaluation of New Hampshire's role in modern American history will be discussed. Students will be expected to examine primary and secondary resources through existing technologies.

## **Practical United States History**

1 credit/full year  
Grade 11



Students are assigned to this course by the administrative team. Placement is determined through a review of students' test scores, teacher recommendations, and previous performance in Social Studies. This junior level course covers the history of our country from the imperialistic expansion of the late-1800 through current day. Areas of study include: imperialism, World War I, progressivism, the rise of the middle class, the Great Depression, World War II, the Civil Rights movement, the Cold War, the Korean War, the Vietnam War, LBJ's "Great Society," the Watergate scandal, Reaganomics, 9/11, the War against Terror, 2010 Economic Recession, and more. In addition, an ongoing evaluation of New Hampshire's role in modern American history will be discussed. Students will be expected to examine primary and secondary resources through existing technologies.

## **Honors United States History**

Prerequisite: Teacher Recommendation  
1 credit/full year  
Grade 11



Honors U.S. History explores the role of the United States in the 20th century. The major themes of the H.U.S.H. are domestic policy and foreign policy. Within these broad areas students will use modern technology as well as traditional methods to develop a comprehensive background of significant events. These include: domestic and international expansion, Constitutional changes through the 20th century, technology and the growth of the middle class, Depression and Recovery, World War II era, the growth of the United States as a global superpower, the post-World War II era. This course is recommended for those students who seek an intense academic setting geared for college preparation.

## **Advanced Placement United States History**

Prerequisite: 10th/11th grade Social Studies and Teacher Recommendation  
1 credit/full year  
Grades 11-12



The Advanced Placement Program course and examination in United States History is a one-year program that is intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History.

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history.

Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of the informed judgment and to present reasons and evidence clearly and persuasively in

essay format. Also, students may be eligible for dual enrollment status at SNHU, potentially earning 6 college credits. **NOTE: STUDENTS ARE REQUIRED TO TAKE THE AP EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19. (Students experiencing financial hardship should speak to their guidance counselor.)**

## **Suggested Elective Offerings**

### **Anthropology** (offered 2019-2020 School Year)

.50 credit/1 semester  
Grades 11-12



This one semester elective course is an opportunity to explore different groups of people: who, where, when, and why. As with history, some of these societies may be from other millennia or centuries, and as with current events, these groups may be from the 20th or 21st century. Each society is studied through four main areas (domains): cultural (beliefs and customs), biological (physical traits), linguistic (language), and archeological (tools, artifacts). Some of the groups studied in prior years include soccer players from Tanzania, 17th century colonists, and RHS graduating seniors from 1918 to the present using RHS Yearbooks as an exploratory tool.

### **Contemporary Issues In The News**

.50 credit/1 semester  
Grades 11-12



This course focuses on many of the issues confronting American Society in the 21st century. Topics will be studied, debated, and evaluated with regards to their relevance at the time the course is being their historical relevance. Potential topics include: Gun Control/School Shootings, Abortion, Illegal Immigration, Welfare, Defense Spending/Government Waste, Drug Legalization, Affirmative Action, Gay Rights, Environmental Issues, the Death Penalty, Physician Assisted Suicide, and Universal . The course will have a seminar structure with an emphasis on discussion. Students are expected to successfully complete primary and secondary source readings and conduct research using a variety of print, media, and technological sources.

### **Criminal Law**

.50 credit/1 semester  
Grades 11-12



This one semester elective course is offered to provide students an overview of the criminal justice system with an emphasis on New Hampshire statutes. Because of the real time nature of the subject matter, students rely on primary sources for instruction and research. The NH Criminal Code is accessed throughout the course to develop an understanding of the laws that govern daily life and insure that we are a nation of laws and not individuals. To support this concept, a thorough examination and understanding of case law is pursued. As part of our examination of the criminal justice system, due process rights are carefully identified and explored. Throughout the semester, the U.S. Constitution is referenced for understanding and perspective.

## Civil Law

Prerequisite: Criminal Law is recommended, but not required.  
.50 credit/1 semester  
Grades 11-12



Civil Law is an overview of the day-to-day legal situations which face all of us at one time or another. Emphasis is placed on New Hampshire interpretation of civil law. Course content includes the following areas: Family Law (marriage, parenting, and divorce), Tort Law (negligence, intentional wrong, strict liability), Finance Law (credit and contracts), Estate Law (probate and inheritance), Bankruptcy Law, Housing Law and Tax Law. An examination of these legal areas will involve a variety of resources and examination of important court cases.

## History of Religions (offered 2020-2021 School Year)

.50 credits/1 semester  
Grades 10-12



This course explores the interconnecting role of religion and world politics. The role of religion in government and global politics is universal and it is the mission of this course to instill a basic understanding of world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism. With the religious background, an examination of historic and current global issues and conflicts will be examined.

## Political Science (offered 2020-2021 School Year)

Prerequisite: This course meets the Government requirement for upperclassmen that transfer in from another district. Guidance and Department Chair recommendation.  
.50 credit/1 semester  
Grades 11-12

Political Science is a fast-paced examination of the United States' role in world affairs. This course, offered to juniors and seniors, will provide an opportunity to explore and discuss America's military commitment in foreign countries as well as the priorities that the United States faces in our own country. Special consideration will be given to immediate political issues and the background that drives our nation's responses. This class is encouraged for those students who believe that the country belongs to the people and that the people have a responsibility to be knowledgeable in the affairs of government.

## Psychology

.50 credit/1 semester  
Grades 11-12



This course is an introduction to the science of human behavior. Major emphasis will be placed on child development, learning and cognition, the mind, memory discuss mature topics and prepare independently for major discussions, debates and presentations. This course will give students the opportunity to gain insight into their own lives and behavior, while requiring advanced reading and critical thinking skills.



## **American Sociology** (offered 2020-2021 School Year)

.50 credit/1 semester  
Grade 10-12



This course is an introduction to the study of human society. Students will learn about the impact of society and culture on individuals and about the role of individuals in the construction of social life and culture. The main topics to be covered include: culture, socialization, deviance, social stratification, race & ethnic relations, gender & age inequalities, and social institutions (family, religion, sport). A central focus of the course is understanding the nature of the individual in society.

## **Advanced Placement American Government and Politics**

.50 credit/1 semester  
Grades 10-12



This is semester-long study of the American political system. It will be an intensive, in-depth examination of the institutional and non-institutional factors that make American government unique in the world. To better understand these factors, we will study the historical background which has influences over two centuries of American political evolution. As you internalize the concepts taught in this course you will, in the short term, prepare to pass the national AP American/Comparative Government examination in May. More importantly, however, is the long term benefit. Our success as a democracy depends on your understanding of and participation in the government process. After all, freedom isn't free! **NOTE: STUDENTS ARE REQUIRED TO TAKE THE AP EXAM IN MAY. PLEASE REFER TO THE LETTER ON PAGE 19.** (Students experiencing financial hardship should speak to their guidance counselor.)

## **World Geography** (offered 2019-2020 School Year)

.50 credit/1 semester



This one semester course meets the state requirement for world studies. It is a hands-on course that utilizes computer inquiry, media resources, as well as primary source documents. This course examines the seven continents through the five themes of geography. This thematic approach introduces and reinforces the five themes (Location, Region, Place, Movement, and Human Interaction.) Students will have a working knowledge of the themes and their application by the end of the course. Selection of the continents to be examined is based on current events, interest, and time. Typically this course will begin with an examination of Asia and Africa. Time permitting, additional continents will be studied.

# Physical Education & Health

*RHS Graduation Requirements: Physical Education 1 credit, Health .50 credit*

*State Graduation Requirements: Physical Education 1 credit, Health .50 credit*

*A student who participates in 2 sports in a school year can earn .50 credit waiver towards their Physical Education Requirement. Students can earn up to a maximum of 1.00 credit waiver for Physical Education. Students must fill out P. E. Waiver Form in the School Counseling Office.*

## **Physical Education IA Semester 1**

.50 credit/1 semester

Grades 9-12

Physical Education IA Semester 1 will be offered in the fall. It is designed for students who are interested in team sports and individual sports. Units will include conditioning, flag football, ultimate Frisbee, basketball, health fitness, racket sports, and volleyball.

## **Physical Education IA Semester 2**

.50 credit/1 semester

Grade 9-12

Physical Education IA Semester 2 will be offered in the spring semester. It is designed for students who are interested in team and individual sports. Adventure Education will be the 1<sup>st</sup> unit of the spring semester. Adventure Education emphasizes team building, problem solving, and confidence building. Highlights of this unit will include a low and high ropes course as well as a climbing wall. Other units will be softball, orienteering, floor hockey, and soccer.

## **Physical Education IB Semester 1**

.50 credit/1 semester

Grade 9-12

Physical Education 1B Semester 1 will be offered in the fall semester. It is designed as an introductory course for students who are looking to establish a healthier lifestyle. Units will include Golf, walking, bowling, flag football, recreational volleyball, basketball, health fitness, and yoga.

## **Physical Education IB Semester 2**

.50 credit/1 semester

Grade 9-12

Physical Education IB Semester 2 will be offered in the spring semester. Adventure Education will be the 1<sup>st</sup> unit of the spring semester. Adventure Education emphasizes team building, problem solving, and confidence building. Highlights of this unit include a low and high ropes course and a climbing wall. Other units will include softball, floor hockey, soccer and orienteering

**Health**

.50 credit/1 semester  
Grade 10

Health education provides students with subject matter and learning activities necessary for the acquisition of knowledge, attitudes, appreciations, and behaviors essential to the growth, development, and wellbeing of each individual. Topics will include: nutrition, substance use and abuse, sexually transmitted diseases, fitness and current health topic.

