



Program of Studies

2016-2017

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JAFFREY-RINDGE COOPERATIVE SCHOOL DISTRICT MISSION STATEMENT

The mission of the Jaffrey-Rindge Cooperative School District is to provide a quality learning environment that creates life-long learners and productive citizens.

CONANT HIGH SCHOOL CORE VALUE AND BELIEFS

In a spirit of collaboration, CHS commits to inspiring excellence, honoring differences, building community, and nurturing resiliency.

ACADEMIC EXPECTATIONS

Intellectual rigor and challenge
Academic honesty and integrity
Productive use of technology

CIVIC EXPECTATIONS

Informed and responsible citizenship
Responsibility for local and global community and environment
An appreciation of diverse cultures

SOCIAL EXPECTATIONS

Positive social interaction skills
Respect for self and all community members
Healthy and informed decision-making

JAFFREY-RINDGE COOPERATIVE SCHOOL DISTRICT'S SCHOOL COUNSELING PROGRAM'S MISSION STATEMENT:

Working collaboratively to encourage and support student success and resiliency in our diverse and changing world.

CONANT HIGH SCHOOL'S SCHOOL COUNSELING PROGRAM'S VISION STATEMENT:

Collaboratively working to provide all students with a comprehensive counseling program designed to promote their social & emotional academic career development. In partnership with all community members we strive to empower all students to become successful and resilient lifelong learners in a diverse and changing world.

DIPLOMA OPTIONS

CHS Diploma:

Subject	Minimum Required Courses	Credits
English	English 9 - 12	4.0
Social Studies	World History, US History, Civics & Economics	3.0
Mathematics	Algebra, Two Core Math Electives	*3.0
Science	Physical Science, Biology, One Elective	3.0
Arts Education	One elective	0.5
I C T	Digital Literacy	0.5
Health Education	Healthy Life Choices	0.5
Physical Education	Coed PE and/or Athletic PE	1.0
Electives	Electives from any discipline	7.5
Total		23

* Beginning with the class of 2019, as per NH Ed. 306.04, all students will be required to take a 4th math experience.

NH Core Diploma :

Subject	Minimum Required Courses	Credits
English	English	4.0
Social Studies	US and NH History, US and NH Government/Civics, Economics, World History/Global Studies/Geography	2.5
Mathematics	Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	*3.0
Science	Physical Sciences, Biological Sciences	2.0
Arts Education	One elective	0.5
I C T	Digital Literacy	0.5
Health Education	Healthy Life Choices	0.5
Physical Education	Coed PE and/or Athletic PE	1.0
Electives	Electives from any discipline	6.0
Total		20

- Student participation in the NH Core Diploma need a recommendation by the student’s Student Advisory Team which includes: parent, student, administration, school counselor, classroom teacher, and student services staff (if applicable).
- The Student Advisory Team must determine that the student’s circumstances, prevents other possible interventions (credit recovery, re-taking of course, 5th year option, summer school, ALO’s) before making a recommendation to proceed with a NH Core Diploma route.
- The CHS principal must formally give written approval of any student participating in the NH Core Diploma route.

* Beginning with the class of 2019, as per NH Ed. 306.04, all students will be required to take a 4th math experience.

CHS Transition Diploma:

Subject	Minimum Required Courses	Credits
English	Any English courses	4.0
Social Studies	Any Social Studies courses	3.0
Mathematics	Any Mathematics courses	3.0
Science	Any Science courses	3.0
Arts Education	One elective	0.5
I C T	Digital Literacy or part of individual program	0.5
Health Education	Healthy Life Choices or part of individual program	0.5
Physical Education	Coed PE and/or Athletic PE	1.0
Electives	Electives from any discipline	7.5
Total		22
<ul style="list-style-type: none"> • Complete a minimum of four years of high school as outlined above • Meet the goal of Individual Education Program • Be determined to be ineligible for the other diploma options by administration 		

NH SCHOLARS

Students participating in the NH Scholars Program and completing the program with a 77 average or higher in each course taken may be eligible for a scholarship that can be used toward post-secondary education.

Conant High School, in partnership with the New Hampshire Department of Education and New Hampshire College & University Council, is a member of the New Hampshire Scholars Program. NH Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students to complete a rigorous course of study in high school – one that will give them a boost in college and careers. NH Scholars gives students an edge – one that is of real value to them, the schools they attend, the companies they work for, and the communities where they live. The courses required at Conant High School to graduate as a NH Scholar are below, and students must earn a grade of 77 or better in the listed courses to be eligible for NH Scholars:

- | | |
|--|--------------------|
| English | 4.0 credits |
| Social Studies (Must be fulfilled as below) | 4.0 credits |
| <ul style="list-style-type: none"> • World History • US History • Economics • Civics | |

Mathematics (Must be fulfilled as below)	3.0 credits
<ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II 	
Science (Must be fulfilled as below)	3.0 credits
<ul style="list-style-type: none"> • Chemistry • Biology • Physics or Advanced Biology 	
World Language (must be within same language)	2.0 credits

DAILY SCHEDULE

Our school day consists of seven periods of instruction. One-credit courses are completed in a school year and half credit courses are completed in a semester or half a school year. Students are expected to take seven credits per a school year, but must be mindful of the 23 credits needed to graduate if taking ONLY six credits. Seniors are required to take a minimum of five courses at all times. **Students planning to attend a four-year college or university are advised to discuss with their school counselor a four-year plan to look at all requirements necessary for admission.**

ACADEMIC SCHEDULING

Student interest drives the master schedule while maintaining the course offerings required for graduation. It is important to note students may not be able to take every course they want in a given year. Most instances occur when students try to double-up within a discipline, take courses out of sequence, and/or take multiple AP/Honors level courses. Students meet with their school counselor as freshman and part of a freshman curriculum to review four-year plans and to go over any possible post-secondary goals. In addition, reviews are available upon request and/or during course selection.

Each year it is the **student's responsibility** to discuss their course selections with their parents, teachers, and school counselor before completing course selections for the following year. Furthermore, it is the **responsibility of the student** to meet prerequisites and to look them over when choosing courses to take. **Students are also responsible** for choosing courses that meet the minimum standards for the post-secondary program for which they wish to apply for during their senior year. Students desiring help and resources to help with their course selections in regard to post-secondary planning are strongly encouraged to meet with their school counselor. **The schedule is considered complete and a contract once the school year begins.** All desired changes need to follow the procedure outlined below.

AWARDING OF CREDIT

Credit is awarded at the completion of each course. Credit is not awarded when a course is not completed nor partial credit awarded for a part of a course completed. Courses not completed will be assigned a Withdraw (WD) or Withdraw Fail (WF) and entered by the course teacher or an administrator. The entered grade value is based upon the current course average at the time of withdrawal, including unfinished work.

HONORS AND ADVANCED PLACEMENT CLASSES

Conant High School offers a range of Honors and Advanced Placement courses for serious highly motivated and most likely college-bound students. "Honors" courses are so designated when the department feels the requirements are such to place it well beyond the scope of college preparatory (CP) courses and/or are a great foundation for an AP course within the same subject. "Advanced Placement" courses are those that are clearly college level and provide the opportunity to take an Advanced Placement exam for college credit.

