

Woodsville High School



Academic Catalog

2019 – 2020

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Table of Contents

Guidelines	3-8
River Bend Vocational Programs	8
Business Department	9
Computer Science	9-10
English Department	10-13
Family and Consumer Science Department	13-14
Fine Arts and Music Department	14-18
Mathematics Department	18-20
Physical Education Department	20
Science Department	20-22
Social Studies Department	23-25
Technology Education Department	25-26
World Language Department	26-27
Other Programs	27-28

GUIDANCE GUIDELINES

This booklet is designed to help families and students understand WHS Guidance and graduation policies and to register for appropriate classes during high school. Woodsville High School has a four-period school day with a competency recovery/advisory at the end of the day. The first semester runs from late-August through mid-January. The second semester starts in mid-January and runs through mid-June. There are several alternating day classes that are structured to run year-long (1 credit) or for one semester (.5 credits). All classes are 83 minutes in length.

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

Students need to consider several factors when choosing classes:

Credit requirements

Graduation requirements

Level of challenge

College or workforce entry requirements

1 full unit of credit is earned for successfully completing, with a grade of 2.5 or better, one semester-long 83 minute class, or one year-long 83 minute class on alternating days.

.5 unit of credit is earned for successfully completing, with a grade of 2.5 or better, one semester-long 83 minute class on alternating days.

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

Graduation Requirements:

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

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

* Students may take Economics or Personal Finance for this credit. **(Students beginning with the Class of 2022 must take both Personal Finance and Economics)

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

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

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

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

Students who are judged at risk of not successfully completing Woodsville High School's graduation requirements after at least two years of traditional study may be offered the option of pursuing an alternative diploma which would allow them to graduate from high school by acquiring the **20 credits** necessary to meet **New Hampshire's Minimum State Requirement for a High School Diploma** (outlined below).

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

* Students may take Economics or Personal Finance for this credit. ** (Students beginning with the Class of 2022 must take both Personal Finance and Economics)

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

Students offered the 20-credit diploma option must be deemed at risk, must have a solid goal for after graduation, as well as employability skills acquired through current vocational-technical training or work experience, and must go through an application and interview process with administration. The 20-credit diploma is not an early completion or early graduation option; it is an option for at-risk students.

EARLY GRADUATION:

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

ENROLLMENT AND DIPLOMA POLICIES:

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

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

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

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

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

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

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

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

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

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

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

PROMOTION:

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

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

CREDIT- RECOVERY:

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

DISTANCE LEARNING LAB (DLL):

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

LEVELS OF CHALLENGE

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

No designation or General: These classes are either heterogeneous in nature or designed for students who require an emphasis on the practical or basic skills. Students who perform well in general level classes are encouraged to move up to CP level classes since general level classes do not always meet college admissions standards.

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

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

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

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

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

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

COLLEGE OR WORK FORCE ENTRY REQUIREMENTS

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

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

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

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

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

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

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

Less-Competitive Colleges and Technical Schools: (Lyndon State, CCSNH, Vermont Technical College)

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

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

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

Workforce:

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

RIVER BEND VOCATIONAL PROGRAMS

The Pre-Technical Program at River Bend is available to selected 9th and 10th graders and carries credit for English, Math and one vocational elective. The remainder of the vocational training options at River Bend, which are scheduled for three hour blocks of time in the morning or afternoon, are open to qualified juniors and seniors. Successful completion of the entire two year vocational sequence at River Bend carries the following embedded credits:

Automotive Technology 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits	Construction Technology 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits
Cosmetology 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits	Culinary Arts 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits
Diversified Ag/Natural Res. 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits	Electrical Technology 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits
Emergency/Fire Mgmt. 4 credits per year 6 general elective credits	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits	Gaming, Anim., Web Design 4 credits per year 2 year program	After 2 years awards: 1 art/computer elective 1 vocational elective 6 general elective credits
Health Science 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits	Heavy Equipment 4 credits per year 2 year program	After 2 years awards: 1 science elective 1 vocational elective 6 general elective credits

BUSINESS DEPARTMENT

Computer Literacy (.5 credit)

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

Personal Finance (.5 economics credit)

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

Introduction to Business Administration (.5 credit)

Open to juniors or seniors who have successfully completed Computer Literacy. This course consists of three modules: 1) Entrepreneur: This module will give students an overview of themselves to find a better fit in deciding a business career; 2) Overview of Business: This module will focus on how a business is established. The art of work teams will be practiced and used in decision making; 3) Business Career Goals: This module will contribute toward giving the student an ability to choose a business career. The importance of planning will be discussed.