**Physical Education II**

Prerequisite: Physical Education I  
.50 credit/1 semester  
Grades 10-12

Physical Education II is an elective course open to students who wish to participate in an advanced physical education course. Emphasis will be placed on lifetime activities, but team sports will also be covered. Activities will include; golf, ultimate Frisbee, flag football, health fitness, lacrosse, basketball, and racket sports.

**Physical Education III**

Prerequisite: Physical Education I and Physical Education II  
.50 credit/1 semester  
Grades 11-12

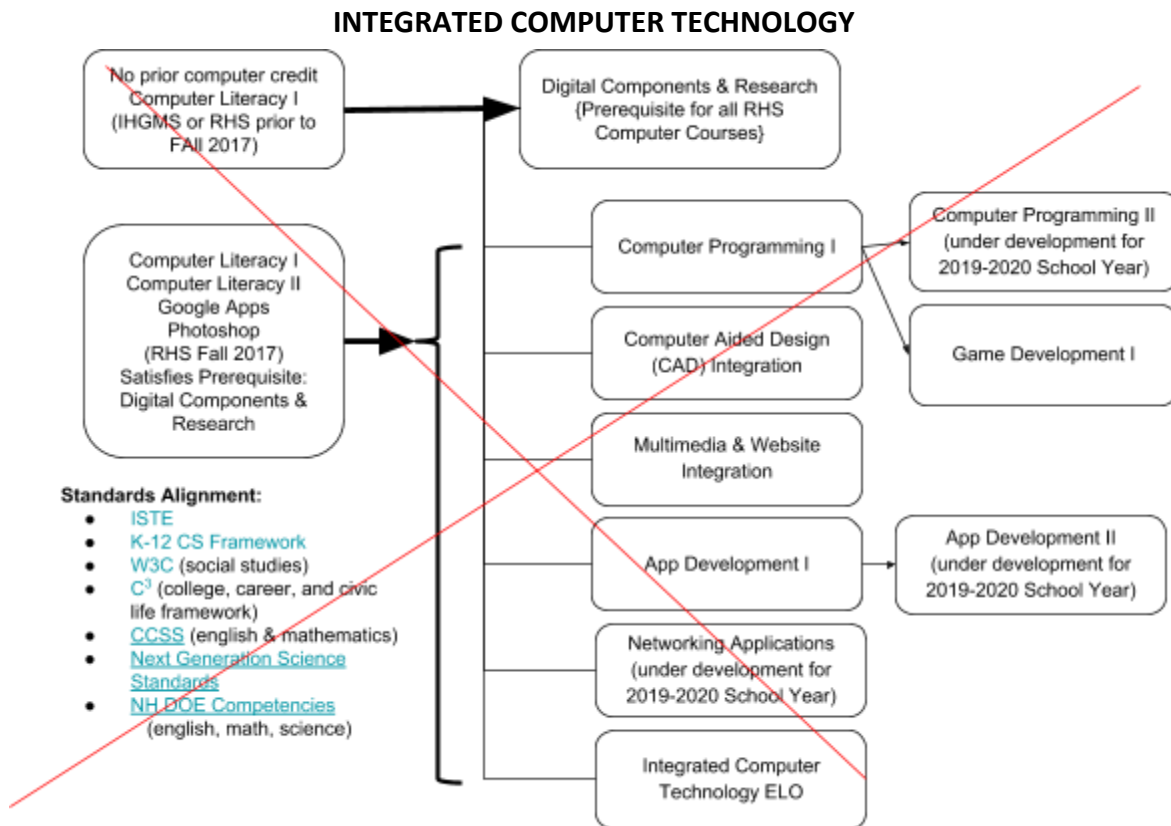
Physical Education III is an elective course open to students who wish to participate in an advanced physical education course. Emphasis will be placed on lifetime activities, but team sports will also be covered. Activities include Adventure Education, volleyball, orienteering, softball, team handball, and soccer.

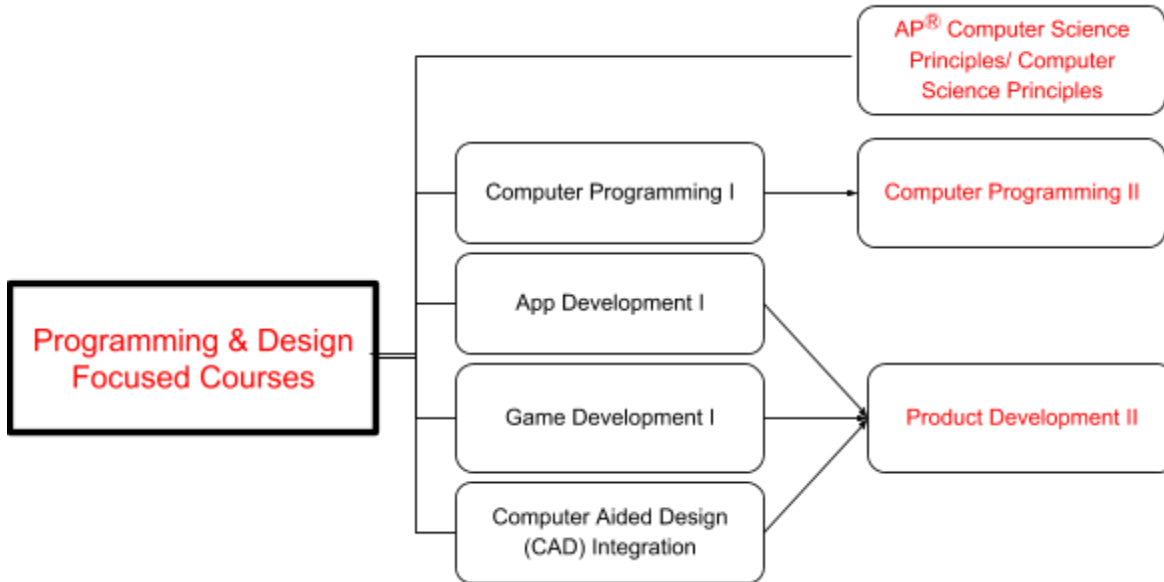
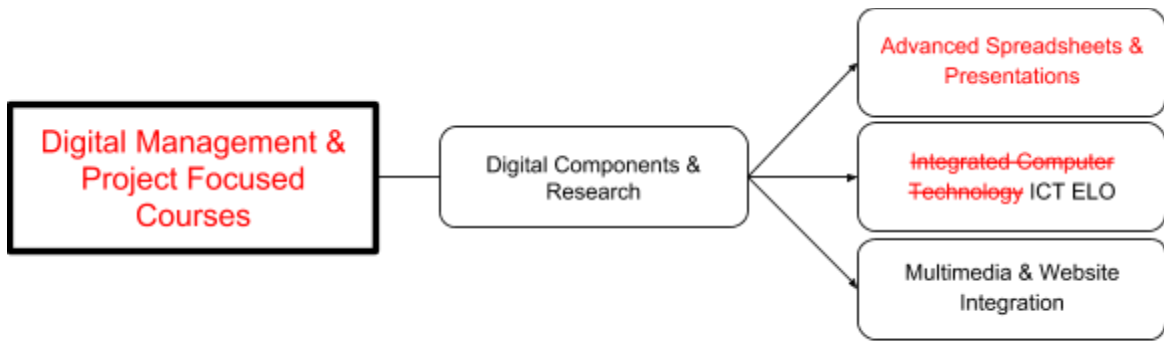
# Integrated Computer Technology (ICT)

RHS Graduation Requirements: 1 Credit

State Graduation Requirements: .50 Credits

Entering Freshman who have earned .50 credit of computers in middle school are required to earn .50 credit in computers at the High School level to meet the graduation requirement of 1.00 full credit. Effective with the Class of 2024, students will not receive high school credit for computer courses taken at IHGMS. However, those who demonstrate competency in computers in middle school will be allowed to skip over Computer Literacy I to access higher level computer courses when they enter RHS. **ICT courses at the high school have been redesigned, so that upon entry students have a greater flexibility for their first year computer courses, and for the first time pathways have been introduced to help students determine which courses may fit their individual needs best.**





## Digital Components & Research

Prerequisites: None  
.50 credit/1 semester  
Grades 9-12

Digital Components & Research is a foundational course that allows students to explore ~~what~~ **how** a computer **functions** ~~is, how~~ **what components are needed to** build a desktop, and software introductions **to both** ~~including~~ Microsoft and Google products. Students explore how a personal computer perpetuates communication, research and decision making through individualized career pathways, workplace needs, and household management. Topics include graphics, hardware, software, communication applications, data integration and digital citizenship **topics such as cyber security and online profiles**. All topics are assessed through authentic performance assessment tasks that address ~~department~~ **course** competencies and adhere to current industry standards.

## Integrated Computer Technology **ICT-ELO**

Prerequisites: Digital Components & Research or **ICT HS** Teacher Recommendation  
.50 credit/1 semester  
Grades ~~9~~ **10-12**

Integrated Computer Technology ELO is a group educational learning opportunity that is entirely centered around individual student interest or career track where they will develop a professional portfolio using the Integrated Computer Technology Course Competencies to analyze work. Students are facilitated through a variety of scaffolded activities that build skills around conception, planning, development, and implementation phases of digital workflow and project management philosophies. Potential themes include: write a business plan, develop a marketing platform {logo creation, digital business card, website, ad development}, develop an app, research and analyze college options, learn a programming language, 3D modeling, etc. All portfolios will include evidence of word processing, spreadsheets for data manipulation and mathematical graphic generation, Google slides/PowerPoint and sites for website development, Gimp/Photoshop for photo manipulation, etc. Students should be self-starters, and know how to drive their own learning. **All skills are assessed through authentic performance assessment tasks that address department competencies.** ~~through the tools developed in Digital Components & Research and adhere to current standards.~~

## Multimedia & Website Integration

Prerequisites: Digital Components & Research or HS **ICT** Teacher Recommendation  
.50 credit/1 semester  
Grades ~~9~~ **10-12**

Multimedia & Website Integration is a foundational course in exploring how multimedia and website integration is used to enhance portfolios, projects, and presentations for college, business, or personal use. Students are exposed to graphics, animations, audio, video, **editing techniques, including,** ~~and~~ data components of multimedia using Microsoft/Google products and other freeware. Further, exploration of how **the design process for web development is implemented and executed, as students develop their own websites using their various multimedia components created throughout the course.** ~~Hypertext Markup Language (HTML) is used to design or modify websites is introduced. HTML syntax and components~~ **topics include tags and attributes, rules, images, links, and document layout.** All skills are assessed through authentic performance assessment tasks that address department ~~course~~ competencies and adhere to current standards.

