

# PROFILE SCHOOL



## Program of Studies 2020-2021

**Profile School**

SAU #35

691 Profile Road

Bethlehem, New Hampshire 03574

# PRINCIPAL'S MESSAGE

We, at Profile School, strive to provide a comprehensive, rigorous, diverse curriculum and schedule. Our curriculum is designed to help meet the numerous needs and interests of our students as you prepare for career and college options. In 2021, you will experience a multifaceted workplace environment, driven by technology and incorporating flexible working arrangements. Our world is rapidly changing, your academic needs students are different than what your parents experienced. Jobs are being created to meet the demands of the mobile technology age, increasing concern over the protection of our earth and for the demands of an increasing population.

The 2020-2021 Program of Studies offers a wide variety of courses designed to meet graduation requirements and to also promote your ability to pursue flexible academic pathways. I encourage you to optimize your critical thinking skills, effective writing skills, and to proficiently deliver oral presentations individually and as part of a team.

Profile graduates should be confident, self-directed learners, and responsible citizens. Profile graduates equipped with the knowledge, skills, and the ability to persevere through challenges-will be successful regardless of college or career aspirations.

Please consider the following when thinking about your course selections:

- What skills do you wish to learn during your time at Profile School?
- Are your choices challenging?
- Are your choices aligned with your personal goals?
- Are you taking full advantage of our course offerings?
- Are you considering a Career & Technological Education Program?
- Are you considering an internship your 11th or 12th grade year?
- Are you participating in a Co-Curricular activity?
- How will your many experiences here enhance career opportunities for you?

Choices are not always clear and simple. Please take full advantage of our school counseling staff, teachers, and administrators when making your selections.

In addition to describing classes, the Program of Studies provides information about graduation requirements, credits, grades, course levels, weighted grades, career guidance, Advanced Placement (AP) courses, Running Start offerings, and other special programs. Please use this booklet with your parents and advisor to make informed decisions about your future. We want you to be able to make the most out of the opportunities provided by Profile School.

Educationally,  
Kerry A. Sheehan, M.Ed.  
Principal

# DIRECTOR OF SCHOOL COUNSELING MESSAGE

Profile School seeks to meet the needs of all of its students. Career and college support is offered for all students regardless of their intended pathway beyond high school graduation. We advise all students to keep their options open as plans change throughout the four years of high school and students should have the broadest preparation possible.

The School Counseling department meets individually with all students when scheduling classes for next year. At that time, counselors discuss future plans and help to keep students on track. Students and parents are encouraged to make an appointment with the student's school counselor to discuss his/her options.

The Profile School Program of Studies is designed to give students and parents a full range of academic options that are open to all students. It is vitally important that your course selection decisions are made with the future in mind. We strongly recommend that you review all of the graduation requirements on page 6 in advance before choosing your classes. In addition, page 10 denotes the minimum requirements for post-secondary schools; each student should review this carefully so that they can take the appropriate classes in order to plan for the future. Also, students should try to maximize their schedule choices by choosing the most rigorous options possible.

We have worked hard the last few years to expand our non-traditional offerings outside of the classroom. Students have the option to take online classes, participate in internships, create independent studies, and complete work cooperatives. We encourage students to explore the variety of Extended Learning Opportunities (ELOs). We suggest that you take a close look at the Extended Learning section in this Program of Studies and explore activities that will supplement your coursework here at Profile.

Please feel free to contact your student's school counselor should you have any questions regarding the Program of Studies.

Cindy McLaren, MSW  
School Counseling Department

## **Please note:**

*The master schedule is developed with student requests in the forefront, so it is extremely helpful if parents and students give this process the appropriate time and consideration. Please complete your selection sheets in a timely manner and follow all timelines set by the administrative team and School Counseling department.*

*All courses described within the Program of Studies may not necessarily be in the final master schedule, due to: scheduling restrictions or teaching assignments.*

*Individual student/parent requests may not all be met. We will do the best we can to meet requests, but it is possible some course titles will not be taught or course enrollment may be capped.*

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# SCHOOL PROFILE, MISSION & VALUES

## About Profile

Profile District, a single-school district, is a member of School Administrative Unit #35. Our school is nestled on the town line of Bethlehem and Sugar Hill, just off exit 40 on Interstate 93. Profile School is a small school comprised of grades 7-12. Through a regional arrangement established in 1975, pupils feed in from Bethlehem Elementary in Bethlehem, and the Lafayette School that serves Franconia, Easton, and Sugar Hill. Profile is a rural school, yet students enjoy an educational experience similar to that of much bigger schools.

Profile offers a rich, self-selected curriculum for students. At the high school level, elective classes are based on student enrollment requests. Shared middle/high faculty members teach specialty and elective courses. The Profile Middle School, comprised of grades 7 and 8, is housed in its own wing with its own schedule and staff. Each core academic middle school teacher has all of the middle school students.



**School Mascot:** The Patriot

## **Profile School Mission Statement & Values**

***We prepare confident, self-directed, and responsible citizens equipped with knowledge, skills, and perseverance.***

## **Profile School Core Values**

- ★ Student Focus
- ★ Trust
- ★ Respect
- ★ Curiosity & Creativity
- ★ Communication
- ★ Community

# PLANNING YOUR PATHWAY

<b>Graduation and Diploma Requirements</b>			
<b>English</b>	<b>4 Credits</b>	<b>Science</b>	<b>3 Credits</b>
<ul style="list-style-type: none"> <li>Ninth Grade English</li> <li>Tenth Grade English/or American Studies</li> <li>Eleventh Grade English/or AP Language</li> <li>Twelfth Grade English/ or AP Literature</li> </ul>	1 1 1 1	<ul style="list-style-type: none"> <li>Physical Science</li> <li>Biological Science</li> <li>Science Elective</li> </ul>	1 1 1
<b>Social Studies</b>	<b>3 Credits</b>	<b>Mathematics</b>	<b>3 Credits</b>
<ul style="list-style-type: none"> <li>US History/or American Studies</li> <li>World History</li> <li>Globalization</li> <li>Economics</li> <li>Civics</li> </ul>	1 1/2 1/2 1/2 1/2	<i>Must have 3 credits, including a minimum of Algebra 1</i>	
<b>Other Requirements</b>			<b>11 Credits</b>
<b>Computer Education</b>	<b>1/2 Credit</b>	<b>Freshman Rotation:</b>	<b>1 Credit</b>
<b>Fine &amp; Performing Arts</b>	<b>1/2 Credit</b>	<ul style="list-style-type: none"> <li>Health</li> <li>Physical Education</li> <li>Intro to Careers &amp; Colleges</li> </ul>	1/4 1/2 1/4
<b>Physical Education</b>	<b>1/2 Credit</b>	<b>Junior Rotation:</b>	<b>1 Credit</b>
<b>Open Electives</b>	<b>7 1/2 Credits</b>	<ul style="list-style-type: none"> <li>Health</li> <li>SAT Math/English Prep</li> <li>Personal Finance/Careers</li> </ul>	1/4 1/2 1/4
<b>Total Credits for a Profile Diploma</b>		<b>24 Credits*</b>	

★ Alternative Diploma with 20 Credits available per Administration and Team decision

## GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

All graduates must have the number of credits required for their year of graduation regardless of their entrance year. Transfer students must also meet all of the individual course and department requirements for graduation listed above.

## GRADE PROMOTION POLICY

In order to be promoted to the next grade, including all of the rights and privileges thereof, students must complete specific credit requirements. Please see the schedule below.

<b>Credits by the end of...</b>	<b>No less than...</b>	<b>Expected...</b>
Freshman	5	7
Sophomore	10	14
Junior	16	20

## ADDITIONAL PROGRAM OFFERINGS

### Advanced Placement Courses (AP)

AP courses are college level courses in a variety of subjects that students can take while at Profile. At the conclusion of the course, students take the corresponding AP Exam. AP Exams are two to three hour exams given in May, which are graded on a scale of 1 to 5, with 3 considered a “qualifying” score. IF a student receives a qualifying grade on the exam, they may be eligible for advanced placement or course credits at many colleges and universities in the United States.

AP Biology	AP English Literature & Composition	AP Language and Composition
AP Calculus	AP European History	AP Spanish
AP Computer Science	AP French	AP Statistics

### Career & Technical Education Program (CTE)

Career & Technical education provides students with hands-on experience that can lead either to employment in entry-level jobs or admission into two-year career & technical programs. By combining theoretical learning with hands-on experience, career & technical education challenges students to apply in real-life situations what they have learned from texts and classroom instruction. Regional career & technical education courses are double-period courses offered to any eligible 10th, 11th, or 12th grader.

