

PROGRAM OF STUDIES

2024-2025



JOHN STARK REGIONAL

HIGH SCHOOL

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INTRODUCTION

The Program of Studies is a guide to help students plan their school program through graduation. Careful planning of a high school career is essential to the successful realization of post-secondary goals, whether vocational, Armed Services, college, or career. In addition to describing course offerings, this Program of Studies details the requirements for graduation, the New Hampshire Scholars Program, and the School Counseling Program to help students work toward their Career and College Readiness goals.

John Stark Regional High School: Core Values Statement

We are a community of learners who engage our minds in the pursuit of individual academic growth, social awareness, and community involvement. Our learning occurs in a safe and caring environment with regard, respect, and integrity – this is the *John Stark Way*.

John Stark graduates will be able to:

Academic Competencies

- Communicate effectively through written, oral, and artistic means;
- Acquire knowledge through listening, reading, and viewing;
- Demonstrate research skills that lead to informed decision-making and reasonable conclusions;
- Use critical thinking to solve problems;
- Apply technology to access information and to demonstrate learning;

Social Competencies

- Take responsibility for their own actions, practice respect and regard for self and others, and demonstrate integrity;
- Work as part of a team and be comfortable in both leadership and supporting roles;
- Make healthy choices to enhance the development of lifelong wellness practices;
- Understand the value of becoming a lifelong learner;

Civic Competencies

- Appreciate diversity and respect all persons irrespective of their individual differences;
- Participate in the school and greater community; and
- Be informed and involved citizens with an awareness of local, national, and global issues.

SCHOOL COUNSELING CENTER

Mission Statement

The John Stark Counseling Center will professionally facilitate each student's academic growth, social/emotional development, and career preparedness through a comprehensive data-driven curriculum, in an empowering environment that is caring and respectful of all, in order to graduate self-sufficient, productive, and kind citizens of the world.

The School Counseling Center is a resource for all students where students will find a variety of resources that will support the work and the Mission of the School Counseling Center.

The role of the school counselors aligns with the professional organization, the American School Counselor Association (ASCA), whose National Model provides a framework for their direct and indirect work with students. School counselors work with all students providing a comprehensive curriculum that promotes student achievement.

Upon completion of the John Stark school counseling curriculum, students will have minimally had 26 touchpoints with the school counselors. Lessons will be focused in the academic, social/emotional, and career ready domains. This work is an essential component to their graduating from JSRHS with an informed

post-secondary plan.

School counselors meet with students in large and small groups as well as individually. Students are expected to make and attend their meetings, which occur according to the following schedule: Seniors- early fall, Juniors-winter, Sophomores-spring, Freshmen-late fall. Students will have access to information to share with families.

The school psychologist uses expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally and emotionally. They partner with families, teachers, school administrators, and other professionals to create a safe, healthy, and supportive learning environment.

The adjustment counselor is a licensed social worker involved in providing services to all students to support their academic success. Services can include individual and group counseling and working with families. Other services include crisis intervention, consultation with school staff, finding community resources for families and students, assisting with transitions and collaborating the assessments and interventions for at-risk, 504, and special education students.

SETTING EDUCATIONAL GOALS

Students at John Stark Regional High School are able to take advantage of many educational opportunities available to them in preparation for post-secondary options. With this in mind, students are encouraged to enroll in challenging classes designed to assist them in their preparation for their post-secondary plans. Course offerings at John Stark are designed to provide flexibility in meeting students' needs, while offering them the skills and competencies required for success as a participative community member in both career and college.

College admissions officers are also looking to see how each student maximized the opportunities available to them at their high school. Admissions Counselors report that the courses students take and how they perform in those courses can be more important than their GPA. Many colleges require that a student follow certain recommended or prescribed courses of study in high school in preparation for entrance into college. Students should consult college websites and their school counselor regarding the specific requirements of the colleges to which they intend to apply.

To help determine their post-secondary and educational goals, students are encouraged to carefully review this Program of Studies and to discuss their goals and decisions with their parents, teachers, and school counselor.

Consider the following:

- What are my goals here at John Stark and in the future?
- What courses are required to graduate from high school or to reach my post-secondary goals?
- How will the courses I select now affect what courses I am able to take in the future?
- What are my strengths and weaknesses?
- What courses or activities relate to those strengths and weaknesses?

UNIVERSAL AND SPECIAL SERVICES

A variety of programs and services are offered to assist all students, including those identified with educational disabilities under the Individuals with Disabilities Education Act.

Advisory

John Stark Regional High School has an Advisory Program for all students. Advisory will meet for one 40-minute period each week. Students are assigned an advisor/teacher, who will serve as their mentor during their years at JSRHS. The goal of the Advisory Program is for all students to form a meaningful relationship with at least one adult, who will guide them throughout their high school experience.

Learning Lab

The Learning Lab is a scheduled intervention time dedicated for struggling students to receive the academic assistance and instruction required to succeed in their classes and meet their individual goals. This intervention is an extension and/or supplement to their regularly scheduled classes.

Flex Blocks

The master schedule includes a 40-minute academic block that meets Tuesday through Friday, during which students are scheduled with teachers for assistance and makeup work.

Title One Services

John Stark Regional High School uses Title I, a grant-funded program, provided through the state, using federal dollars, to support academically at-risk students. Focus is placed on closing achievement gaps in reading, writing or mathematics proficiency. With the permission and support of the family, interventionists provide eligible students with individualized support based on those identified needs, and support them in meeting their personal learning goals.

Related Services

The school provides speech and language therapy, counseling services, occupational therapy, psychological services, physical therapy, specialized transportation, behavioral consultation, visually impaired services, orientation and mobility, music therapy, augmentative communication, assistive technology, and other related services for identified students.

Resource Room

Resource Room is a Special Education placement in which students with an individualized education plan (IEP) receive specialized instruction by certified Special Educators in a small group or individual setting. Students may earn .5 credit per semester if they are enrolled.

Life Skills Program

The Life Skills Program is a special education setting that provides services for students, ages 14-18, who are significantly below grade level due to challenges in intellectual ability, academic skills, language/communication skills, adaptive behavior, and developmental delays impacting social and emotional functioning. The purpose of the program is to ensure that students with specific disabilities are taught the skills necessary to become as independent as possible and actively participate in the school community and the community at large. The students in the Life Skills Program are eligible to receive services under the special education identification of Autism, intellectual disability, multiple disabilities and/or other disabilities which significantly impact the student's ability to learn. The curriculum is individualized and prescriptive to meet the needs of the students. The structure promotes small group and one-on-one instruction. Students will be working towards an alternative set of competency standards. Students in this program may be eligible to receive a Skills Diploma that is aligned with the alternative program standards. The Skills Diploma is an individualized diploma track that will be determined by the student's IEP Team. New Hampshire Administrative Rules for Education, Ed 306.27(q) (4) states that: Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma. The state-defined alternate diploma would provide students who may have ordinarily been awarded a certificate of attendance with the option to achieve a diploma. Students who qualify for a Skills Diploma must meet the following criteria: with the most significant cognitive disabilities in the graduation cohort, as adjusted under clause (i), and assessed used the alternate assessment aligned to alternate academic achievement standards under section 1111(b) (2)(D)

Transition Program

The Transition Program is a special education program which provides services to students ages 18-22 who will be continuing their education at JSRHS until attaining the age of 22. Services are provided in a variety of settings including classrooms, community environments, and vocational job training sites. The program provides students with instruction in the areas of skills for independent living, functional academics, consumer education and vocational skills via direct instruction, modeling, practice, and application of skills. These skills

are typical of those encountered in a home, community, and work setting. The Transition Program provides programming for students that are eligible under the special education primary identifications of Autism, intellectual disability, and multiple disabilities. Other disabilities will be considered which significantly impact the student's ability to learn.

JSRHS GRADUATION REQUIREMENTS

Diplomas, Coursework, and Credits

John Stark Regional High School provides a wide variety of courses to ensure that every student has the opportunity to learn and grow based on personal strengths and goals. Students are encouraged to work with their School Counselor, teachers, administrators, and families to design a four-year educational plan that supports their long-term goals, whether they are interested in directly entering the workforce, earning an industry-recognized credential, or pursuing an advanced degree.

Competency Area Requirements

as approved by JSRHS School Board

	JSRHS Diploma	Core or Foundations Diploma
English	4	4
Social Studies – US & NH history & government/civics, geography, & economics	4	2.5
Math - including Algebra & Geometry or the equivalent	3*	3
Science - physical, biology, and earth science	2.5	2 (w/ biology)
Personal Financial Literacy	0.5	0.5
Arts education	0.5	0.5
Information and Communications Technologies	0.5	0.5
Health education, physical education I and II	1.5	1.5
World languages	--	--
Community learning- 35 hours	0.25	0.25
Capstone project (includes 30-hour project)	0.25	--
Additional electives	5.0	5.25
Total	22	20

*In addition, students must attain competency in mathematics for each year in which they are in high school through graduation. This may be done by completing four mathematics courses or three mathematics courses and one non-mathematics content area course during their senior year, in which mathematics knowledge and skills are embedded and applied. Please see the Mathematics section for additional information.

John Stark Core Diploma- 20 Credits

Students will be required to meet the State minimum standards to receive a John Stark Core Diploma. Students should see their school counselor and submit an application for the core diploma pathway by the end of their junior year. The student, in conjunction with his/her respective team, will complete the Personalized Learning & Transition Plan Form. The transition plan outlines the student's goals and the benchmarks that need to be completed. All students will be required to complete at least 10 hours of a career exploration activity which are part of the 35 total hours of community learning that are required. The 10 hours must relate to the student's overall post-secondary goal. Examples can be the following: Internship, CRTC, License Program, Job Shadow

and ELO Work Component. Students must submit the Personalized Learning & Transition Plan Form for approval at least one year prior to the expected graduation date.

[Appendix for Core Diploma](#)

John Stark Foundations Diploma - 20 Credits

Students will be required to meet the State minimum standards to receive a John Stark Foundations Diploma. Students pursuing this path may take a combination of Foundations courses and other courses listed in the program of studies. Students are encouraged to obtain their elective credits in areas of interest that may include extended learning opportunities and internships. Students should work with their case manager on this process.

[Program of Studies Appendix for Foundations Diploma](#)

Community Learning

In order to promote and develop active citizens, the John Stark School Board requires each student to complete at least 35 hours of Community Learning in areas such as: Community Service/Service Learning, Civic Engagement, Academic Enrichment, and Career/College Exploration. These hours will be tracked and awarded .25 credits upon completion.

Capstone Project

The Capstone Project is a demonstration of the student's ability to perform new and independent learning to accomplish a goal of personal interest while guided by a mentor. Students are required to present their project to a teacher evaluation team and make their project available for public viewing at the General's Expo. Successful completion of the Capstone Project earns .25 credits.

Early Graduation

Graduation from John Stark Regional High School earlier than scheduled is an option for those few students who are able to fulfill graduation requirements in fewer than four years or eight semesters of coursework. This program is designed for the motivated student who has definite plans for the future and would benefit from graduating either one semester or one year earlier than scheduled. Academic standing, level of social maturity, and well-articulated future plans are important factors for students considering early graduation. Students wishing to pursue the early graduation option should see their school counselor at least one semester prior to the desired end date.

ACADEMIC INFORMATION & REQUIREMENTS

Minimum Schedule Requirements

Students are expected to challenge themselves academically during each of their four years at John Stark. For that reason, all students are encouraged to be enrolled in seven credit bearing courses (including ELOs) each semester, as their schedules permit. Students are expected to take a minimum course load of 5 credits for the entire school year to be considered a full time JSRHS student.

Grade Classification

Grade classification shall be assigned based upon the number of cumulative credits earned by the student.

- Sophomore (Grade 10) status: students have accumulated at least 5.5 credits
- Junior (Grade 11) status: students have accumulated at least 11 credits
- Senior (Grade 12) status: students have accumulated at least 16.5 credits

Students generally graduate in four years, provided they have earned the minimum number of credits required.

Seniors must complete all requirements for graduation in order to receive their diploma and participate in graduation exercises.

Approved Transfer Credits

Approved transfer credits must come from programs that are approved by one of the six accrediting agencies that are recognized by the United States Department of Education:

New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Accreditation Commission [Northwest Commission on Colleges and Universities], and Western Association of Schools and Colleges

Course Designations

All students at John Stark are engaged in rigorous and relevant work to prepare them for their futures. Students work on developing their reading, writing, problem solving, and research skills both inside and outside the classroom. Students at all levels are to be active learners, communicators, problem solvers, and contributors. Students are expected to apply what they learn to real-world situations. Courses are designated as follows:

Non-designated

Non-designated courses are open to all students. These courses are structured in content and concept. An additional focus of these courses is the development of skills and habits of work to be college and career ready.

Honors

Honors courses cover advanced content with a focus on deeper analysis of material. Students who enroll in honors level courses are highly motivated, independent learners, with advanced work study practices. Honors courses move at a fast pace and involve additional hours of work outside of class.

Students who are successful in Honors courses:

- Consistently demonstrate proficiency (a three or higher) in course level learning targets and competencies;
- Have strong skills (grade level or higher) in the specific content area that they are interested in (e.g. reading, writing, math, science);
- Show advanced work-study practices and a commitment to improving them;
- Demonstrate an interest in being academically challenged;
- Advocate for themselves;
- Complete classwork and outside work independently and on time; and
- Are highly motivated, independent learners.

Students who are considering taking an Honors course should consult with their current teacher in that subject area.

Advanced Placement

Advanced Placement courses provide an opportunity for college-level learning. According to the College Board, “AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.” AP teachers select college-level readings, assignments, and resources in order to prepare students for the content and skills on the AP exam.

Students who are successful in Advanced Placement courses:

- Possess the attributes of students who are successful in Honors courses;
- Show the attitude and mindset of a college student;
- Present their Capstone Project early (in December or March); and

- Are expected to take the AP exam (cost: \$98 per exam for the 23/24 school year)

Students who are considering taking an AP course should consult with their current teacher in that subject area. It may be possible for students to earn college credit based upon achievement on the Advanced Placement exams. Because the policy of awarding credits or advanced standing varies among colleges, it is important for students to inquire at their colleges of interest.

JSR AP Testing Policy

John Stark is pleased to offer any AP exam that is connected to a certified AP course listed in our program of studies. If a student wishes to take an AP test that the school does not offer, they should work with their school counselor to find a local area high school that does offer their desired test using the website:

<https://apcourseaudit.inflexion.org/ledger/>

Concurrent Enrollment

Concurrent enrollment is defined as the process that allows high school students to earn both high school and college credits through partnerships between the individual high school and the post-secondary institution(s). Students enrolled in college courses are required to meet the expectations and standards of the partner college or university in order to earn credit. There are several kinds of concurrent enrollment options for students:

Running Start/Dual Enrollment

The Running Start Program enables students to take college courses through the Community College System of New Hampshire (CCSNH) while taking courses here at John Stark . There may be funding from the Governor's Office for STEM classes to be offered at no charge; students should speak to their teacher for details. Currently, this applies to students in grades 10-12. There is also a CCSNH partial Scholarship for qualifying students.