## App Development I

Prerequisites: Digital Components & Research or HS Teacher Recommendation ~~None~~

.50 credit/1 semester

Grades 9-12

App Development I is a foundational course exploring how to create ~~android~~ **basic** applications **using portions of Code.org's Computer Science Principles curriculum and App Lab**. ~~Topics of Android basics include but are not limited to user interface, user input, and multiple app screens are assessed through authentic performance assessment tasks that address course competencies.~~ The skills taught here are transferable to other app development platforms. ~~All~~ **Course** content is assessed through **a series of challenges in App Lab**. **Fundamental programming topics include: algorithms, programmatically drawing pictures, user inputs, multi-screen apps, controlling memory, and logical expressions.** ~~authentic performance assessments tasks. Students will document their process with a digital portfolio.~~ All skills are assessed through authentic performance assessment tasks that address ~~course~~ **department** competencies and adhere to current standards.

## Computer Programming I

Prerequisites: Digital Components & Research or HS Teacher Recommendation ~~None~~

.50 credit/1 semester

Grades 9-12



Computer Programming I is a foundational course designed to develop logical thinking, syntax knowledge, and problem solving skills necessary for **top down** program design. Topics include **variables** types, variables, operators, methods, conditionals, loops, arrays, ~~objects, classes, packages,~~ and debugging. Readability, convention, style, and documentation in programs are assessed through authentic performance assessment tasks that address ~~course~~ **department** competencies and adhere to current standards.

## Computer Aided Design (CAD) Integration

Prerequisites: Digital Components & Research or HS Teacher Recommendation ~~None~~

.50 credit/1 semester

Grades 9-12



Computer Aided Design (CAD) Integration will introduce students to CAD ~~freeware~~ and 3D printing software, where ~~2~~ and 3 dimensional designs will be developed. All skills and basic knowledge are transferable to **a variety of** other CAD platforms. ~~Main software introduced will be Google Sketchup and Makerbot Print 2.7 software (the program for our specific 3D printer).~~ Students will learn to **develop models that may be prototyped by our 3-D printer(s)**. Students will learn to implement and streamline the design, **development**, and print processes for workflow through authentic performance assessment tasks that address **department** ~~course~~ competencies and adhere to current standards.

## Game Development I

Prerequisites: Digital Components & Research or HS Teacher Recommendation ~~None~~

.50 credit/1 semester

Grades 9-12

Game Development is an introduction to game design principles such as direction, behavior, progression, environment, method, and foundation. Students determine game type, develop key components {character(s), storyboard, actions, dialogue, etc.}, and testing/peer review, then digital

development {Unreal Engine 4} begins. Product development is assessed through authentic performance assessment tasks that address course competencies and adhere to current standards.

### **Product Development II**

**Prerequisite: App Development 1 or Game Development 1 or CAD Integration**  
**.50 credit/1 semester**  
**Grades 10-12**

Product Development II is a continuation of the concepts introduced in the level I Programming & Design Focused Courses. There will be student choice and flexibility within this course and student also will have the ability to work in a team setting as well as they choose. Students options include but are not limited to: creating a new game or app using the code.org environment, or learning a more advanced environment more independently, learning a new programming language or becoming familiar with a new programming environment, development for the 3d printer, etc. The focus is on the development process, which includes, brainstorm, design, peer review, iterate, troubleshoot, debug, and finalize the product. All topics are assessed through authentic performance assessment tasks that address department competencies and adhere to current industry standards.

### **AP Computer Science Principles**

**Prerequisite: Recommend completion of Freshman English and Algebra I**  
**1 credit/full year**  
**Grades 10-12**



Code.org Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The course is designed for typical school settings with teachers in classrooms. All teacher and student materials are provided for free online. Code.org is recognized by the College Board as an endorsed provider of curriculum for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of Code.org CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

This course was designed with the beginner in mind, so no prior experience in computers or programming is necessary to be successful in this course. It may also be taken as a non AP or AP.

### **Computer Programming II**

**Prerequisite: Computer Programming I**  
**.50 credit/1 semester**  
**Grades 10-12**



Computer Programming II is a continuation of the concepts introduced in computer Programming I. Students will be introduced to the pros and cons of a variety of development environments, new coding challenges, and will continue to develop a multitude of transferable skills that span a variety of coding languages. There will be student choice and flexibility within this course and student also will have the ability to work in a team setting as well. Students



wishing to learn a language independently will also have that option. All topics are assessed through authentic performance assessment tasks that address department competencies and adhere to current industry standards.

### Advanced Spreadsheets & Presentations

Prerequisite: Digital Components & Research of ICT Teacher Recommendation  
.50 credit/1 semester  
Grades 10-12



Advanced Spreadsheets and Presentations is designed to give students a more in-depth look at advanced features of spreadsheets & presentation software features. With regards to spreadsheets, conditional formatting, logical formatting and pivot tables are explored as data based decision making is the staple of today's workforce. With regards to presentation software, using the master slide feature, and other features driving efficiency in creating longer presentations in college, businesses meetings, or entrepreneurship opportunities are explored. Further, how data from spreadsheets & graphics may be integrated into presentations to support work is also explored. All topics are assessed through authentic performance assessment tasks that address department competencies and adhere to current industry standards.

## English for Speakers of Other Language (ESOL)

### ESOL Beginning

Prerequisite: Recommendation from ESOL Teacher  
1 credit/full year  
Grades 9-12

The goal of this course is to give students the linguistic tools to develop communicative competence in both the classroom and everyday life. It is designed to strengthen listening comprehension and speaking skills, as well as develop reading and writing abilities. Students will have the opportunity to start the process of thinking in English. Students will learn to express themselves in academic settings and discover more about American culture and customs. Communication is the key to this course as students explore how to negotiate usage in written and oral forms.

### ESOL Intermediate

Prerequisite: Recommendation from ESOL Teacher  
1 credit/full year  
Grades 9-12

This course will help students expand their vocabulary and knowledge of English grammar, and develop and refine writing, reading, and speaking skills. Students will learn to express themselves more effectively and accurately in written English. Students will be introduced to various genres of literature, which will enhance their reading comprehension skills as well as their oral expression as they share ideas and opinions related to the literature.

### **ESOL Advanced**

Prerequisite: Recommendation from ESOL Teacher

1 credit/full year

Grades 9-12

The cognitive-academic language skills of reading and writing are the primary focus of this course as students are given materials and instruction to further assimilate them into mainstream English classes. Students will explore different techniques and processes to organize and express their thoughts effectively. There will be extensive reading and writing assignments in this class.

## **NH-Jobs for America's Graduates**

### **NH-Jobs for America's Graduates**



Prerequisite: An advisory committee, comprised of faculty, administrators, and counselors assist in the selection of students for the program roster. Priority is given to students that "need, want and can profit" from services delivered by the JAG Model.

1 credit/full year

Grades 9-12

Jobs for America's Graduates, (JAG), is a career driven course with a motivational leadership component taught in each and every class. Students learn to choose a career path and work in class to achieve that goal through team building, internships, job shadowing, resume writing, interviewing, and being part of the student run Career Association. Each student is responsible for mastering 37 competencies and completing at least 120 hours either in class, field trips, after school activities, or community service work to pass this course. Midterms and finals are given.

# Fine & Performing Arts

RHS Graduation Requirements: .50 credit

State Graduation Requirements: .50 credit

**Note: Participation in music courses may result in participating in activities during the school day which will cause students to miss class time in other subjects. The students are responsible for all work missed as a result of these related activities. All music courses meet the graduation requirement for Art.**

Arts			
GR. 9	GR. 10	GR. 11	GR. 12
Art I Open Studio Workshop	Art I Drawing I Painting I Crafts Sculpture Pottery Open Studio Workshop Open Studio Workshop II	Art I Drawing I Drawing II Painting I Painting II Crafts Sculpture Pottery Open Studio Workshop Open Studio Workshop II	Art I Drawing I Painting I Painting II Crafts Sculpture Pottery Open Studio Workshop Open Studio Workshop II

## Art I

.50 credit/1 semester

Grades 9-12

This course explores various forms of two and three dimensional art in a wide variety of art materials, processes, and styles. You will draw, paint, and create sculptural objects that are your own personal expression. This course is designed for students of all abilities and fulfills the basic art requirement. Come discover yourself and have fun doing so.

## Drawing I

Prerequisite: Art I

.50 credit/1 semester

Grades 9-12

When you ask any high school student what art skills that they would like to improve on, most will say that they'd like to draw better. This course is designed to do just that. You will be taught to gesture, sketch, add interest and expression to your lines, draw accurate proportions, shade, and develop interesting compositions. There will be observational drawing as well as cartooning.