Both types of courses have high teacher expectations for student learning outcomes and carry a weight of 1.1 when calculating grade point averages. Students are encouraged to seek the recommendation of their most recent teacher(s) before advancing into either type of course. Many Honors and Advanced Placement courses require summer assignments and are available through the teacher of the course. All students are required to check with their teacher before the start of summer prior to the beginning of the course to obtain any summer assignment(s). **Failure to pick up and complete a summer assignment will result in a withdrawal from the course. Students may be required to pay for the AP Exam(s).**

Conant High School offers the following Honors and Advanced Placement courses:

Advanced Biology Honors
English 9 Honors
English 10 Honors
English 11 Honors
French III Honors
French IV Honors
Pre-Calculus Honors
Spanish III Honors
Spanish IV Honors
World History Honors

Art Advanced Placement
Biology Advanced Placement
Calculus Advanced Placement
English 12 Advanced Placement
European History Advanced Placement
French Advanced Placement
Physics Advanced Placement
Spanish Language Advanced Placement
U.S. History Advanced Placement

GRADE POINT AVERAGE (G.P.A.)/CLASS RANK

A cumulative grade point average is calculated at the end of each year at Conant High School. It is used primarily to determine class rankings for seniors. It is shown on each transcript, and it is weighted to reflect the level of courses taken. Students need to have been enrolled at Conant High School as a full time student for at least 5 semesters in order to be ranked and to be eligible for ranking toward Valedictorian or Salutatorian.

The formula used in determining cumulative grade point average is as follows:

Honors and Advanced Placement courses are weighted 1.1.

All other courses are weighted 1.0.

All transfer courses are weighted 1.0.

Academic Study, Practical, and Life Skills courses are neutral and do not count toward weight and rank.

$$\frac{\text{The sum of (grade x weight x course credit) for each class}}{\text{Total credits attempted}}$$

Report cards show the raw scores earned in each course thus **without calculated** weight. Raw **unweighted** scores are used in determining **honor roll** qualification. Weighting of course levels is done **only** for grade point averaging/class ranking and is reflected only in the cumulative G.P.A. on the transcript. Transcripts list the courses attempted, the levels of each course, the final numerical average for each course, and the credits earned. It also shows the weighted cumulative grade point average and the class ranking for each student.

SCHEDULE CHANGE PROCEDURE

Diminished progress may occur when a course change is made after the beginning of the school year. During the first days of class, each course builds a foundation for the entire course. To attempt to succeed without the foundation in any subject is a dangerous venture. Students and parents/guardians are asked to give careful attention to selecting the full school year's schedule. In order to maintain a balanced schedule that creates a class environment that best promotes learning, the following procedure for schedule changes is:

Schedule change requests WILL NOT BE ACCEPTED AFTER THE FIRST DAY OF THE SCHOOL YEAR for which the schedule is valid for has begun. The following exceptions are deemed to be beyond a student's control and can result in a schedule change:

- The schedule is not complete
- The schedule does not reflect the course selections made by the student
- The student does not meet the prerequisite of the course
- The student needs to retake a failed course
- The teacher requests a level change for the student
- The administration requests a change of course in the best interest of the student

Once the school year begins, all schedule changes require the appropriate add/drop application found in the Counseling Center. Applications are only considered complete when they have parent and teacher signatures. Completed applications must be returned to the Counseling Center before a schedule change can take effect. Students are required to attend all classes and complete all coursework until their school counselor advises that their schedule is complete and all teachers have been notified.

Dropped courses will result in a Withdraw (WD) or Withdraw Fail (WF) on the report card/transcript if the student has earned any grades in the class. A "WF" may be earned in cases where students have failed to report to a class and/or complete any work without following the above procedures. "WF"s and "WD"s (especially in Honors/AP courses) may have a negative impact upon the college admissions process and should be weighed before planning to drop a course.

Appeals to this procedure should be presented to the administration.

NON-DISCRIMINATION POLICY

The Jaffrey-Rindge Cooperative School District shall not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, and Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools, (603) 532-8100.

CREDIT RECOVERY

Students are allowed to participate in a credit recovery option if they have failed a course with a 50 average or higher. The course is offered as a pass or fail option only and awards a replacement credit upon successful completion. This does not replace the previously earned failing grade on the transcript. Students may not take credit recovery as a substitute for taking the full course. Credit recovery courses do not calculate into GPA or class rank. Credit recovery courses credits **are not allowed as replacements** for classes not attempted. Therefore, a student may not take these courses in order to "get ahead". All costs related to enrollment and completion of credit recovery courses are the responsibility of the student.

POSTSECONDARY PLANNING

In planning for the future, students should know if any courses might be expected, recommended, or required in order to pursue various career options beyond high school. Changes in career goals are common not only in high school but later on as well. Students should keep as many options open as possible by planning course selections carefully with an eye to the future and meet with their school counselor as needed to help with making appropriate choices.

COLLEGE PREPARATORY GUIDELINES

A student seriously motivated to attend a post-secondary institutions should enroll in as rigorous a course load that is appropriate while attending Conant. While it is certainly not necessary to enroll in every Honors or AP course available, a serious student thinking about attending a selective college or university should consider choices in areas of particular interest or talent that align with a potential college major. Furthermore, colleges look at the rigor of schedule, progression of learning, and other factors related to schedules; therefore, it is important for students to meet with their counselor to go over plans and aspirations. Selecting appropriate levels to highlight one's individual potential, interests, and strengths is highly important. The chart on the following page helps to highlight very general suggestions for schedules that meet the minimum requirements for different types of colleges. Remember exceeding the minimum standard helps make for strong candidates during the application process and the first year of college.

NCAA FRESHMAN ELIGIBILITY STANDARDS

Students planning on attending a Division I or II college/university and planning to play a sport during their freshman year of college should register with the NCAA Clearinghouse during the beginning of their sophomore year. **Student athletes should meet with their school counselor to plan appropriate courses during each of their four years.** A complete list of requirements as well as many questions can be answered about the NCAA Eligibility Standards by visiting www.eligibilitycenter.org.

SCHOOL COUNSELING SERVICES

The Counseling Center at Conant High School provides a wide range of services for students, parents, and the community in direct reflection of the district's mission statement and through individual, small group, and classroom settings. Conant's school counselors make an organized effort to help students achieve their full potential in the school setting. The Department assists students in developing an awareness of their strengths and weaknesses, interests, and needs. In addition, it strives to assist them with coping and problem-solving skills necessary to succeed in school and ultimately in a complex and changing society. It is a cooperative effort involving students, parents, teachers, and community.

Traditional services available through the department include: academic advising (course selection, scheduling, study skills, credit attainment, testing interpretation, etc.); career planning (assessments, career/vocational exploration, college preparation, financial aid and scholarship information, military services planning, employment opportunities and skills development, and transition services); social and personal counseling (school adjustment, personal planning, interpersonal relationships, crisis intervention, consultation, and referral).

LIBRARY/MEDIA CENTER

The Conant High School Library has long supported information literacy standards. Many of these have been embedded in the Common Core. The library-media specialist works with students to expand their perspectives, find and evaluate information resources, and competently and ethically utilize digital media.

Since the school library standards span the curriculum, the librarian supports teachers in preparing students to have the 21st century skills they need to succeed in college and/or careers. The school librarian cooperates with both teachers and administrators to help implement the new standards with specific strategies.

The LMC (Library Media Center) is open each day from 7:15 until at least 2:45. It houses a collection of books, eBooks (online), and current print and non-print periodicals. Media such as DVDs, databases, film collections online, and equipment necessary to run the media are available. There are over 25 computers in the LMC including desktops and laptops.