COMPUTER SCIENCE

Advanced Computer Applications (.5 credit) Prerequisite: Computer Literacy

Woodsville High School's Advanced Computer Applications is a course designed to familiarize students with various subscription and online applications available to them as learners. Students will gain advanced understanding of operating environments, word processing, spreadsheets, database, Internet usage, multimedia, graphics, and emerging technologies. Students will be exposed to a variety of technological tools which can help them be successful in college and in career.

21st Century Media (.5 credit) Prerequisite: Computer Literacy

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

Web Design I (.5 credit)

Open to juniors or seniors who have successfully completed Computer Literacy. This course is an introduction to web page design. Students will learn presentation of information, navigation techniques, layout, image creation and use, and tables and forms. There will be a survey of tools and extensive study of CSS.

ENGLISH DEPARTMENT

English Language Arts Tracks

General Studies Track

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

Honors Track

English 9 (Hon) -- English 10 (Hon) -- AP Language -- AP Literature

English 9

This course is presented in a yearlong format to help all levels of students build and reinforce foundational literacy skills for high school. Skills include reading comprehension, speaking, writing, vocabulary acquisition, and work habit development. Students will explore different literary genres throughout the year reading a mix of classic and contemporary literature.

English 9 Honors

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

English 10

American Literature - A historically- based course covering American literature from 1865 to the present. Students read representative major, as well as minor, writers from all literary periods and various movements. Readings are set in the cultural contexts in which they were created. Complementary units studied will include mechanics and conventions (grammar), writing in an argumentative style, oral fluency and public speaking skills, and researching for argumentative purposes.

English 10 Honors

American Literature – Completion of a summer reading assignment is required; failure to complete assignment will result in student being rescheduled to the general-level course. This is a historically based course covering American literature from the Colonial Era to 1950, as well as Native American literature. Complementary units studied will include mechanics and conventions (grammar), writing in an argumentative style, oral fluency and public speaking skills, and researching for argumentative purposes.

English 11

British Literature – Students will engage in the reading of works from the United Kingdom and its member states to understand the role that British Literature has impacted the modern world, both culturally and artistically. Students will engage in a variety of time periods, from the Viking era through the present as well as various literary forms (poetic eddas, oral traditions, the novel, drama, etc.)

English 12

World Literature -- Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Students continue to develop more precise writing skills

and write literary analysis, arguments, and narrative pieces, focusing on the skills of topic development, organization, and the use of textual evidence.

AP Language and Composition

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

AP Literature and Composition

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

Electives

Creative Writing

Creative writing is a course centered on student choice and expression. Throughout the semester, students will develop their creative voice through engagement in a variety of written styles, including poetry, short story, mythology, and graphic storytelling. Students will read and discuss articles on the craft of writing as well as models to discuss and analyze. Students will also learn poetic vocabulary, interpret poems, and create original pieces. Students will write and workshop each other's writing to complete a final portfolio at the end of the semester. Students will hone speaking and publishing skills through the delivery of their writing to an audience.

Publishing/Yearbook

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

Film Studies

This course introduces core concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial collections. The coursework covers a wide range of styles and historical periods in order to assess the multitude of possible film techniques (camera techniques, editing, shot selection, etc.) and principles of narrative structuring. Along with questions of film technique and style, the course asks students to consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and audience reception. Success in the course demands rigorous attention to both the

films and the readings and requires students to watch, analyze, and write about film in new ways. Throughout the semester, students will learn different methods of viewing, analysis, exposition, and criticism and will have the opportunity to write extensively about the films seen in class.