## **Drawing II**

Prerequisite: Drawing I

.50 credit/1 semester

Grades 9-12

Drawing II is for students that want to go beyond drawing basics and create drawings that are designed to impress. You'll experiment more with texture, pattern, and creating life like shading to jump your work from the page. Your work will have a finished quality that can only come with time and attention. You'll also have a chance to design your own project. Drawing II will immediately follow Drawing I in your schedule so that you can continue your growth as an artist.

## **Painting I**

Prerequisite: Art I or permission from instructor

.50 credit/1 semester

Grades 9-12

Students taking painting will use a variety of painting media including acrylics, watercolor, and pastel. You will work on still life, portraits, and landscape painting. You will learn how to mix colors, create accurate values and color harmony, apply paint, and set up dynamic compositions.

## **Painting II**

Prerequisite: Art I and Painting I

.50 credit/1 semester

Grades 9-12

Similar to Drawing II, this course offers students that want to get even better at painting an opportunity to continue growing as artists. It will be an opportunity to develop your expression beyond the basics, and you'll have a chance to develop a project that you would really like to do. In addition to the other painting media, you'll also be introduced to oil paint.

## **Pottery**

Prerequisite: Art I

.50 credit/1 semester

Grades 9-12

Students will work on hand building techniques such as pinch, coil, slab, and draped forms, as well as throwing pots on the wheel. In addition, you will learn to decorate the surface of your piece by adding texture, pressing or carving texture, as well as glazing (painting) techniques. You will create functional pottery such as bowls and dishes, as well as sculptures out of clay. If you have had pottery before, and want to continue developing your skills, you can have advanced credit coursework in this time period. Please see Art Teacher for details.

## **Sculpture**

Prerequisite: Art I  
.50 credit/1 semester  
Grades 9-12

In sculpture you will playfully enjoy building three dimensional objects out of various materials including clay, wire, mixed media, stone, and fabric. You will learn how to make work that is well constructed as well as pleasing to the eye. These pieces will make a statement. Past assignments have included anything from portraits, clay fish, animals, moving figures, to pop objects.

## **Crafts**

Prerequisite: Art I  
.50 credit/1 semester  
Grades 9-12

As a craft student, you will be making handicrafts that are rooted in cultural traditions such as mask making, metal embossing, clay sculpture, silk painting, leatherwork, jewelry making, and tiles. You will learn about design, color harmony, and style as well as creating a lot of things you'll treasure for years to come.

## **Open Studio Workshop**

Prerequisite: Art I and one additional art course or bringing a portfolio of work to instructor in order to get approval for admission to course if you do not have the necessary coursework.  
.50 credit/ 1 semester  
Grades 9-12

Students in this will have a choice of medium and subject matter that they wish to pursue. Along with the guidance of the instructor, the student will decide their subject matter as well as the mediums of choice to create their artwork. A plan of action will be developed with the teacher's help. Area of interest could include things like cartooning, calligraphy, animations, graffiti, abstract art, mixed media, anime, etc. Where do your interests lie? It's all about choice!

## **Open Studio Workshop II**

Prerequisite: Open Studio I  
.50 credit/1 semester  
Grades 10-12

Open Studio Workshop II is a continuation of Open Studio Workshop I. Students are responsible for the design and implementation of their own curriculum. A pre planning worksheet shared with the teacher is required for each of the six projects. Various media, subject matter and techniques can be explored.

# MUSIC

Music			
GR. 9	GR. 10	GR. 11	GR. 12
Concert Band I Guitar I RHS Drumline Raymond Singers I Introduction to Acting Live sound Reinforcement and Basic Studio Recording	Concert Band I Concert Band II Guitar I RHS Drumline History of American Music Raymond Singers I Raymond Singers II Topics in Contemporary Popular Music RHS Jazz Ensemble Introduction to Acting Live Sound Reinforcement and Basic Studio Recording	Concert Band I Concert Band II Concert Band III Guitar I RHS Drumline History of American Music Music Theory Performance Lab Raymond Singers I Raymond Singers II Raymond Singers III Topics in Contemporary Popular Music RHS Jazz Ensemble Introduction to Acting Live Sound Reinforcement and Basic Studio Recording	Concert Band I Concert Band II Concert Band III Concert Band IV Guitar I RHS Drumline Intro to Percussion History of American Music Music Theory Performance Lab Raymond Singers I Raymond Singers II Raymond Singers III Raymond Singers IV Topics in Contemporary Popular Music RHS Jazz Ensemble Introduction to Acting Live Sound Reinforcement and Basic Studio Recording

## Concert Band

This is a program open to all students with a desire to learn/continue their education on a concert band instrument. Students must have their own instruments or have prior permission from instructor to perform on a school owned instrument. **Participation in the Marching Band is required.**

Works suitable for symphonic performance are rehearsed, studied, and publicly performed. In addition to presenting formal concerts, the ensemble performs for school and community functions, and informal presentations. Students are especially encouraged to participate in various state and regional events, such as New Hampshire All-State Music Festival, Solo and Ensemble Festival, etc. **Out-of-school time is required for rehearsals and/or performances.**

**Preparing music through practice at home and individual performance of passages (through electronic recording or in person) is required. Rehearsal and performance attendance is mandatory.**

## Concert Band I

1 credit/full year  
Grades 9-12

Freshmen with prior instrumental experience at the middle school level and/or freshmen through seniors with no prior instrumental experience.

## Concert Band II

Prerequisite: Completion of Concert Band I with an 80 average or better, or band director's recommendation.  
1 credit/full year  
Grades 10-12

## Concert Band III

Prerequisite: Completion of Concert Band II with an 80 average or better, or band director's recommendation.  
1 credit/full year  
Grades 11-12

## Concert Band IV

Prerequisite: Completion of Concert Band III with an 80 average or better, or band director's **recommendation**.  
1 credit/full year  
Grade 12

## Guitar I

.50 credit/1 semester  
Grades 9-12

Guitar I is open to all students regardless of proficiency on the guitar. Although the class is designed primarily for beginners, advanced guitarists are welcome to take this course with the approval of the instructor. Students will learn to read music notation, chord playing, basic guitar theory, guitar tablature and various musical styles. These include blues, rock, jazz, classical and folk. Students are required to have their own guitar for this class. **Preparing music through practice at home and individual/small group performance of pieces (through electronic recording or ~~tape~~ in person) is required.**

## RHS Drumline

.50 credit  
Grades 9-12

RHS Drumline is open to all students regardless of musical proficiency. Students will learn to read marching percussion notation, basic marching percussion rudiments, techniques of ensemble playing, and various in the marching percussion genre. Special emphasis will be placed on music reading and basic musicianship. Students are required to have their own sticks and mallets for this class (can be purchased through the instructor). Preparing music through practice at home and individual/small group performance of pieces (through **electronic recording** ~~tape~~ or in person) is required. ~~Offered 1<sup>st</sup> semester only. This course can be repeated for an elective credit.~~

## Music Theory I

.50 credit  
Grades 11-12

Music Theory I is open to students that wish to gain a better understanding of the rules that govern music composition. This course is strongly recommended for students that are planning to pursue a music major in college. Emphasis will be placed on notation (melodic and rhythmic), triad and chord construction, scale theory, and harmonic analysis. In addition, the listening skills necessary to recognize these components will be practiced daily. **Offered 2<sup>nd</sup> semester only.**

## Performance Lab

Prerequisite: Completion of the following with an 80 or better, or teacher approval: Concert Band I or Raymond Singers I or, Guitar I, or Percussion Ensemble  
.50 credit/1 semester  
Grades 10-12

Performance Lab is open to students wishing to advance their abilities on their chosen instrument/voice. Students will be required to prepare music from corresponding solo literature to add to their performance repertoire. Upon completion of prepared material, a jury of music educators will assess and provide feedback on the performance. Upon approved completion of the jury process, the student will then be required to publicly perform the material in a recital or concert setting. Credit will not be awarded until completion of performance. **Offered 1st semester only. This course can be repeated for an elective credit.**

## Topics in Contemporary Popular Music

**Prerequisite: None**  
**.50 credit/1 semester**  
**Grades 9-12**

Topics in Contemporary Popular Music is a course designed to explore the issues and controversies associated with current popular music in America. Topics covered are but are not limited to: Lyrical content- appropriate or not and who decides?, Copyright infringement-is downloading without permission okay?, Who determines what consumers listen to- do you really have a choice?, America's Got The Voice Idol- Does the industry really care if you make it or not? This is a hands on and project based class. Parental Notice- This course will be exploring the lyrical content of today's popular music and at times can be mature in nature. Please be advised that if your student enrolls in this course that you and your student are acknowledging and accepting the responsibilities associated with covering mature thematic material.