### eStart *\*For eligibility, Extended Learning Opportunities (ELO) form required.*

The eStart program offers community college courses for dual credit (high school/college) through the Community College System of New Hampshire and the Virtual Learning Academy Charter School (VLACS). Each course has a fee plus the cost of textbooks. These courses have limited enrollments and must be paid in full before the start of the first class. Each course awards three college credits. Please see the VLACS website, [www.vlacs.org](http://www.vlacs.org) for an up-to-date list of course offerings.

### Project Running Start Courses/Dual Enrollment

These are courses offered at Profile School for dual high school and college credit through the White Mountain Community College System. To be eligible for Running Start, students must be in their junior or senior year and pay a fee, although some scholarships are available. Students must receive a C or better to be eligible for transfer to a 2 or 4-year college program. *\*through NHTI*

Advanced Math	AP Language and Composition	Philosophy	CAD *
AP Calculus	AP Statistics	Psychology	
AP English Literature & Composition	Anatomy & Physiology	Sociology	

### Summer School and Course Remediation

Students who fail a course must meet with the teacher and their school counselor to come up with an acceptable plan for remediating the credit and competencies for that course. No credit will be accepted without prior approval from the student's school counselor and the Administration.

### Virtual Learning Academy Courses (VLACS)

The Virtual Learning Academy Charter School offers courses to New Hampshire students free of charge. Students can view courses and register at the following website [www.vlacs.org](http://www.vlacs.org). Prior to registering, you must complete an Extended Learning Opportunities (ELO) form and have school counselor approval. Courses can be started at any time during the academic year. If a student chooses to take an elective through VLACS, the student may use a study hall to work on the class. *\*Participation in a VLACS course is an agreement between VLACS, the student, and parents. Profile School is not*

affiliated with VLACS. Upon school counselor approval, Profile School will accept the credit awarded by VLACS once an official transcript is submitted. This credit will be added to the students transcript, but not counted towards their GPA.

## NEW HAMPSHIRE SCHOLARS PROGRAM

The NH Scholars Program, a federally funded program, recommends a Core Course of Study to high school students. NH Scholars Program is designed to promote a more rigorous curriculum and well-rounded course of study for our high school students. There are merit scholarships available at several NH colleges for students who receive a NH scholar's diploma and special distinction is granted to students at graduation.

The program would allow participating students to receive a recognized honors diploma. *Not every student is required to meet the criteria for a NH Scholars designation in order to receive a Profile School diploma.* The course of study under this program is as follows, with a minimum high school grade point average of 3.2 or higher, to meet Profile School's NH Scholars requirements. Courses with an asterisk (\*) are required.

<b>New Hampshire Scholars Initiative Pathways</b> <i>Minimum of a 3.2 GPA (in a 4.0 Scale)</i>		
<i>NH Scholars</i>	<i>NH Scholars with STEM Emphasis</i>	<i>NH Scholars with Art Emphasis</i>
<ul style="list-style-type: none"> <li>• 4 Years of English</li> <li>• 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*)</li> <li>• 3 Years of Lab Science</li> <li>• 3.5 Years of Social Studies</li> <li>• 2 Years of the same World Language</li> </ul> <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>	<ul style="list-style-type: none"> <li>• 4 Years of English</li> <li>• 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*)</li> <li>• 4 Years of Lab Science</li> <li>• 3.5 Years of Social Studies</li> <li>• 1 Year chosen from Technology, Engineering, Computers or Advanced Manufacturing</li> </ul> <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>	<ul style="list-style-type: none"> <li>• 4 Years of English</li> <li>• 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*)</li> <li>• 3 Years of Lab Science</li> <li>• 3.5 Years of Social Studies</li> <li>• 2 Years of the same World Language</li> <li>• 2 Years chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, etc.</li> </ul> <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>



## **EXTENDED LEARNING OPPORTUNITIES (ELO)**

ELOs are non-traditional educational interest/talent-based learning experiences that provide students opportunities to acquire knowledge and skills through hands-on learning adventures outside the classroom. Students earn high school credit while working with community mentors in a setting of their choosing. The student, community mentor, certified teacher, and ELO Coordinator are a team that plans the competencies, activities, and performance-based assessments that students will engage in during their ELO experience. Examples of the ELO opportunities include, but are not limited to: Cooperative work study, independent study, internship, job shadow, apprenticeship, field-based investigations.

### **INTERNSHIPS**

Internships are unpaid, supervised on-the-job training opportunities that provide practical and professional experiences in real-world work settings for students. Interns can gain experience in a field to help them evaluate a career interest and its educational needs with an eye for future formal education in the field or experience to help qualify for a job. Internships provide a wealth of personal experience that enhances a student's résumé and is of immeasurable benefit in their formal high school transcript.

Because of the nature of these programs, only highly motivated, responsible and self-directed individuals should apply for these opportunities. Internships are only available to students in Grade 11 and 12 and require Administrative approval. Requests should be made to the ELO Coordinator and Guidance. These requests will be evaluated on a case-by-case basis.

Fall Internships must be arranged with the ELO Coordinator and Guidance in the Spring of the school year preceding the internship. Spring Internships must be arranged with the ELO Coordinator and Guidance by December 1st of the school year in which the internship will take place. Profile students have interned with Littleton Regional Hospital, culinary, Ammonoosuc Health, Alpine Clinic, Bell Automotive, White Mountain Science Institute, among many others. Students and parents who are interested in this type of educational experience should consult with the Guidance Department for more details and an outline of procedures necessary for approval. The internship experience as described in a job description or log is used as part of a résumé/portfolio when a student applies to college or for employment. Students who enroll in an internship are required to complete and submit a weekly journal, and create and present a final product in a presentation that is given to the ELO evaluation team.

## POST-SECONDARY/ COLLEGE ENTRANCE REQUIREMENTS

Your high school academic program should prepare you to meet the requirements of the type of institution you plan to attend, be it a technical school, community college, four-year college, or university. Some institutions of higher learning have much greater requirements than others.

**Minimum recommended for admissions to a LIBERAL ARTS PROGRAM at some colleges should generally include:**

English	4 years
Social Studies	3 years (4 years preferred or required)
Mathematics	3 years - Algebra I, Algebra II, Geometry (4 years often preferred or required)
Science	3 years of lab science (4 years recommended)
World Language	2 years of the same language (3-4 years often preferred or required)
Electives	10 credits or enough to meet school/state requirements for graduation

The list above is meant only as a very rough guide. Requirements for specific careers, schools, colleges, and universities may vary greatly. It is important to check the requirements for the institutions of your choice. College guides, catalogs, and web sites contain this information.

Minimum recommended for CAREER & TECHNICAL program		Minimum recommended for COLLEGE PREPARATORY program	
English	4	English	4
U.S. History	1	U.S. History	1
Civics/Economics	1	World History	1
Social Studies	1	Science (Earth & Physical, Biology, Chemistry)	3
Physical Science	1	Civics/Economics	1
Biology	1	Social Studies	½
Science Elective	1	Math (Including Algebra II)	3
Math	3	Computer Education	½
Computer Education	½	Physical Education	1
Physical Education	1	Health Education	½
Health Education	½	Arts	1
Arts	1	World Language	2
Career & Technical	4	Electives	5
Electives	6		
Minimum recommended for BUSINESS program		Minimum recommended for TECHNICAL EDUCATION	
English	4	English	4
U.S. History	1	U.S. History	1
Civics/Economics	1	Science (Earth & Physical, Biology, Chemistry)	3
Social Studies	1	Civics/Economics	1
Physical Science	1	Social Studies	1
Biology	1	Math (including Geometry)	3
Science Elective	1	Computer Education	½
Math	3	Physical Education	1
Computer Education	½	Health Education	½
Physical Education	1	Arts	1
Health Education	½	Electives	9
Arts	1		
Accounting I	1		
Electives	6		

# SCHEDULING & REGISTRATION

## STUDENT SCHEDULING

Student courses are scheduled at Profile School using the following criteria:

- Mandatory courses required by the New Hampshire State Standards and the Profile School District to meet minimum graduation requirements.
- Student academic desires and/or needs.
- Successful completion of a preliminary course and/or the approval of the course instructor.

Students who do not receive credit for a class and fail to meet the minimum grade recommendations may have to repeat the course. Students should meet the English grade recommendations before enrolling in a World Language. Students will not be scheduled to take sequential courses such as English 9 & English 10 concurrently. Students who fail a required sequential course are advised to attend summer school.