FAMILY AND CONSUMER SCIENCE

The Art of Food (1 vocational or art credit)

The Art of Food is primarily a lab class with some lecture/discussion and written assignments. It is designed for students who wish to learn the basics of nutrition, food preparation and cultural study through the culinary art lens. Focusing on the challenges that families, consumers and workers face, classroom activities will include; instruction in food terminology, storage of foods, basic nutrition and consumer buying of foods. Laboratory exploration will offer students opportunity to demonstrate food preparation. Students are to investigate customs, education, politics and histories of various cultures. Reporting and presenting findings to the class will foster global awareness and appreciation of other cultures. Students will be provided with opportunity to be creative in their food preparations. Students will be required to take initiative in planning their course of study. They will be responsible for choosing and preparing recipes in each area assigned in the course outline.

Mentoring (1 vocational credit)

Open to upperclassmen with a good attendance record. This course introduces students to the teaching profession by providing them with an opportunity to work hands-on with young children in a mentoring/educational capacity. It requires individuals to take the initiative to work either one-on-one, in a small group, or with an entire classroom, promoting healthy role modeling and emphasizing academic skill-building. Students are responsible for analyzing, discussing and journaling different aspects of the mentoring relationship. Students will be responsible for leading activities and completing projects. Enrollment is limited.

Advanced Mentoring (1 vocational credit)

Open to upperclassmen with a good attendance record and at least one semester of Mentoring and have the permission of the instructor. As a continuation of the mentoring experience, students will continue to work in the elementary school classroom while completing a portfolio. Students will learn about topics relating to the development and education of young children. Students are responsible for journaling, projects, and leading activities. Students can take only two semesters of Advanced Mentoring. Enrollment is limited.

FINE ARTS DEPARTMENT

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

Art 1 CP: .5 or 1 Credit (Fine Art or Elective)

This course is designed as a beginning art class for students wishing to pursue upper level art courses. In the first quarter, students will develop skills in drawing from observation, learning about color theory, and 2-dimensional design using a variety of art materials and tools. In the second quarter students will apply their drawing and design skills in painting, printmaking and at least one 3-dimensional process. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. All Art 1 students are required to participate in the Spring Arts Festival and complete at least one art related service project.

Art 2 CP: .5 or 1 Credit (Fine Art or Elective)

This course is designed for the highly motivated art student. In this course you will continue to develop skills in drawing from observation and 2-dimensional design from Art 1. This course will consist of more in-depth study of observational drawing, 2-design, and 3-dimensional processes. Students who wish to pursue independent art are encouraged to take both Art 1 and 2. This course also serves as a way to build the skills needed to create an application portfolio for post-secondary art programs. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments, as well as develop an ability to talk about their work and the work of others in classroom critiques. All Art 1 students are required to participate in the Spring Arts Festival and complete at least one art related service project.

Open Art Studio (1 credit) - Advanced Art

Advanced Art is a block of time where students are able to be self-directed in their visual arts education. The class serves as an advanced art for motivated students who have taken another studio art course previously and would like to continue a deeper investigation into a specific media, such as painting, drawing, or block printing etc., or further explore others. Students will have to complete research tasks (written, sketching, visual references) to give meaning and insight into their work. Students will be required to create a schedule where they will complete a determined number of pieces per quarter, prepare art for display, display art, create a final portfolio of work, and an artist statement. Students will be making art on a theme, but will be able to complete assignments using the art media of their choosing.

Ceramics: 1 Credit (Fine Art or Elective)

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

Printmaking: .5 or 1 Credit (Fine Art or Elective)

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

Independent Art: .5 or 1 Credit (Fine Art or Elective)

This is an advanced studio course for serious art students desiring more depth in specific mediums. The area of study will be chosen by each student. Various mediums can be explored, however no more than two during the semester. Suggested areas of specialization might include: oil painting, photography, drawing, set design, computer graphics, sculpture, ceramics and printmaking. This course builds on the foundations of Art II, Photography, Ceramics, Printmaking, or Graphic Design and at least one or more of these courses are necessary as a prerequisite for Advanced Art. In addition, a portfolio review and permission of the instructor and guidance are required. A digital portfolio, participation in the Spring Arts Festival, and complete at least one art related service project are required.