Running Start/Dual Enrollment courses are taught by John Stark faculty who are credentialed as adjunct faculty by the partner institution, as part of a student's daily class schedule. Students enrolled in those courses are required to meet the expectations and standards of the partner college/university to earn credit (which, depending on the department policy, may include no reassessments). In order to receive credit, a student must express interest at the beginning of the course, register with the partner college/school, and pay the course registration fee (costs vary per course- \$100 to \$150). Once students have successfully completed the course, they are awarded college credit on a college transcript from the partner college/school. All students are highly encouraged to take at least one Running Start/Dual Enrollment course during their time at John Stark. Students who are successful in these courses:

- Consistently demonstrate proficiency (a three or higher) in course level learning targets and competencies;
- Have strong skills (grade level or higher) in the specific content area that they are interested in (e.g. reading, writing, math, science);
- Show advanced work-study practices and a commitment to improving them;
- Advocate for themselves; and
- Complete classwork and outside work independently and on time.

John Stark currently offers Running Start/Dual Enrollment courses through partnerships with Southern New Hampshire University (SNHU), New Hampshire Technical Institute (NHTI), Central Maine Community College (CMCC), and Manchester Community College (MCC). John Stark also offers concurrent enrollment with colleges other than the Community College System of NH, making additional college courses available to students.

NOTE: Running Start/Dual Enrollment courses are contingent on annual reviews by the Community Colleges to assure that the class content is still aligned and the instructor is credentialed. Partner schools are subject to change based on available credentialized faculty.

College Courses Offered at JSRHS:

Small Business Management	(3 college credit hours @ CMCC)
Marketing	(3 college credit hours @ CMCC)
Welding	(3 college credit hours @ MCC)
Calculus	(4 college credit hours @ SNHU)
College Composition	(4 college credit hours @ SNHU)
Computer Integrated Manufacturing	(4 college credit hours @ NHTI)
Introduction to Engineering Design	(4 college credit hours @ NHTI)
Principles of Engineering	(4 college credit hours @ NHTI)
Statistics	(4 college credit hours @ SNHU)
Physics	(4 college credit hours @ SNHU)
College Physics	(4 college credit hours @ SNHU)

Extended Learning Opportunities

John Stark Regional High School maintains a comprehensive program of studies to meet the interests, learning styles, and career interests of students, but there are many other ways for students to learn and to earn high school and/or college credits. Extended Learning Opportunities (ELOs) provide multiple ways for students to learn outside the classroom and earn credit toward high school graduation. Examples include independent study, internships, work-based learning, and online courses among other things. Interested students should consult with their school counselor.

Early College with Community College System of NH

The Early College program enables high school students to take college courses at NHTI [click here](#) & Manchester Community College MCC [click here](#), either online or on their campus, at discounted tuition. These credits potentially may be applied toward a degree at NHTI or other college or university. This could be an Extended Learning Opportunity (ELO), so students should fill out an ELO form in consultation with their school counselor for approval by the Academic Review Committee.

New England College

John Stark Seniors may take a maximum of two undergraduate courses per semester on a space available basis. Courses are offered tuition free, but a student fee may be required. John Stark students receive one high school credit for full-semester coursework passed. Interested students should see the Director of Student Pathways for registration information. Upon completion, students receive a transcript from New England College, which indicates the college course and college credit received. This could be an Extended Learning Opportunity (ELO) so students should fill out an ELO form with their counselor for approval.

Virtual Learning Academy Charter School (VLACS)

Students also have opportunities to earn high school or college level credits through VLACS. Any student may enroll in a VLACS course and should consult with their school counselor prior to enrolling. Any special circumstances will be approved by the Academic Review Committee.

NH State Scholars Initiative

The NH State Scholars Initiative is part of the National State Scholars Initiative Network, a national and state program designed to encourage and motivate students to complete a rigorous course of study while in high school. Colleges across the country recognize New Hampshire as one of many states with a State Scholars Initiative. This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, and the National State Scholars Initiative Network. For more information about the NH Scholars Program please go to www.NHscholars.org.

GRADING AND REPORTING

Effective school year 2020-2021, a student’s final grade for a course will be based on formative and summative assessment results. Formative assessments will account for 10% of a student’s overall grade and summative assessments will account for 90% of a student’s overall grade. For competency weighting information, refer to the course-specific expectations guide for each course. At the end of the course, students will receive a grade on the 4.0 grading scale. Grades are recorded on transcripts when the course is completed (Semester Course 0.5, Full Year Course 1.0).

In the chart below, the first column is the 4.0 grading scale.

As shown in the third and fourth column below, a weighted scale is used to provide a 0.5 increased weight for honors courses and/or 1.0 increased weight for AP and college courses. Please refer to the grade conversion scale. AP Psychology, for example: class grade earned: 3.25; AP GPA entered = 4.58

Our weighted grade conversion scale:

All Classes 4.0 Grading Scale	All Classes GPA	Honors Level GPA	Advanced Placement/ College Credit GPA
4.00	4.33	4.83	5.33
3.75	4.08	4.58	5.08
3.50	3.83	4.33	4.83
3.25	3.58	4.08	4.58
3.00	3.33	3.83	4.33
2.75	3.08	3.58	4.08
2.50	2.83	3.33	3.83
2.25	2.58	3.08	3.58
2.00	2.33	2.83	3.33

**Grade Point Average (GPA) quality points earned prior to the 2020-21 year will not be altered. All current GPAs have been assigned based on credits earned in the previous year(s) through June 2020, utilizing the previous grading scale. GPA will not change until class credit is earned this year.*

Honor Roll

Honor Roll is determined by the grade point average for the quarter snapshot. A quarter snapshot grade point average of 3 or above will earn honors, a quarter snapshot grade point average of 3.5 will earn high honors. Students must be a full time student taking a minimum of 5 courses, passing all courses, have earned no grades below a 2 and/or an 80 respectively in dual enrollment course(s) that carry percentage grades; additionally, no grades with an NCY, or INC.

Summer School

Students who have not shown competency in a course may be eligible for summer school. Courses available, dates, times and other requirements will be communicated to students and families before the end of the school year. Students do not have to enroll in the summer school program and may choose to re-enroll in a given course.

School Profile

Please see [this link](#) for our current school profile.

PLANNING AN INDIVIDUAL PATHWAY

A Freshmen schedule often includes:

English 9
World Cultures & Geography
Math
Science
Study Hall

The remaining blocks are often filled with a student's choice of requirements and/or electives from Health, PE, Music, Fine and Performing Arts, ICT, CTE, Project Lead the Way, and World Language.

Throughout their high school career, students will also have annual individual meetings with their school counselor.

Freshmen -fall/winter

Sophomores- spring

Juniors- winter

Seniors- fall

During these meetings, students will work with their counselor to discuss their pathway towards graduation. Students will choose the courses that support their pathway during the course selection process in January.

REGISTRATION & SCHEDULING PROCEDURES

Procedure for Course Selection

Registration for all students will begin in the second semester. All students will have access to the Program of Studies online and an online registration sheet to indicate their selections. The Program of Studies outlines all courses being offered at John Stark for the upcoming school year.

Review the information in the Program of Studies and consult with parents, teachers, and counselors to discuss your selections. Based on this review, and future educational plans, select courses that are of interest and are appropriate for your future goals. Be mindful of graduation requirements.

Please note: Per Board Policy we will *not* accept middle school courses for high school credit. Courses taken prior to a student's freshman year are used to inform placement but do not carry credit. In some cases, they may be used as an ELO or for elective credit.

The master schedule is created based upon student requests for specific courses. Administrators review the requests and make decisions about the number of sections that will run for each course; therefore, student selections during registration are considered to be final, as they are used to make informed decisions that create the master schedule. It is important to select courses thoughtfully – first and second choices. Please note, courses run only when minimum enrollment has been met.

The John Stark administration reserves the right to make changes to schedules and course offerings due to staffing, under-enrollment, and other constraints.

Schedule Changes

Courses selected during registration are considered final selections. Students are given sufficient time and assistance in making choices and are expected to make a full commitment to each course selected. A student may add a course if they have an open block and there is an open seat in the course desired. Counselors will see students in June to consider schedule change requests. They will try to make level changes and additions to

where students are currently free. In addition, students may have the first week of school to meet with counselors and review any schedule adjustments.

Because the master schedule is created based upon students' requests, it is very difficult to make changes without negatively impacting other students. *Students should see their school counselor regarding any change to their schedule.* The following list suggests when course changes may be appropriate:

- Teacher initiates the change for the benefit of the student
- An emergency situation exists which requires a change to be made
- Change in the student's plan for graduation
- Student has been placed in the incorrect class
- Graduation requirements are missing
- Prerequisite requirements have not been met for scheduled courses
- Duplication of courses
- Level change is warranted since course request time
- Student wants to add an available elective in place of an open block
- New requirements from a college or career program
- Need for academic support/resource room

“Not liking” a class/teacher and/or wanting to have late arrival or early dismissal are not sufficient reasons for changing classes. The Director of Student Pathways will oversee all requests for schedule changes.

Level Change Period/Withdrawing from a Course

Once the schedule adjustment period has ended, the student will receive the appropriate designation of “WP”(withdrawn passing) or “WF” (withdrawn fail) on their permanent transcript. All withdrawal forms will require parent/guardian and school counselor signatures since the result will be recorded on the student's transcript.

All level changes will take place before Oct. 1st. Level changes are defined as changes between non-designated, Honors, and Dual Enrollment/AP courses.

Please note:

If a student withdraws from a semester course after the first day of quarter two the course will be factored into the grade point average (GPA). If a student withdraws from a year-long course after the first day of semester two the course will be factored into the grade point average (GPA). Level changes will be based on seat availability and the previous level course withdrawal will be recorded on the transcript.

COURSE DESCRIPTIONS

The following courses are offered for the 2024-2025 academic year. The administration reserves the right to run only those with adequate student enrollment.

CAREER AND TECHNICAL EDUCATION

The Career and Technical Education Department (CTE) comprises distinct curriculum areas: Business Education; Family and Consumer Sciences; Information and Communication Technology; and Technology Education. The goal of the CTE department is to introduce students to careers in current and emerging occupations. In today's highly competitive global marketplace, it is important for students to explore all types of careers and learn valuable employability and performance skills.

BUSINESS

The Business Department offers a wide range of courses, which expose students to many basic skills that are transferable to other activities within the high school, as well as later in life. These courses also provide more specific and marketable skills to students going on to the world of work directly from high school, as well as preparation for post-secondary education in business and/or technology fields.

BUS125 Introduction to Business

Grades 9-10

Credit: 0.5

Prerequisite: None

This course is intended for students who have not yet taken a business at JSRHS and is designed to provide students with an overview of the many opportunities in business for future study or career preparation. Topics of study will include an introduction to financial management, business management, retail marketing and workplace habits. Additional topics include economic basics, entrepreneurship, communication and leadership, business ethics, and learning about various careers within the business field. This course is designed to prepare students for future Business Education opportunities in both high school and college.

BUS106 Marketing**

Grades 9-12

Credit: 0.5

Prerequisite: None

Marketing is a business course that provides a basic introduction to the scope and importance of marketing in our free enterprise system. Emphasis is placed on the seven functions of marketing: channel management, marketing information management, financing, pricing, product/service management, promotion, and selling. This course will help you prepare for entry-level marketing employment.

Note: Students enrolled in the class may be eligible for concurrent enrollment credits through Central Maine Community College. Please see page 9 for more information.

BUS115 Accounting I

Grades 9-12

Credit: 1

Prerequisite: None

A full-year course designed to develop occupational competencies in bookkeeping. Course content encompasses the complete accounting cycle for both a service business and a merchandising business. Accounting procedures for both sole proprietorships and corporations will be covered. Opportunities for incorporation of computer technology into the instructional format will be provided.

Note: This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

BUS205 Retail Marketing

Grades 10-12

Credit: 0.5

Prerequisite: None

Students will be introduced to the advanced concepts of retail management and marketing. Students will have one period of classroom instruction and two periods of hands-on experience working in the school store during a typical week. By

operating the school store, students will learn the procedures related to pricing, markups, inventory, buying, and promotion. Students will learn to make realistic management decisions as they apply what they have learned in the classroom to the operation of the school store.

BUS215 Accounting II

Grades 10-12

Credit: 1

Prerequisite: Accounting I

This course is an extension of the Accounting I course. The introduction of additional topics involving more complex accounting applications significantly extends the basic accounting concepts and skills. Course content encompasses complete accounting cycles for a service and merchandising business. Accounting procedures for sole proprietorships and corporations will be covered. Opportunities for the incorporation of computer technology into the instructional format will be provided.

Note: This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

BUS311 Personal Financial Management

Grades 10-12

Credit: 0.5

Prerequisite: None

Prepare for your financial future! Today's economic times require informed citizens skilled in managing their finances. This class will help you create your own financial goals and budget, learn how to earn a high credit score, calculate/complete your 1040 federal tax return, and learn the details of saving, investing, banking, taxes, and insurance. You will complete a job application, resume, and cover letter to use as templates in your future job search.

Note: This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

BUS316 Small Business Management**

Grades 11-12

Credit: 0.5

Prerequisite: None

Make money doing something you love! This is a half-year course designed to provide a background in starting and managing a small business. We will focus on seven key content areas: students' role in a free market, the pillars of a free market economy, how the economies of the world work, business cycles, economics, entrepreneurship, and career development. Students will incorporate these content areas into the development of a modified business plan for a business of their own choice. You will also complete a job application, resume, and cover letter to use as templates in your future job search.

Note: This course satisfies the Economics credit requirement for graduation. Students enrolled in the class may be eligible for concurrent enrollment credits through Central Maine Community College. Please see page 9 for more information.

COMPUTER SCIENCE

CS100 Computer Science Discoveries

Grades 9-12

Credit: 0.5

Prerequisite: None

Computer Science Discoveries is an introductory, classroom-based course for ninth and tenth-grade students who are new to the field of computer science. Through this course, students will learn about a computer's role in the problem-solving process, how to create websites using HTML, and explore programming through the use of JavaScript. In addition, they will learn how computers can be used to automate the collection and use of data, explore different systems to represent this information, and explore the relationship between hardware and software.