The LMC subscribes to five databases of information and media and career/college planning tools, which are accessible using the CHS library home page (sau47.org - Conant High School). Passwords are given out to all students and staff and are available to community members.

MINIMUM RECOMMENDATIONS FOR TRADITIONAL POSTSECONDARY PROGRAMS:

<p>Highly Competitive Colleges 4 years English (Writing & Literature) 4 years Math (Algebra 1 & 2; Geometry; Precalculus; Calculus) 4 years Science (Biology, Chemistry, + 1 Lab Science elective) 4 years Social Studies 3-4 years World Language (one language) 1-2 years Fine Arts/Computer Education <i>College Prep or higher in all courses</i></p>	<p>Four-Year Nursing & Allied Health 4 years English 4 years Math (Algebra 1 & 2; Geometry; Precalculus; Probability & Statistics; Calculus 4 years Science (Biology, Chemistry, + 1 Lab Life Science elective) 4 years Social Studies (Psychology) 2-3 years World Language (one language) <i>College Prep or higher in all courses</i></p>
<p>Most Four-Year Colleges 4 years English (Writing & Literature) 4 years Math (Algebra 1 & 2; Geometry; Financial Algebra, Precalculus or Probability & Statistics) 4 years Science (Biology, Chemistry, + 1 Lab Science elective) 4 years Social Studies 2-3 years World Language (one language) 1-2 years Fine Arts/Computer Education <i>College Prep or higher in all courses</i></p>	<p>Four-Year Business Programs 4 years English 4 years Math (Algebra 1 & 2; Geometry; Probability & Statistics; Financial Algebra 4 years Science 4 years Social Studies 2-3 years World Language (one language) Related Business Courses <i>College Prep or higher in all courses</i></p>
<p>Four-Year Engineering & Science 4 years English 4 years Math (Algebra 1 & 2; Geometry; Precalculus; Calculus) 4 years Science (Biology, Chemistry, Physics) 2-3 years World Language (one language) 1 year Computer Education <i>College Prep or higher in all courses</i></p>	<p>Four-Year Fine Arts College 4 years English 4 years Math (Algebra 1 & 2; Geometry; Financial Algebra, Precalculus or Probability & Statistics) 4 years Science 4 years Social Studies 4 years art courses (Advanced Placement Studio Art recommended) 2-3 years World Language (one language) <i>Art Portfolio required for admission</i></p>
<p>Two-Year Community Colleges & Technical Institutes 4 years English 4 years Math (Algebra 1 & 2; Geometry) 4 years Social Studies 2-3 years Science 2 years World Language (recommended for Liberal Arts transfer programs) Related Technology Courses (computer, accounting)</p>	<p><i>Note: Standards and admission policies vary from school to school. Therefore, students and parents are advised to review college catalogues for specific entrance requirements. See your counselor with questions.</i></p>

ALTERNATIVE LEARNING OPPORTUNITIES

ALTERNATIVE LEARNING OPPORTUNITIES MUST BEGIN BY A MEETING BETWEEN A STUDENT AND THEIR SCHOOL COUNSELOR. BELOW ARE THE DETAILS FOR EACH TYPE OF COURSE:

XXX Course Audit Grades 9-12 Year 0 credit

Prerequisite: Interview with School Counselor, Completed Application, Instructor Approval.
This course is not available during the course selection process.

An audited course may be used to meet a prerequisite and/or gain further knowledge and skill. Course audits yield no credits; earned grades post on the transcript. Students are required to complete all homework and assessments in the course and may be given alternative options at the discretion of the instructor. Audit courses are not Pass/Fail and do not factor into GPA or class rank.

2100 Extended Learning Opportunities (ELO) Grades 9-12 Hour Based 0.25/.5/1 credit

Prerequisite: Interview with School Counselor, Completed Application, Principal Approval.
This course is not available during the course selection process.

ELO's are **student initiated** learning plans that are developed by a student, their School Counselor, and a highly qualified teacher (HQT). ELO's are intended to offer a self-directed learning experience for highly motivated students that could not be met through regular course offerings. ELO personalized learning plans are coordinated through the School Counseling Office. Students must solicit and receive written approval of the Principal before the plan can be initiated. **135 hours=1 credit; 68 hours=.5 credit, 35 hours-.25 credit**

2975 Online Courses / VLACS Grades 9-12 Varies 1 credit

Prerequisite: Interview with School Counselor, Completed Application, Principal Approval.
This course is not available during the course selection process.

Students must meet with their school counselor before enrolling in a credit-bearing online course in order for a course to meet a graduation requirement. A completed and approved application must be on file prior to enrolling in the course. Students who wish to replace CHS class time will be assigned to a designated area for one period and will be required to be in that area. Attendance will be taken. Credit for the course will not be recognized until an official transcript of the final grade has been submitted. Before students are granted administrative approval to enroll in multiple ALOs, they must demonstrate successful completion of one ALO.

XXX College Study (Dual Enrollment) Grades 11-12 Year/Semester X credit

Prerequisite: Interview with School Counselor, Completed Application, Principal Approval.
Each Full Semester course equals 1.0 High School credit.
This course is not available during the course selection process.

College Study allows students to complete their final year(s) of high school while attending college full-time. Students may find opportunities at Franklin Pierce University, Keene State College, Community College System of New Hampshire, and/or Mt Wachusett Community College. College courses for simultaneous high school credit must be pre-approved through the School Counseling Department at CHS. The student is responsible for forwarding college transcripts at the end of each semester and no later than two weeks before graduation.

STUDENT ASSISTANCE

1118 Assist Grades 9-12 Year 1 credit

Prerequisite: Case manager recommendation.
This course is not available during the course selection process.

It is important that students develop study skills that allow them to take on the responsibility of an independent learner. This class is designed to support students in their academic classes while teaching them practical study skills in real time application. Students are taught organizational and time management skills, note taking, active reading, a variety of test-preparation, and test-taking techniques.

ENGLISH

Courses in English nurture students' ability to make critical decisions, engage in creative problem solving and practice self-reflection. In harmony with Conant's Core Values and Beliefs, these courses strive to:

1. Inspire students to become self-directed and proficient readers and writers who can take pride in their finished work.
2. Instill a standard of excellence that motivates students to strive for mastery.
3. Have students gain a greater acceptance for differences in viewpoints through literature and discourse.
4. Develop a greater sense of community through classroom activities and connections with literature.
5. Build resilience in students through activities that require self-reflection based on feedback and interactions.

CORE ENGLISH COURSES

100	<u>Life Skills Reading</u>	Grades 9-12	Year	1 credit
102	<u>Life Skills Writing</u>	Grades 9-12	Year	1 credit

Prerequisite: Case manager recommendation.

Skills learned and practiced in Life Skills English include vocabulary building, sentence writing, reading comprehension, completing written forms and written communication, as well as daily living reading such as reading and following directions, finding information in written documents like newspapers and sales flyers.

122	<u>English 9 – College Prep</u>	Grade 9	Year	1 credit
132	<u>English 10 – College Prep</u>	Grade 10	Year	1 credit
142	<u>English 11 – College Prep</u>	Grade 11	Year	1 credit
152	<u>English 12 – College Prep</u>	Grade 12	Year	1 credit

These courses prepare students for college and career readiness. Students who possess strong grammar, reading, writing, and speaking and listening skills will gain a detailed understanding of different genres and cultures through challenging literature. This program will help students hone writing skills through narrative, reflective and researched based writing assignments as well as focus on vocabulary development.