Digital Photography: .5 or 1 Credit (Fine Art, Adv. Computers or Elective)

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

Band (.5 credit per semester)

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

Chorus (.5 credit per semester)

Woodsville High School Chorus is a non-leveled course where any student can become competent in the National Core Arts Standards – *Creating, Performing/Presenting, Responding* and *Connecting*. These competencies are met through a variety of formats, and many are student designed. Students will be expected to sing on a daily basis, and attend any performances required throughout the duration of the course, some of which may be outside of school time. The core principles of membership in chorus reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful completion of Chorus is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits

Personalized Music Learning (.5 credit)

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

Songwriting & Music Composition (.5 Credit)

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

Music Theory 1 (.5 Credit)

Music Theory & Ear Training is a non-leveled course where any student can become competent in the National Core Arts Standards - *Creating, Performing/Presenting, Responding* and *Connecting*. These competencies are met through learning foundational concepts about music theory (melody, rhythm, principles of harmonic structure,

song form) and ear training (solfege notation system, audiation, sight singing, melodic & rhythmic dictation). The core principles of Music Theory & Ear Training reflect on the importance of our work study beliefs at Woodsville High School, which reflect *Collaboration, Communication, Creativity* and *Self-Direction*. Successful completion of Music Theory & Ear Training is contingent upon demonstrating competence in each area through performance tasks, and meeting the expectations of Work Study habits.

MATHEMATICS DEPARTMENT

Intro to Algebra (1 credit)

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

Algebra I (1 credit)

This course is a study of the basic operations applied to polynomials and rational numbers. Also included are techniques for solving and graphing equations and inequalities in one and two variables. Topics from Finite Math will be introduced. Students will need a scientific calculator.

Advanced Algebra I (1 credit) **Admission with recommendation of prior math instructor.**

Designed for the college-bound student, this course is a fast-paced study of the basic operations applied to polynomials and rational numbers. Also included are techniques for solving and graphing equations and inequalities in one and two variables. Topics from Finite Math will be introduced. Students will need a scientific calculator.

Algebra IA and IB (1 credit each)

This is a sequential, longer term approach to teaching the concepts of Algebra I for students who have taken Intro to Algebra. Each course is an 83 minute semester-long class. Both segments IA and IB must be completed successfully in sequence in order to meet the state requirement of one full Algebra 1 credit.

Geometry (1 credit)

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

Geometry – College Preparatory/Honors (1 credit)

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

Algebra II (1 credit)

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

Algebra II- College Preparatory (1 credit) (can be taken as a Running Start class)

Open to those who have successfully completed Algebra I and Geometry CP, or with recommendation of the Math Department. This course will review and broaden skills and concepts introduced in Algebra I with emphasis

on real world application of functions and equations. Topics from finite math (matrices, statistics and probability) will also be studied. Students will need a scientific calculator.

Senior Math Lab (1 credit)

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

Quantitative Reasoning (1credit) (Running Start)

Open to juniors and seniors who have successfully completed Algebra II or Algebra II CP or with recommendation of the Math Department. Can be taken for college credit. Designed for seniors who realize the benefit of strengthening their math skills for college. This course will review topics including advanced mathematics, algebra, set theory, logic, and probability. Students will need a scientific calculator (graphing calculator preferred.)

Statistics and Probability (1 credit) (Running Start)

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

Pre-calculus (1 credit) (Running Start)

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

AP Calculus (1 credit) (Running Start)

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

PHYSICAL EDUCATION DEPARTMENT

Physical Education I – (.5 credit)

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

Unified Physical Education – (.5 credit)

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

Team Sports with Strength and Conditioning - (.5 or 1 credit)

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

Group Exercise – (.5 credit)

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

Lifetime Activities – (.5 credit)

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

SCIENCE DEPARTMENT

Physical Science (1 credit)

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

Physical Science - Advanced (1 credit)

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

Physical Science- A & B (1 credit each)

Target Students: Students that need additional time to complete the work. Slower paced, teacher supported.

Supported study of physical science every day for the full year (see above). Emphasis is placed on scientific process and problem solving skills. Topics include: science and engineering practices, matter and its interactions, energy, motion and stability, electricity and magnetism, and Earth's place in the Universe.