## History of American Music

.50 credit/1 semester  
Grades 10-12

History of American Music is open to all students regardless of musical proficiency. This class is designed as a survey of music in America from the late 1800's to present and its direct relation to the life and times of the American society. Students are required to finish all assigned reading, actively participate in class discussions, complete all written work, and complete listening assignments both in and out of school. Compilation CD's are provided. **Offered 1<sup>st</sup> semester only.**



## **Introduction to Acting**

.50 credit/1 semester  
Grades 10-12

This class provides students with a hands-on experience designed to help develop fundamental theater performance skills. Students in this course will demonstrate an understanding of character development, verbal and nonverbal communication skills, and other theater conventions through the performance of monologues, duologues, and small one-acts as appropriate. Evening performances are required. **Offered 1st semester only.**

**Note: This course does NOT meet RHS Graduation Requirement for Arts. It is intended to be used as an elective credit.**

## **RHS Jazz Ensemble**

Prerequisite: One year of Band and/or private lessons on wind, percussion, bass guitar, drum set or piano and permission of instructor.  
.50 credit/1 semester  
Grades 10-12

Members of The RHS Jazz Ensemble will demonstrate the genre's fundamental techniques, basic theory, and performance techniques through public performance. Individuals will develop performance and instrumental skills as the ensemble studies basic jazz literature. One public performance is required. **Offered 2nd semester only. This course can be repeated for an elective credit.**

## **Live Sound Reinforcement and Basic Studio Recording**

.50 credit/1 semester  
Grades 10-12

This is an introductory course in basic design and operation of live sound equipment and studio recording software and hardware. Students will demonstrate the fundamental skills to reinforce live music performances and the ability to produce and record performances both live and in a multi-track situation. Students will be exposed to and use all techniques and systems currently in use in the music industry. Students should be computer literate and have a solid knowledge of basic math concepts. After school time will be required in order to fulfill course competencies. **Offered 2nd semester only.**

# Raymond Singers

This is a program open to all students, however, voice placement auditions will be held. Choral works in the style of folk, classical, semi-classical, jazz, and pop are studied and performed. The course strives to cultivate the fundamental principles of singing through the study of tone production, resonance, breath control, diction, and voice care. Special emphasis will be placed on music reading and basic musicianship. Students are especially encouraged to participate in various state and regional events, such as New Hampshire All-State Music Festival, Solo and Ensemble Festival, etc. **Out-of-school time is required for rehearsals and/or performances, including certain school holidays. Preparing music through practice at home and individual performance of passages (through electronic recording or in person) is required.**

## Raymond Singers I

1 credit/full year  
Grades 9-12

Freshmen with prior choral experience at the middle school level and/or freshmen through seniors with no prior choral experience.

## Raymond Singers II

Prerequisite: Completion of Raymond Singers I with an 80 average or better, or choir director's recommendation.  
1 credit/full year  
Grades 10-12

## Raymond Singers III

Prerequisite: Completion of Raymond Singers II with an 80 average or better, or choir director's recommendation.  
1 credit/full year  
Grades 11-12

## Raymond Singers IV

Prerequisite: Completion of Raymond Singers III with an 80 average or better, or choir director's recommendation.  
1 credit/full year  
Grade 12

## Topics in Contemporary Popular Music

.50 credit/1 semester  
Grade 10-12

Topics in Contemporary Popular Music is a course designed to explore the issues and controversies associated with current popular music in America. Topics covered are but are not limited to: Lyrical content- appropriate or not and who decides?, Copyright infringement- is downloading without permission okay?, Who determines what consumers listen to- do you really have a choice?, America's Got The Voice Idol- Does the industry really care if you make it or not? This is a hands on and project based class. Parental Notice- This course will be exploring the lyrical content of today's popular music and at times can be mature in nature. Please be advised that if your student enrolls in this course that you and your student are acknowledging and accepting the responsibilities associated with covering mature thematic material.

# Business Education

Business Education	
GR. 9	GR. 10, 11, 12
Accounting I – Introduction to Principles Accounting II – Corporate Accounting Business Mathematics Entrepreneurship Personal Finance Sports & Entertainment Marketing Yearbook Publication	Accounting I – Introduction to Principles Accounting II – Corporate Accounting Accounting III – Advanced Concepts Accounting IV – Business Simulations Business Mathematics Entrepreneurship Personal Finance Sports & Entertainment Marketing Yearbook Publication

## Accounting I - Introduction to Principles

.50 credit/1 semester  
Grades 9-12



This is an introductory course designed to teach students the basic concepts applied in financial record keeping. The emphasis is on precision and deductive reasoning as students learn skills such as how to record monthly business transactions and how to summarize and report financial information for a service business organized as a proprietorship. Students spend much of their time working cooperatively on accounting problems and they will gain experience that will help them to be successful in demanding college accounting courses, in office work, and in managing their own small businesses. These skills are necessary for any student planning to major in any business concentration in college.

## Accounting II - Corporate Accounting

Prerequisite: Accounting I  
.50 credit/1 semester  
Grades 9-12



This course is a continuation of the Accounting I course and is meant to increase competency in the keeping of books for the more complicated organizations of a merchandising business. Students will continue to explore the accounting cycle as it relates to a merchandising business organized as a corporation. The emphasis is on using special journals, subsidiary ledgers, payroll records, dividends, and taxes. This course will further prepare students choosing to enter a business major at the college level.

## Accounting III - Advanced Concepts

Prerequisite: Accounting II  
.50 credit/1 semester  
Grades 10-12



This course is a continuation of the Accounting II course with emphasis on advanced accounting topics such as uncollectible accounts, plant assets, depreciation, inventory, notes and interest, and accrued revenue and expenses. This course is extremely valuable for anyone thinking of entering into the field of accounting as a career choice.

## Accounting IV - Business Simulations

Prerequisite: Accounting III  
.50 credit/1 semester  
Grades 10-12



This course is a continuation of the Accounting I-III curriculum with emphasis on real world application of learned skills. Students will complete multiple business simulations related to sole-proprietorships, partnerships, and corporations in both the service and retail fields. This course is extremely valuable for anyone thinking of entering into the field of accounting as a career choice.

## Entrepreneurship

.50 credit/1 semester  
Grades 9-12



This course gives students a basic knowledge of business and takes them step-by-step through the entire process of planning and owning their own fictitious business. The creation of a business plan is covered extensively and students will then create a plan for a business of their choice. Real-world context, individual and group projects, math, communication, and history are used throughout the course to enhance the students' learning experience and give them valuable hands-on experience needed to manage a successful business.

## Personal Finance

.50 credit/1 semester  
Grades 9-12



This course will help you learn how to plan and manage your personal finances, live a financially successful life, and take financial responsibility as a citizen. The personal focus of this course makes it relevant and meaningful to all; in particular, those just starting down the path to personal financial independence. Topics include the banking system, checking accounts, savings accounts, the use of credit, investing, insurance, budgeting, and money management.

## Sports and Entertainment Marketing

.50 credit/1 semester  
Grades 9-12

In this course, students will explore the intriguing world of sports and entertainment from the perspective of marketing. Key marketing concepts and core standards of marketing are presented using real examples from sports and entertainment. This field is rapidly growing, and many colleges now offer specializations in this subject. Students will learn how and why a product, service, or idea gets from where it is produced or created to where it is consumed. Knowledge of marketing is indispensable to anyone who is planning a business career.

## **Business Mathematics**

1 credit/1 semester  
Grades 9-12



This course teaches basic math skills for financial situations. Students will learn how to manage their money and their expenses while making financial and business decisions. Topics include calculating income; maintaining checking and savings accounts; understanding charge accounts, credit cards, and loans; vehicle costs; housing costs; insurance; and investments.

This course will be of great value to both students who are interested in pursuing a college degree in business, and those who just want to gain a better understanding of how math will play a part of their everyday life.

## **Yearbook Publication**

Fall Semester  
.50 credit/1 semester  
Grades 9-12



This is a unique course that gives high school students an on-the-job learning experience in producing a published book and in running a small business. Creating Raymond's yearbook, The Pynecone, takes a great deal of enthusiasm and dedication. Students will learn and practice all parts of publication production including: page layout and design, writing and revising copy, editing, proofing, taking photographs, cropping copy, advertising, and use of publication computer software. Students will also become aware of the responsibilities of running a small business including working within a budget, meeting deadlines, and being part of a team effort throughout the process.

# World Language

World Languages			
GR. 9	GR. 10	GR. 11	GR. 12
French I Spanish I Spanish II	French I French II Spanish I Spanish II Spanish III	French I French II French III Spanish I Spanish II Spanish III Spanish IV	French I French II French III French IV Spanish I Spanish II Spanish III Spanish IV

## French I

1 credit/full year  
Grades 9-12



French I is an introductory course in which the primary objectives are the promotion of communicative abilities in the French language including speaking, reading, writing, and comprehension (oral, written, reading). The student will learn to speak and understand basic everyday French. The student will be expected to write descriptive sentences in the language. The course will also help students to develop an appreciation for the French language and French-speaking cultures and their influences around the world. Students must be able to analyze critically, memorize, and study/learn independently in class in addition to outside of class.

## French II

Prerequisite: French I and Teacher Recommendation  
1 credit/full year  
Grades 10-12



The primary objectives of French II are the continued promotion of communicative abilities in the French language including speaking, reading, writing, and comprehension (oral, written, reading). Students taking this course will learn to understand and respond to more complex conversation, read longer paragraphs, and write French sentences on a grammatically and structurally more complex level. Students will also be expected to write short compositions and develop a deeper appreciation and understanding of the French language and French-speaking cultures. Students must be able to analyze critically, memorize, and study/learn independently in class in addition to outside of class.

### French III

Prerequisite: French II and Teacher Recommendation  
1 credit/full year  
Grades 11-12



Student acquisition of balanced skills and increased fluency in French are the primary objective in French III. Situational activities provide opportunities for oral and written practice. The skills of understanding, speaking, reading and writing are emphasized with increased emphasis on complexity. Students are expected to read and discuss simple French literary works and write short compositions in the target language. A cultural component of this course will be the discussion and study of francophone countries and cultures and their relation to America.

### French IV

Prerequisite: French III and Teacher Recommendation  
1 credit/full year  
Grades 12



French IV is designed to place an emphasis on advanced vocabulary and grammar and allow the student the opportunity to improve his/her ability to discuss, in French, various aspects of French and American culture. Students will study **the history of France in addition to** different authors and works from different time periods coordinated with increasing vocabulary and written practice. Students will be expected to discuss and use the language more actively.

### Spanish I

1 credit/full year  
Grades 9-12



Spanish I is an introductory course designed to help the student understand, speak, read and write Spanish as it is used today throughout the Spanish-speaking world. This course is recommended for students with a high interest in learning the Spanish language and culture, and who have an adequate grasp of English grammar. Students must be able to analyze critically, memorize, and study/learn independently as well as in class.