CS310 Computer Science Principles (CSP)

Grades 10-12

Credit: 1

Prerequisite: None

Think of how computing and connectivity have already transformed your world. Software drives our games, our educational tools, technology in our workplaces, and keeps us connected worldwide. Behind the scenes are teams of creative, computational thinkers like you, who love to dive into the details, solve complex problems, and develop ways to keep our connected world running smoothly and securely. CSP will prepare students for the college coursework associated with computer science and game design: mobile app development, automation driven by computer languages, Big Data,

social media, online shopping, cyber security, design simulations – learn about the teams that collaborate and create solutions to improve people’s lives.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

All high school students must earn .5 credits in ICT as required by the State. Students can satisfy this requirement by taking a course from the ICT offerings or by taking an identified elective in another curricular area. Eligible courses are indicated below.

ICT Graduation Requirement Courses

All courses labeled as ICT###

FA207 Graphic Arts & Design

MUS103 Songwriting

MUS540A Advanced Music Workshop-Composition

PLTW101 Introduction to Engineering Design

PLTW301 Principles of Engineering

PLTW401 Computer Integrated Manufacturing

CS100 Computer Science Discoveries

CS310 Computer Science Principles (CSP)

Any CRTC CS course or course otherwise identified as qualifying for ICT credit

ICT110 Technology Tools for

High School & Beyond

Grades 9-12

Credit: 0.5

Prerequisite: None

Are there other ways to communicate your ideas and understanding that may be more creative, engaging, and fun? Would you rather create a graphic, video, webpage, or animation to show your audience what you know? In this course, students will explore technology tools for communication. Students will develop essential skills such as communication, collaboration, creativity, and critical thinking that make you stand out from the crowd! Tools explored may include but are not limited to Google Apps and Extensions, various Adobe products, Storyboard That, Quizzz, Flippity, Easily, Postermywall, Screencastify, PowToon, WeVideo, Audacity, SketchPad, SnagIt or MS Snipping Tool,

ICT 201 Web Page Design & Desktop

Publishing I

Grades 10-12

Credit: 0.5

Prerequisite: None

This is an introductory course to learn web page design using Adobe Suite. Students will plan and develop a basic website. They will use basic HTML and move to Photoshop editing techniques. Emphasis will be placed on creating, editing, and text layout as well as other features. The Internet will be used as a resource for the assignments.

ICT202A PC Applications

Grades 9-12

Credit: 0.5

Prerequisite: None

PC Applications will cover all software programs in the Microsoft Office Suite. All students upon graduating from high school should have a solid foundation of utilizing Word, PowerPoint, Access, and Excel. Students will also be learning the proper utilization of Google Docs, Google Sheets, and other Google applications.

ICT301 Web Page Design II

Grades 11-12

Credit: 0.5

Prerequisite: Web Page Design & Desktop Publishing I

This course is an extension of the Web Page design concepts learned in the Web Page Design and Desktop Publishing course. The introduction of additional design topics including more effective website navigation, balanced use of graphics, text, and color will be covered. Students will plan and develop a well-designed Web site.

SCHOOL-TO-CAREER OPPORTUNITIES

BUS335 Career Explorations

Grades 11–12

Credit: 0.5

Prerequisite: None

In this class, students will have the opportunity to explore a variety of careers and begin their individual career decision-making process. They will assess their interests, abilities, and job values and learn which career clusters match their profiles. Students will learn how to evaluate career options using labor market information and will research education and training options. Students will create a job search portfolio including resumes and cover letters and learn about the job selection process. Guest speakers will provide insights into various career paths and students will be required to complete two job shadows.

Note: Students are encouraged to also register for Career Explorations Internship within the same school year.

BUS340 Career Exploration Internship

Grades 11-12

Credit: 0.5

Prerequisite: None

An internship provides the opportunity for a student to explore, or “test-drive” a potential career in which they have an interest. With guidance and support at the workplace, the student completes a planned series of learning objectives or projects designed to give a broad understanding of the chosen career or job interest (approximately 35 hours at the worksite). The student will apply school-based learning and knowledge to real-world settings. The school will make every effort to establish an appropriate job site, however, placement is always contingent upon availability and is driven by student interest. Some examples of internships include: exploring teaching, veterinary medicine, accounting, journalism, and resort management. Credit is based on a combination of mentor evaluations, documented worksite hours, classroom assignments, and the final project.

Note: Students are encouraged to register for this course in the same school year as Career Explorations.

FAMILY AND CONSUMER SCIENCE

Family & Consumer Science (FCS) is available to students in every grade level. The focus of the curriculum involves the interrelationships between personal well-being, family, community, and career. FCS integrates the knowledge taught in other disciplines and applies it to real-life experiences. FCS equips students for the future to function as family members, consumers, citizens, and wage earners.

FCS101 Foods & Nutrition

Grades 9-12

Credit: 0.5

Prerequisite: None

This course provides students with the basic information they will need to make informed and healthy choices about the food they eat. The formation of good work habits and safety habits is also an important part of the course. Students will demonstrate basic cooking techniques while working in the kitchen. Some of the foods prepared in class include a variety of breads, pasta, cookies, fruits, vegetables, and pizza.

FCS102 Basic Sewing

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is designed to teach basic sewing construction. Units will include the use and care of the sewing machine, understanding fabrics, and the selection and use of patterns when sewing. Projects include sports bags, simple garments, pillows, sewing with fleece, and various mini-projects.

FCS203 Fashion & Clothing

Grades 10-12

Credit: 0.5

Prerequisite: None

Are you interested in learning about the fashion industry? Would you like to design/create your own articles of clothing or wearable textile art? Come join this “hands-on” project-oriented class. You will learn about clothing construction and fashion appreciation with the safe and correct use of sewing machines and hand stitching. Several projects, which vary according to a student's abilities, will provide opportunities to design and create their own articles of clothing and other wearable art. We'll discuss pattern selection and interpretation, wardrobe planning, textiles, logos, branding and other fashion/business topics to be covered. Students will gain an understanding of career opportunities in fashion, design, and

technology.

Note: This course satisfies the .5 credit graduation requirement for Fine Arts.

FCS204 Creative Cooking

Grades 10-12

Credit: 0.5

Prerequisite: Foods and Nutrition

Designed for the young adult emerging into the world of independence, this course will explore creative and affordable cooking and food practices for those working with a small budget. Using basic kitchen skills and equipment, individuals learn to feed themselves tasty, cost-conscious, and healthier food choices rather than relying on the world of fast food.

FCS302 International Cooking

Grades 10-12

Credit: 0.5

Prerequisite: None

Travel the world in your kitchen! Explore ethnic and regional foods and their influence in the United States then learn the customs, special ingredients, and cooking techniques used in other countries. We'll discuss culinary traditions, history, and lore, as well as cultural protocols related to food. If you like to cook, this is the class for you!

FCS310 Independent Living

Grades 11-12

Credit: 0.5

Prerequisite: None

This course is designed to prepare students for the day-to-day challenges of adult living. Regardless of what lifestyle you choose, whether you go to college or start a career right away there are many considerations. This course will cover many aspects of career exploration including interest inventory and research. Students will complete a career portfolio (resume, job applications, letters, and interviews) and will learn the many aspects of money management, including credit and banking. Meal management, food preparation, and safety as well as the importance of good communication are practiced in the classroom lab settings.

TECHNOLOGY EDUCATION

Technology Education offers students hands-on classes, which build confidence in working with hand and power tools. In addition to these specific skills, students will also learn about safety in the workplace, decision-making, problem-solving, self-management, and the ability to work with others.

TEC102 Metalworking

Grades 9-12

Credit: 0.5

Prerequisite: None

This course will offer a basic introduction into the area of material and processing with hot and cold sheet metal, drilling/tap and die, and basic metal forging. A strong emphasis is placed on safety throughout the course. Students will be required to pass safety tests on a variety of tools and machines and will be expected to always conduct themselves in a manner that will promote safety in regard to themselves and other students. A variety of techniques in working with sheet hot and cold metals will be demonstrated and students will develop several small metalworking projects during the class, such as a tap and die project, several small sheet metal boxes, twist hooks, and other forging projects.

TEC104 Introduction to Woodworking

Grades 9-12

Credit: 0.5

Prerequisite: None

This is a basic introduction to the area of material and processing with wood. A strong emphasis is placed on safety. Students are required to pass various safety tests on a variety of machines and topics. They are also to conduct themselves in a safe manner. A variety of small woodworking projects will be produced. Students will also have the opportunity to learn about computer-aided manufacturing by learning how to use the CNC (computer numeric code) machine, which will allow them to develop projects with V-Carve (computer-aided manufacturing) software and the I-carver engraving machine.

TEC110 Carpentry

Grades 9-12

Credit: 0.5

Prerequisite: None

Carpentry is an introductory-level class open to all students in grades 9-12. The course will deal with the basic principles of carpentry. Students will learn the basic names of structural building parts, and how these parts are assembled. Students will incorporate safety issues associated with carpentry. They will work in teams to construct a small shed or similar structure.

TEC116 Small Engine Repair and Overhaul

Grades 9-12

Credit: 0.5

Prerequisite: None

Students will study in depth various engine systems such as ignition, carburetion, and lubrication as well as engine construction and design. Much of the coursework will require students to perform a complete tear-down and reassembly on an L-head or an overhead valve small engine. Students may perform an overhaul on their own engine, with instructor approval. Students will learn the steps required to perform an overhaul including use of micrometers to measure engine parts and will extensively use the service and parts manual during the course.

Note: Students will be responsible for any parts needed for their own personal engines.

TEC117 Outdoor Power Equipment Repair & Maintenance

Grades 9-12

Credit: 0.5

Prerequisites: None

Students will study two and four stroke cycle engines as well as various engine systems such as ignition, carburetion, lubrication and cooling. Students will also study and perform routine maintenance and repairs on many different types of outdoor power equipment such as chainsaws, trimmers, lawn mowers, snow blowers, tillers and generators. Students will have the opportunity to work on school or community equipment, and are encouraged to bring in their own outdoor power equipment for repair and/or maintenance.

TEC121 Welding**

Grades 9-12

Credit: 0.5

Prerequisites: None

Welding is an introductory-level class open to all students in grades 9-12. Students will be introduced to the field of welding. Instruction will focus on safety, careers related to welding, basic metallurgy, metal working equipment, oxygen and acetylene cutting and welding, shielded metal arc welding (stick), gas metal arc welding (mig) and gas tungsten arc welding (tig). Students will be taught safe set-up and operation of equipment and how to perform basic tasks such as: cutting, striking an arc and running beads, and performing several welds. They will be introduced to types of weld and welding positions and perform various welds with the different equipment throughout the course.

Note: This is a Running Start Course. Please see page 9 for more information.

TEC201 Advanced Woodworking

Grades 9-12

Credit: 0.5

Prerequisites: Introduction to Woodworking or Carpentry

This course will offer students the opportunity to work with more complicated wood joints, joinery techniques, and projects. Students will learn different ways to join wood together through demonstration and hands-on learning with small projects. This is an independent, interactive course where students will research, design, and develop their own projects. Most of the semester will be devoted to independent project work. Students will be instructed in the use of all power tools and will be expected to use them during the construction of their own projects. Students will also be introduced to computer-aided manufacturing by learning how to use the CNC (computer numeric code) machine, which will allow them to develop projects with ArtCam (computer-aided manufacturing) express software and the I-carver engraving machine. Strong adherence to safety rules and procedures will be followed.

TEC225 Advanced Welding

Grades 9-12

Credit: 0.5

Prerequisite: Introduction to Welding

Advanced Welding is an advanced class open to all students in grades 9-12 who have successfully completed Introduction to Welding. Students will build on the content from the introductory welding course. Instruction will focus on safety, careers related to welding, metallurgy, welding symbols/plans, welding math, metalworking equipment, oxygen and acetylene cutting and advanced welding and brazing techniques, plasma torch/gouging, advanced welding techniques utilized in shielded metal arc welding (stick), advanced welding and joinery techniques used in gas metal arc welding (mig) and basic and advanced welding and joinery techniques used in gas tungsten arc welding (tig). Students will build on the safe setup and operation of equipment and basic tasks such as cutting, striking an arc and running beads, and

performing several welds. Students will build on knowledge on types of welds and welding positions and are expected to perform multiple types of welds with any of the welding equipment throughout the course. Students will be expected to demonstrate competence through the fabrication of small projects where they will have to utilize multiple pieces of equipment and procedures from the class.

Note: Upon completion of this course, students will have the option to complete the American Welding Society's entry-level welding certification test for an additional fee.

ENGLISH

ALL STUDENTS ARE REQUIRED TO BE ENROLLED IN AN ENGLISH COURSE EACH YEAR.

All students are required to earn 4 credits of English and to take coursework each year in order to meet graduation requirements. Students will take English 9 & 10 during their first two years of high school and either American Studies or Advanced Placement English Language and Composition as juniors. During senior year, students choose which English pathway best fits their future pathway. See more information below.

ENG101 English 9

Grade 9

Credit: 1

Prerequisite: None

Ninth grade English covers the broad spectrum of language arts, including reading, writing, researching, speaking, and listening. The student will explore the short story, the play, the novel, and poetry, as well as nonfiction pieces. Vocabulary development and language usage are integral parts of the program. The writing process is reinforced through descriptive, narrative, and expository papers. The ability to develop ideas in a logical order and to write for a variety of audiences and purposes is a primary focus.

ENG110 English 9 Honors

Grade 9

Credit: 1

Prerequisite: None

This is an intensive course for the serious, mature, and capable student that builds upon the language skills learned in previous grades by providing instruction and practice in the various areas of the English curriculum: grammar, study skills, vocabulary, reading, writing, listening and oral communication. Students will explore the short story, the play, the novel, and poetry, as well as nonfiction pieces. Vocabulary development and language usage are integral parts of the program. The writing process is reinforced through descriptive, narrative, and expository papers. This course requires extensive reading and writing.

ENG201 English 10

Grade 10

Credit: 1

Prerequisite: None

Tenth grade English continues to develop students' critical reading, writing, researching, speaking, and listening, but the major emphasis is on writing and literature study. Students will further develop their descriptive, explanatory, and persuasive writing skills. Grammar and vocabulary are integrated into the writing activities. Students will read a variety of genres, including novels, plays, poetry, short stories, and nonfiction works.

ENG210 English 10 Honors

Grade 10

Credit: 1

Prerequisite: None

Tenth grade Honors English is intended for students who are highly motivated, independent workers. Students should be strong, independent readers and active listeners. As contributing group members, students should be prepared and active participants in discussions and should enjoy the challenge and the experience of collaborative learning. In this course, students will develop critical reading, writing, researching, speaking, and listening skills. Students should expect to be challenged through small and large group activities, demonstrations, debates, and frequent writing assignments. This course is designed to engage students in the careful reading and critical analysis of literature from a variety of periods and genres. Students will be encouraged to develop their own interpretations of literature and will be expected to complete analytical assignments outside of class. Greek and Latin prefixes, suffixes, roots, and how they contribute to our language

will be studied as well as vocabulary from our literary content.