Biology (1 credit)

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

Biology – Advanced (1 credit)

Prerequisite: Successful completion of Physical Science and the recommendation of the Science Department. This in-depth course is for academically motivated and independent learners. Topics include ecology, biochemistry, cellular structure and energetics, cellular reproduction, DNA structure and function, genetics, evolution, and

classification. An emphasis will be placed on the interactions between living systems and their environment through graphical interpretation and laboratory explorations. Strong oral and written communication skills are essential for success in this course.

Forensic Science (1 credit) (Running Start)

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

The Power of Nature (1 credit)

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

Chemistry – College Preparatory (1 credit)

Prerequisite: Successful completion of or concurrent enrollment in Algebra II, and Physical Science. This is a lab-based course that teaches students about the role that chemistry plays in society and the world at large. It is taught topically to emphasize these connections and help students think intelligently about issues that they will encounter in their personal and professional lives. Major topics of study will include, but are not limited to: metals, air, petroleum, and water. Mathematics will be applied through data processing and dimensional analysis. This course is designed for the students that plan on continuing on to post-secondary education.

Chemistry- Honors (1 credit) (Running Start)

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

Human Biology (1 credit) (Running Start)

Prerequisite: Successful Completion of Algebra I, Physical Science and Biology. Can be taken for college credit. This course is recommended for any student looking to go into the health field. *Many colleges are now requiring Human Biology as a prerequisite for Anatomy and Physiology.* This class is taught to a college curriculum that introduces students to the structures and functions of the human body and prepares them for more advanced anatomy and physiology. Topics include human chemistry, cell structure and function, genetics, and human organization with emphasis on the digestive, circulatory, lymphatic, respiratory, urinary, skeletal, muscular, nervous and sensory systems.

Nutrition (1 Credit) (Running Start)

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

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

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

Prerequisite: Pre-Calculus, successful completion of Physical Science and Biology, recommendation of the Department.

Physics is the study of scientific laws and energy that apply to the world around us. Using the philosophy from STEM, students will understand Physics concepts better by using simulations, engineering design principles, and the math behind it all. Topics will include the study of motion, forces, energy, light and electricity.

This class has a heavy emphasis on greater mathematical concepts and ideas in order to develop and solve problems, so a working knowledge of advanced algebra and word problems is essential. Laboratory investigations are the main component of student learning so students must be capable of managing time and possess autonomy. Students must have access to a graphing calculator as well.

SOCIAL STUDIES DEPARTMENT

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

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

Western Civilization CP/H- (1 credit) (social studies credit)

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

Government/Civics (1 credit) (social studies credit) ***required for sophomores beginning with the class of 2022**

The topic of this class is the American constitutional democracy under which we live. Included is a detailed study of the articles and amendments that make up the Constitution, with special emphasis placed on examining the historical times and founding fathers who jointly wrote this document. This course will also examine the purpose, structure and functions of government at all levels including local and state. Students will be expected to keep up to date on current issues by reading news periodicals and sharing their discoveries and opinions on a daily basis.

This is a structured class in which students will work on both oral and written skills and research techniques. There is a textbook but there will also be more project-centered activities. Recommended as a foundational course for sophomores.

Government/Civics – College Preparatory/Honors (1 credit) (social studies credit)

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

Economics (1 credit) (social studies credit) Prerequisite: Personal Finance *required for sophomores beginning with the class of 2022

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

Economics – CP/ Honors (1 credit) (social studies credit)

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

United States History I (1 credit) (social studies credit)

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

United States History I – College Preparatory/Honors (1 credit) (social studies credit)

Recommended for juniors. Application and teacher approval is required for Honors-level. This course surveys the history of the United States from the late 1700's up to 1870. Emphasis is on economic, political and social changes. In addition to the assigned text, students will analyze primary and other secondary source materials. A daily analysis of current events is also a part of this class. This course is recommended for students who plan on furthering their education beyond the high school level.