### Spanish II

Prerequisite: Spanish I and Teacher Recommendation  
1 credit/full year  
Grades 9-12



Spanish II builds on the grammar, vocabulary and syntax begun in the first year. Continuing development of writing, reading and communication skills are stressed, along with an expansion of cultural themes. Memorization skills and critical analysis are important for proficiency in Spanish.

### **Spanish III**

Prerequisite: Spanish II and Teacher Recommendation

1 credit/full year

Grades 10-12



Spanish III begins with a thorough review of basic grammar and vocabulary studied the first two years. Situational activities provide opportunities for oral and written practice. In addition, students are encouraged to use the language more actively. The study of culture is an integral part of this course. Students will be learning about the geography, history, and culture of Spanish speaking countries.

### **Spanish IV**

Prerequisite: Spanish III and Teacher Recommendation

1 credit/full year

Grade 11-12



Spanish IV is designed to allow the student the opportunity to improve his/her ability to discuss, in Spanish, various aspects of the Spanish and American cultures. There will be continued and intensive study of Spanish authors, which will serve as the starting point for discussions, projects, and papers. Review of troublesome grammatical points will be coordinated with increasing vocabulary skills in order to communicate with the Spanish-speaking world.



# Family & Consumer Sciences

Family and Consumer Sciences		
GR. 9-12	GR. 10	GR. 10, 11, 12
Foods and Nutrition	Health	Sociology (offered fall of 2018-2019) Psychology

## **Foods and Nutrition**

.50 credit/1 semester  
Grades 9-12

Students will learn the principles of basic food preparation, nutrition, meal planning, table service and manners. They will learn about the global impact on food supplies and how food relates in our everyday lives. Through labs, projects and class work, students will practice preparation techniques and enhance cooking skill for a lifetime of fun and healthy eating.

## **Health**

.50 credit/1 semester  
Grade 10

Health education provides students with subject matter and learning activities necessary for the acquisition of knowledge, attitudes, appreciations, and behaviors essential to the growth, development, and well-being of each individual. Topics will include: nutrition, substance use and abuse, sexually transmitted diseases, fitness and current health topic.

## **Sociology (Offered Fall of 2018-2019)**

.50 credit/1 semester  
Grades 10-12

This course is an introduction to the study of human society. Students will learn about the impact of society and culture on individuals and about the role of individuals in the construction of social life and culture. The main topics to be covered include: culture, socialization, deviance, social stratification, race & ethnic relations, gender & age inequalities, and social institutions (family, religion, sport). A central focus of the course is understanding the nature of the individual in society.

## **Psychology**

.50 credit/1 semester  
Grades 11-12

This course is an introduction to the science of human behavior. Major emphasis will be placed on child development, learning and cognition, the mind, memory discuss mature topics and prepare independently for major discussions, debates and presentations. This course will give students the opportunity to gain insight into their own lives and behavior, while requiring advanced reading and critical thinking skills.

# Technical Education

## Suggested Courses of Study for Unified Arts, World Languages, and Technical Education

GR. 9	GR. 10	GR. 11	GR. 12
Woodworking I <del>Graphic Design</del> Intro to Electricity & Electronics	Woodworking I Woodworking II Wood & Construction <del>Video Production</del> <del>Graphic Design</del> Photography Intro to Electricity & Electronics	Woodworking I Woodworking II Wood & Construction <del>Video Production</del> <del>Graphic Design</del> Photography Intro to Electricity & Electronics	Woodworking I Woodworking II Wood & Construction <del>Video Production</del> <del>Graphic Design</del> Photography Intro to Electricity & Electronics

### Woodworking I

.50 credit/1 semester  
Grades 9-12



This introductory course provides an environment, instruction and activities that enable students to safely and effectively use woodworking tools, equipment and materials in fabricating wood projects. Students are taught to design, draw, and interpret project plans. They then construct a basic project while learning safety and procedures. The selection of their next project is based on their interest, aptitudes and abilities.

### Woodworking II

Prerequisite: Successful completion of Woodworking I  
.50 credit/1 semester  
Grades 9-12



This course is a continuation of Woodworking I with a shift from novelty softwood projects to hardwood cabinet and furniture making. Students will have the opportunity to develop craftsmen level skills as they construct drawers, doors, and sophisticated wood joints. They will also learn spindle and bowl turning on the lathe. This course also includes a unit in advanced finishing.

## Fine Woodworking

Prerequisite: Woodworking I and Woodworking II  
Course is also available as an ELO  
.50 credit/1 semester  
Grades 10-12



This course is an introduction to fine woodworking based on the instruction and application of basic woodworking skills. This is a thorough and intense class and is intended for the serious student only. The course includes in-depth instruction of all hand, power, and stationary tools and thorough instruction on the elements of design, shop drawings, and wood science. The course introduces the manipulation of materials, drawings, hand and power tool sharpening, joinery, assembly, and preparation for and finishing, to accomplish fine woodworking. The business side of woodworking is also discussed including the creation of a portfolio, customer relations, and wood shop set-up. **This course is offered every other year.**

## Wood & Construction Technology

1 credit/1 semester  
Grades 9-12



This course is designed for students who have an interest in the construction trades, specifically residential construction. Students will learn basic architectural design and drafting, building materials, codes, and specifications, hand and power tool maintenance/operation, concrete mixing, framing, siding, roofing, drywall, basic plumbing and house wiring. The major projects in this class are post and beam construction, utility sheds and small structures. Infused into all aspects of this class is a comprehensive safety program.

## Introduction to Electricity and Electronics

Prerequisite: Algebra I Credit  
.50 credit/1 semester  
Grades 9-12



This introductory Electricity and Electronics course provides the student with a program of study necessary for developing basic electronic skills. Career opportunities in the field of electronics will be explored. The student will gain an understanding of AC/DC basic circuits, digital circuits, and basic electronic devices. The student will work with hand tools, meters, and soldering irons while building a variety of projects.

## Video Production

.50 credit/1 semester  
Grades 10-12

~~Video Production will introduce the methods and techniques of television and video production. This course introduces basic interview techniques, camera operation, video composition and the sequencing of shots. In addition, this course will provide students with hands on experience with the camcorder, editing, and studio equipment. Students will work cooperatively to produce scripts, videotape, and edit their productions. Selected literature and online resources regarding the future of technology and the ethics of television and video production will be included.~~

## Graphic Design

.50 credit/1 semester

Grades 9-12

This course is designed so that the student will explore several areas of Graphic Design, including the principles of graphic design, drafting, sign making, layout and design, and desktop publishing. Students will design and produce a variety of projects related to this field of study.

## Photography

.50 credit/1 semester

Grades 10-12

This introductory photography course provides the student with a program of study necessary for developing the basic photography skills of lighting exposure, and process and printing. The creative use of photography techniques as they relate to individual expression will be considered. This course provides black and white photography skills and techniques in electronic photography and digital imaging as they apply to the business of professional photography. Special projects and a final portfolio are required. **(\$20 lab fee is required.)**

# Alternative Learning Programs

## EXTENDED LEARNING OPPORTUNITY

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with non-traditional classroom opportunities to explore and achieve at high levels. Students are encouraged to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable school board policies. Students are encouraged to speak with their guidance counselor to learn more about this opportunity. Students must complete an Extended Learning Opportunity application with their guidance counselor.

The following programs can be used for student enrichment and/or recovery of credit:

### PLATO

#### **Description:**

Classes used for credit recovery will be graded pass/fail and will not be factored into GPA.

The number of students signed up during a semester will be determined by the number of computers available for use during any given period of the day.

#### **Eligibility:**

Students will be eligible for PLATO if they fail a class or as a means to enrich their learning.

#### **Procedures:**

Students will be allowed to make up one credit per semester starting in the second semester of their freshman year.

Students should complete one credit classes in one year.

Sign up for classes can happen up to the 3 day add/drop period of each semester.

Senior sign-ups will have priority over underclassmen.

Special Education IEPs may dictate exceptions to these guidelines.

**Note:** Extenuating circumstances may be petitioned to the building principal.

### SUMMER SCHOOL

Summer school programs must be State and RHS approved.

#### **Description:**

Mastery of all course competencies is required in order for a student to receive credit for course.

Students who did not pass a course competency or competencies during the regular school year may enroll in summer school.

Summer school students will receive instruction related to specific course competencies that they did not master during the regular school year.

If a summer school student successfully demonstrates achievement of the outstanding (previously not mastered) competencies, he or she will successfully pass the course.

The final grade will be calculated into the student's GPA.

Please see the following example:

Before Summer School		After Summer School	
English Final Grade	76	English Final Grade	87
Competency 1	3	Competency 1	3
Competency 2	3	Competency 2	3
Competency 3*	2	Competency 3	3
Competency 4*	1	Competency 4	4

\*Competencies 3 and 4 would need to be recovered in summer school because they do not reach the level of mastery.

**Eligibility:**

Students who demonstrated achievement of at least 50% of course competencies when they were enrolled in a course during the school year are eligible for summer school.

**Procedures:**

Students will be allowed to make up two courses per year.

All costs associated with summer school will be the responsibility of the students/families.

Attendance policy of summer school will be adhered to.

**Note:** Extenuating circumstances may be petitioned to the building principal.

**VLACS – Virtual Learning Academy Charter School**

The Virtual Learning Academy Charter School is a Statewide, online high school that is available, free of charge, to all high school students who live in New Hampshire.

**Description:**

The earned grade will be calculated into the student's GPA.

There are no restrictions based on grades to qualify for classes.

**Procedure:**

VLACS will control the sign up period.