ENG560 AP English Language & Composition Grade 11

Credit: 1 Prerequisite: None

This course is a chronological survey of the canon of American literature. In studying the chronological spectrum of American Literature, we will explore reasons why perceptions about individualism, society, the environment, and human motivation changed as groups of writers were identified as Puritans, Rationalists, Romantics, Transcendentalists, Social Critics, Realists, and Modernists. A pivotal topic will be how the author explains his/her world and himself/herself. Whenever possible, our study will complement the AP US History curriculum. Students in this seminar-style class should have strong independent reading skills and be prepared to complete analytical assignments outside of class. This course prepares students to take the Advanced Placement Language and Composition exam in May; students who successfully complete the exam may qualify for up to one year's credit in English at their selected college.

Note: This class fulfills the English 11 requirement and must be taken with AP United States History. Summer work may be expected. Students are expected to take the Advanced Placement Exam.

ENG/SOC302A American Studies Grade 11

Credits: 2 Prerequisite: None

American Studies is a combined U.S. History and American literature course that examines the broad spectrum of American culture through its history and literature, as well as its art, music, and film. Topics may include the individual in society, the expansion of the nation, the impact of war on the home front, the roaring twenties, the development of American character and the American Dream, and the civil rights movement. Students are challenged through small and large group activities, demonstrations, and frequent reading and writing assignments. This class fulfills both the English 11 and the US History requirement for graduation. In the event that a student fails this course, the teachers will determine whether one or both credits need to be remediated. The class meets for one block each day. It is important to remember that this class is two courses; assignments and expectations reflect the combined nature of the course.

During senior year, students choose either the year long Advanced Placement English Literature and Composition or two half year elective courses.

ENG550 AP English Literature & Composition Grade 12

Credit: 1 Prerequisite: None

This course engages students in the careful reading and critical analysis of literature from a variety of periods and genres. Students need strong reading and writing skills, along with independent study skills and self-motivation. This course prepares students to take the Advanced Placement Literature and Composition exam in May; students who successfully complete the exam may qualify for up to one year's credit in English at their selected college.

Note: Summer work may be expected. Students are expected to take the Advanced Placement Exam.

ENG570 College Composition** Grade 12

Credit: 0.5 Prerequisite: None

This college-level English course is designed to teach students to write clear, vigorous prose and analyze college-level readings. College Composition is geared toward students interested in earning college credit that may satisfy their college freshman English requirement, but may not be interested in taking Advanced Placement English Literature and Composition.

Note: This is a Dual Enrollment course. Please see page 9 for more information.

ENG402A Women's Studies Grade 12

Credit: 0.5 Prerequisite: None

A class open to all genders, this course focuses not only on issues faced by young women of today, but also on commonalities between current and historical issues faced by women. The course involves analysis of women's social, economic, and spiritual roles as shown in current events and in literature. Books read may include *Reviving Ophelia*, *The Handmaid's Tale*, *Speak*, *Odd Girl Out*, and *Queen Bees and Wannabes*. Women's Studies looks at ways in which the media influences our perceptions, including how we, as a culture, react to domestic violence, motherhood, relationships &

gender. Students are expected to participate in class discussion, as it is an important part of the course.

ENG404A Film Studies

Grade 12

Credit: 0.5

Prerequisite: None

This course is for students who enjoy films and who are committed to watching them seriously. This course is designed to teach students how to read a film; students will study how camera editing and sound techniques help films deliver a message. Students will watch some of the great classics, as well as some newer films, and analyze them in critical analysis papers. Film terminology and history are stressed. The reinforcement and refinement of essential skills in language, composition, critical reading and viewing, along with research regarding film topics are also emphasized.

ENG405 Choose Your Own Genre: Readers' Seminar

Grades 12

Credit: 0.5

Prerequisite: None

Do you love to read, but wish that you had more time to explore new and exciting titles? Do you read a ton, but feel as though there is no one to talk to about your latest literary adventures? Or do you just think that you might benefit from extra time to read? If you answered "yes" to any of these questions, you should consider signing up for Choose Your Own Genre: Readers' Seminar. In this course, students will have the opportunity to read contemporary and classic literature but also select titles of their own choosing. Students may also study genres of literature that are most interesting to them, including but not limited to science fiction, fantasy, graphic novels, adventure literature, true crime, detective novel, historical fiction, realistic fiction and more.

ENG422 English for an Audience

Grades 12

Credit: 0.5

Prerequisite: None

This course will provide learners with the opportunity to explore several key areas of communication, including active listening, effective communication techniques, recognizing nonverbal cues, and strategies to target different audiences. Students will also look at current trends in digital communication, select appropriate tools and technology to enhance communication delivery, and investigate how to build an appropriate online presence.

ENG421 Career Communications

Grade 12

Credit: 0.5

Prerequisite: None

In this course, students will develop and refine their skills to best support their intended career pathway. Students will cover all of the reading, writing, research and speaking skills that are essential for success in their life after high school. Students will work collaboratively to communicate effectively, problem solve, and become a stronger critical thinker in order to be a successful co worker or employer. This course is specifically designed to help students focus on those specific tasks and leadership skills that will afford them future workplace success.

FINE AND PERFORMING ARTS

Fine Art courses include the Theatre Arts, Visual Arts, and Music and are an integral part of our educational program. The arts stimulate creativity in problem-solving. They challenge students' perceptions and teach them to look at the world around them in new ways. By studying the arts, students develop skills in concentration, organization, problem solving, effective listening, artistic judgment, leadership, and self-discipline. Students need .5 credit to meet graduation requirements.

VISUAL ARTS

The Fine Arts Department offers a variety of engaging courses designed to introduce all students to the Elements and Principles of Art through a wide variety of art mediums. Students planning on pursuing AP Art as a senior should map out a multi-year plan with their school counselor or an Art Educator that includes taking Drawing, Painting, Advanced Drawing and Painting prior to senior year.

FA103 Creative Art & Design

Grades 9-12

Credit: 0.5

Prerequisite: None

This studio course focuses on combining creativity with a variety of art processes. Students will create works of art using mixed media art materials. Techniques and processes will include printmaking, collaging, photography, painting and drawing. This course is designed to give students a wide variety of art-making experiences while learning the Elements and Principles of Art and Design and developing their art skills. Students will produce original artworks while learning about art history and art careers. Emphasis will be placed on the development of technical skills, creative problem solving and personal style.

FA 105 Comic Art

Grades 9-12

Credit: 0.5

Prerequisite: None

Comics art is a course that combines the visual arts, creative writing, and illustration to explore the possibilities of visual communication and personal expression. Students will learn drawing skills related to the illustration and cartooning processes. Students will learn how cartooning relates to the visual and written narrative and story creation. We will study a variety of visual styles, from traditional comics and editorial cartoons to graphic novels and web-based comics, to build visual literacy and broaden inspiration. Students will participate in in-class activities, group work, and individual written assignments to develop skills and understanding of the comics media (tools) form and theory.

FA110 2D Art & Design

Grades 9-12

Credit: 0.5

Prerequisite: None

This studio course explores the Elements and Principles of Art through two-dimensional design. Students will learn the basic concepts of drawing, perspective, color theory, painting, printmaking and collage. Students will learn technical skills while working with the expressive possibilities of diverse media such as graphite, ink, acrylic paint, watercolor, and pastels. Art History will be included in the curriculum throughout the semester.

FA112 3D Art & Design

Grades 9-12

Credit: 0.5

Prerequisite: None

This studio course explores the Elements and Principles of Art through traditional and contemporary sculpture. Students will learn additive and subtractive methods of working with a wide variety of materials such as wire, plaster, wood, clay, and found objects. Students will learn technical skills while problem solving as they explore the expressive possibilities of diverse media. Students will also study the historical context of specific sculptures, sculptors, and movements. Students will also learn safe and appropriate use of tools and materials.

The following courses are open to all students in grades 10-12. While not required, it is recommended that students have taken either 2D or 3D art, unless otherwise noted.

FA104 Ceramics I

Grades 10-12

Credit: 0.5

Prerequisite: None

Ceramics I will predominantly explore hand-building techniques. Students will learn about various glazes and firing techniques. Students will create functional and sculptural pieces, understand and practice safety measures, and explore the history and cultures, which have contributed to ceramic production.

FA115 Drawing

Grades 10-12

Credit: 0.5

Prerequisite: None

This drawing course expands upon prior skills gained in the 2D or 3D class. Students will study various methods of drawing with an emphasis on observational work. Through a variety of media such as pencil, charcoal, pastel, and ink students will gain the skills to render realistic drawings. Subject matter may include found objects, portrait, landscape, and figure. Art History will be introduced as a means to understand the drawing styles, media, and artists of certain time periods.

FA116 Painting

Grades 10-12

Credit: 0.5

Prerequisite: None

Students will work with a wide variety of painting media including watercolor and acrylic while working from direct observation and printed imagery. Techniques such as blending, over and under painting, texturing, and layering will all be explored. Subject matter may include found objects, landscape, and portrait. Art history will be introduced as a means to understand the drawing styles, media, and artists of certain time periods.

FA202 Photography I

Grades 10-12

Credit: 0.5

Prerequisite: None

This course will teach students how to shoot and develop photographs beyond the everyday snapshot. Students will primarily be using a film camera and printing images in the darkroom, though some work will be done digitally using Adobe Photoshop. The elements of art and principles of design and a variety of compositional techniques will be explored. Topics of study include the history and technology of photographic arts, careers in photography, cityscape fieldwork, environmental portraits, and still life abstractions. Field work is a component of this class.

Note: Students are encouraged to be equipped with a SLR film camera, but it is not required.

FA207 Graphic Arts & Design

Grades 10-12

Credit: 0.5

Prerequisite: None

This is an advanced course most suitable for juniors and seniors. This course combines traditional graphic design with computer technology. Students will study design techniques focusing on the elements and principles of design. Color theory and page layout will be explored through the creation of fliers, brochures, logos, business cards, and posters. This class takes place primarily in the computer graphics lab using the Adobe Suite: Illustrator, Photoshop and In Design. Some artwork will be created by hand with pen & ink and silk screening techniques. Students will be introduced to digital photography and file formats including various digital printing techniques. This course will approach creative problem solving from the graphic designer's perspective. Topics of study include service learning projects, careers in design, and fieldwork pertaining to the subject matter.

Note: This course satisfies the .5 credit graduation requirement for either ICT or Fine & Performing Art but not both.

FA208 Ceramics II: Advanced Studies in Clay

Grades 10-12

Credit: 0.5

Prerequisite: Ceramics I

This is an advanced class in which students will explore various modes of working with clay that include hand-building and wheel-building techniques. Students will focus on creating their own individual body of work based on themes and complex clay techniques. Wheel work will explore forms such as bowls, mugs, vases and large forms. In hand-building, students are encouraged to explore mixed technique forms, functional and non-functional work, and the creation of a series. Students may also experience Raku firing and explore advanced glazing and surface decoration techniques. Contemporary clay artists and local NH Potters will be studied.

FA210 Glassworks

Grades 10-12

Credit: 0.5

Prerequisite: None

Students interested in working with glass will learn how to safely cut and shape glass while creating projects such as mosaics, stained glass, kiln formed (fused glass) and glassblowing (off campus). Students will learn the process of selecting appropriate glass for each project, what tools and supplies are needed, how to prepare a surface or substrate and how to select and apply adhesives and cement. The history of stained glass in various cultures and contemporary glassworks will be studied and used as reference.

FA301 Advanced Drawing & Painting

Grades 10-12

Credit: 0.5

Prerequisite: Drawing OR Painting

Enjoyed Drawing or Painting class and want to do more? This course is designed for art students interested in continuing their study of drawing and painting at an advanced level. Through a variety of media such as acrylic, oils, watercolor, charcoal, ink, and pastels, students will increase technical skill. A wide range of subject matter and styles may be explored including still-life, portraiture, abstraction, landscapes, and mixed media. The course will rely upon direct observation in order to strengthen individual styles and skills.

FA306 Digital Art & Photography

Grades 10-12

Credit: 0.5

Prerequisite: Graphic Arts OR Photography

This course builds upon the knowledge and skills learned in Graphic Design and Photography. Students will use software such as Adobe Photoshop, Lightroom and InDesign and equipment such as DSLR cameras and drawing tablets to create digital images that express student voice. Topics of study include creative compositions, photography editing, image manipulation, marketing, advertising and careers in media arts. This class takes place primarily in the Graphics iMac lab and students will continue to practice technology skills and technical camera skills.

THEATER

The following courses in theater are designed to give practical experience to students that they may apply in a variety of career paths. Both performance and technical classes provide specific theater content, and help students practice critical thinking, engage in creative problem solving, and build confidence in presentation and performance.

THR102 Acting I

Grades 9-12

Credit: 0.5

Prerequisite: None

Acting I provides students with a low-risk environment in which to work on performance skills. Students will learn how to develop a character for performance. They will participate in exercises in movement, voice, imagination, observation and concentration to strengthen these individual skills. They will also learn the process of analyzing, creating and rehearsing a character - a process that requires critical thinking, goal-setting and disciplined practice techniques. Students will also practice collaboration and cooperation as they work with their classmates in scene study. This class prepares students for Acting II, Improv! and Directing.

THR108 Technical Theater I: Backstage Building

Grades 9-12

Credit: 0.5

Prerequisite: None

In this class, students will be introduced to the backstage process of putting on a theatrical production. After this introductory unit, students will have the opportunity to choose a technical area of concentration and will begin work on building the technical aspects for a play that will be presented for an audience by the end of the semester. The areas of concentration that students can choose are: Costume, Make-Up, Set & Props or Lights & Sound. Once a concentration is chosen, students will learn the tools and techniques of the chosen area and be introduced to the process of building and refining a design for stage production.

Note: Attendance is expected at one evening performance of the play presented for an audience by the end of the semester.

THR208 Technical Theater II: Manage and Design

Grades 9-12

Credit: 0.5

Prerequisite: None

Students who are experienced in the basic tools and techniques of a chosen concentration of technical theater (Stage & Publicity Management, Costume, Hair and Make-Up, Set & Props or Lights & Sound) will be ready to take this course, in which they will learn how to develop and create original designs for a theatrical production. Students in this course will be involved in choosing a script for performance and learn management responsibilities throughout production. They will create designs with a professional level of detail, and these designs will be featured in a production in front of an audience at the end of the semester.

Note: Attendance is expected at the evening performance of the play presented for an audience by the end of the semester.

THR202 Directing

Grades 10-12

Credit: 0.5

Prerequisite: Acting I and Acting II or Improv!

The directing student will learn the basics of choosing a script. Through analyzing, staging, and rehearsing that script, directing students will create a comprehensive vision for each piece they direct. That vision will guide their choices in stage composition and technical design. Students will be expected to act in scenes directed by fellow students.