120	<u>English 9 – Honors</u>	Grade 9	Year	1 credit
140	<u>English 11 – Honors</u>	Grade 11	Year	1 credit

Prerequisite: Teacher recommendation strongly advised. Summer assignments must be completed before the beginning of the course.

Honors English is for students who have demonstrated superior ability and exceptional interest in English/ Language Arts. The Honors, though similar in content to the College Prep course, offers a greater challenge in its depth and breadth of material and assignments. Emphasis is placed on developing independent, critical, and analytical skills through discussion and written assessment of the literature.

148	<u>English 10 – Advanced Placement Language & Composition</u>	Grade 10	Year	1 credit
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Prerequisite: Interview with the teacher is required; writing sample may be required.

This is a rigorous course that will help students hone their analytical thinking and writing skills. Students may receive, through good performance on the Advanced Placement Exam, up to one year of college credit. While students will read works of fiction, this course will also focus on the analysis of non-fiction. Students will write analytical essays in various forms (persuasive, rhetorical analysis, and synthesis) throughout the year. A teacher recommendation is strongly advised. Summer work will be reflected on the 1st quarter evaluation.

150	<u>English 12 – Advanced Placement</u>	Grade 12	Year	1 credit
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Prerequisite: Interview with the teacher is required; writing sample may be required.

Advanced Placement English is a rigorous course in literature and composition designed for seniors capable of college level work and who are motivated to meet the requirements of a demanding course of study. Students

may receive, through a good performance on the Advanced Placement Exam, up to one year of college credit. A teacher recommendation is strongly advised. Summer work will be reflected in the 1st quarter evaluation.

ELECTIVE COURSES

- | | | | | |
|--|---|--------------|----------|-----------|
| 160 | <u>Journalism</u> | Grades 9-12 | Year | 1 credit |
| <p>This course explores practical skills in the writing of news stories, feature stories, editorials, and sports articles. It includes a study of the elements of newspaper design, layout, and the setup and management of advertising accounts. Assigned readings and class discussions support an analysis of the power and responsibility of print and electronic media. Some class time is devoted to the production of a school newspaper.</p> | | | | |
| 162 | <u>Creative Writing</u> | Grades 9-12 | Semester | .5 credit |
| <p>This course is an elective for upperclassmen and is designed to develop and strengthen writing fluency and style. Students will explore writing through a variety of exercises and practices created to hone higher-level writing and thinking skills while reinforcing Standard English rules.</p> | | | | |
| 164 | <u>Literature of Witness:
Against Forgetting</u> | Grades 9-12 | Semester | .5 credit |
| <p>This course examines the body of literature that has emerged from oppression. Special attention will be paid to the literature of the Holocaust, but students will also read works inspired by the oppression of slavery, the subjugation of Native Americans, the Armenian Holocaust, and the Japanese internment during WWII.</p> | | | | |
| 166 | <u>Shakespeare through Performance</u> | Grades 9-12 | Semester | .5 credit |
| <p>This course will present an in-depth study of Shakespeare's sonnets and plays for the purpose of performance. An activity-based class, students will collaboratively examine Shakespeare's use of language and the impact this language has on relationships within society. This class is an elective for those desiring to participate in the annual Jaffrey-Rindge Shakespeare Festival.</p> | | | | |
| 168 | <u>Poetry</u> | Grades 9-12 | Semester | .5 credit |
| <p>Discover the world of poetry in this focused, challenging English elective. Students will read, analyze, perform, and write their own poetry. Poetry within the curriculum includes works written over the past several centuries up to modern day pieces.</p> | | | | |
| 172 | <u>Drama</u> | Grades 9-12 | Semester | .5 credit |
| <p>This course is designed to introduce students to the world of drama including creating and inhabiting a character on the stage for entertaining a live audience through character interpretation and expression. In this performance-centered course, students will discover the history of theater as well as delve into directing, blocking, theatre make-up, costuming, set-design, and the use of music and sound in a theatrical performance.</p> | | | | |
| 174 | <u>Classics for College</u> | Grades 10-12 | Semester | .5 credit |
| <p>Exposure to college appropriate literature stands at the vanguard of this course, which will focus on all major genres of literature from around the world. Literary analysis and a breadth of readings will be stressed over writing, though writing in response to the literature will certainly be employed throughout. Literary selections will show-case those incorporated in traditional four-year college preparation, and will serve to supplement those that may not be addressed in regular English classes.</p> | | | | |
| 176 | <u>Public Speaking</u> | Grades 9-12 | Semester | .5 credit |
| <p>This is an elective course for students to develop their speaking and listening skills. Students will explore the qualities of a good listener and of an effective speaker. Students will prepare and present a variety of oral presentations, such as demonstration, informative, persuasive, and impromptu speeches and the principles of debate and argumentation.</p> | | | | |
| 178 | <u>Film Studies</u> | Grades 10-12 | Semester | .5 credit |
| <p>This course will examine and critique a variety of films such as silent film, foreign film, romance, science fiction, and so on. This class is an overview addressing the history of film, as well as its social context. Film techniques</p> | | | | |

Synthesis of the patterns and understandings gained in World History allows students to understand better the intellectual, social, political, religious, economic, and cultural changes in history, from the stone ages to today that transformed the human experience and shaped the modern world. Rigorous reading, discussion, analysis, research, and writing allow students to expand their understanding of the past and present.

226 **U.S. History – Advanced Placement** Grade 11 Year 1 credit

Prerequisite: Successful completion of World History.

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. It reflects the content of an introductory college course in U.S. history. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course covers the entire scope of U.S. history and requires extensive reading and writing and includes the AP Exam for the possibility of earning college credit.

228 **United States History – College Prep** Grade 11 Year 1 credit

Prerequisite: Successful completion of World History.

This course provides students with a framework for studying political, social, economic, and cultural issues in U.S. history, and for analyzing the impact these issues had on society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

230 **Civics & Economics – Honors** Grade 12 Year 1 credit

Prerequisite: Successful completion of World History and United States History. Teacher recommendation, and summer reading required.

While maintaining the same content focus as CP, Honors will require more rigorous and independent learning. Students will be expected to partake in robust analysis and discussion, critically evaluate a range of issues, apply research to modern civic and economic principles, and synthesize the key concepts of the course through project-based learning.

232 **Civics & Economics – College Prep** Grade 12 Year 1 credit

Prerequisite: Successful completion of World History and United States History.

Civics is a required course for all Conant graduates. Through the exploration of national, state, county, and local governments, students will evaluate information from diverse sources, both primary and secondary. This evaluation, and the discussions that follow, will allow the students to understand fully their role as an informed citizen within these various levels of government. Economic principles that influence decision making at the local, state, and national level will also form a bedrock of the course.

234 **Geography** Grades 10-12 Year 1 credit

Geography is offered as an elective course that can meet a Social Studies core credit requirement. You will explore current geographic data, research, literature and technology to develop solutions to world cultural, geo-political and environmental issues.

236 **Lost and Found** Grades 9-12 Semester .5 credit

Lost and Found is designed to introduce students to the vast opportunities for careers using Geographic Technologies. Students will use the latest Geographic Technology to find solutions to world cultural, geo-political, and environmental issues. Focus areas include architecture, city planning, and geographic data collection and presentation.