## COURSE LOAD

All ninth, tenth and eleventh grade students are required to register for at least seven courses. Twelfth grade students are required to register for at least four courses, but should register for more. Juniors and seniors who meet Profile's graduation requirements may request late arrival and/or early dismissal, provided they have written parental permission and administrative approval. The rules governing late arrival and early dismissal are as follows:

- Students arriving at school after the beginning of the regular day must check in at the office.
- Students leaving school on an early dismissal must leave the school grounds at the conclusion of their last scheduled class, unless remaining under the supervision of a teacher.
- Students must carry a minimum of five credits to be eligible for interscholastic competition.
- Students must have at least a 2.0 average for three years and no year-end failures in their junior year in order to be eligible for late arrival/early dismissal.
- Seniors who plan to continue their education are strongly advised to continue a full academic program.

## GRADE LEVEL COURSE PLAN

Students will be given a registration sheet specifically designed for their grade level. Required courses will be listed. The elective courses should be listed in priority order. Each student should return the completed registration form, with parent's signature, to the main office or directly to their school counselor.

Ninth Grade	Tenth Grade
Mathematics; English 9; World History/Civics; Physical or Integrated Science; the Freshmen Rotation <i>*Placement in math courses will result from tests and teacher recommendation.</i>	Mathematics; English 10, and U.S. History/y/ or American Studies; Integrated Science or Biology; ½ credit of Physical Education <i>* The levels of English and math courses will be advised based on teacher recommendation.</i>
Eleventh Grade	Twelfth Grade
English; Economics/Global Studies; Junior grade rotation. To graduate, you must have 3 Mathematic credits & 3 Science credits	English and a minimum of 4 credits. To graduate, you must have 3 Mathematic credits & 3 Science credits

*Note: Students may elect to be a teacher aide, lab assistant, or office worker in addition to the prescribed requirements stated above. Teacher and parental permission are required prior to registration.*

## GRADUATION PROGRESS, SCHEDULING & OTHER IMPORTANT INFORMATION

Credit Requirements By Class		
Ninth Grade	Fewer than 5 credits	
Tenth Grade	6 or more credits earned	
Eleventh Grade	11 or more credits earned	
Twelfth Grade	16 or more credits earned; and schedule facilitates eligibility to graduate	
Expected Student Course Load		
Each student is expected to carry a minimum of seven credits per academic year. Administrative discretion		
Schedule Changes (Add/Drop)		
<p>Since a student who registers for a course has made a commitment to complete the course, he/she is expected to do so. Students should treat their final course schedule as a contract. Schedule changes after the beginning of the school year, or at the semester, will be considered, but not guaranteed. The <u>Add/Drop period is limited to the first 10 days</u> after the beginning of a course. Dropping a course beyond this period will result in a WD (Withdraw Drop) and will be noted on the student transcript.Students who are not passing will receive a WF (Withdraw F) for the course dropped and it will be calculated into their GPA. Any other requests for a change in schedule required approval from the Principal. If the administration determines that a student has been inappropriately placed in a course, a change will be allowed beyond the Add/Drop period.</p> <p>*Students who are not being academically successful by the end of the first semester may be moved into a more appropriate section for the remainder of the year.</p>		
Grading Scale		
A	100-90%	Outstanding
B	89-80%	Above Average
C	79-70%	Average
NYC	69%- below	Not Yet Competent
IWS	0	Insufficient Work Submitted
WF	0	Withdraw Failure
Weighting of Grades		
Courses are weighted depending on their degree of difficulty. If a student takes more challenging classes, the grades earned in those classes weigh more than the grades in a less challenging class. The following classes are have additional weights to the grades: Advanced Placement, Honors, and Physics		
Grade Point Average	Class Rank	Earning Credit and Grades
GPA is based on the letter grade being converted to the 4.0 Scale. It is then calculated by averaging the individual curse final grade multiplied by the course credit earned.	Class rank is determined by a cumulative, weighted, point system. Rank is initially calculated at the end of junior year. The final class rank calculation is computed at the end of third quarter of senior year. **Note: In order to be included in class rank, a student must have attended Profile School for no less than four semesters or two school years	All courses will have only one final grade, this is called a rolling grade. Grades are no longer an average of quarter grades. In order to earn high school credit for a course, a student must earn an overall course grade of 70% or higher.

## VALEDICTORIAN/SALUTATORIAN

Final valedictorian and salutatorian honors will be calculated at the end of third quarter of senior year and awarded to the top two seniors as determined by the cumulative, weighted, point system. Valedictorian and salutatorian must have completed at least four semesters of work at Profile School.

## **HONOR ROLL**

For the purpose of determining honor roll, the following system will be used in grades seven through twelve, at the end of the year:

Highest Honors	100-93
High Honors	92-89
Honors	88-85

Students who receive a NYC, or incomplete grade, are not eligible for the honor roll. Courses not marked with a numerical grade are not used to determine honor roll eligibility.

## **SPECIAL EDUCATION**

The intent of the special education program is to help any student experiencing academic or social difficulties. Referrals can be made by the classroom teacher, a parent, or the student. The classroom teacher, special education teacher, tutor, school counselor, nurse, contracted service, paraprofessional, etc., may provide help. Problems should be addressed to the special education coordinator or to the school counselor.

# COURSE OFFERINGS

## ART

The art curriculum is designed to develop knowledge and skills in both art history and studio arts. The courses offered are based on visual problem solving with respect to specific media. The materials, techniques, and critiques will increase the student's awareness of our culture, as well as trends in the arts.

### ART I

½ -1 Credit  
Elective  
Grades 9-12

Art I is designed to acquaint the student with theories, tools, and methods of the artist and his craft. It is a studio course with references to art history and cultural influences where pertinent. Using a variety of materials and techniques, this class is a basic introduction into different mediums and the elements of art.

### ADVANCED ART

½-1 Credit  
Elective  
Grades 10-12  
*Prerequisite: Art I*

Advanced Art is geared toward tenth, eleventh and twelfth graders. This course enables them to improve their techniques and to work more independently. As a continuation of Art I, this course will further explore a variety of art techniques and mediums.

### CERAMICS

½ -1 Credit  
Elective  
Grades 9-12

Ceramics is a course in which students will explore a broad range of techniques and approaches to art through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring, slipping, hand building (slab, coil, and pinch techniques), wheel throwing, bisque firing, and glazing.

### ADVANCED CERAMICS

½ -1 Credit  
Elective  
Grades 10-12  
*Prerequisite: Ceramics*

Advanced Ceramics is a course in which students will continue to learn new and advanced techniques through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. As a continuation of the Ceramics course, students will build upon their previous knowledge to construct higher level projects

### PORTFOLIO

1 Credit  
Elective  
Grades 11-12  
*Prerequisite: Art I, Ceramics or Graphic Art, AND Advanced Art*

Portfolio is a full year course for the committed student with emphasis on developing personal artistic styles and guidance in building a portfolio suitable for college entrance and/or scholarship benefits. This class is not limited to only students interested in creating a college level portfolio but for the highly motivated art student who is interested in advancing their artistic skills through challenging, in-depth explorations utilizing a variety of advanced media and drawing.

### INDEPENDENT ART

½ -1 Credit  
Elective  
Grades 12  
*Prerequisite: Teacher Permission*

Independent Art is an intensive study in media for the advanced art student. There will be a continuation of work in depth, or concentration in areas of choice by the student, with a contract approved by the instructor.

## BUSINESS

### ACCOUNTING I

1 Credit

Elective

Grades 11-12

A study of accounting involves an understanding of basic principles of double-entry bookkeeping as they apply to the financial records of businesses. This course is designed to provide the skills and knowledge necessary for entry-level employment in accounting. Accounting is a very beneficial course for those students entering the job market or planning to continue their education in any phase of business. There will be lectures, presentations, demonstrations, hands-on assignments, computer assignments, etc. to help in the understanding of accounting concepts. The students will refer to an e-book, their notes, handouts, and use the Internet to access online problems on a regular basis to study accounting. This course builds upon each unit/topic.