THR205 Improv!

Grades 10 -12

Credit: 0.5

Prerequisite: Acting I (suggested but not required)

Students will learn and practice various forms of improv and explore all of the ways that improvised theater is used in performance, in rehearsal, and in careers outside of theater. This course emphasizes the core fundamentals and principles of improv, focusing on various games and exercises that encourage trust, communication, agreement (“yes and”), active listening, character, status, and making your scene partner look good.

Note: Students are expected to prepare for and perform in at least one performance for a live audience outside of the regular school day.

THR207 Acting II

Grades 9-12

Credit: 0.5

Prerequisite: Acting I (suggested but not required)

This more advanced performance class focuses on developing the skills of the individual performer. Students will continue to build their analytical skills and communication skills. They will read about different theories of acting, and practice various techniques and styles of acting. This class provides an authentic opportunity to practice audition, rehearsal and performance skills. Students in this class will prepare monologues for auditions, practice skills in scene study and prepare a role for a public performance at the end of the semester.

Note: Attendance is expected at the evening performance of the play presented for an audience at the end of the semester.

MUSIC

The instrumental and choral programs will encourage creativity as well as provide an opportunity for performance and musical growth to students who elect to take these courses. Through the non-performance classes, we provide an opportunity for students with less interest in performance to experience music and its impact on our culture.

MUS113 Introduction to Singing

Grades 9-12

Credit: 0.5

Prerequisite: None

In this class students will learn fundamental singing skills and the basics of how to read music. The class will explore a variety of genres and develop building block skills for solo and ensemble singing. This is a class for beginners.

Note: Practice time out of class is expected.

MUS120 Introduction to Guitar

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is for beginning guitar students. Students will learn to read music notation, as well as chord charts and basic music theory needed to play guitar. Mastery will be shown through various written and performance quizzes.

Note: Practice time outside of class is expected.

MUS121 Introduction to Piano

Grades 9-12

Credit: 0.5

Prerequisite: None

This course will take you from being a beginning pianist, to being able to play different styles of music. Expect to study music theory, reading various styles of sheet music, fingering and dexterity exercises, basic composition, and basic vocal accompaniment.

Note: Practice time outside of class is expected.

MUS105 Concert Band

Grades 9-12

Credit: 1

Prerequisite: None

This is a course for students who have previous experience playing a band or string instrument (flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, euphonium, violin, viola, cello, bass, percussion). Through rehearsals, performances, and written work, students will gain a basic knowledge of music theory, history, and appreciation while gaining proficiency on their instrument. Students will also learn to function as part of an ensemble and will develop skills

in listening and improvisation. This is NOT a beginning instrumental course.

Note: In the rare case that a student wants to be enrolled in Concert Band, but does not have room for a full-year elective, that student can seek instructor permission to take Concert Band for one semester only for .5 credit. Practice time at home, as well as participation in all Concert Band performances, is expected.

MUS106 Stage Band

Grades 10-12

Credit: 0.5

Prerequisite: None

Stage Band is for more advanced students who desire to improve their instrumental skills in various popular music styles. Students will work on reading and performance skills as well as improvisation. They will learn non-traditional theory and jazz and popular music history and appreciation through the repertoire played each semester.

Note: Auditions take place the previous spring. Stage Band meets the entire year for two mornings (7:10-8:10 am) per week. Practice time at home, as well as participation in all Stage Band performances, is expected.

MUS110 Concert Chorus

Grades 9–12

Credit: 1

Prerequisite: None

Chorus is a performance class and is open to students who have the willingness and the desire to sing. Through rehearsal and written work, basic knowledge of music theory, history and appreciation is learned, as well as developing proper singing technique.

Note: In the rare case that a student wants to be enrolled in Concert Chorus, but does not have room for a full-year elective, that student can seek instructor permission to take Concert Chorus for one semester only for .5 credit. Practice time at home, and participation in all chorus activities, is expected.

MUS111 Select Chorus

Grades 9–12

Credit: 0.5

Prerequisite: None

Select Chorus is an auditioned group for advanced singers who desire to improve their vocal skills and sing more challenging music than Concert Chorus. Students will sing music of all styles.

Note: Practice time at home is expected. Students are expected to take part in all Music Department performances. The class meets one day a week throughout the year for 90 minutes after school. Students are STRONGLY encouraged to also be enrolled in concert chorus to ensure they have a performing group in their schedule.

MUS103 Songwriting

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is for students interested in writing, arranging and performing their own music. Students will learn basic music theory and composition techniques, including melodic principles, chord theory, and basic keyboard and lyric writing skills. Students will also learn to use the latest music technology including music notation programs (Noteflight) and DAWs (Digital Audio Workstations), like Soundtrap sequencing (Garageband) software. Students will be assessed through written quizzes, journaling and weekly composition assignments. A significant portion of the material will be accessed online. Opportunities for performance of student work will be offered as well as inter-disciplinary work composing music for other classes, events, etc.

Note: This course satisfies the .5 graduation requirement for ICT or Fine & Performing Art credit, but not both. In order to ensure success, students are expected to have basic music literary skills.

MUS122 Drumming

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is an introductory course that surveys various drumming styles from around the world. Students will learn how to read various styles of drumming notation and will develop performance skills on a variety of percussion instruments as they learn about the cultural significance of these varied styles. Students will also spend some time making their own percussion instruments. Styles covered will include African drumming, bucket drumming, Latin drumming and Japanese Taiko drumming. No previous musical experience is necessary, just a love of music and drumming.

MUS540A Advanced Music Workshop

Composition

Grades 10-12

Credit: 0.5

Prerequisite: At least ONE (1) John Stark music class

Advanced Music Workshop - Composition is a class for students who have demonstrated a commitment to music and have a record of success in music department classes at John Stark. This semester-long course will focus on the development of advanced composition skills and a deeper understanding of music theory. The class will also study aspects of music history and culture and explore how they relate to composition techniques and traditions. In order to succeed in this course, students must have demonstrated the ability to work both independently and collaboratively with their peers. This is an ideal class for students who have taken songwriting and would like to pursue composition further.

MUS540B Advanced Music Workshop**Performance**

Grades 10-12

Credit: 0.5

Prerequisite: At least ONE (1) John Stark music class

Advanced Music Workshop - Performance is a class for students who have demonstrated a commitment to music and have a record of success in music department classes at John Stark. It is open to students who have taken an introductory course or studied privately on:

- Guitar
- Piano
- Any other instruments
- Singing

This semester-long course will focus on the development of advanced performance skills and will provide opportunities for solo and small ensemble work. The class will also cover more advanced aspects of music history and music theory. Students may also have the opportunity to perform outside the classroom setting as an extension of the curriculum. In order to succeed in this course, students must have demonstrated the ability to work both independently and collaboratively with their peers.

MUS311 Unified Music Discovery Workshop

Grades 10-12

Credit: 0.5

Prerequisite: None

This course will focus on music creation and experiences for all students. The topics may include, but are not limited to: playing instruments, chanting/singing, listening, rhythmic movement, composition, and public performance. This class is strongly recommended for students who plan to enter the education field for their postsecondary plans or those who wish to further develop their leadership and interpersonal skills. Students are not required to have any prior music credits to be a part of the class.

HEALTH AND PHYSICAL EDUCATION

It is the goal of the Physical Education and Health program to provide graduates with opportunities to expand their knowledge of health issues, wellness, and exercise. Students will be prepared for lifetime fitness and healthy decision-making and will have additional opportunities to increase their knowledge and experience through the additional electives offered.

HPE103 Unified Adaptive Physical Education

Grades 9-12

Credit: 0.5

Prerequisite: None

Unified Adaptive Physical Education is a course that provides students with the skills necessary for a lifetime of recreation and sports experiences to enhance physical fitness and wellness. Students work on motor coordination, strengthening, balance, stretching, bilateral coordination, teamwork, agility, and core strengthening. These skills improve students' overall health and well-being within the school environment as well as outside of school. The skills assist in improving social skills, attention, posture, and motor ability.

Note: This course does not satisfy graduation requirements for Health, PE & Wellness.

HPE120 Health

Grades 9-11

Credit: 0.5

Prerequisite: None

The major goal of this course is to allow students to make knowledgeable decisions in leading a healthy life. Topics include: self-esteem, suicide prevention, stress awareness and management, substance abuse, nutrition, body image, eating disorders, and human sexuality.

HPE101 Physical Education I

Grades 9-11

Credit:0.5

Prerequisite: None

The focus of this course is to teach students the basic principles and concepts of physical fitness and how to apply them to lifelong fitness. A varied program is offered including aerobic and skill-related team activities. This course also includes the benefits of exercise and the problems associated with inactivity, rules and regulations of team activities, principles of health-related physical fitness and team-building through Adventure Education. Students will also determine their own physical fitness through participation in the physical fitness testing and goal setting. Expectations include active participation, proper attire, and written performance.

HPE201 Physical Education II

Grades 10-12

Credit: 0.5

Prerequisite: Physical Education I

The focus of this course is to continue to explore the relationship between fitness and sport and its application to a healthy lifestyle. Students will be exposed to a variety of lifetime activities. This course includes the principles of skill-related physical fitness, a basic introduction to weight training, and team building through Adventure Education. Expectations include active participation, proper attire and physical activity tracking.

HPE301 Leading the Way to Wellness (PE III)

Grades 11-12

Credit: 0.5

Prerequisite: Physical Education I & II

The primary emphasis of this course will be for students to develop leadership skills through team teaching, coaching, and officiating. The students will develop skills through activities including weight training and conditioning, field and court lead-up games, game competition, and other activities. Indoor and outdoor adventure activities will also be included. Students will learn that they have the power to become leaders and have control of their own fitness. It is expected that students will actively participate.

HPE302 Personal Fitness

Grades 9-12

Credit 0.5

Prerequisite: None

The emphasis of this class will be on individual fitness and health. Topics covered will include: terminology, types of exercises, principles and safety considerations in resistance training; participating in and constructing optimal personal fitness programs; health-related fitness components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition); nutrition and supplements; and other topics associated with a healthy lifestyle. Grades will be based on active participation, preparation, and written assessments. Students who elect this course should be serious about learning and participating in the improvement of their personal fitness through lectures and activities. The class does not solely consist of just lifting weights. Because weight training is physically demanding, and when improperly performed is dangerous, it is expected that students will respect the rules and regulations of the class.

HPE 309 Outdoor Adventure

Grades 9-12

Credit: 0.5

Prerequisite: None

Outdoor Adventure is a course where students will have the opportunity to experience rock/ropes course climbing, hiking, paddle sports, and anything outdoors. This course will take field trips to implement what we have learned and practiced during the semester and apply them to real-world activities. O.A. is structured around all of the current and new activities that are popping up around the world of adventure and recreational sport. The class will work collaboratively to solve physical obstacles and mental hurdles, all while experiencing what it feels like to be immersed in outdoor adventure. This class is directed toward students who love hands-on experience and outdoor activity.

HPE306 Walking for Wellness

Grades 9-12

Credit: 0.5

Prerequisite: None

This course introduces fitness through walking. Emphasis is on stretching, conditioning exercises, hydration needs, and

injury prevention. Upon completion, students should be able to participate in a recreational walking program. Most of the activities include daily walks, hikes on the school grounds and snowshoeing.

HPE307 Mind & Body Wellness

Grades 10-12

Credit: 0.5

Prerequisite: Health

During this class, students will explore the benefits of developing habits towards a goal of maintaining and improving overall health and wellness. Stress management and reduction methods will also be taught, practiced, and applied to empower students with the tools to reduce stress in their lives. Other topics might include wellness promotion and CPR & First Aid Certification.

Note: Students have the choice of earning certifications for CPR & First Aid which may require a small fee. Scholarship money is available.

MATHEMATICS

Students must earn a minimum of 3 credits in math, including successful completion of Algebra I and Geometry (or Integrated Algebra/Geometry I & II). In addition, students must attain competency in mathematics for each year in which they are in high school through graduation. This may be done by completing four mathematics courses or three mathematics courses and one non-mathematics content area course during their senior year in which mathematics knowledge and skills are embedded and applied.

Math-embedded Courses

Courses designated as math-embedded include embedded and applied math as part of the course content and include the following courses: Accounting I, Accounting II, Personal Financial Management, AP Chemistry, Chemistry Honors, Chemistry, Physics, College Physics, Intro to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Foods and Nutrition, International Cooking, Independent Living, Basic Sewing, Fashion & Clothing, Carpentry, Introduction to Woodworking, Advanced Woodworking, Welding, Advanced Welding, Small Engine Repair & Overhaul, Outdoor Power Equipment, Metal Working, All CRTC classes (except Teacher Prep), or approved ELOs.

MAT104A Algebra Concepts

Grade 9

Credit: 1

Prerequisite: None

This year-long course is designed for students enrolled in Algebra 1 who require additional time and support to be successful in their high school math class. Course content includes support on current course material, a review of prerequisite skills necessary for success in Algebra 1, as well as building confidence in the area of mathematics.

Note: This course does not fulfill the math requirement for graduation and will count toward an elective credit.

JS106 Learning Lab Math

Grade 9

Credit: .5

Prerequisite: None

This semester-long course is designed for students enrolled in Algebra 1 who require additional time and support to be successful in their high school math class. Course content includes support on current course material, a review of prerequisite skills necessary for success in Algebra 1, as well as building confidence in the area of mathematics. Students may be enrolled for more than one semester.

Note: This course does not fulfill the math requirement for graduation and will count toward an elective credit.

MAT104 Algebra I

Grades 9

Credit: 1

Prerequisite: None

This course introduces students to the fundamentals of algebra. The topics discussed in this course include problem-solving with variable expressions and equations, as well as exponents and radicals. Additionally, course topics include solving and graphing linear, quadratic and absolute value equations, solving inequalities, and problem-solving with statistics and probability.

MAT202 Geometry

Grades 9-12

Credit: 1

Prerequisite: Algebra I

This course includes an in-depth study of geometry. Topics discussed in this course include segments, angles, triangles, congruence, similarity and right triangle trigonometry. Additionally, students will learn about area, surface area, and volume. Throughout this course, students will expand their logical thinking skills through proofs and utilize algebra to solve a variety of geometric problems.

Note: It is recommended that students take Geometry/Geometry Honors prior to, or concurrently with, Algebra II/Algebra II Honors.

MAT210 Geometry Honors

Grades 9-12

Credit: 1

Prerequisite: Algebra I

This course is intended for the very capable mathematics student and will cover Geometry topics in greater depth as well as additional topics. Topics discussed in this course include segments, angles, triangles, congruence, similarity and right triangle trigonometry. Additionally, students will learn about area, surface area, and volume. Throughout this course, students will expand their logical thinking skills through proofs and utilize algebra to solve a variety of geometric problems.