238 **Modern World History** Grade 10-12 Year 1 credit

Prerequisite: Successful completion of World History.

This course traces the roots of contemporary world history starting with the Age of Napoleon and continuing through the current era. Students will integrate information from diverse sources, both primary and secondary, into a greater understanding of the impact of historical events on current issues. Upon completion of this course, students will have a greater understanding of the world in which they live today based upon analysis of the most significant events and trends in the last two centuries.

Prerequisite: Successful completion of Algebra I and Biology

This course is not open to students that have taken and passed Algebra I – College Prep.

This course emphasizes chemistry's impact on society. It is aimed at the student who will become a citizen but not necessarily a scientist in a technological society. Each ChemCom® unit revolves around a societal question that takes on a different approach to learning chemistry with respect to local, workplace, national, or global communities. In ChemCom® the student is lead to integrate chemistry and issues in the real world.

436 Environmental Science – College Prep Grades 11-12 Year 1 credit

Prerequisite: Successful completion Physical Science College Prep and Biology College Prep.

Your future depends on conservation, population growth, climate change, toxic waste, energy sources and sustainability. This interdisciplinary course explores human impact on the environment. Environmental literature, environmental economics, impact, and policies are discussed. Focusing on lab and outdoor field study, students will perform research, present projects, and collect and analyze data.

438 Environmental Science Grades 11-12 Year 1 credit

Prerequisite: Successful completion Physical Science and Biology.

Explore conservation, population growth, climate change, toxic waste, energy sources and sustainability. This interdisciplinary course explores human impact on the environment. Environmental literature, environmental economics, impact, and policies are discussed. Focusing on lab and outdoor field study, students will perform research, present projects, collect and analyze data.

440 Advanced Biology – Honors Grades 11-12 Year 1 credit

Prerequisite: Successful completion of Biology College Prep and Chemistry College Prep.

Biology is the fastest growing science field. The course will prepare students for science in college and beyond by working cooperatively, solving problems, and conducting experiments using equipment such as pipet pumps, micropipets, and electrophoresis apparatus. Fuse biology and chemistry in order to make informed decisions on important personal issues such as personal health, nutrition, parenting, and pharmaceutical needs.

442 Biology – Advanced Placement Grades 11-12 Year 1 credit

Prerequisite: A minimum 85 average in both Biology College Prep and Chemistry College Prep.

Running Start/College credit is available through Nashua Community College for a fee.

This is a college level course. Biology is the fastest growing science Field! Students will learn concepts of current biology (see advanced Biology write-up) in an AP and college style that will integrate these topics into lab applications, math and experimental design. Scientific research and writing, biological career investigations, and working towards an appreciation towards science as a process will also be emphasized. Students will take the AP Biology examination.

444 Physics – Advanced Placement Grades 11-12 Year 1 credit

Prerequisite: A minimum 85 average in Algebra II College Prep, pre-calculus is preferred.

Physics is the science of matter and energy and how the world and the universe work. This is a non-calculus based college physics course. The trigonometry used will help students become better problem solvers. Students will learn habits of thinking no matter what career they choose to pursue. Students will take the AP Physics B examination.

446 Physics – College Prep Grades 11-12 Year 1 credit

Prerequisite: Successful completion of Algebra II College Prep and Chemistry College Prep.

Recommended minimum 85 average in Algebra II College Prep.

This course will study matter and energy using the application of analytical problem solving and scientific inquiry to understand core physical concepts. Topics would include velocity, acceleration, forces, momentum and energy, waves, electricity magnetism, and, if time allows, Einstein's theory of relativity.

448 Conceptual Physics Grades 11-12 Year 1 credit

Prerequisite: Successful completion of Biology.

This course covers why and how things speed up and slow down; why things fall down instead of up; why it hurts when you fall on a concrete floor but not when you fall on the bed; if you want your coffee to stay hot, should you use a white or a black coffee mug; how do we hear the radio; how does an electric heater work; and who was Einstein? Regular/computer-based laboratory exercises, demonstrations, and home labs will be used. Concepts rather than math are stressed. Students should be able to manipulate a simple equation.

450 **Microbiology and Comparative Anatomy** Grades 10-12 Year 1 credit

Pre-requisite: Instructor permission (live bacteria and scalpel use; maturity and diligence are necessary).

This is a lab-oriented course for those who like hands-on work using scalpels and bacteria! Students will learn how to grow, identify, and safely handle bacteria. Bacterial diseases will also be studied. Multiple animal dissections will be compared, parts will be identified and compared, and relationships between the animal's anatomy and its function will be discovered. Diseases related to anatomy will also be studied. Grades are mainly based on lab work.

452 **New England Ecology** Grades 9-12 Semester 0.5 credit

Birds and bees, dogs and fleas...the study of systems and interactions. Students will focus on the physical, biological, and chemical factors that shape an ecosystem. Topics include population dynamics (competition, predation, and symbiotic relationships), energy flow (food chains, food webs), material and nutrient cycling, and the impacts of invasive species. The course requires a willingness to engage in and be prepared for outside activities regardless of weather.

454 **Ecology II – Ecology in Action** Grades 10-12 Semester 0.5 credit

Prerequisite: New England Ecology or Biology

Students will apply ecological principles and methodology through various long-term field-study projects. Topics will include local investigations of symbiosis, natural selection & adaptations, freshwater ecology, and forest succession. This course requires a willingness to engage in and be prepared for outside activities regardless of weather.

456 **Astronomy** Grades 10-12 Year 1 credit

Prerequisite: Successful completion of Physical Science CP and Algebra CP.

This course will explore Kepler's Laws of planetary motion, the life cycle of stars, galaxies, and black holes. Students will also learn how to read star maps, track the movement of planets in the night sky, and use telescopes. Students will have the opportunity to explore a topic in astronomy of their choice through an individual project.

458 **Forensic Science** Grades 11-12 Year 1 credit

Prerequisite: Successful completion of Biology and Chemistry. Anatomy and Physiology is also desirable.

Forensics is the application of science to legal matters. Fingerprints, DNA, blood splatter, hair, fibers, and glass, questioned documents, and anthropology are among the methods in current use. Inquiry-based learning and problem solving will be emphasized. This course will draw upon chemistry, biology, physics, mathematics, communication skills, and social studies.

460 **Human Anatomy and Physiology** Grades 11-12 Year 1 credit

Prerequisite: Successful completion of Biology CP and Chemistry CP.

The course begins with the basic chemistry of life and the basic components of all living organisms, the cell, progressing to tissues, organs, and organ systems of the body. The primary focus for the rest of the year will be to understand the structure and function of the integumentary, skeletal, muscular, and nervous system through lecture and hands-on laboratory experience. Emphasis is placed on knowing the identification of specific structures (bones, muscles, etc.) by anatomical name.

462 **S.T.E.M.** Grade 9-12 Semester 0.5 credit
(Science, Technology, Engineering, and Mathematics)

In this project-based course, teams of students will use the scientific method to design, build, and fine tune several different projects of various topics including but not limited to programming, renewable energy, building and engineering, and exploration. Students will be graded on 21st century learning skills like communication, collaboration, time management, personal responsibility, as well as their contribution to the team effort.