## COMPUTER EDUCATION

### ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

1 Credit

Elective

Grades 10-12

*Prerequisite: Algebra 1 and English 9; Teacher recommendation required*

The AP CS Principles course is a full year AP course geared towards 10th-12th graders. This course is the College Board's newest AP program. 20% coding, 80% focused on CS applications through project-based, inquiry-based, and collaborative learning. Exposes central ideas of computer science in a general, broader context and explores the impact computing and technology have on our society. Course is offered in partnership with [code.org](https://code.org)'s curriculum/website for AP CSP, which has been endorsed by the College Board

## MULTIMEDIA TECHNOLOGY

½ credit

Elective

Grades 9-12

This course is designed for the beginner or experienced user who wants to learn a variety of digital tools to create artifacts. Students will take what they learn and put it together into a unique project that represents their own creativity. A wide variety of digital tools are available to choose from

### PYTHON-INTRODUCTION TO COMPUTER SCIENCE

½ -1 Credit

Elective

Grades 9-12

The Introduction to Computer Science Course is 100% coding. This course provides a solid foundation in object-oriented programming and prepares students for AP Computer Science A. Students will code in text-based Python. Includes lessons on careers in computer science focus

## YEARBOOK

1 credit

Elective

Grades 9-12

*Prerequisite: Teacher recommendation required*

Profile's Yearbook is an important part of remembering special occasions, events, and memorable moments. Students will use an online program to create a book of memories. Students should have a basic knowledge of how to use a digital camera and computer graphic design program. Students will gain experience on many levels: first, creativity, organizational skills, and communication are an absolute must to publish and create a top grade year; second, in order to meet deadlines, students will experience pressure and need to develop strategies to plan and execute those plans successfully; third, a tremendous amount of fundraising needs to be done to support publication costs (this includes soliciting ads, selling yearbooks and any other additional fundraising). Students will be expected to work on ALL areas of creating the yearbook. Yearbook staff decides on the color, design, and layout of the school's yearbook. Yearbook members MUST take turns in attending games, special activities, and special events to capture those spectacular photos!

## ENGLISH

### **NINTH GRADE ENGLISH and NINTH GRADE ENGLISH HONORS**

1 Credit  
Required  
Grade 9

This course is designed to expose students to the wonderful world of literature and language appreciation, writing proficiently, and speaking in front of an audience. A variety of genres and forms will be studied such as: short stories, poetry, drama and the novel. In addition, students will learn skills and techniques for the writing process, reading strategies, organizational skills, and collaborative projects to ensure success throughout high school and beyond.

### **TENTH GRADE ENGLISH**

1 Credit  
Required  
Grade 10

In English 10 students will develop critical reading skills through guided literary analysis and rhetorical analysis. The emphasis in literature will be on poetry, novels, plays, short stories and nonfiction selections drawn from American literature, as well as choice reading based on student interest. Students will develop public speaking skills through formal speeches and informal literature circles and discussions. Students will develop writing skills to persuade, analyze and inform. Vocabulary will be acquired through a study of Greek and Latin root words and through reading contemporary news articles.

### **ENGLISH ESSENTIALS 9/10**

1 Credit  
Required  
Grade 10

*Prerequisite: Teacher recommendation required*

Students will learn and apply various reading strategies through a variety of reading experiences including independent choice reading, small group book clubs, and whole class guided reading. Students will complete writing assignments for a variety of audiences and purposes such as personal narrative, persuasive essay, instructional writing, and a short research project. Developing effective study habits and organizational techniques is emphasized. Thematic Units consist of: beauty, heroism, honor and fate.

### **TENTH GRADE AMERICAN STUDIES**

1 Credit  
Required  
Grade 10  
*Prerequisite: Teacher recommendation required*

American Studies is an honors course in English with an intense schedule of reading and writing aimed at high achievers. Working hand in hand with American Studies History, we will explore the way history has shaped literature and literature has shaped history. Students will develop critical reading skills through guided analysis of classic American literature and rhetorical analysis of important speeches and foundational documents. Students will develop public speaking skills through writing and performing formal speeches and participating in informal literature circles and discussions. Students will develop writing skills to persuade, analyze and inform. Vocabulary will be acquired through a study of Greek and Latin root words and through reading contemporary news articles.

### **ELEVENTH GRADE ENGLISH HONORS**

1 Credit  
Required  
Grade 11

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary, focusing on decoding words based on prefixes, roots and suffixes as well as the context used. All novels read throughout the year will be of the student's choosing, and all students will read for a minimum of twenty-five minutes each night. Students will also read many short works in various genres of British literature. Through these works, we will study each major time period in the history of British literature, focusing on the influence of historical events on the literature of each era. Students will learn to analyze film and then will transfer those analytical skills to literature. Special emphasis will be placed on the study of Shakespeare and becoming familiar and comfortable with his use of language. Students will hone skills in class discussion and annotating. In addition, students will write a personal narrative, persuasive essay and a ten-page research paper.



## **ELEVENTH GRADE ENGLISH**

1 Credit  
Required  
Grade 11

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary, focusing on decoding words, based on prefixes, roots and suffixes. Students will read many short works in various genres and will apply the use of reading strategies and knowledge of writing to these pieces of literature in annotations and class discussions. Students will complete many writing assignments in various genres such as expository, research, argument, analysis, narrative, etc.

## **ENGLISH ESSENTIALS 11/12**

1 Credit  
Required  
Grade 11

*Prerequisite: Teacher recommendation required*

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary. All novels read throughout the year will be of the student's choosing, and all students will read for twenty to thirty minutes each class. Students will learn and apply various reading strategies. Students will complete writing assignments in various genres.

## **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

1 Credit  
Running Start Credit  
Grades 11-12

*Prerequisite: Teacher recommendation required*

Summer assignments are prerequisites for enrollment in this class  
(Juniors who take AP English Language & Composition are required to take AP English Literature & Composition in their senior year)

A full year course equivalent to the introductory year of college composition course work. Students will become skilled writers of prose written in a variety of disciplines, and become skilled writers who compose original pieces for a variety of purposes and audiences (memoir, descriptive, debate). We will spend the majority of our time focusing on how a written piece (advertisement, commercial, essay, novel) is constructed – how the

words and sentences are put together to shape the reader's understanding of the story. An integral part of the course will be developing research skills for evaluation and citing source material. This is a challenging and rewarding course designed to analyze language from all medias.

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

1 Credit  
Running Start Credit  
Grades 11-12

*Prerequisite: Teacher recommendation required*

Summer assignments are prerequisites for enrollment in this class

This course offers one year of advanced study in literature to seniors. Students in this class will become highly effective and independent readers, writers, speakers and critical thinkers by doing the work of a college-level literature course. Students who complete this work to the best of their ability will be prepared to pass the AP Exam, prepared for college-level reading, writing and literature analysis and prepared for the reading and writing demands of the real world.

Students who fail 9th, 10th, and 11th grade options:

- Students will be given the opportunity to make up missing competencies (via Charter Academy) during the summer following the failed course.
- If the student does not complete the necessary competencies over the summer they will:
  - Retake the class or take the full VLACS course during the following year per teacher discretion.
    - Students will not move on to the next grade level of English until they complete the course level they failed.
  - A student may double up on English during their senior year if they are missing credits per teacher discretion.

## **TWELFTH GRADE ENGLISH**

### **Four One-Quarter Electives**

1 Credit

Required

Seniors need to pass all four quarters of the senior electives to earn 1 credit.

In their senior year, students will choose between three courses for each quarter. Each course will last for one quarter, and each student must choose a total of four such quarter courses. If students do not earn a passing grade, they will not graduate on time. Students who fail will need to do online alternative or take English the following year. Choices are listed below:

#### Environmental Literature Q1

In this course, students will read works that have shaped America's consciousness on the state of the natural world. Works from authors such as Henry David Thoreau, Rachel Carson, John Muir, Aldo Leopold and Edward Abbey will be read and discussed. We will examine and evaluate environmental writing as a form of persuasion. As Muir influenced Americans to protect areas of beauty, we will create vivid written imagery of our local environment and investigate current controversial environmental issues. The summative assessment for this quarter will be a persuasive project to raise awareness of a local environmental issue.

#### Media Literacy Q1

Students in this class will view, analyze, discuss and write about various forms of media including political cartoons, persuasive print, video, statistical and other persuasive media for commercial or political use. Special focus will be on forms of propaganda and manipulative visual techniques.

#### The College Workshop Q1

The college process can feel like taking another course, so this is meant to alleviate some of your stress, and work on communication skills. We will write, workshop and critique college essays, scholarship applications, and personal statements. We will also research the college admissions process and practice interview skills. Activities and assessments will encourage you to think from different perspectives and become a better writer and speaker.