Note: It is recommended that students take Geometry/Geometry Honors prior to, or concurrently with, Algebra II /Algebra II Honors.

MAT302 Algebra II

Grades 9-12

Credit: 1

Prerequisite: Algebra I

This course expands and builds upon those concepts learned in Algebra I. The topics discussed in this course include problem-solving with linear programming, quadratic and higher degree polynomials, as well as imaginary and complex numbers. Additionally, course topics include solving and graphing rational, radical, exponential, and logarithmic equations, trigonometric functions and inferential statistics.

Note: It is recommended that students take Geometry/Geometry Honors prior to, or concurrently with, Algebra II/Algebra II Honors.

MAT310 Algebra II Honors

Grades 9-11

Credit: 1

Prerequisite: Algebra I

This course is intended for the very capable mathematics student and will cover Algebra II topics in greater depth as well as additional topics. The topics discussed in this course include problem-solving with linear programming, quadratic and higher degree polynomials, as well as imaginary and complex numbers. Additionally, course topics include solving and graphing rational, radical, exponential, and logarithmic equations, trigonometric functions and inferential statistics.

Note: It is recommended that students take Geometry/Geometry Honors prior to, or concurrently with, Algebra II/ Algebra II Honors.

MAT300 Special Topics in Mathematics I

Grades 11-12

Credit: 0.5

Prerequisite: Algebra I and Geometry

This first of two semester-long courses is designed to expose students to a wide range of applications in mathematics, including Algebra and Geometry topics. First, students will learn problem-solving strategies to assist them in breaking down math-related problems and prepare them for more challenging math problems. Following, students will work through 3-4 modules involving an in-depth examination of real-world applications. Students will rely heavily on internet-based and computer-based technology to solve problems that are more complex than can be done by hand. Application modules may include problems from the following fields: finance, sports statistics, military applications, and economics.

MAT400 Special Topics in Mathematics II

Grades 11-12

Credit: 0.5

Prerequisite: Algebra I and Geometry

This second of two semester-long courses is designed to expose students to a wide range of applications in mathematics. For students that did not take Special Topics in Mathematics I the first module will be problem-solving strategies to assist

them in breaking down math-related problems and prepare them for challenging math problems. Following, students will work through 4-5 modules involving an in-depth examination of real-world applications. Students will rely heavily on internet-based and computer-based technology to solve problems that are more complex than can be done by hand. Application modules may include problems from the following fields: real estate, insurance, game theory, life sciences modeling, land surveying, and retirement planning.

MAT320 Pre-Calculus Honors

Grades 11-12

Credit: 1

Prerequisite: Geometry and Algebra II

This course draws together three years of high school mathematics Algebra I, Geometry and Algebra II. In the first semester, students will solve problems using their knowledge of number systems, quantity, and algebraic concepts, as well as demonstrate the ability to interpret, analyze, model, and manipulate functions. In the second semester, students will place an emphasis on the six basic trigonometric functions, as well as analyzing and describing the limits of functions, sequences, and series. Students need to be aware this course requires extensive preparation outside of class, as well as focused effort in the classroom.

Note: The class is designed for those students with a special interest in taking Calculus during their senior year.

MAT355 Math Modeling with Algebra Concepts

Grades 11-12

Credit: 1

Prerequisite: Algebra I and Geometry

This course is intended to strengthen algebra skills and mathematical practices to increase success in Algebra 2 and prepare students for a college algebra or entry-level college mathematics course. Through this course, students will model and apply algebraic concepts including polynomials and rational expressions, linear equations and inequalities, quadratic equations, and systems of linear equations to real-world problems.

MAT340 Quantitative Reasoning**

Grades 11-12

Credit: 1

Prerequisite: Algebra I and Geometry

This course is designed to expose students to a wide range of general mathematics. Problem-solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the students become actively involved in solving applied problems. Topics include number theory and systems, functions and modeling, finance, geometry, measurement, probability, and statistics.

Note: This is a Dual Enrollment course. Please see page 9 for more information.

MAT365A Statistics**

Grade 12

Credit: 1

Prerequisite: Algebra II

This course is intended to expose students to statistical topics covered in a college-level introductory statistics course. Topics of study include data collection and summary methods, central tendency and variability, probability, various types of probability distributions, hypothesis testing, prediction intervals, and regressions.

Note: This is a Dual Enrollment course. Please see page 9 for more information.

MAT404 Calculus**

Grade 12

Credit: 1

Prerequisite: Pre-Calculus Honors

This course covers the standard contents of a first-year calculus course. Emphasis is placed on differentiation and integration and their applications. Students need to be aware this course requires extensive preparation outside of class, as well as focused effort in the classroom.

Note: This is a Dual Enrollment course. Please see page 9 for more information.

PROJECT LEAD THE WAY: Pre-Engineering Education Program

PLTW101 Introduction to Engineering Design**

Grades 9-12

Credit: 1

Prerequisite: None

IED is an introductory course, which develops student problem-solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed, and evaluated, using a Computer-Aided Design System. Group work and presentations are a core piece of the curriculum.

Note: This course satisfies the .5 credit graduation requirement for ICT. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit. This is a Dual Enrollment course. Please see page 9 for more information.

PLTW301 Principles of Engineering (POE)**

Grades 10-12

Credit: 1

Prerequisite: Algebra I (recommended: IED)

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering programs. They will explore various engineering systems and manufacturing processes while learning how engineers address concerns about the social and political consequences of technological change. Group work and presentations are a core piece of the curriculum.

Note: This course satisfies the .5 credit graduation requirement for ICT. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit. This is a Dual Enrollment course. Please see page 9 for more information.

PLTW307 Engineering Design and Development

Grade 11-12

Credit: 1

Prerequisite: Principles of Engineering

This course is the culminating course of the PLTW high school engineering program. It is a rigorous, intensive engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students will be required to research, validate and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solutions. Finally, student teams will present and defend their original solution to an outside panel. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

PLTW401 Computer Integrated Manufacturing**

Grades 10-12

Credit: 1

Prerequisite: Algebra I and IED

CIM is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer-controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes.

Note: This course satisfies the .5 credit graduation requirement for ICT. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit. This is a Dual Enrollment course. Please see page 9 for more information.

SCIENCE

The Science Department provides a wide range of courses in order to develop citizens who are science literate. Required courses emphasize science concepts, lab practices, and current and emerging technologies. Science electives provide students with the opportunity to expand their science knowledge and skills, as well as prepare them for further study beyond John Stark.

SCI101 Physical Science

Grade 9

Credit: 1

Prerequisite: None

Physical Science is an introductory lab course that provides students with a background in the fundamentals of chemistry and physics. This course builds lab skills that are required for other John Stark science courses. Learning targets will focus on the structure and composition of matter, elements and compounds, chemical behavior and reactions, waves,

energy, and the laws of motion. Emphasis will be placed on students interpreting these concepts through experimentation and applying them to the technological issues facing society today and in the future.

SCI201 Biology

Grade 10

Credit: 1

Prerequisite: None

Biology is the study of the living world. This course will examine the interactions between organisms and their environment. It will investigate the cells and compounds that make organisms up and give organisms their unique characteristics. Biology will culminate with an exploration of how life evolved and continues to evolve on this dynamic earth.

SCI210 Biology Honors

Grades 9-10

Credit: 1

Prerequisite: None

Biology is the study of the living world. This course will examine the interactions between organisms and their environment. It will investigate the cells and compounds that make organisms up and give organisms their unique characteristics. Biology will culminate with an exploration of how life evolved and continues to evolve on this dynamic earth.

SCI251 Introduction to Marine Science

Grades 10-12

Credit: 0.5

Prerequisite: Biology

This Earth Science course focuses on the sub-discipline of oceanography and marine science. The vastness of the ocean is alluring because it is both familiar and mysterious at the same time. Topics of study in this introductory course will include properties of seawater, the ecological zones in the marine environment, adaptations and life cycles of organisms, ocean exploration, and environmental issues. Students will perform classroom investigations that explore the variety of environmental pressures experienced by marine organisms. Fieldwork may be conducted at the Boston Aquarium or the New Hampshire seacoast.

Note: This course satisfies the Earth Science credit requirement for graduation.

SCI253 Astronomy

Grades 10-12

Credit: 0.5

Prerequisite: One year of science

This Earth Science course focuses on Earth Space Science. Astronomy examines how space, stars, and planets appear from the surface of Earth and investigates the true nature and motion of these same bodies. Course topics will include: light moon phases, eclipses, orbital motion, stellar evolution, and galaxy formations. Astronomy is a STEM-based course, where students will investigate major astronomical discoveries through several design projects. Projects may include astronomical instruments, robotics, aviation, and other technologies that have contributed to these major discoveries.

Note: This is a lab-based/discussion-based course and there will be independent and/or night viewing sessions. This course satisfies the Earth Science credit requirement for graduation.

SCI254 Earth Science

Grades 10-12

Credit: 0.5

Prerequisite: One year of science

This Earth Science course introduces students to the broader discipline by exploring topics within the sub-disciplines of geology and meteorology. Topics may include catastrophic events—predicting earthquakes, volcanic eruptions, or powerful storms; detective work—investigating the evidence for Earth’s ancient history or global climate change; sustainability—supplying food and water to increasing populations, and earth materials—supporting our growing need for manufactured goods and energy. Students will explore how Earth scientists use evidence to make claims about Earth’s past, present, and future and how that information can be used to address relevant engineering and sustainability challenges.

Note: This course satisfies the Earth Science credit requirement for graduation.

SCI351 Chemistry

Grades 10-12

Credit: 1

Prerequisite: Physical Sci/Biology and Algebra I

This course emphasizes problem-solving and decision-making skills while exploring the impact of chemistry on history by addressing chemistry-related technological issues that are relevant to society. Students learn concepts and exercise math skills that are needed to understand basic chemistry concepts through classroom laboratory investigations, demonstrations, and discussions.

Note: This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

SCI313 Chemistry Honors

Grades 10-11

Credit: 1

Prerequisite: Phys Sci or Biology and Algebra I

This lab-intensive course is designed to allow the student to explore chemistry in preparation for college. This course focuses on areas of investigation including periodicity, chemical bonding, chemical reactions, etc. Emphasis will be placed on an interpretive method of investigation utilizing process skills such as observing, organizing, analyzing, and graphing. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using laboratory equipment.

Note: This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

SCI360 Human Anatomy & Physiology

Grades 11-12

Credit: 1

Prerequisite: Chemistry and Biology

Human Anatomy and Physiology is an honors level lab course designed for those who plan careers in biological or health-related areas. It involves a detailed study of the structure and function of the human body and system interactions to maintain homeostasis. Labs include the dissection of a preserved mammal. Topics include anatomical terminology, biochemistry, cytology, histology, and various body systems.

Note: This is an honors level course.

SCI361 Human Biology

Grades 10-12

Credit: 0.5

Prerequisite: One year of science

This course is an overview of the human body that will explore a variety of the body's systems. Emphasis will be on the structure and function of various body systems as well as how the systems work together to maintain homeostasis. Injuries and diseases of various systems may be investigated as well. Labs will include dissection of preserved mammal organ(s).

SCI362 Forensics I

Grades 10-12

Credit: 0.5

Prerequisite: Biology

Forensic science is a growing field and is a vital part of the criminal justice system. Students will analyze different forms of physical evidence, interact with guest speakers, read case studies, and view videos. Topics include forensic specialties, serology, forensic entomology, and fingerprinting.

SCI369 Environmental Studies Fall

Grades 10-12

Credit: 0.5

Prerequisite: Biology

Environmental Studies is a field-based course with an emphasis on local ecological projects. Each semester students will engage in fieldwork, often in partnership with a local environmental organization that has an authentic product. Students may be involved with projects such as investigating the natural resources of a property under consideration for conservation, and monitoring the water quality of a local river or stream. Information learned may be used to contribute to conservation decisions or to educate the greater community. Projects will vary seasonally and from year to year, which enables students to take this course twice in consecutive semesters, earning one credit.

Note: This course satisfies the Earth Science credit requirement for graduation.

SCI370 Environmental Studies Spring

Grades 10-12

Credit: 0.5

Prerequisite: Biology

Environmental Studies is a field-based course with an emphasis on local ecological projects. Each semester students will engage in fieldwork, often in partnership with a local environmental organization that has an authentic product. Students may be involved with projects such as winter tracking to monitor bobcats and other mammals on local conservation land and documenting vernal pools. Information learned may be used to contribute to conservation decisions or to educate the greater community. Projects will vary seasonally and from year to year, which enables students to take this course twice in consecutive semesters, earning one credit.

Note: This course satisfies the Earth Science credit requirement for graduation.

SCI371 Introduction to Plant Science

Grades 10-12

Credit: 0.5

Prerequisite: Biology

Introduction to plant science emphasizes two major components of plant science: the relationships between plants and their environment as well as the relationship between plants and humans. The class will explore the habitats surrounding the school so that students become more familiar with local plants. We will look at different evolutionary patterns of plants, become comfortable with identification and look at the impact of invasives on the local flora. Additionally, each semester there will be a focus on horticulture, agriculture, and/or how humans depend on plants. The information will be useful to students looking to pursue an interest or career outdoors, or in horticulture or agriculture. Projects will vary seasonally and from year to year, so different components of plant science are covered each semester.

SCI453 Physics**

Grades 11-12

Credit: 1

Prerequisite: Algebra II

Physics is an algebra based course that explores the major topics in physics, such as motion and forces, gravity and projectiles, energy and work, thermodynamics, vibrations and waves, electricity and magnetism, solids and fluids, light and optics, and atomic and nuclear physics. Students will learn about the historical foundations upon which modern science emerged, understand concepts and develop problem solving skills in the area of classical mechanics, understand concepts and develop problem solving skills concerning atoms, liquids, and gasses and develop an introductory treatment of heat transfer, nuclear reactions and carbon dating.

Note: This is a Dual Enrollment course. Please see page 9 for more information. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

SCI500 College Physics**

Grades 11-12

Credit: 1

Prerequisite: Pre-Calculus

This is a calculus-based course that covers introductory topics of physical science and strongly emphasizes problem solving and the use and further development of mathematical and scientific critical thinking. This course assumes that the student possesses a mathematical background compatible with introductory college calculus for majors in science and engineering. The course covers units of measurement, vector quantities, notation and operation, kinematics and dynamics in one and two dimensions, Newton's Laws of motion and gravitation, work, energy, power, impulse, momentum, simple harmonic motion, and angular harmonic motion. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in the area of mechanics.

Note: This is a Dual Enrollment course. Please see page 9 for more information. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit.