WORLD LANGUAGES

In today’s global community, competence in more than one language is an essential part of communication and cultural understanding. The study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides access to perspectives and knowledge only available through the language and culture. Research shows that students who study a world language show greater mental flexibility, creativity, divergent thinking, and higher order thinking skills. The study of a language helps students improve skills in their first language and also enhances listening skills and memory. The development of these skills supports preparation for college and career readiness. Most four-year colleges require a minimum of two to three years of a world language; more competitive schools seek four or five.

The Conant World Languages Program prepares students to participate in a multilingual environment that values other cultures. It incorporates a proficiency-based curriculum that enables students to use the world language in real-life situations. The following communication competencies of the 21st Century Learning Skills, aligned with the Common Core State Standards are targeted: writing, reading, speaking, listening, presenting, and observing. Instruction focuses on the three modes of communication (interpersonal, interpretive, and presentational) identified by the American Council on the Teaching of Foreign Languages (ACTFL.)

There is a world of career opportunities waiting for bilingual professionals!

<p>Government Government Official Immigration/Customs Official Foreign Embassy Staff Armed Forces Staff Foreign Correspondent Relations Representative Intelligence Specialist</p>	<p>Service Translator/Interpreter Teacher/Professor Peace Corps Volunteer Foreign Service Officer</p>	<p>Industry and Commerce Import/Export Officer Investment Specialist Overseas Manager/ Secretary Corporate Representative Customer Service Representative</p>
<p>Travel and Tourism Travel Agent Flight Attendant Hotel Staff Tour Guide/Coordinator Travel writer/Editor</p>	<p>Arts, Media, Entertainment Journalist/Writer TV/Film Producer Art Dealer Photographer Radio/TV Announcer</p>	<p>Scientific and Professional International Lawyer Medical Researcher Medical Doctor/Nurse Librarian Linguist</p>

FRENCH

500 French I – College Prep

Grades 9-12 Year

1 credit

Recommended minimum 80 average earned in 8th grade English for incoming freshmen.

In French I students begin to develop communicative competence in French, and to build understanding of the cultures of French-speaking countries. Communication focuses on real-life topics, such as self, family, friends, interests, and personal opinions. Students develop interpersonal skills through spoken and written exchanges in French. They develop interpretive skills by listening to, viewing, and reading simple French materials. They develop presentational skills by presenting familiar information in French orally and in writing.

502 French II – College Prep Grades 9-12 Year 1 credit

Recommended minimum 75 average earned in French I.

In French II students continue to develop their proficiency in the three modes of communication (interpersonal, interpretive, and presentational.) Communication is focused on meaningful contexts in the immediate world, such as sports and leisure activities, foods and eating customs, daily routine, health and medicine. Students show greater accuracy with basic language structures, and begin to understand more complex features of the language, such as description of events in the past.

504 French III – Honors Grades 10-12 Year 1 credit

*Recommended minimum 80 average earned in French II.
Running Start/College credit is available for a small fee.*

In French III-Honors students continue to strengthen their communicative skills by speaking and writing in French, by listening to and reading messages and short passages in French, and by making oral and written presentation in French. They are able to communicate on a variety of topics, to use more complex structures in French, such as description of future plans and of events which may occur, and to move from concrete to more abstract concepts.

506 French IV – Honors Grades 11-12 Year 1 credit

*Recommended minimum 85 average earned in French III – Honors.
Running Start/College credit is available for a small fee.*

In French IV-Honors students continue to strengthen their communicative skills by interacting orally and in writing in French, by listening to and reading French text, and by making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues. They comprehend spoken and written texts from a variety of sources, and are able to express well-developed ideas in writing on various topics.

508 French (Language and Culture) Grade 12 Year 1 credit
- Advanced Placement

Recommended minimum 85 average earned in French IV – Honors.

This course, taught in French, is meant to develop students' proficiency levels in French to the High Intermediate to Low Advanced range of the ACTFL Performance Guidelines, preparing them for the College Board AP Examination. The course emphasizes interpersonal, interpretive, and presentational communication skills, and incorporates the study of six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

SPANISH

520 Spanish I – College Prep Grades 9-12 Year 1 credit

Recommended minimum 80 average earned in 8th grade English for incoming freshmen.

Students begin to develop communicative competence in Spanish, and to build understanding of the cultures of Spanish-speaking countries. Communication focuses on real-life topics, such as self, family, friends, interests, and personal opinions. Students develop interpersonal skills through spoken and written exchanges in Spanish. They develop interpretive skills by listening to, viewing, and reading simple Spanish materials. They develop presentational skills by presenting familiar information in Spanish orally and in writing.

522 Spanish II- College Prep Grades 9-12 Year 1 credit

Recommended minimum 75 average earned in Spanish I.

In Spanish II students continue to develop their proficiency in the three modes of communication (interpersonal, interpretive, and presentational.) Communication is focused on meaningful contexts in the immediate world, such as sports and leisure activities, foods and eating customs, daily routine, health and medicine. Students show greater accuracy with basic language structures, and begin to understand more complex features of the language, such as description of events in the past..

524 Spanish III – Honors Grades 10-12 Year 1 credit

Recommended minimum 80 average earned in Spanish II.

Running Start/College credit is available for a small fee.

In Spanish III-Honors students continue to strengthen their communicative skills by speaking and writing in Spanish, by listening to and reading messages and short passages in Spanish, and by making oral and written presentation in Spanish. They are able to communicate on a variety of topics, to use more complex structures in Spanish, such as description of future plans and of events which may occur, and to move from concrete to more abstract concepts.

526 Spanish IV – Honors Grades 11-12 Year 1 credit

Recommended minimum 85 average earned in Spanish III – Honors.

Running Start/College credit is available for a small fee.

In Spanish IV-Honors students continue to strengthen their communicative skills by interacting orally and in writing in Spanish, by listening to and reading Spanish text, and by making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues. They comprehend spoken and written texts, and are able to express well-developed ideas in writing on various topics.

528 Spanish (Language and Culture) Grades 11-12 Year 1 credit
- Advanced Placement

Recommended minimum 85 average earned in Spanish IV – Honors.

This course, taught in Spanish, is meant to develop students' proficiency levels in Spanish to the High Intermediate to Low Advanced range of the ACTFL Performance Guidelines, preparing them for the College Board AP Examination. The course emphasizes interpersonal, interpretive, and presentational communication skills, and incorporates the study of six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

LATIN

Why study Latin? Would you like to improve your verbal and reading skills in English, maybe even boost your score on SAT's? Are you studying a modern Romance language such as French, Italian, or Spanish? Are you interested in understanding Roman influences on our civilization today? Do you like mythology? Are you considering a career in law, medicine, science, or business? Are you a motivated, college-bound student who would like to add some knowledge of Classical Languages to your academic profile?

Did you know that ancient Roman laws and customs are still observed today, that our modern calendar was devised by Julius Caesar, that the pretty flower we know as *gladiola* gets its name from the Latin word for *sword*, or that more than half of our English vocabulary is derived from Latin words more than two thousand years old? Greek and Latin are not dead; they are immortal!

540 Latin I – College Prep Grades 9-12 Year 1 credit

Latin I introduces the vocabulary, grammar, translation and reading skills necessary for understanding elementary Latin. Since Latin is more a written than spoken language, this course is focused on learning Latin grammar and vocabulary in order to read it. Students also learn about Roman history and culture, and study word roots and derivatives, which create close connections between Latin and English.

542 Latin II – College Prep Grades 10-12 Year 1 credit

Latin II builds on the foundation begun in Latin I, and emphasizes expanded vocabulary acquisition and etymology, further knowledge of Roman history and culture, a more solid understanding of Latin grammar, and extensive reading and translation.