#### Reading and Writing Poetry Q2

This course explores the tools of poetry to effectively read and write in the genre. Through study and discussion, students will learn how to unravel meaning from poems. This course will also involve poetry writing

workshops where students can experiment with language and form in the creation of their own poetry.

#### Sports Literature Q2

A literature based course – emphasis on reading and interpreting. This is an interactive course designed to expose students to a variety of sports literature. We'll publish game reviews, read about famous rivals, and discuss the influences and changes in athletics, including steroid and salary issues, on our culture. In the process, we'll write and prepare presentations for different audiences and purposes, and read and discuss sports writer's techniques of the past and present. We'll analyze the language of sports that captures our attention. This is a half-year course, which will fulfill one of the two required literature courses.

#### Theatre Lit. Q2

Students in this class will learn the basic techniques of playwriting through reading, annotating and discussing plays of various genres. The class will culminate in students writing and workshoping their own scenes or short plays.

#### Business English Q3

This course is for the student interested in going right into business after graduation, or focusing on a business degree in college. Some areas of study will include: learning business vocabulary, writing in a variety of business genres, maintaining a professional tone and practicing effective verbal communication. Activities in this course will reflect the current business world including: emails, telephone conversations, negotiating, customer complaints and cultural awareness. Each student will design a final entrepreneurial project including a business plan and marketing plan and present their ideas in a mock "shark tank" presentation.

#### Speech Q3

This course will help you improve your oral communication skills. Students will understand that how they say something and how they physically present themselves are just as important as what they say. By understanding the dynamics involved in effective persuasive speaking, students will improve their overall confidence in communicating.

#### Shakespeare Q3

This course is designed specifically for students who took General English as a junior and plan on attending a four-year liberal arts college and need background in Shakespeare. The class is also open to anyone with a particular interest in Shakespeare. The class is designed

to get students familiar and comfortable with Shakespeare's language and to give students tools to decode difficult text. The course is "hands-on" with lots of reading out loud and participation in various activities. The quarter culminates with a mini performance of a Shakespearean scene to show students' ability to understand and to read Shakespeare aloud.

#### Creative Writing Q4

This course is designed for the senior who has a serious interest in writing. It will offer the student opportunities to experiment with writing in several genres: fiction, poetry, drama, and the personal essay. Though required to create works in each genre, the student will be given an opportunity to focus on a preferred type. The student will use the writing process, journals, and writing from models to enhance creativity. Students will be required to complete a digital portfolio of original writing with reflections on both process and product.

#### Literature and the Land Q4

In this course we will explore the genres of nature writing and persuasive writing about the environment. Beginning in our own unique and beautiful environment, we will practice writing on location in the local area. We will explore environmental issues and conservation efforts here in NH and analyze a variety of essays that have influenced environmental policy. As a final project, students will craft a persuasive essay or campaign based on their research.

#### Memoirs/Nature Writing Q4

The course is extremely reflective and emotional, and will encourage students to write from within to improve their voice and introspection of oneself. We will read about memoirists whose narratives record difficult struggles and triumphs over great odds. We will write powerful pieces that will stem from honest self-analysis. This course also encompasses nature writing and how growing up in the North Country affects decisions and experiences in the real world. This course will be a memorable way to end a student's senior year, while understanding their growth and strengths.

#### Human Rights Literature Q4

Students in this class will study various human rights issues through viewing brief documentaries, reading poetry, essays and speeches, participating in literature circles based on novels with human rights themes and doing a short research paper, pamphlet or presentation on a human rights issue of choice.

### **Independent Study and achieving the English Competencies**

- The Common Core ELA Portfolio must be completed, showing mastery of competencies at the grade level they wish to "comp." out of with all evidence and reflections.
- Students need to complete and have all work evaluated by the appropriate teacher before the first day of the course to ensure that students have the opportunity to take the course if they have not shown that they can meet competencies on an independent level.
- Students wishing to attempt this must meet with the appropriate teacher before the end of the previous school year.
- Please be aware that according to the NH Department of Education, "While it is possible, and a local decision, it is not likely for a student to be able to test out of graduation competencies because of the complex, deep, and integrated demonstration over time required to demonstrate achievement."

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

*Required for any student (Middle or High School) identified by the TESOL teacher*

This course is recommended for any student at Profile who has been identified as being in need of support in increasing English proficiency due to interference of his/her first language. The goal of this course is to get students more comfortable with communicating in English and better understanding English so that they may be more successful in their other classes as well as in other experiences they encounter both within and beyond the school walls. The course focus is on academic vocabulary acquisition as well as the four skills of communication: listening, reading, writing, and speaking. The curriculum will also provide support for the student in his/her core academic classes as well. The curriculum is aligned with WIDA and Common Core State Standards. Yearly state testing will be administered to track students' growth.

## FAMILY & CONSUMER SCIENCE

Family & Consumer Science courses at Profile this year emphasize career education, internship opportunities, culinary arts, nutrition and personal finance. The classes offered in the family & consumer science department are designed to engage students in authentic, real life experiences that will directly prepare them for their lives after high school.

### NUTRITION AND CULINARY ARTS 101

½ -1 Credit

Elective

Grades 9-12

This course provides a wonderful opportunity to perfect a student's cooking skills, become a proficient and knowledgeable consumer and to learn the fundamental techniques and terminology of cooking. In the process the student will explore the power of eating a nutrient rich diet, discuss issues related to our current food supply and debunk common food myths. We also cover the essentials of good etiquette and table setting, cater school events and typically travel to a culinary school for a field trip. The students can expect to become proficient in the kitchen as well as more aware of the foods they eat. Classroom activities range from student designed cooking videos & developing a food safety/sanitation handbook to the most exciting hands-on cooking experiences.

### INDEPENDENT NUTRITION AND CULINARY ARTS

½ Credit or 1 Elective

Grades 9-12

*Prerequisite: Completion of Nutrition and Culinary Arts 101*

*Teacher Recommendation required (minimum grade of 85% is required in Nutrition & Culinary Arts 101).*

Do you want to become a chef? Are you ready to use your leadership skills? Are you interested in showing off your culinary talents at Profile events? Then this class is the perfect fit for you and a great stepping stone to culinary school or vocational education. You will be my personal assistant, preparing dishes to share with the class, assisting with kitchen organization and management and forging your own path with regard to culinary arts and nutrition topics. Together we'll create a plan to help you achieve your personal goals as a chef and nutritionist. To succeed in this course you must be self-motivated, have excellent time management skills

and be able to work independently. Nutrition and Culinary Arts 101 is required prior to taking this course.

## FRESHMEN ROTATION

### PERSONAL WELLNESS

½ PE, ¼ Health and ¼ Careers Credit

Required

Grade 9

Family Consumer Science, Health, and Physical Education Departments have joined forces to create a Personal Wellness class. In Careers, students will focus on planning their high school careers, and explore skills needed to be successful in life after high school. In Health, students will take steps toward understanding the process of setting goals, making decisions and managing life in ways that promote, maintain, and/or enhance health during high school, college and in the workforce. Students will identify and analyze factors that affect behavior, explore appropriate resources for guidance and practice skills that will enable them to be successful communicators. In PE, students will spend their time focusing on three different areas of phys. ed. Students will experience a variety of Lifetime Sports and Recreation, Personal Fitness and Stress Management through Physical Activity. In addition to experiencing a variety of activities related to these three topics, they will engage in discussions about how these three areas are essential to maintain a balance of wellness.

## JUNIOR ROTATION

### HEALTH

¼ Credit

Required for Juniors

Grade 11

The health curriculum is a response to the need for students to learn the important practices of good health. The goal is to improve knowledge and develop skills that promote healthier living. The curriculum focuses on the relationship that exists among physical, social, emotional, and mental health and behaviors that affect each part of health. Students will learn and practice skills related to decision making, goal setting, communication, analyzing influences, accessing valid information, and self advocacy. These skills will be taught through topics such as: CPR/First Aid, addiction

risk, drug use prevention, relationships, sexuality, sexual harassment and violence prevention

### **PERSONAL FINANCE**

¼ Credit

Required for Juniors

Grade 11

Ready for a crash course in managing your finances, credit cards, investing, doing your taxes, buying a car, or renting your first apartment? Field trips, guest speakers, and the essential information that will give you an advantage now and post graduation!

### **SAT ENGLISH/MATH PREP**

½ Credit

Required for Juniors

Grade 11

\*This is not in place of an English or Math credit

This is a course designed to help you improve your SAT scores in Reading, Writing and Language, Essay, and Math. The goal is to reduce test anxiety and practice test taking strategies. The techniques learned in this course will help you in any standardized exam, and especially make you feel extremely prepared for the SATs.