SCI560 AP Chemistry

Grades 11-12

Credit: 1

Prerequisite: Chemistry Honors and Algebra II

AP Chemistry is a rigorous and challenging course designed to cover chemistry and chemical principles typical of a general college-level course. Students must be motivated and willing to do extensive work outside of class. Topics include Solution Stoichiometry, Chemical Reactions, Gases, Thermochemistry, Atomic Structure, Bonding, Chemical Kinetics and Equilibrium, Acids and Bases, Thermodynamics, and Electrochemistry. The class will be offered in a roundtable presentation of question and problem format with at least 85 minutes of lab work biweekly. Students will be required to keep a lab journal.

Note: Summer work may be expected. This course qualifies as a math-embedded course and can be used to satisfy attaining competency in a fourth math-related credit. Students are expected to take the Advanced Placement Exam.

SCI570 AP Biology

Grades 11-12

Credit: 1

Prerequisite: Biology Honors and Chemistry

This course prepares students for the Advanced Placement examination. This course involves a study of college-level biology. Advanced mathematics may be employed in the solution of problems and in writing formal lab reports. Using an inquiry-based approach, students will be required to perform extensive work in the lab and outside of the classroom in order to master topics in ecology, biochemistry, cytology, molecular genetics, heredity, and evolution. Students will be required to maintain a lab journal.

Note: Summer work may be expected. Students are expected to take the Advanced Placement Exam.

SOCIAL STUDIES

In the first two years of high school, students take World Cultures & Geography and Western Civilization. In the third year, students take American Studies or AP United States History. Students must also take one course each in civics and economics during their junior or senior year. In addition to these required courses, students in Grades 10, 11, and 12 may choose from a variety of electives.

SOC101 World Cultures & Geography

Grade 9

Credit: 1

Prerequisite: None

This course is designed to provide Grade 9 students with an understanding of the geographic features, cultures, and political systems of the modern developing world. Students study the non-western world, including Africa, Latin America, East Asia with a focus on China, South Asia with a focus on India, and Southwest Asia (Middle East). Students will gain the background they need for subsequent Social Studies courses, including Western Civilization and American Studies. Students will also work on the skills necessary to be a successful student: research, organization, note-taking, writing, speaking, and listening.

SOC110 World Cultures & Geography Honors

Grade 9

Credit: 1

Prerequisite: None

Grade 9 Honors World Cultures & Geography is intended for highly motivated and independent learners that are seeking an in-depth social studies experience. This course will challenge students by looking at geographic features, cultures, and political systems of the modern developing world. Students study the non-western world, including Africa, Latin America, East Asia with a focus on China, South Asia with a focus on India, and Southwest Asia (Middle East). Honors students should be prepared to engage with their peers in a highly collaborative classroom. Further, students should expect to engage in tasks such as critical reading, analytical writing, and research. Honors students will hone their research skills and, in various ways, be called upon to communicate their learning throughout the year.

SOC201 Western Civilization

Grade 10

Credit: 1

Prerequisite: None

This course is designed to give sophomores an understanding of the development of the Western world from ancient to modern times. The course will take a survey approach centered on several main topics including: classical Greece and Rome, the Middle Ages, the renaissance/reformation period, social, political, and economic revolutions, as well as World Wars.

SOC210 Western Civilization Honors

Grade 10

Credit: 1

Prerequisite: None

Grade 10 Honors Western Civilization is designed for highly motivated and independent students that are seeking an intensive social studies course. The course is designed as a survey of antiquity through World War II. Honors students should expect to be challenged when engaged in critical reading of primary source documents such as excerpts from *The Iliad*, as well as, full texts such as Voltaire's *Candide*. Analytical writing and discussion will also be major components of the course. Further, students will be expected to participate fully in both large and small group work, discussion, debate, and other activities that will support communication skills and acquiring new knowledge. Students should expect to

engage in independent work that requires full commitment to the learning i.e. extended readings and/or primary source work.

SOC220 Civics

Grades 11-12

Credit: 0.5

Prerequisite: None

This course is designed to prepare students to be informed and active participants in the civic life of our country. Students will study the foundations of American and New Hampshire government, federal, state, and local government structures and practices, as well as constitutional rights, political behavior, and foreign policy. Students will engage in debates, make presentations, and participate in simulations.

SOC221 We the People/Honors Civics

Grades 11-12

Credit: 0.5

Prerequisite: None

In this course, students will develop an understanding of how the government operates by looking at the Constitution and the history and philosophy behind it. The main focus of the course is preparation for mock senate hearings in which performance is judged against other area schools through writing and oral presentation. Based on performances at the regional level, students may go on to state and/or national competitions. Sophomores should only take this course if they have a strong interest in government and/or American history. Students taking AP US History are strongly encouraged to take this course.

Note: This course satisfies the .5 Civics requirement for graduation.

ENG/SOC302A American Studies

Grade 11

Credits: 2

Prerequisite: None

American Studies is a combined U.S. History and American literature course that examines the broad spectrum of American culture through its history and literature, as well as its art, music, and film. Topics may include the individual in society, the expansion of the nation, the impact of war on the home front, the roaring twenties, the development of American character and the American Dream, and the civil rights movement. Students are challenged through small and large group activities, demonstrations, and frequent reading and writing assignments. The class meets for one block each day and because this class is two courses; assignments and expectations reflect the combined nature of the course.

Note: This class fulfills both the English 11 and the US History requirement for graduation. In the event that a student fails this course, the teachers will determine whether one or both credits need to be remediated.

SOC303A Economics

Grades 11-12

Credit: 0.5

Prerequisite: None

Economics is designed to provide students with the tools necessary to make informed economic decisions in their role as producers, consumers, savers, investors, and citizens. Students enrolled in this course will learn and apply concepts in microeconomics, macroeconomics, and personal finance. Students will engage in a variety of tasks including simulations, market analysis, and debates.

SOC550 AP United States History

Grades 11-12

Credit: 1

Prerequisite: None

This full-year Advanced Placement course is designed to engage students in a comprehensive study of the history of the United States. Students will be expected to master the content of US History and learn to think like a historian in order to apply their knowledge. Students will develop their skills in creating and developing a thesis as well as evaluating and using historical evidence. A high level of commitment is expected of all students enrolled in this course.

Note: Juniors who enroll in this course must also enroll in AP English Language & Composition in order to satisfy their graduation requirements. Seniors who have completed American Studies may take this course as an elective. Summer work may be expected. Students are expected to take the Advanced Placement Exam.

Social Studies Electives

SOC252 Criminal Justice

Grades 10-12

Credit: 0.5

Prerequisite: None

This course provides students with an introduction and overview of the system of the US Criminal Justice system. Students will first learn how crime is defined (a.k.a. the elements of crime) as well as defenses. Next, police agencies, as well as methods used by police, are explored including the legal limits of police action. Criminal procedure issues such as bail, jury trials, and privilege are examined along with sentencing issues such as the death penalty and juvenile justice. The course ends with a look at corrections issues including consideration of the purpose of corrections and prison culture. Students will gain practical knowledge of the criminal justice system and how it applies to their lives. They will have an opportunity to interact with professionals who work in the criminal justice system through guest speakers and/or fieldwork.

SOC 340 Topics in American History: 1950s-1960s

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is designed as an inquiry into American history, with a focus on the impact of major events on culture and society. Over the course of study, students will develop contextual knowledge of the 1950s-1960s. During which students will examine events including but not limited to: Elvis on The Ed Sullivan Show, the Space Race, Jack Kerouac writes *On The Road*, Beatlemania, the Cuban Missile Crisis, JFK assassination, and Woodstock. While exploring the decades, students will engage with primary sources including films like *Rebel Without A Cause* and *Woodstock*, novels like *On The Road*, television programs like *I Love Lucy*, and music ranging from Elvis to Jimi Hendrix. Using that knowledge, students will analyze and interpret the impact of events and societal change over time in the United States. Students taking Topics in American History will learn to use various types of media as artifacts from the time periods they are studying. Further, they will learn historical research skills and how to, in various ways, communicate their findings to an audience.

SOC 341 Topics in American History: 1970s-1980s

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is designed as an inquiry into American history, with a focus on the impact of major events on culture and society. Over the course of study, students will develop contextual knowledge specific to the decades of the 1970s-1980s. During which students will examine events including but not limited to: Watergate Scandal, the Energy Crisis of the 70s, music of the 70s and 80s including disco, punk, and rock, Iran Hostage Crisis, Reagan Presidency, the birth of MTV, the Iran-Contra Affair, and HIV/AIDS in the United States. While exploring the decade, students will engage with primary sources including non-fiction like *All The President's Men*, films like *Saturday Night Fever*, and music ranging from Queen to The Ramones to The Bee-Gees, and everything in between. Using that knowledge, students will analyze and interpret the impact of events and societal change over time in the United States. Students taking Topics in American History will learn to use various types of media as artifacts from the time periods they are studying. Further, they will learn historical research skills and how to, in various ways, communicate their findings to an audience.

SOC 342 History of Warriors Across Cultures

Grades 9-12

Credit: 0.5

Prerequisite: None

Ever wonder who would win in a fight between a Viking and a Samurai? This course is designed for students to explore the history of the warrior across civilizations, both in the ancient and modern world. Over the course of study, students will learn about ancient warrior cultures like the Vikings, Samurai, the Mongols, Maori warriors, and others. Students will also survey modern examples of the warrior including the American Navy SEAL and the British Special Air Service (SAS). The course will employ a multitude of resources including primary and secondary sources, short stories, film, and television. In addition, students will be tasked with exploring and researching topics of their own choosing.

SOC350 Peer Leadership Training

Grades 11-12

Credit: 1

Prerequisite: None

This elective year-long course is open to John Stark seniors and juniors only. This course will match Peer Leaders with incoming freshmen and sophomores in order to promote a safe and healthy school culture. In addition to developing a positive school culture, the program will also empower seniors and juniors with valuable leadership experiences while assisting freshmen with the transition from the sending schools into the John Stark community. Peer Leaders will attend a leadership retreat and work within their local community and schools to implement leadership training.

SOC356 Philosophy

Grades 10-12

Credit: 0.5

Prerequisite: None

This course will explore aspects of Philosophy such as Metaphysics (Reality), Epistemology (Knowledge), and Ethics through the mediums of short and long films, short stories, and primary sources. Students will examine how such thoughts affect current cultural issues and perspectives. Students' ideas and self-reflection will take center stage in this course. This course will attempt to address the thoughts of famous philosophers such as Plato, Aristotle, Hobbes, Descartes, Spinoza, Locke, Leibniz, Kant, Mill, Nietzsche, and Berkeley. The class will rely upon selected readings, research, and class discussion.

SOC358 Sociology

Grades 9-12

Credit: 0.5

Prerequisite: None

This course involves the study of human behavior by analyzing social structures (the patterned ways that people interact in social relationships). Students will first learn the four basic sociological perspectives and consider questions about sociological research and methods. The course then focuses on understanding social structures like culture, status, groups and how those structures are formed through socialization. Many of the concepts of the course are explained using modern era readings and video. Students will have an opportunity to consider how sociological concepts and perspectives apply to their own lives.

SOC359 Psychology

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is designed to give students an opportunity to survey and explore different aspects of psychological study. Emphasis is placed on the analysis of human behavior and relationships. During this course, theories of learning and personality development will be presented so that students may gain greater self-awareness and a better understanding of others. In the second half of the semester, the class will focus on psychological disorders and related psychosocial issues.

SOC360 Military History

Grades 9-12

Credit: 0.5

Prerequisite: None

This course is an investigation of military history through the lens of important pieces of film and literature. Students will have the opportunity to explore primary and secondary sources about the American Revolution, the Civil War, World War I, World II, and modern wars. Each text will be supported with a film that aligns with the conflict. Students will use critical thinking skills to analyze the texts and films and make meaning of the significance of these conflicts in shaping our world today. Some examples of literature students may read are: *April Morning*, *The Killer Angels*, *All Quiet on the Western Front*, *With the Old Breed*, and other primary sources. Films may include: *April Morning*, *Gettysburg*, *All Quiet on the Western Front*, excerpts from *The Pacific* as well as some documentaries.

SOC560 AP Psychology

Grades 11-12

Credit: 1

Prerequisite: None

The Advanced Placement Psychology course is a challenging and rigorous college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are expected to participate in and conduct their own psychological experiments. Completion of summer work is required. A semester of open level psychology is strongly suggested before taking AP Psychology.

Note: Summer work may be expected. Students are expected to take the Advanced Placement Exam.

WORLD LANGUAGES

The study of a world language is an active and sequenced process. Most competitive colleges seek students who have taken at least three years of a world language while in high school. The curriculum of each language offered (French and Spanish) is based on the State of New Hampshire and national standards guidelines. These goals seek competency in five areas: Communication (interpersonal, interpretive, and presentational), Cultures (knowledge and understanding of relevant peoples and their traditions), Connections (learning through associations with other subject areas and fields of

study), Comparisons (insight into the nature of language and culture), and Communities (participation in target-language speakers at home and throughout the world).

WL112 French I

Grades 9-12

Credit: 1

Prerequisite: None

French I will introduce French as a world language while encouraging the understanding of many French-speaking communities and cultures. Students will also gain an understanding of the geography and culture of France and other French-speaking countries. The course primarily emphasizes vocabulary acquisition and interpretive, interpersonal, and presentational communication skills, including grammar and sentence structure. Students are exposed to reading for comprehension and various forms of audio that will encourage listening comprehension. Upon successful completion of the course, students should be able to demonstrate an ability to communicate with practiced and acquired phrases on a variety of familiar subjects and in a number of contexts. The priority of the class is oral and written communication, and active participation is expected of each student.

WL212 French II

Grades 9-12

Credit: 1

Prerequisite: French I

In French II, the communication skills introduced in French I are reinforced and refined, while vocabulary and grammar acquisition is intensified. The focus of the course leads toward increased language command using different tenses and more complex sentence structures in both pre-prepared and impromptu oral dialogue and written work. Reading for comprehension and classroom discussion includes exposure to short literary works, and authentic and fabricated texts and other media. Course content is based on contemporary Francophone cultures and will compare and connect Francophone cultural practices, perspectives, and products to learning in other disciplines and life in local communities. The priority of the class is oral and written communication, and active participation is expected of each student.

WL312 French III

Grades 10-12

Credit: 1

Prerequisite: French II

In French III, the practice of listening, speaking, reading, and writing skills continues as students work toward increased language acquisition. Refining the skills learned in prior levels, students strive toward increased presentational communication skills and broader oral and written communication competence. Students continue to acquire vocabulary, to work on the use of a variety of tenses, and to increase the proficiency of their grammar and sentence structure. Interpersonal, interpretive and presentational communication is a focus through tasks involving writing, reading and public speaking. Students will begin to write papers and creative works in response to topics pertaining to Francophone culture, connected to other disciplines, targeted toward the community and compared to issues in their own lives. This course is conducted primarily in French. The priority of the class is oral and written communication, and active participation is expected of each student.