550 Global Perspectives - CP Grades 11-12 Semester 0.5 credit

This multi-disciplinary course helps students to broaden world knowledge, build awareness of global issues, and increase respect for cultures outside of their own. In deepening their understanding of people of other racial and ethnic backgrounds, students develop into globally minded citizens. Cultures are explored primarily

today. Various class discussions/activities address consequences of personal health decisions. Topics include decision-making, goal setting, maintaining good mental health, relationships, conflict resolution, nutrition, teen pregnancy, stress management, suicide, human reproduction, STD's, drug, and alcohol and tobacco use/abuse.

VISUAL FINE ARTS

Courses in the Visual Fine Art Department **nurture** students' ability to make critical decisions, engage in creative problem solving, and practice self-reflection. In harmony with Conant's Core Values and Beliefs, these courses allow students to:

1. **Inspire** themselves through choices about subject matter and materials and take pride in their finished artwork.
2. Reach a standard of **excellence** set beyond simply completing a task with an expectation of quality and craftsmanship.
3. Value the **differences** in one another's ideas and choices and appreciate the meaning in such variety.
4. Build **community** among fellow students through a network of skills, ideas, approaches, and their common challenge.
5. Engage in critique in order to use feedback for productive outcome thus building **resiliency** when confronted by criticism.

Career Choices in Visual Art are diverse and plentiful, and include the following:

Art Teacher
Video Game Design
Book Illustration
Graphic Design
Industrial Design
Museum Curator
Web Design
Costume Design
Fashion Design
Set Design (Theater)
Art Critic
Textile Design
Architecture
Film Production
Photographer
Jewelry Designer
Animation Artist
Advertising Design
Fashion Illustration
Screen-printer

Students will explore advanced projects in drawing, painting, design, and printmaking. Emphasis will be placed on the elements and principles of art and design. Art-related homework assignments and independent projects are a requirement of this course.

720 3-D Studio Art: Sculpture and Ceramics Grades 9-12 Year 1 credit

Prerequisite: minimum 73 average earned in Foundations in Art.

Students master the basics of ceramics and sculpture techniques of rendering in a three-dimensional space. They learn the production of functional and non-functional pottery, as well as, sculptural clay objects. Students examine the way sculpture has been created and perceived throughout history in various cultures and look at historical styles and techniques. An individual sketchbook contributes to each student’s quarterly portfolio presentation.

722 Art Throughout Time Grades 9-12 Year 1 credit

Prerequisite: minimum 73 average earned in Foundations in Art.

This course balances art projects with exploration of art through the eyes of history. The course will explore the means and methods that cultures all over the world and throughout time have used to express themselves creatively. Expect to work daily on creating art, viewing slide presentations, art history readings, and group work.

724 Studio Art – Advanced Placement Grade 12 Year 1 credit

Prerequisite: Successful completion of Foundations in Art & two previous advanced studio art courses. Required minimum 83 average in two previous advanced studio art courses & teacher approval.

In this *very intensive* course, students will produce a portfolio of 24 artworks. This class is intended for students who are planning to attend a fine arts program post-high school or for the serious-minded student who is looking to earn their college art credit in advance. Students in this course must be self-motivated as the course is very much individualized with a large amount of work expected to be done at home. Portfolios will be reviewed by the College Board and can be used as part of a college application.

PHYSICAL EDUCATION

800 Co-ed Physical Education Grades 9-12 Semester 0.5 credit

This course provides opportunities for students to develop an appreciation and a skill-based knowledge for sports and physical fitness. The program will encourage the development of strategies to engage in a healthy active lifestyle as well as expand a student’s growth towards positive social interactions with peers.

The Physical Education program covers the following team and individual sports.

Tennis	Volleyball
Soccer	Handball
Horseshoes/Bocce	Strength Training
Flag Football (1 st Term)	Basketball
Lacrosse (4 th Term)	

806 Athletic Physical Education Grades 9-11 Season 0.5 credit

Any student who successfully completes a season on a Conant athletic team will be given 0.5 Physical Education credit toward the one credit required for graduation. This half credit can only be received once, as the other half credit required MUST be gained by completion of the regular physical education program. Additionally, Athletic PE credit MUST be completed by the end of the junior year. Seniors do not qualify for Athletic PE credit.

MUSIC

will continue to use electronic software and will be introduced to QuickBooks. Guest speakers and job shadowing with local businesses will reinforce employment expectations in this field.

922 Business and Personal Law Grades 10-12 Semester 1 credit
Priority for Juniors.

Learn rights and responsibilities in everyday business and personal transactions. Includes ethics and law, criminal law, problems in society, torts, the court system, trial procedures, contracts, consumer protection, employment contracts, renting a place to live, and borrowing money and buying on credit. The students will create and participate in a mock trial.

924 Entrepreneurship/Small Business Ownership Grades 10-12 Semester 1 credit
Priority for Juniors.

This course is intended for any student interested in starting his or her own business. Students will assess the nature of entrepreneurship and each individual's opportunity to become an entrepreneur. Students will then develop a business plan including a feasibility study, market analysis, business forms, site selection and layout and will then examine issues pertinent to business management including marketing, purchasing/inventory, production/distribution, operations/staffing, financing, and human resources. The students will participate in a trade industry show.

926 Business Management Grades 11-12 Semester 1 credit

Learn what it takes to manage a business in today's world. This course will focus on an introduction to management; ethics and social responsibility; businesses, workers, and the law; international business; decision-making skills; communication skills; motivation and leadership; managing conflict and stress; and managing change, culture, and diversity. This course is highly recommended for all students entering the field of business after high school.

928 Principles of Marketing Grades 11-12 Semester 1 credit

This course emphasizes basic marketing skills including product/service management, pricing, promotion, distribution, market research, and the interpersonal skills necessary to work successfully in the real world. Students will have the opportunity to develop leadership skills, career goals, and occupational skills through a real-life opportunity working with Cougar Apparel. This course is highly recommended for any student interested in studying marketing at the college level.

936 Computer Networking II Grades 11-12 Semester 1 credit

Prerequisite: Satisfactory completion of Computer Networking I.
Note: Running Start Course

Students will be introduced to the skills required to setup and maintain a home or small business networks. Such topics as connecting to the network, connecting through an Internet Service Provider, network addressing including subnetting, implementing wireless technologies, network security and network troubleshooting. Students will construct simple networks in a simulated environment and will troubleshoot issues. Students continue the process of analyzing problems/bugs imbedded in their network.

938 Computer Programming & Software Development I Grade 11-12 Semester 1 credit

Prerequisite: C or better in Algebra I
Note: Running Start Course

Using a programming language, students will analyze a problem and design, code, test and document a programming solution. Students will experience various opportunities at logic development in the solving of problems. Logic understanding and development is key to generating algorithms for network filtering and routing.

940 Computer Programming & Software Grades 11-12 Semester 1 credit

Development II

Prerequisite: Satisfactory completion of Computer Programming & Software Development I

Note: Running Start Course

This course continues the idea of using programming and its constructs to solve problems. The student's understanding of variables, arrays, if, if else, loops, and functions will be reinforced, while introducing the student to the object oriented C++ programming language. Additionally the student will be introduced to pointers and structures, and selected preprocessor directives as well as bit manipulations. Pre-Requisite: Introduction to Programming/Software Development.