We will set a target score for the SAT, based on colleges students hope to attend. Then we will try to meet those targets by covering strategies for dealing with reading and answering questions under time constraints, general test-taking tips for standardized tests, question and passage types and strategies for dealing with each. We will do short practice sections and timed complete practice sections. We will go over a foolproof technique to use on the timed essay, regardless of the prompt. The class will also include some college application information.

## **INDUSTRIAL ARTS/TECHNOLOGY**

### **WOODWORKING**

½-1 Credit

Elective

Grades 9-12

*Prerequisite: Preferably completion of a Middle School Technology program*

The objective of the Woodworking course is to become proficient in the safe operation and maintenance of the tools and machinery in the shop. Students should be

capable of designing, manufacturing, and finishing a quality wood project.

### **CAD (COMPUTER AIDED DESIGN)**

½-1 Credit

Running Start Credit

Grades 9-12

It is the objective of the Industrial Arts Dept. that students who complete the CAD Design course develop a strong familiarity with computerized mechanical drawing techniques. They should be able to successfully complete drawings using correct dimensioning, borders, bill of materials, and all two dimensional functions and commands.

### **STEAM DESIGN: Test, Iterate – Cutting edge Tools, Techniques and Projects**

First Semester

½ Credit

Elective

*Prerequisites: 2 Lab Science Courses, Algebra II (Students who are taking Algebra II concurrently may take the class with school counselor and/or instructor approval)*

This course is designed to combine students' curiosity, interest in multi-disciplinary coursework, and hands-on work. This integrated course reinforces and extends knowledge and skills in science, technology, engineering, arts, and mathematics (STEAM) in design projects ranging from robotics, service engineering and invention, sustainable energy, technology and engineering in the arts, computer vision, acoustics, musical instruments and student developed final projects. For each design project, students will review and apply STEAM knowledge and skills in an environment that celebrates learning through iteration and the development of multiple solutions for any given challenge.

## **MATHEMATICS**

Our society needs a mathematically literate workforce, one which is knowledgeable in the use of technology and which also has well-developed problem solving skills. Workers must be able to communicate, assimilate new information, solve unfamiliar problems, and work cooperatively as well as independently. The curriculum offered and the teaching methods employed must meet

the challenges of preparing our students for tomorrow's society.

The mathematics department supports the following teaching methods and assumptions:

- Students will be engaged in exploring, conjecturing, and thinking versus rote memorization of rules and procedures
- Students will have the opportunity to discuss mathematics with classmates and teacher
- Students with special needs shall have appropriate instruction offered
- Graphing calculators will be available to all students at appropriate times
- Technology will be used to enhance student learning
- Students will be encouraged to study mathematics during all four years of high school; all students should be in an appropriate mathematics course during their senior year.

The mathematics department supports the following expectations:

- Students will understand the nature and structure of mathematics
- Students will develop strong mathematical problem solving abilities
- Students will develop positive attitudes and beliefs about mathematics
- Students will develop their abilities to communicate effectively using the language and notation of mathematics
- Students will develop the ability to represent mathematical relationships in a variety of ways.

## **TRANSITION TO ALGEBRA**

1 Credit

The focus of the course will be selected mathematical topics integrated with the use of technology and developed through a problem-solving environment. Topics will be selected from the areas of algebra, geometry, probability and statistics, and data analysis.

In the area of algebra, students will study number properties, algebraic expressions, operations with integers, linear expressions and equations, and graphing in one and two dimensions. Geometry topics will include spatial visualization, basic constructions, and fundamental properties of lines, angles, and polygons. The remaining topics include plots and graphs of data,

measures of central tendency, simple probabilities, and simulations. Students will use graphics calculators on a regular basis to solve problems and analyze real data.

## **ALGEBRA I**

1 Credit

*Prerequisite: A minimum average of 80% in 8th grade math or successful completion of Transition to Algebra.*

Algebra I continues the study of the structure, concepts, and reasoning in mathematics introduced in previous courses. Students will enhance their understanding of these topics by examining them graphically, numerically, and symbolically. The use of technology, specifically the graphics calculator, will facilitate and encompass all aspects of the program. Students should view this course as the minimum entry-level for real world mathematics.

## **GEOMETRY**

1 Credit

*Prerequisite: Algebra I*

Students will continue to develop their Algebra I skills by solving problems involving various geometric relationships. Students will develop the ability to defend conjectures using informal proof writing. Topics to be covered include geometric figures, congruence, similarity, circles, perimeter, area, volume, transformations, and right triangle trigonometry. Students will be assigned individual and group projects throughout the year.

## **HONORS GEOMETRY**

1 Credit

*Prerequisite: A minimum grade of 85% in Algebra I.*

This course is intended for students with strong Algebra I skills. Students in this geometry course can expect to cover specific concepts in geometric figures, congruence, similarity, right triangle trigonometry, circles, area, volume, transformations, and constructions through problem-solving, real-life applications, and formal proof writing. Students choosing this course should be motivated and able to handle the fast pace of the course.

## ALGEBRA II

1 Credit

*Prerequisite: Algebra I and Geometry. A minimum grade of 80% in Geometry is strongly recommended.*

Algebra and algebraic thinking allows students to solve real-life problems. In this course students will continue their study of the major strands of algebra: functions and relations, modeling, language and representation, and structure. These strands will be explored through the study of quadratic functions and relations, exponential and logarithmic functions, and polynomials. This course is recommended for all students, especially those intending to further their formal education beyond high school.

## ADVANCED MATHEMATICS

1 Credit

*Prerequisite: Geometry and a minimum grade of 80% in Algebra II.*

This course synthesizes previous mathematical knowledge while preparing students to branch out into multiple fields of mathematics such as calculus, statistics, and discrete mathematics. Topics to be presented include a thorough study of trigonometry, further development of toolkit functions, and related areas of discrete mathematics. This course is highly recommended for college-intending students.

## ADVANCED PLACEMENT CALCULUS

1 Credit

Running Start Credit

*Prerequisite: A minimum grade of 80% in Advanced Math. Working knowledge of the TI-84 graphics calculator.*

*Teacher recommendation required*

Students will be required to review prerequisite topics during the summer prior to beginning the course. Students will become familiar with graph and limit theory, derivative analysis of functions, application of the derivative as a rate of change, and velocity and acceleration situations. The concept of the accumulation function and its meaning and relationship to the definite and indefinite integral will be presented. Application of the definite integral will be examined in area and volume calculations. The course syllabus is determined so as to be in sequence with the outline demanded by the Educational Testing Service. Students are expected to take the AP test administered by ETS. The course is

recommended for students planning a college career in math, science, economics, engineering or business.

## ADVANCED PLACEMENT STATISTICS

1 Credit

Running Start Credit

*Prerequisite: Geometry and a minimum grade of 80% in Algebra II. Working knowledge of the TI-84 graphics calculator.*

*Teacher recommendation required*

This course will present exploratory analysis of data and make use of graphical and numerical techniques to study patterns and departures from patterns. Data will be collected according to a well-developed plan in order that valid information on a conjecture is to be obtained. Patterns will be anticipated by producing models using probability theory and simulation. Statistical inference will be used as a guide in the selection of appropriate models. The course syllabus is determined so as to be in sequence with the outline demanded by the Educational Testing Service. Students are expected to take the AP test administered by ETS. This course is recommended for students planning a college career in any math related field, business, social sciences, and health sciences.

## QUANTITATIVE REASONING

1 Credit

Grade 12

*Prerequisite: Seniors only with teacher approval or completion of Algebra I and geometry.*

This course is designed to expose students to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Operations, Functions and Modeling, Finance, Geometry and Measurement, as well as Probability and Statistics.

## PERFORMING ARTS

All high school classes in the Performing Arts section count toward the required  $\frac{1}{2}$  credit in Fine/Performing Arts needed for graduation.

The music program at Profile is designed to provide an outlet for students to express themselves through

performance in music. Middle school students are offered the choice of two areas in which to explore their particular talent or interest. For those who play an instrument – lessons are required. Senior high students may continue their ensemble experience at an advanced level.