United States History II – General (1 credit) (social studies credit)

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

United States History II - College Preparatory/Honors (1 credit) (social studies credit)

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

Psychology (1 credit) (offered every other year) (elective credit) (lab science)

This course is open to sophomores, juniors and seniors. Students will examine the fundamental principles, methodology, science and its application toward both average and aberrant human behavior. They will gain an understanding of the science behind behavior, environmental conditions and inherited traits that influence both

animal and human behavior. This is a structured class in which students will work on both oral and written skills and research techniques. Additional reading to the text and research will be required.

TECHNOLOGY EDUCATION DEPARTMENT

Architectural Design (1 vocational credit)

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

Mechanical Drawing (1 vocational credit)

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

Wilderness Technologies (1 vocational credit)

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

Woodworking (1 vocational credit)

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

WORLD LANGUAGE DEPARTMENT

FRENCH

French I: All things French (1 credit) (General and Honors)

Introduce yourself to the French language and culture by creating skits and spontaneous conversations based on topics of real-world interest. You will learn how to talk about yourself, family and friends, classes and school subjects, and sports as well as foods and where you go shopping. Prepare and sample authentic French foods as you learn about café culture and the farmer's markets of the Francophone world. This course will also introduce you to the amazing world of French art. Students with a 3.5 at the end of the first progress report will qualify for the Honors section. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in standard French with an emphasis on modern French.

French II: Monet, Van Gogh and Mousse au Chocolat (1 credit) (General and Honors)

Prerequisite: French I or demonstration of level one competency. Continue your exploration French art, music and films. Expand your conversations to include more sports, clothing and shopping, technology, travel and much more. Engage in interpretive skits and learn the amusing art of the calligramme as you step into the world of French poetry. Students coming from the level 1 Honors section, or students with a 3.5 at the end of the first progress report, will qualify for the level 2 Honors section. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in standard French with an emphasis on modern French.

French III: The Francophone World (1 credit) (Running Start and Honors)

Prerequisite: French II with a recommended grade of 3.5 or demonstration of level II competency. Discuss contemporary issues that are taking place in the Francophone world through the media of music, sports, politics, TV and film. Explore short stories and fables from throughout the Francophone world. Engage in lively debates with your French IV classmates. Course can be taken for Running Start credit equal to French I at the college-level. Students at this level who are French Club members may be eligible for travel opportunities to a French-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in standard French with an emphasis on modern French.

French IV: Where Will French Take You? (1 credit) (Running Start and Honors)

Prerequisite: French III with a recommended grade of 3.5 or demonstration of level III competency. Take command of advancing your skill level through the reading of French short stories and poetry, and by watching news broadcasts. View political and social themes through the lens of French comics. Debate topics that impact your daily life. Course can be taken for Running Start Credit equal to French II at the college-level. Students at this level who are French Club members may be eligible for travel opportunities to a French-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in standard French with an emphasis on modern French.

SPANISH

Spanish I: Welcome to the Hispanic World (1 credit)

Introduce yourself to the Hispanic world through its language, geography, and culture. Speak Spanish and experience the Hispanic way of life through video, art, music, and cuisine. Engage in skits and conversations in Spanish that highlight similarities and differences between life in the USA and Hispanic countries. You will learn how to talk about yourself, family and friends, classes and school subjects as well as foods and where you go shopping. You will sample authentic Hispanic foods as you learn about outdoor markets of the Hispanic world. Students with a 3.5 at the end of the first progress report will qualify for the Honors section. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in Spanish with an emphasis on Latin American Spanish.

Spanish II: Spain and beyond (1 credit)

Prerequisite: Spanish I or demonstration of level I competency. Explore the art and music of Spain as well as the Spanish history of the United States, Mexico and Central America. Engage in skits and conduct humorous interviews in Spanish. Participate in conversations about summer and winter activities, leisure activities, shopping for food and clothing, travel, and your daily routine. Students coming from the level 1 Honors section, or students with a 3.5 at the end of the first progress report, will qualify for the level 2 Honors section. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in Spanish with an emphasis on Latin American Spanish.