~~Students are required to notify RHS guidance office when taking a VLACS class.~~

Students are required to meet with their school counselor to obtain paperwork prior to signing up for a VLACS course

**CORRESPONDENCE COURSES**

**Description:**

The earned grade will be calculated into the student's GPA.

Course work from any state and Department of Education accredited program will be approved.

Students will be allowed to make up 3 required credits outside of Raymond High School while they are students at RHS.

**Procedure:**

All costs associated with correspondence courses will be the responsibility of the students/families.

Students should work with their guidance counselor to sign up for correspondence courses.

Guidance counselor and principal must approve the program and class to be taken.

All rules and regulations of a correspondence course program will be recognized and followed by Raymond High School.

**Note:** Extenuating circumstances may be petitioned to the building principal.

**ADULT EDUCATION**

**Description:**

The earned grade will be calculated into the student's GPA.

There are no restriction based on grades to qualify for classes.

Students will be allowed to make up 3 required credits outside of Raymond High School while they are students at RHS.

**Procedure:**

All rules and regulations of adult education programs will be recognized and followed by Raymond High School.

Guidance counselor and principal must approve the program and class to be taken.

**HIGH SCHOOL EQUIVALENCY PREP OPTION PROGRAM (HSEPOP - formerly the GED Option Program)**

**Description:**

Raymond High School is one of a few high schools in the State of New Hampshire that offers the HSEPOP Program for its students during the school day.

The overall goal of this program is to prepare the student to pass the HiSet Exam and to gain valuable work related transition skills.

**Procedure:**

This program is available to Raymond High School students who:

- Are at least 16 years of age.
- Have been recommended by the Student Intervention Team (SIT).
- Have a reading level of 8.0 or higher.

The student's records show that the student will not graduate with his/her class because of credit deficiency and that the student is otherwise capable of completing graduation requirements.

The HSEPOP program consists of twenty five hours per week; fifteen instructional hours and ten career related hours. Instructional hours are supervised by a certified instructor and a classroom aide and are held during the school day at Raymond High School. Career related hours can be fulfilled from a variety of sources such as; courses at the Seacoast School of Technology (SST), employment, an extended learning opportunity, Raymond High School courses, community service and Jobs for America's

Graduates (JAG). Once a student has been referred to the program they will meet with their high school guidance counselor and the HSEPOP Coordinator to discuss their program.

# Seacoast School of Technology (SST)

The Seacoast School of Technology is the region's Career and Technical Center, serving students from Epping, Exeter, Newmarket, Raymond, Sanborn Regional and Winnacunnet high schools.

The Seacoast School of Technology offers elective coursework in cutting-edge technologies to enhance traditional high school curricula. Students spend two periods of their school day on our state-of-the-art campus in Exeter and have the option of choosing from twelve Career and Technical programs.

Programs at the Seacoast School of Technology consist of two, year-long classes which you must apply for. These programs meet every day for an hour and a half. The first year program can be done in your sophomore or junior year. You must apply to take the second year of the program as a junior or senior. Please see your guidance counselor for more information about how completing a program at SST can enhance your academic and professional credentials and help you jump-start your life after high school.

## Who goes to SST?

Students Who...

- ...enjoy working with their hands
- ...are interested in exploring a potential career field
- ...want to meet students from other schools who share similar interests
- ...want to earn college credit while still in high school
- ...want to receive an industry-recognized certification

For more information about the Seacoast School of Technology, speak with your guidance counselor, call SST at 775-8461 or visit [www.SeacoastTech.com](http://www.SeacoastTech.com).

## First Year Programs



### SST Animal & Plant Science I - NH Scholars STEM & Lab Science

**\*\*\*Earns elective credit in a Laboratory Science\*\*\***

Do you love animals? Making things grow? Learn to expertly care for living things and prepare yourself for a career as a veterinarian, vet tech, barn/farm/greenhouse manager, floral designer and many other careers working with animals and plants. You'll learn to care for and handle companion animals, recognize behavior, and begin on the road to veterinary care for both large and small animals. You will study aquariums to allow you to experience not only pet shop management, but being a responsible pet owner. You will also study aquaculture to allow you to gain hands-on experience on raising food for consumption.

[Prerequisite: Biology]



### SST Automotive Technologies I - NH Scholars STEM

**\*\*\*Earns 4th year exposure to Math\*\*\***

Calling all gearheads! Using Snap-on hand tools and the same computer diagnostic equipment found in well-equipped car repair facilities, learn bumper to bumper automotive systems and their repair. Hone your skills by working on customer and donated vehicles in a live shop that includes 13 bays, a parts room, 8 lifts, an in-ground alignment system and much more. Selected students have the opportunity for internships at a local dealership or repair facility. This program is certified through the National Automotive Technicians Education Foundation (NATEF).





## SST Biomedical Science & Technology I - NH Scholars STEM & Lab Science



**\*\*\*Earns elective credit in Biology, Laboratory Science or a 4th year exposure to Math\*\*\***

Working in a state-of-the-art lab, you will be on the cutting edge of science studying molecular genetics, cancer biology, microbiology and more. You will gain techniques and knowledge that will prepare you to pursue careers in medicine, genetics, pathology, forensics and other science-related fields.

## SST Building Construction Technologies I - NH Scholars STEM



**\*\*\*Earns 4th year exposure to Math\*\*\***

Are you the type of person who takes pride in being able to create things with your own two hands? Learn basic skills in carpentry, hand and power tool safety, framing, remodeling, materials usage, green building and much more. You'll perfect your skills by working on a variety of real construction and renovation projects in our local community, and by the end of the year you will have the know-how to make a building weathertight.

## SST Careers in Education I - NH Scholars STEM & Social Studies



**\*\*\*Earns elective credit in English\*\*\***

A program for those who want to work in a variety of educational roles. Whether you plan to work with children of any age, teenagers or adults, this writing-intensive program is the first step toward a career in the field of education. In addition to teaching in the Wright Start Preschool and job shadows in a variety of settings, you will also study theories of development and learning, foundations of education, classroom management, lesson planning and methods of instruction.

## SST Computer Science I - NH Scholars STEM & Lab Science



**\*\*\*Earns 4th year exposure to Math\*\*\***

**(2 semester-based courses)**

### SST Introduction to Computer Science

Utilizing the Python programming language, you will learn what it takes to write your own computer programs. With an emphasis on computational thinking and problem-solving, develop the skills to find novel methods of finding problem solutions. This course will form the foundation for all future study in the field of Computer Science.

[Prerequisite: Algebra 1, with grade of "C" or better]

[Offered semester 1]

### SST C#

This course will provide you with an understanding of structured, procedural and event-driven programming. Develop techniques for problem solving through the application of a variety of programming techniques and gain experience in program planning, design, and coding as you complete lab work and assignments. Plan, design, code and test a variety of computer programs including games, simulations and productivity applications. You will learn to use the Visual C# .NET programming language and integrated development environment.

[Prerequisite: Introduction to Computer Science]

[Offered semester 2]

### **SST Culinary Arts I - NH Scholars STEM & Art**

**\*\*\*Earns 4th year exposure to Math\*\*\***



This course encompasses the basic fundamental principles for a career in Culinary Arts. Each topic will be discussed and practiced in detail. You will learn the importance of food basics, savory cooking and baking, knife skills, sanitation, nutrition and educating your palate. This course will also emphasize the appropriate standard of behavior and uniform that is set by culinary professionals.

### **SST Digital Media Arts I - NH Scholars STEM & Art**

**\*\*\*Earns Art Credit\*\*\***



(2 semester-based courses)

SST Graphic Design

The art class of the new millennium... If you're an artist and you want to harness the power of creativity, then this course is for you. Backed with a strong influence from the fine arts, this course focuses on the concepts of good design and uses computer software such as Adobe Photoshop, Illustrator and InDesign to foster student creativity.

[Offered semester 1]

### **SST Animation**

Breathe life into your artwork and make your creations come alive! Utilizing computer programs from Autodesk and Adobe, you will learn how to transform two-dimensional artwork into three-dimensional, digitally-animated models.

[Offered semester 2]

### **SST Health Science Technologies I - NH Scholars STEM & Lab Science**

**\*\*\*Earns elective credit in a Laboratory Science\*\*\***



If you're thinking about any career in the health field, like becoming a doctor, nurse, physical therapist, dentist or even an EMT, then this course is for you. Learn about the human body and help people get and stay healthy. You will earn your First Aid certification while exploring human anatomy and physiology, medical terminology, safety, and legal and ethical issues within the health fields.

[Prerequisite - Biology]

### **SST Marketing Technologies I - NH Scholars STEM & Social Studies**

**\*\*\*Earns elective credit in Social Studies\*\*\***



**\*\*\*Earns 4th year exposure to Math\*\*\***

Want to be your own boss? Have a great idea for a new business or product that will revolutionize the way people live? Learn about a career in the business world by studying entrepreneurship, management, sports and entertainment marketing, fashion-merchandising, e-commerce, hospitality and tourism, and the impact of social media on today's marketing campaigns. You'll create and develop your own product and learn how to market it to the world, as well as help operate the Upper Deck, SST's school store.

### **SST Pre-Engineering I - NH Scholars STEM, Lab Science & Science Elective**

**\*\*\*Earns elective credit in Science and earns 4th year exposure to Math \*\*\***



(2 semester-based courses)

Open to students grades 9-12

SST Introduction to Engineering Design

Engineers are involved in everything that has ever been designed, built or manufactured. Learn how to create and read technical drawings and find out how to turn your ideas into reality.

[Prerequisite – Algebra I]

[Offered semester 1]

### **SST Principles of Engineering**

Engineers serve society by designing and constructing everything around us. In this course, you will apply the principles of engineering to develop solutions to technical problems and explore multiple technology systems and manufacturing processes.