## **CONCERT BAND**

1 Credit

Elective

9-12

Grades

In this course students will learn to perform a variety of Concert Band repertoire for public performance. The course will focus on honing students' ability to: demonstrate solid performance fundamentals, blend within an ensemble, play in tune, and maintain a basic understanding of music theory as it relates to instrumental performance. Students are eligible for nomination in the North Country Music Festival and also have the option of auditioning for the NH All State Music Festival. Students in grades 7-8 will perform middle school level music while developing the fundamental skills they were exposed to in elementary school. Private instrumental lessons will be provided during the school day to all instrumental students. These students are eligible for nomination into the District Band, and also have the option of auditing via CD recording for the annual Middle School All State Band. All band students in grades 7-12 will be expected to perform in three concerts throughout the year. At the end of the year their musical experience will culminate in an adjudicated music festival at an outside venue.

## **CONCERT CHOIR**

1 Credit

Elective

Grades 9-12

In this course students will perform many styles of vocal music through participation in a choral setting. Students will be graded on their ability to consistently demonstrate: proper performance fundamentals, understanding of basic music theory as it relates to choral music, a strong work ethic geared toward excellence in music performance, and their ability to memorize music. Students learn vocal technique and musicianship skills during warm-ups and are expected to apply them during rehearsal. Teacher feedback is given to improve performance and students are expected to evaluate and reflect on their own performance as well as the performances of others. All choral students in grades 7-12 will be expected to perform in all scheduled

concerts throughout the year. There are additional opportunities to perform outside of the music classroom such as All-State, North Country Music Festival, and NHMEA Middle School Festival as nominated by the director.

## **INTRODUCTION TO GUITAR**

½ Credit

Elective, 1st Semester

Grades 9-12

This course is offered every year. Introduction to Guitar begins in the first semester of the school year and requires a strong work ethic if success is to be achieved. In this course students will learn how to play the acoustic guitar and read music. The course covers: basic playing fundamentals, TAB, common guitar chords, notes on the staff, and basic music theory. All guitar skills will be taught from a beginner's level and school guitars will be available for student use. Students may take this course only once.

## **ADVANCED GUITAR**

½ Credit

Elective, 2nd Semester

Grades 9-12

*Prerequisite: Introduction to Guitar*

Advanced techniques in guitar including barre chords, Major Scales and Power Chords, Bass Guitar, Arpeggios, and Transposition. Students also select their own repertoire for performance projects.

## **MUSICAL THEORY**

1 Credit

Elective

Grades 9-12

Offered every other year, this course is intended for those who are enrolled in band, chorus, or are considering a career in music, or simply want to develop a deeper understanding of how music works. Topics will include: music notation; interval identification; common-practice scales and modes; harmonic function; melodic construction; and score analysis from different eras of music history. Students will have opportunity to improve skills in rhythmic, melodic and harmonic dictation, sight singing, and composition. Prerequisite: Instructor Approval



## INDEPENDENT PERFORMING ARTS

½ Credit

Elective

Grades 9-12

Students create and design their own projects and rubrics in the performing arts. The course is flexible and student centered. All aspects of performing (theatre, guitar, auditioning, singing, etc) are welcome but also those interested in studying more about music without the pressure to perform are encouraged to self design their own study.

## THEATER ARTS

½ Credit

Elective

Grades 9-12

This elective will explore various aspects of acting, technical theatre and playwriting . Students will develop class performances in the forms of oral interpretation, monologues and scenes. Theatre arts students will complete a project in lighting, scene, costume and sound design. The class will also involve reading, viewing and responding to plays in various modern genres. The culminating project of the class will involve writing, technical design and direction of one's own play..

## PHYSICAL EDUCATION

The Profile Physical Education Department will lead by example to instill the value of physical activity and exercise as part of a healthy and fulfilling life. The scope and sequence is designed to meet the needs of all students at a developmentally appropriate age. The Physical Education department will offer a comprehensive format whereby students can successfully participate regardless of ability. Students will learn why physical fitness is important, experience how physical activity and exercise is enjoyable, identify what their personal fitness needs are and understand how to maintain the balance of wellness throughout their lifetime. Ideally, students will find an activity or exercise that provides health enhancing benefits as well as social interaction and feelings of competence. This will be done by facilitating a wide range of lifetime sports, exercise strategies and activities while fostering communication skills through movement. Other lifetime skills integrated into the curriculum are leadership, self-confidence, communication, self-esteem, decision making and

critical thinking. One full credit of physical education will be required for graduation.

### EXPECTATIONS:

- Engage in a physically active lifestyle.
- Achieve and maintain a health enhancing level of physical fitness.
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
- Identify that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction for a lifetime.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Think critically, lead by influence and take initiative.
- Display adaptability, curiosity and imagination.

## YOGA & PILATES

½ credit

Elective

*MAX Enrollment:11;MIN: 6*

Students will experience a series of focused activity workshops within this class. In this course, students will participate in different types of yoga to experience relaxation techniques through movement. In addition to feeling the benefits of this ancient practice, students will learn about how yoga can benefit your brain in addition to your body and increase strength and flexibility. Students will experience Pilates, another form of exercise that stretches and strengthens the body. The focus of Pilates is building strength within the core and stretching through the limbs. Throughout the course, both Pilates and yoga will be woven together and at other times, done separately. Both activities help students relieve tension and stress in a low impact way.

## **STRENGTH TRAINING AND INDIVIDUAL SPORTS**

½ credit

Elective

MAX Enrollment: 25; MIN: 6

Strength and Conditioning is a course devoted to personal fitness. Students will assess personal fitness at the beginning of the semester quarter and set goals for the end of the course. Students will track improvements throughout the quarter. A variety of strength and conditioning methods and theories will be explored. Students will focus on specific aspects of personal fitness and continue to discover new and exciting ways to reach their fitness goals. Students will learn about and participate in Burdenko Conditioning, Playometrics, weight lifting, circuit training, cardiovascular endurance activities, and a number of other strength and conditioning techniques. Students will also experience and learn the benefits of walking, jogging and running at a pace that is individually beneficial. Walking, jogging and running on varying terrain and with various pieces of equipment will also be explored. Our goal is to learn about our own fitness (improvement, maintenance and enjoyment.) Students will also develop an understanding of movement concepts, strategies and tactics as they apply to individual sports. Individual Sports will include but are not limited to: swimming, juggling, jump rope, gymnastics, disc golf, badminton, running/trail running, tennis, squash, pickleball, archery, cycling, bowling, pool/billiards, rock climbing, and golf.

## **CROSS-TRAINING**

½ Credit

Elective

This class will use a combination of exercise to work various parts of the body. The aim is to reduce the risk of injury and improve overall fitness levels. We will address strength training, cardiovascular fitness and flexibility.

## **SPORTS NUTRITION**

½ Credit

Elective

Do pasta dinners really give you more energy? What's the difference between an energy drink and a sports drink? How does chocolate milk help muscles recover? How much protein is needed for building muscle mass? If you want to learn more about how food can fuel your

workouts, help you perform better in your games, and give you plenty of energy for your outdoor adventures, then take this class. The primary focus is about how food can affect performance and what changes you can make to meet your goals. Students will explore the science behind nutrition and sport/fitness activities. Throughout the course, students will investigate popular claims in the media, as well as those made by certain food products regarding sport and performance. Students will explore how food is metabolized, how it relates to sport and activity, and identify the nutrient needs for personal sport. In addition, students will also research what foods contain the necessary nutrients to meet athletic goals. Research, case studies, and personal inventories/logs are a major component of this course. Other relevant issues, such as eating disorders and sports, will also be explored.

## **OUTDOOR RECREATION and TEAM SPORTS**

½ credit

Elective

MAX Enrollment: 20; MIN: 6

This course will focus on safe participation in outdoor recreation activities and strategies and tactics in team sports. Students will gain knowledge to participate safely in these activities on their own time, and may experience teaching their acquired skills to younger community members. Students will participate in activities such as hiking, orienteering, outdoor cooking, fire safety, kayaking, canoeing, rock climbing, spin fishing, fly fishing, ice fishing, cross country skiing, snowshoeing, downhill skiing/snowboarding, trail running, road biking, mountain biking and swimming. In addition to exploration in outdoor recreation, students will develop an understanding of movement concepts, strategies and tactics as they apply to team sports. Students in this course will demonstrate competency and understanding in a variety of team sports. Activities will include but are not limited to handball, floorball, broomball, flag football, rugby, ice hockey, speedball, basketball, kickball, soccer, ultimate Frisbee, disc golf, volleyball, baseball/softball, cricket, tchoukball and bocce ball. Lifetime fitness and wellness concepts will be covered through the medium of these activities

## **UNIFIED PHYSICAL EDUCATION**

½ -1 Credit

Elective

Students (partners) who have a desire to work with students with disabilities (athletes) should inquire with a

school counselor or physical education teacher about participating. Partners involved will first learn about person first language, the history of Special Olympics, movement with the athletes, and about the athlete's abilities and disabilities. Then, the partners will be heavily involved in assisting athletes' participation in games and learn lifelong skills through activities such as sit volleyball, basketball, volleyball, tennis, Frisbee, bowling and backyard games. In the spring, the Unified PE class will participate in a Unified Sports Day as part of their final assessment.