944 **Digital Photography & Video Arts I** Grades 10-12 Semester 1 credit

Note: Running Start Course

This course is fast paced and is best suited for motivated engaged students. In Photo/Video I students will be introduced to the skills necessary to succeed in today's visual world. Instruction will include studio and field techniques, photojournalism, portrait and candid photography, commercial photography, still life and food photography, as well creation of a personal photo blog and artist's statement, study of the history of photography, and during the second half of the course darkroom work. Student work will be shown in public.

946 **Digital Photography & Video Arts II** Grades 11-12 Semester 1 credit

Prerequisite: Satisfactory completion of Digital Photography & Video Arts I and teacher recommendation.

Note: Running Start Course

Photo/Video II is designed as the final piece to the Photo/Video program at ConVal. In this course students will select a path that interests them most: video, fine art photography, photojournalism or commercial photography. During the semester they will apply skills they have learned thus far in the photography program to "real world" scenarios. Students will create business cards, work with community clients, develop a professional brand, and market their work.

948 **Introduction to Engineering Design** Grades 9-12 Semester 1 credit

Prerequisite: C or better in Pre-Algebra

Students will use Autodesk computer software to communicate graphic information. Sketching and drawing will be a regular visual exercises. This course has equal parts hands on activities and computer use. Projects include bridge building, newspaper towers, 3D printed part, model cabin, and circuit building. Computer software used is the industry standard for Engineering careers. Knowledge and skills gained in this course will be valuable for students pursuing the Engineering Design program.

950 **Engineering Design and Manufacturing I** Grades 11-12 Semester 1 credit

Prerequisite: Successful completion of Geometry.

Note: Running Start Course

Students engage in open-ended problems; using science, technology, engineering and math to provide a logical outcome. Projects and assignments are those designed by professionals in the field. Students investigate, test and complete projects that support such areas as aerodynamics, biological, sustainability, mechanical and circuit engineering; some use of engineering teams are required. Classroom structure is project based learning outcomes. Students will learn and use; Solidworks, and the AutoCad suite software in both 2D and 3D environments, also used in the PLTW program.

952 **Engineering Design and Manufacturing II** Grades 11-12 Semester 1 credit

Prerequisite: Successful completion of Engineering Design and Manufacturing I or a C or better in Algebra.

Note: Running Start Course

Students focus on the design, development and production of useful products. The use of computer software from Engineering Design I will be re-emphasized as well as CNC and 3D printing. Students will be working with clients, preparing presentations, and submitting work in competition format. Focus engineering areas are aerodynamics, biological, sustainability, mechanical and circuit engineering. Course completers will have the

required knowledge of design basics, and be able to implement solutions for problems in an engineering environment, some use of engineering teams are required.

954 **Engineering Design and Manufacturing III** Grades 11-12 Semester 1 credit

Prerequisite: Successful completion of Engineering Design and Manufacturing II.

Note: Running Start Course

Students interested in the field of Architecture will be working on the state design contest. Students will chose an area of engineering focus and build learning outcomes to meet those goals. Student participation in competition is highly recommended. When possible clients will be integrated into the classroom and work with students. This course uses the concepts learned in both Engineering Design I and II. The use of engineering teams can be applied. Students will create an interactive web page representing the area of engineering interest for the use of college credit or employment opportunity.

956 **Fire Science/Emergency Tech (EMT)** Grades 11 Semester 2 credits

Prerequisite: Application required

Pending state and local approval, this course may be offered at Conval for the 16-17 school year.

958 **Graphic Design 1** Grades 10-12 Semester 1 credit

Priority for Juniors.

Note: Running Start Course

Students will explore many new technologies in creating a broad variety of visual designs. Student projects include logos, posters, brochures, CD covers, t-shirts, ads and other print media. Exposure to website development, software gaming, technology and advertising/marketing are also included. Student progress from design and conceptualization to basic drawing techniques and then advance to graphic editing (Adobe Illustrator) and photo editing (Adobe Photoshop). Community based projects allow the students to work in real world situations.

960 **Graphic Design 2** Grades 11-12 Semester 1 credit

Prerequisite: Satisfactory completion of Graphic Design 1 and teacher recommendation

Note: Running Start Course

Students will expand on the basic principles and apply them to more comprehensive designs. Students will be exposed to new styles of art and design. More complex forms of print and electronic media will be utilized to develop 4-color ads, multi-page brochures, posters and websites. At this level the students will utilize much of the Adobe Creative Suite including Illustrator, Photoshop, and InDesign. The student-developed portfolio is used as an end of course assessment in place of a final exam.

962 **Graphic Design 3** Grades 11-12 Semester 1 credit

Prerequisite: Satisfactory completion of Graphic Design 2 and teacher recommendation

Focus in this course will be on the completion of a graphic design portfolio which will be showcased from a website that the students design for themselves. Website design and development as well as web-based animation will be covered. The students will utilize the entire Adobe Creative Suite including Illustrator, Photoshop, InDesign, Dreamweaver, and Flash. The students will also be involved with community based projects and take time to explore special areas of interest within the Graphic Design industry.

964 **Website Design** Grades 9-12 Semester 1 credit

Explore the Internet and connect to a global community. Students enrolled in Website Design will develop, produce and publish their own website using state-of-the-industry technologies. Students will develop a digital portfolio using basic HTML, web authoring software, content management software and web-based animations. Presentation of the portfolio will take the place of a final exam. Good writing skills are essential in Website Design.

968 **Teacher Education I** Grades 11 Year 2 credits

Teacher Education I introduces students to basic teaching skills, such as classroom management, lesson planning, and discipline techniques. Students divide their time between classroom instruction and student teaching preschool, elementary, middle and high school lessons. Classroom instruction includes lecture, lesson planning, essay writing, research projects, video clips, and classroom discussions and will focus on all levels of education. Students will also participate in a civic/service learning project through a non-profit organization.

970 Teacher Education II Grade 12 Year 2 credits

Prerequisite: Successful completion of Teacher Education I

Students divide their time between classroom instruction and student teaching preschool, elementary, middle and high school lessons. Classroom instruction includes lecture, lesson planning, essay writing, research projects, video clips, and classroom discussions and will focus on all levels of education.

Students will participate in a civic/service learning project through a non-profit organization as well as completing a final senior project and digital ePortfolio.

976 Licensed Nurse Assisting (LNA) Grade 11, 12 Quarter 1 credit

Prerequisite: Pass Red Cross screening assessment, application and interview required. Must be at least 16 years of age and must provide own transportation.

Students learn about caring for patients of all ages, how to check vital signs, maintain a clean and safe work environment, correctly use medical terminology and demonstrate good health care skills. The LNA program involves both classroom instruction and live work in local clinical settings. Students will have the opportunity to take the state-licensing exam that if passed, qualifies the individual for employment as a Licensed Nursing Assistant.

978 Manufacturing Principles and Processes Grade 11-12 Semester 1 credit

In today's global economy, modern manufacturing encompasses a wide variety of skills. This course has been developed in co-operation with a local manufacturing company to offer students an opportunity to learn skills and techniques used daily in manufacturing businesses. Classroom sessions will include hands-on learning with an emphasis on measurement techniques, development of efficient assembly processes, and experience with state-of-the-art lean manufacturing practice. The course foal is to provide students with experience in applying science problem solving while gaining manufacturing background skills that are attractive to many employers.

Alphabetical Course Directory

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