[Prerequisite - Algebra I]

[Offered semester 2]

### **SST Welding Technologies I - NH Scholars STEM**

**\*\*\*Earns 4th year exposure to Math\*\*\***

If you're scared of melting metal, flying sparks, or holding torches in your hands that are hotter than the surface of the sun, then Welding Technologies is probably not for you. Still interested? You'll learn the basic techniques of STICK, MIG, TIG, plasma, brazing, soldering, blueprint reading and electricity. This program is ideal for students interested in the metal trades including welding and machining, as well as artists who want to work with metal.



## **Second Year Programs**

### **SST Animal & Plant Science II - NH Scholars STEM & Lab Science**

**\*\*\*Earns elective credit in Laboratory Science\*\*\***

Continue to build on your experience, knowledge and hands-on skills. You'll spend several months at a local horse barn studying equine science, learn more about greenhouse management, nutrition and reproduction, and complete a week-long internship in an area of personal interest. Participation and competition in local and national FFA events is strongly encouraged.

[Prerequisite - Animal & Plant Science I]



### **SST Automotive Technologies II - NH Scholars STEM**

**\*\*\*Earns 4th year exposure to Math\*\*\***

Continue your automotive training by working in our live car repair and state inspection facility. Perform more complex repairs and tasks ranging from light mechanical, routine maintenance and parts ordering. You'll complete units on engine performance and diagnostics, suspension and steering, four-wheel alignment, earn your ASE Maintenance and Light Repair certification and position yourself for a career in the automotive industry.

[Prerequisite - Automotive Technologies I]



### **SST Biomedical Science & Technology II - NH Scholars - STEM & Lab Science**

**\*\*\*Earns elective credit in Biology, Laboratory Science or a 4th year exposure to Math\*\*\***

This capstone course is an in-depth exploration in emerging technologies and innovations within the scientific community. You will explore current biotechnological applications in medicine, agriculture, forensics and the environment. Covered topics include gene modification, protein microarrays, directed mutagenesis, bioinformatics, DNA sequencing and more. You will also have the opportunity to participate in advanced internships during the school year and perform original research.

[Prerequisite - Biotechnology I]



### **SST Building Construction Technologies II - NH Scholars STEM**

**\*\*\*Earns 4th year exposure to Math\*\*\***

Continue to polish your technical building skills and examine topics such as energy efficiency, interior work and trim, blueprint reading and drafting using AutoCAD. You'll put your knowledge to good use by building structures in the community such as homes, garages, sheds and more. By the time you complete this program, you will be capable of doing all interior and exterior carpentry work on building projects large and small, and be ready to enter leadership programs for construction project managers.

[Prerequisite - Building Construction Technologies I]



## **SST Careers in Education II - NH Scholars STEM & Social Studies**

**\*\*\*Earns elective credit in English\*\*\***



Continue to learn the craft of educating others. Alongside advanced classroom instruction and working in the Wright Start Preschool, you will gain real-world experience with your preferred concentration area and create a professional teaching portfolio tailored to your specific goals. Internships are available for preschool, elementary, middle, high school, special education, physical or occupational therapy or counseling.

[Prerequisite - Careers in Education I]

## **SST Computer Science II - NH Scholars STEM & Lab Science**

**\*\*\*Earns 4th year exposure to Math\*\*\***



**(2 semester-based courses)**

### **SST Java**

The Java programming language is the major force behind the World Wide Web and can be found running on over 3 billion computational devices on the planet. The purpose of this course is to provide a solid foundation in the Java programming language, as well as further refine your knowledge of object-oriented design. Program planning, object-oriented design and Java language syntax will be emphasized.

[Prerequisite: Introduction to Computer Science]

[Offered semester 1]

### **SST C++**

C++ is the industrial heart of the computer software industry and is the major development tool used to create major applications used by millions of people every day in business productivity, as well as video games. This course will introduce you to the fundamentals of structured programming, the procedural aspects of the C++ programming language, object-oriented design and implementation, as well as an introduction to basic data structures. You will create programs to demonstrate the topics of program control, functions, arrays, pointers, classes and objects. Visual C++ will be used as the primary development tool; however, other environments may also be utilized. Emphasis will be placed on the creation of platform-independent applications in order for you to become familiar with the core features of the C++ language.

[Prerequisite: Introduction to Computer Science]

[Offered semester 2]

## **SST Culinary Arts II - NH Scholars STEM & Art**

**\*\*\*Earns 4th year exposure to Math\*\*\***



Expand on your cooking and baking skills while exploring the cooking techniques and cultural aspects of American and International cuisines. You will also learn to perform all duties of a live, licensed restaurant including menu preparation, cost analysis, food service, ServSafe procedures and kitchen, dining room and restaurant management.

[Prerequisite - Culinary Arts I]

## **SST Digital Media Arts II - NH Scholars STEM & Art**

**\*\*\*Earns art credit \*\*\***



**(2 semester-based courses)**

### **SST Web Design**

Design your own web pages using the same techniques as professional graphic designers and web developers. Using Cascading Style Sheets (CSS) and the Adobe Design Premium Suite, you'll learn best practices in designing for the web and sharpen your skills by creating multiple web pages on topics of your choice.

[Offered Semester 1]

### **SST Video Production**

Learn how to operate all of the equipment in a cutting-edge video production studio that includes a green screen, high definition cameras, sound and lighting control room and much more. You will film, edit, and produce videos for both personal and commercial purposes using the editing software Premiere and After Effects.

[Offered Semester 2]



### **SST Health Science Technologies II - NH Scholars STEM & Lab Science**

**\*\*\*Earns elective credit in Laboratory Science\*\*\***



Dive deeper into the complexities of the human body by completing units on CPR and the cardiorespiratory, gastrointestinal, reproductive, endocrine, and nervous systems. In addition to classroom and lab work on the SST campus, you will gain real-world experience through a ten-week internship at a local healthcare facility. Additionally, select students will have the opportunity to earn their Licensed Nursing Assistant (LNA) Certificate.

[Prerequisite - Health Science Technologies I]

### **SST Marketing Technologies II - NH Scholars STEM & Social Studies**

**\*\*\*Earns elective credit in Social Studies and a 4th year exposure to Math\*\*\***



You'll complete an individualized curriculum that is tailored to your personal business interests and aspirations. Recent areas of specialization include business management, sports and entertainment management, hospitality, fashion, event planning, advertising, entrepreneurship, business law, international business and finance. You'll also work on real-life projects in the community, including planning and running the Small Business Showcase with the Exeter Area and Hampton Area Chambers of Commerce.

[Prerequisite - Marketing Technologies I]

### **SST Pre-Engineering II - NH Scholars STEM & Lab Science**

**\*\*\*Earns elective credit in science and 4th year exposure to Math \*\*\***



**(2 semester-based courses)**

Open to students grades 10-12

#### **SST Digital Electronics**

Investigate how machines think and work! Using applied logic, you will learn about electronics and digital systems, explore engineering design, build circuits and develop electronics troubleshooting techniques.

[Prerequisite - Introduction to Engineering Design or Principles of Engineering]

[Offered semester 1]

#### **SST Civil Engineering & Architecture**

Study the way that man-made structures such as buildings, dams, bridges and roads affect our environment and the way we live. Through a series of hands-on projects and guest speakers with expertise in a variety of topics, you will learn about the complex infrastructure that makes society work.

[Prerequisite - Introduction to Engineering Design or Principles of Engineering]

[Offered semester 2]

### **SST Welding Technologies II - NH Scholars STEM**

**\*\*\*4th year exposure to Math\*\*\***



Enhance your welding skills by working with different alloys like aluminum and stainless steel, learning different techniques and welding positions, performing actual jobs of metal fabrication, manufacturing, repair and CNC Plasma. At the completion of this course, you will have earned your OSHA (Occupational Health & Safety) training certificate and have enough skills and experience to take

your certification tests in GMAW (MIG), SMAW (Stick) and GTAW (TIG) welding.  
[Prerequisite - Welding Technologies I]

## **Earn College Credit**

SST has numerous opportunities for you to earn college credit while completing your requirements for high school graduation. Many of our courses teach the same material and have the same requirements as classes you would find in a college classroom.

Some SST programs have pre-arranged articulation agreements with colleges, through the Community College System of New Hampshire, which award actual college credit and a transcript for completing an accelerated high school curriculum.

College credits earned through SST are highly regarded by colleges, universities, and training programs throughout the U.S. and can save you thousands of dollars in tuition while strengthening your academic and professional credentials.

### Industry-Recognized Certifications

Many SST programs allow students to earn industry-recognized certifications, making our students very attractive to employers. Here is a sampling of some of the certifications our students can earn by completing course requirements or internships.

- First Aid Certification (Health Science Technologies)
- CPR Certification (Health Science Technologies)
- Licensed Nursing Assistant (Health Science Technologies)
- OSHA Certification (Welding Technologies & Building Construction Technologies)
- S.E.N.S.E. Welding Certifications (Welding Technologies)
- Adobe Certification (Digital Communications)
- Valvoline Oil Certification (Automotive Technologies)
- ASE P2, Parts Specialist, Certification (Automotive Technologies)
- Mobile Air Conditioning Service EPA 609 Certification (Automotive Technologies)
- NH State Inspection License (Automotive Technologies)
- EPA Pesticide Worker License (Animal & Plant Science)
- ServSafe (Culinary Arts)

### Own your Education!

Programs at the Seacoast School of Technology consist of two, year-long classes that meet every day for an hour and a half. The first year program is typically done in your junior year. You must apply to take the second year of the program as a senior. Please see your guidance counselor or visit [www.SeacoastTech.com](http://www.SeacoastTech.com) for more information about how completing a program at SST can enhance your academic and professional credentials to help you own your education and jump-start your life after high school.