WL 540 Advanced French

Grades 11-12

Credit: 1

Prerequisite: French III

In French III, the practice of listening, speaking, reading, and writing skills continues as students work toward increased language acquisition. Refining the skills learned in prior levels, students strive toward increased presentational communication skills and broader oral and written communication competence. Students continue to acquire vocabulary, to work on the use of a variety of tenses, and to increase the proficiency of their grammar and sentence structure. Interpersonal, interpretive and presentational communication is a focus through tasks involving writing, reading and public speaking. Students will begin to write papers and creative works in response to topics pertaining to Francophone culture, connected to other disciplines, targeted toward the community and compared to issues in their own lives. This course is conducted primarily in French. The priority of the class is oral and written communication, and active participation is expected of each student.

Note: Students are offered the opportunity to take the Advanced Placement Exam and/or pursue the NH State Seal of Biliteracy.

WL110 Spanish I

Grades 9-12

Credit: 1

Prerequisite: None

Spanish I is an introduction to Spanish both as a world language and as a significant language within the United States. This course further provides an appreciation of the peoples, cultures, and nations where Spanish is spoken. Students will learn to listen to and understand simple Spanish conversations or videos as well as exchange information about themselves in the present tense.

WL210 Spanish II

Grade 9-12

Credit: 1

Prerequisite: Spanish I

Spanish II builds on the basics acquired in Spanish 1, with a growing emphasis on the proper use of verbs in the present and past tenses. As with Spanish 1, the course explores and measures a student's ability to listen, speak, read, and write in Spanish, based on units grounded in cultures, communities, and traditions from Latin America, Spain, and the US.

WL310 Spanish III

Grades 10-12

Credit: 1

Prerequisite: Spanish II

Spanish III builds upon knowledge from Spanish II. Students continue to work towards increased proficiency through active participation in Spanish during regular class discussions and interpersonal and presentational communication. Spanish III explores all three moods of the Spanish language: indicative, imperative, and subjunctive. Students will be expected to create a variety of different projects, interact with appropriate, real-world materials, write reports, and participate in activities designed to increase Spanish proficiency.

WL 541 Advanced Spanish

Grades 11-12

Credit: 1

Prerequisite: Spanish III

This Spanish language course builds on skills acquired in Spanish I through III or equivalent. Emphasis is placed on the practical application of grammar through reading and writing. Speaking skills will lead toward the spontaneous use of learned and practiced everyday language. Contemporary language, vocabulary, and style are stressed through the study of authentic Spanish materials. Emphasis is on experiencing the language in a variety of real-life scenarios and contexts, incorporating different career paths, and using a multimedia approach. This course is conducted primarily in Spanish.

Note: Students are offered the opportunity to take the Advanced Placement Exam and/or pursue the NH State Seal of Biliteracy.

CONCORD REGIONAL TECHNICAL CENTER

The Concord Regional Technical Center (CRTC) is a regional career and technical school offering career-related programs. Juniors and seniors from the following high schools have the opportunity to enroll in one of their programs: Concord, Hopkinton, Bow, Merrimack Valley, Pembroke, Pittsfield, Kearsarge, Hillsboro and John Stark.

Students enrolled at CRTC attend for one program (90 minutes) and return to John Stark. Bus transportation is provided through John Stark. Students receive 2 high school credits per year upon successful completion.

For more information: <http://www.thecrtc.net>

Career & Technology Education course offerings:

Year One	Year Two
Automotive Technology I	Automotive Technology II
Computer Engineering I	Computer Engineering II
Construction Trades I	Construction Trades II
Cosmetology I	Cosmetology II
Criminal Justice I	Criminal Justice II
Culinary & Pastry Arts I	Culinary & Pastry Arts II
Emergency Services I	Emergency Services II
Graphic Design & Creative Media I	Graphic Design & Creative Media II
Health Science I	Health Science II
Teacher Preparation I	Teacher Preparation II
Theater & Film: Acting I	Theater & Film: Acting II
Theater & Film: Production and Design I	Theater & Film: Production and Design II

All CRTC classes include embedded and applied math to meet the state's "4 years of math" requirement (except Teacher Prep)

CRTC+ (Additional CRTC opportunities):

Career Communications English Credit (CRTC/ELO)

Third Year Intensive Internships

Community College (on campus) Career Pathway Classes

ELOs

Certification and/or Licensure Programs

DUAL CREDIT ENROLLMENT:

Many of the Concord Regional Technical Center programs offer a dual credit option. Dual credit is the optional opportunity for students to earn college credits while in high school. One such program is the NH Community College System's Project Running Start. With Running Start, a relationship is formalized between one of our programs and a particular community college course. Once established, students pay approximately \$150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. This course is listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to Project Running Start, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate.

All relationships are re-established on an annual basis and are not guaranteed until the start of the school year. Present

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

AUTOMOTIVE TECHNOLOGY

AUTO111-Introduction to Automotive Services (RS-MCC), AUT100-Introduction to Automotive; AUT200-State Inspection (AA-CMCC); LAUT1200-Introduction to Automotive Service; LAUT1211-Automotive Systems (AA-LRCC)

Tests/Certifications Available:

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

COMPUTER ENGINEERING (IT)

ROBO211M Robotic Design; ADMT110M Manufacturing Processes; ADMT115M Engineering Printing Reading; IST110C Programming Fundamentals (all at MCC)

Tests/Certifications Available:

AP Computer Science Principles Exam

CONSTRUCTION TRADES

MCC: Articulation Agreement

Tests/Certifications Available:

NCCER credentials in Welding, Electrical, Plumbing, Masonry and Carpentry; SP2 Welding OSHA-10 Hour Card

COSMETOLOGY

Cosmetology students do not earn dual enrollment credit due to the structure of post-secondary cosmetology programs; but, upon successful completion of a competency exam (taken before starting a post-secondary program), students from our program are credited 360 of the 1,500 hours required to earn their NH State Cosmetology License. Most post-secondary cosmetology schools embrace this opportunity.

Tests/Certifications Available:

Paul Mitchell Color Application, Long Hair Styling, and Product Knowledge; S/P2 Cosmetology; 21st Century Skills; Human Resources; Safety and Environment; Cuccio Gel

CRIMINAL JUSTICE

NHTI: CJ101-Introduction to Criminal Justice ·Criminology; CJ121-Criminal Procedure; CJ123-Criminal Law (RS-NHTI). CJ101-Introduction to Criminal Justice; CJ215-Police Operations (AA with Husson University)

Tests/Certifications Available:

First Aid/CPR for Healthcare Provider Certificate // National Incident Management System (NIMS) Certificate

CULINARY & PASTRY ARTS

LCUL1460-Bakery Production; LCUL1510-Culinary Fundamentals; LCUL1520-Sanitation and Safety; LHOS2160-Catering(RS-LRCC); Safety and Sanitation; Servsafe course (AA with Culinary Institute of America and UNH Thompson School)

Testing/Certifications Available:

ServSafe National Restaurant; Education Foundation Food and Sanitation Certificate; ProStart National Restaurant Education Foundation Certificate

EMERGENCY SERVICES

LRCC: Articulation Agreement for students who attend LRCC for completion of Firefighter I (6 credits) and/or EMT-Basic (3 credits)

Testing/Certifications Available:

EMR Certificate; EMT Certificate; First Aid/CPR Certificate; Firefighter I Certificate (second year); Hazardous Materials Awareness/Operations Certificate; SCBA Certification; Wildland Certification

GRAPHIC DESIGN & CREATIVE MEDIA

GDES110-Page Layout & Design; GDES115-Digital Imaging; GDES155-Computer Illustration;(RS-MCC)
VRTS193-Introduction to Photoshop(RS-NHTI)

Testing/Certifications Available:

Adobe Associate Certifications in Photoshop, Illustrator, InDesign and Premiere

HEALTH SCIENCE

EXER105-Essentials of Exercise Science; (RS-MCC) HS101-Medical Terminology(RS-NHTI); Licensed Nursing Assistant:
Dual Enrollment with LRCC for 5 Credits

Testing/Certifications Available:

AED (Automated External Defibrillator) Certificate; Healthcare Professional FA/CPR; EMT Certificate

Licensing Available:

EMR (License upon successful completion of State Exam) – not offered every year

LNA (upon successful completion of State Exam)

ACE – not offered every year

TEACHER PREPARATION

EDU200-Introduction to Education (1st year students), SPED210-Early Childhood Issues/Disabilities &
EDU270-Foundations of Teaching and Learning (2nd year students) (DE-SNHU)

Testing/Certificates Available:

CPI (Crisis Prevention Institute) Certification

THEATER & FILM: ACTING PATHWAY AND PRODUCTION & DESIGN PATHWAY

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

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

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

COMMUNITY BEYOND THE CLASSROOM

Athletics

The athletic program at John Stark Regional High School offers a variety of interscholastic athletics programs during the fall, winter and spring seasons. Eligibility requirements for participation, as set by the NHIAA and John Stark Regional High School, are noted in the Student Athlete Handbook.

Student-athletes pursuing NCAA Division I or Division II participation in college must meet certain academic qualifications and be certified by the NCAA Eligibility Center. Please consult the NCAA website at www.eligibilitycenter.org for the most up to date requirements and the current list of NCAA approved classes at John Stark.

Extra-Curricular Clubs & Activities

JSRHS offers a wide variety of extra-curricular clubs and activities, encouraging students to engage actively in the school community. The administration welcomes student proposals for new clubs or groups that may meet specific interests not presently available.

STATEMENT OF ACCREDITATION

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

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

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

New England Association of Schools and Colleges
209 Burlington Road, Bedford MA, 01730; (781) 271-0022
www.neasc.org

NOTICE OF NONDISCRIMINATION

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

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

Martha LeMahieu, Director of Student Services
SAU #24
258 Western Avenue
Henniker, NH 03242
(603) 428-3269
martha.lemahieu@sau24.org

Appendix A: JSRHS CAREER PATHWAYS EXPLORATION

The JSRHS Counseling Department works with each and every student to help them think deliberately and explore options for their futures and build toward life-long success by developing an individualized program of study that bridges secondary and postsecondary systems and opens doors to a wide range of career options.


Using career interest inventories, students can explore a wide variety of pathways to move them toward career readiness. Below are the **16 Career Clusters as identified by the interest assessment.**








Agriculture, Food, & Natural Resources	Government & Public Administration	Manufacturing
Architecture & Construction	Health Science	Marketing, Sales, & Service
Arts, A/V Technology & Communications	Hospitality & Tourism	Science, Technology, Engineering &
Business, Management & Administration	Human Services	Mathematics
Education & Training	Information Technology	Transportation, Distribution & Logistics
Finance	Law, Public Safety, Corrections & Security	

Earning JSRHS Career Pathway Recognition


- Identify a cluster of interest
- Work with school counselor to select courses at JSRHS, CRTC, VLACS, etc. to help support the pathway
- Participate in a variety of the following exploration options to facilitate further career exploration within that pathway:
 - Informational interview with an expert
 - A speaking event
 - Business/Industry Tour
 - Field Work
 - Job Shadow
 - Internship
 - Work Experience/Apprenticeship
- Complete the tracking form and reflect on your pathway experience and how it will impact your post-secondary plans including:
 - How your chosen courses throughout high school related to your pathway
 - Attainment of career-ready credentials and how they will benefit your future
 - Your exploration options and how they contributed to your knowledge of that pathway
 - Your post-secondary plans and the connections to your pathway experiences

JSRHS Career Pathways Exploration Process by Grade Level

When	What	Summary
9th	In small group workshops, students will: <ul style="list-style-type: none"> • take career interest assessments on Naviance In individual meetings with their counselor, students will:	Career interest assessments 

	<ul style="list-style-type: none"> ● review their career interest results ● make connections between their top four interests/pathways and courses offered in the program of studies ● be informed how to research a career-ready credential ● be provided with cluster/pathway overview cards for their top clusters ● receive preliminary information about CRTC and steps in order to be best positioned as a competitive applicant, should they choose to apply ● discuss meeting with their counselor to review course selections for next academic year 	<p>Identify potential pathways of interest</p>  <p>Connect interests with current JSRHS courses/opportunities</p>
10th	<p>In small group workshops, students will:</p> <ul style="list-style-type: none"> ● determine Holland Code¹ for each student via the Naviance Career Key Assessment ● set individual meetings <p>In individual meetings with their counselor, students will:</p> <ul style="list-style-type: none"> ● review their results for Holland Code ● identify their top 1 or 2 clusters and corresponding pathways ● consider how to achieve a career-ready credential ● be encouraged to consider outside exploration of Career Clusters/Pathways ● review applicable courses in the Program of Studies ● receive online resources via Canvas to individually explore Career Clusters/Pathways ● review dual enrollment and ELO opportunities ● consider engaging in a job shadow, apprenticeship, internship and/or work-based learning ● review the application process for CRTC ● review their course selection and make revisions as appropriate 	<p>Review Holland Code Results</p>  <p>Narrow down potential pathways of interest</p>  <p>Consider job-shadow, internship, ELO opportunities, etc.</p>  <p>Review examples of career-ready credentials</p>
11th	<p>In individual meetings with their counselor, students will:</p> <ul style="list-style-type: none"> ● review their course selection for senior year and make revisions as appropriate ● review their career pathway journey to date, experiences, and current thoughts about their future ● confirm and/or revise top Career Cluster and Pathway(s) of current interest ● review how to achieve a career-ready credential ● encourage outside exploration of Career Clusters/Pathways ● receive online resources via Canvas to individually explore Career Clusters/Pathways ● review dual enrollment & ELO opportunities ● consider engaging in a job shadow, apprenticeship, internship, and/or work-based learning 	<p>Review top pathway of interest</p>  <p>Review paths to career-ready credentials</p>  <p>Explore job-shadow, internship, ELO opportunities, etc.</p> 

¹ The Holland Code is a system to classify jobs into job categories, interest clusters, or work personality environments.

	<p>With students who are still unsure of a career pathway:</p> <ul style="list-style-type: none"> • facilitate the Career Interest Inventory on Naviance • consider taking the ASVAB 	<p>Refine course selections to reflect pathway interests</p>
12th	<p>In individual meetings with their counselor, students will:</p> <ul style="list-style-type: none"> • review their Career Pathway journey to date, experiences, and current thoughts about their future • confirm and/or revise top Career Cluster and Pathway(s) of current interest • review progress with achieving a career-ready credential • encourage outside exploration of Career Clusters/Pathways <ul style="list-style-type: none"> ○ Consider engaging in a job shadow, apprenticeship, internship and/or work-based learning • discuss the next steps for a post-secondary plan - college, trade, military, GAP year, Job Corps, work, and/or etc. 	<p>Explore job-shadow, internship, ELO opportunities, etc.</p> <p></p> <p>Determine the pathway of interest</p>