Spanish III: Reaching beyond the basics (offered in conjunction with Spanish IV) (1 credit) (Running Start and Honors)

Prerequisite: Spanish II with a recommended grade of 3.5 or demonstration of level II competency. Bring your spoken and written language skills to a higher level through class discussion, presentation of current events and interpretive skits. Join with Spanish IV in reading short stories and fables by Hispanic authors. Watch an award-winning movie that will be our springboard to a lively debate on a current topic. Course can be taken for Running Start credit equal to Spanish I at the college-level. Students at this level who are Spanish Club members may be eligible for travel opportunities to a Spanish-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in Spanish with an emphasis on Latin American Spanish.

Spanish IV: Expanding your horizon (offered in conjunction with Spanish III) (1 credit) (Running Start and Honors)

Prerequisite: Spanish III with a recommended grade of 3.5 or demonstration of level III competency. Enhance your appreciation of Hispanic culture through reading some of its best literature and poetry. Sharpen your language skills through video, art, music and current events. Engage in animated debates on current topics. Course can be taken for Running Start credit equal to Spanish II at the college-level. Students at this level who are Spanish Club members may be eligible for travel opportunities to a Spanish-speaking country. In accordance with guidelines established by the American Association of Teachers of Foreign Language, at least 90% of each class will be taught in Spanish with an emphasis on Latin American Spanish.

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

OTHER PROGRAMS

Distance Learning Lab (credit recovery, replacement or enrichment)

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

Health (.5 credit)

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

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

Extended Learning Opportunities

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

New Hampshire's Jobs for America's Graduates – JAG (1.5 credits/year if all requirements are met)

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

River Bend Career and Technical Center (4 credits)

Students who have attained junior or senior status are welcome to apply for admission to the vocational-technical offerings at River Bend Career and Technical Center in Bradford, VT. These include: Agriculture and Natural Resources; Auto Technology; Cosmetology; Culinary Arts; Electrical Technology; Emergency and Fire Management; Gaming, Animation & Web-Design; Health Science; Heavy Equipment; and Construction Technology. Each program has its own admissions requirements and academic focus for transferring specific credits back to Woodsville High School.

Specialized Skill Building

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

CISCO Academy

Introduction to Information Technology

IT Essentials covers fundamental computer and career skills for entry-level IT jobs. Students apply skills and procedures to install, configure, and troubleshoot computers, mobile devices, and software. For students seeking career-oriented, entry-level hardware and software skills to prepare for technical support roles, this course aligns with the CompTIA A+ certification. This course also serves as a foundation for CCNA-level courses.

Programming Essentials in Python/ IoT Fundamentals

In this course students will focus on two important aspects of Computer Science. Students will experiment in with sensors, motors, and prototyping boards like the Raspberry Pi, and Arduino in order to begin learning about the emerging field of IoT, or the Internet of Things. Once students have a baseline understanding of IoT they will begin an in depth study of the computer programming language Python. This language has become the most prevalent language in the world, and is designed specifically to work with the internet in a variety of ways.

Computer Networking 1

The first course in the Cisco CCNA Routing and Switching curriculum teaches students about the architecture, structure, functions and components of the Internet and other computer networks. Students achieve a basic understanding of how networks operate. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

Computer Networking 2

The second course in the CCNA Routing and Switching curriculum describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for

basic functionality. Students are ready to prepare for CCENT certification, skilled to apply for entry-level network technician jobs and able to move on to advanced certifications.

Introduction to Robotics: First Tech Challenge

In this course, students will be given a specific robotics challenge to solve using a standard set of motors, sensors, and controllers. All other aspects of the robot design will be completely determined by members of the class. This course is also part of a robotics competition team where students will potentially have the opportunity to compete in local, state, national, and international robotics competitions. Participants in this program will learn how to use computer aided design software, build robots, and program robots using Java. Additionally, just by participating in this class students will be eligible to apply for 80 Million+ in college scholarships. No prior computer or robotics experience is required.

AP Computer Science A (Java)

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems. By the end of this course, students will be able to:

- Design and implement computer-based solutions to problems.
- Use and implement commonly used algorithms and data structures.
- Develop and select appropriate algorithms and data structures to solve new problems.
- Write solutions fluently an object-oriented paradigm
- Write, run, test and debug solutions in the Java programming language
- Read and understand programs consisting of several classes and interacting objects
- Read and understand a description of the design and development process
- Understand the ethical and social implications of computer use.