**BIKOLOGY**

Fall Semester  
½ Credit  
Elective

Students will have the opportunity to study cycling on and off the bike. Students will learn a brief history of the bicycle and cycling as a sport and recreation opportunity. Off the bike, students will learn how to safely choose helmets, bicycles and attire that will enhance their cycling experience. We will learn how to repair and maintain bikes on and off the road/trail. Additionally, we will safely navigate roads and trails with good etiquette. On the bike, students will gain skill and confidence biking on various terrain in various types of weather and with various types of bikes including road bikes, mountain bikes and fat tire bikes. In addition to cycling, students will learn how to improve cardiovascular fitness, balance and coordination in a variety of ways that will enhance their experience on a bicycle. If students do not have their own bikes, bikes will be provided.

**ROCK CLIMBING**

Spring Semester  
½ Credit  
Elective

Students will have the opportunity to gain perspective on rock climbing as a sport and method to enhance fitness. After a brief history on the evolution of rock climbing students will strive to increase fitness skills necessary for rock climbing (range of motion, strength and balance will be the priority.) Students will gain confidence and competence in skills necessary for bouldering, belaying, top rope rock climbing and lead climbing. At the end of the semester, we will participate in at least one day of outdoor rock climbing guided by professionals. By the end of the course students will have demonstrated competency in a variety of motor skills, safety concepts,

responsible behavior and will recognize rock climbing as a source of joy and social interaction.

**PHYSICAL EDUCATION TEACHER ASSISTANT**

½ -1 Credit  
Elective  
*Prerequisites Teacher recommendation required; All PE electives*

This opportunity would require students to step into a pedagogical role. Students will assist the physical education teacher in managing the classroom and teaching resources. After a flow to the class has been established between the assistant and teacher, he/she would gradually gain more involvement in co-teaching the class. Teacher Assistants will be seen as a leader and a role model to the class.

**INDEPENDENT STUDY: Physical Education**

1 Credit  
*Prerequisite: PE Electives; Teacher recommendation required: Acceptance by Written Application Only*

Independent study is a voluntary alternative method to further knowledge in a specific subject area. Students work independently, according to a written agreement and under the general supervision of the teacher. To be accepted into the program, students must apply within the P.E. Department and submit a "Letter of Interest." A presentation of cumulative research will be conducted in front of the District's Wellness Committee at the end of the year.

**SCIENCE**

Today's student needs to be able to make informed decisions about one's health care, choosing and using technology and understanding current events. Science is the key to this understanding. Science is the pursuit of knowledge. By asking questions, collecting evidence and developing explanations about how things work, we can connect knowledge to current models and explanations to expand and improve our understanding.

- All science students will demonstrate the ability to:
- observe and describe patterns.
  - investigate, explain, and evaluate potential causal relationships.
  - describe and represent the significance of changes in relative scale, proportion, and quantity.

- investigate and analyze the system.
- analyze evidence to evaluate the cycling of matter and flow of energy.
- use evidence to support claims about the relationship among structure and function
- investigate and analyze static and dynamic conditions of systems

## **INTEGRATED SCIENCE**

1 Credit

*Prerequisite: Teacher recommendation required*

This is an introductory course that introduces both biological and physical science concepts to prepare students for state required science sequence. Focus on lab skills, inquiry, and science literacy and numeracy.

## **EARTH AND PHYSICAL SCIENCE**

1 Credit

Required

This course provides students with an introduction to the physical and earth sciences and works to develop the laboratory and critical thinking skills that are essential to a science education. Areas of study include: models of the atom; forces and Newton's laws of motion; experimental design and data collection; work and power, simple machines, conservation of energy, waves and wave properties, structure and formation of the Earth; plate tectonics; nuclear reactions, stars and formation of the chemical elements. (Honors Earth and Physical Science course is available with 220+ 8th Grade NWEA and/or 8th grade teacher recommendation. Enrolled in algebra 1 or higher.)

## **BIOLOGY**

1 Credit

Required

This course is designed to continue student investigations of the life science that began in grades K-8 while providing students the experiences and necessary skills to have a richer knowledge base in biological science. This course is designed as a foundational course of Biology for in depth courses in advanced biology courses or special topic courses. This course includes the major concepts of: matter, energy and organization in living systems; cell structure, function and metabolism; genetics and the molecular basis of heredity; biological evolution; behavior of

organisms; interdependence of life. (An Honors Biology course is available with 85% or higher in Physical Science and/or teacher recommendation)

## **CHEMISTRY**

1 Credit

Elective

*Prerequisite: Physical Science. Concurrent enrollment in at least Algebra 2*

Students will work to develop their understanding of matter and its interactions while continuing to improve their critical thinking and laboratory skills. Areas of study include: the quantum model of the atom; trends and organization of the periodic table; covalent, ionic, and metallic bonding; 3-dim shape of molecules; IMFs and bulk properties of materials; types of chemical reactions and stoichiometry; collision theory and reaction rates; acids and bases.

## **PHYSICS**

1 Credit

Elective

Grades 11-12

*Prerequisite: Chemistry, Geometry, Algebra 2, and currently enrolled in or completed Advanced Math Requirement.*

*Teacher recommendation required (A minimum grade of 85% in each prerequisite course is strongly recommended).*

This course is a Jr/Sr level elective. Because of the difficulty of this course, Physics will be weighted as an AP level course in the point system that determines class rank. The question "What is light?" forms a framework for this course and leads us on an adventure in building a scientific theory that also leads us to explore major topics in physics. Areas of study include: properties of light; translational and rotational mechanics; power and energy; waves and wave properties; electricity and magnetism; basis of quantum mechanics; wave-particle duality of light.

## **ANATOMY & PHYSIOLOGY**

1 Credit

Elective

Grades 11-12

*Prerequisite: Biology*

This course is an elective college preparatory course recommended for students who plan to enter the biological or medical fields. Not only will students learn

the structure and function of the different body systems (integumentary, endocrine, reproductive, lymphatic, cardiovascular, respiratory, digestive, urinary, nervous, musculoskeletal), they will explore the connection and interaction among the many systems. In addition to the body systems, students will also research the link between disease/dysfunction and the body. This is the equivalent to a college level Human Biology course.

## **AP BIOLOGY**

1 Credit

Elective

*Prerequisites: Average of 85% or better in Biology and completion of a Chemistry course.*

*Teacher recommendation required*

*Summer assignments are prerequisites for enrollment in this class*

Students will be required to review prerequisite topics during the summer prior to beginning the course. AP Biology includes the topics regularly covered in a college biology course for majors. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Topics to be covered: Molecules & Cells (25%), Heredity & Evolution (25%), Organisms & Populations (50%)

## **ENVIRONMENTAL SCIENCE**

½ Credit

Elective

*Prerequisite: Biology*

This course provides students with a foundation of understanding, knowledge and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species and invasive plants and animals. Students learn about the structure and function of natural ecosystems, the history of the environmental movement, and the impact of legal, economic and political systems on environmental concerns. Students also gain a broad awareness of environmental science. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment.

## **FORENSIC SCIENCE**

½ Credit

Elective

Grade 12

*Prerequisite: Biology & Chemistry*

This course is designed to introduce the student to practical applications of chemistry, physics, and biology in the study of forensics. The class will focus on the analysis of evidence collection, the decomposition process, crime scenes, skeletal remains, toxicology, and document validity. Case studies and crime scenarios help students understand the implications and complicated issues that are part of the science of forensics. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning.

## **SOCIAL STUDIES**

The primary goal of the social studies department of Profile School is to develop responsible, effective, critically thinking citizens through the study of history and the social sciences.

## **NINTH GRADE WORLD HISTORY/CIVICS**

1 Credit

Required

This course will introduce the student to World History from the earliest known times to the Information Age. The course is designed in chronological order to help understand the ideas and concepts and philosophies, which has shaped our civilization today. The course will begin by examining the major ancient civilizations with a focus on how they influenced our society. Finally, the course will look at the impact of these concepts and ideas as a general "Legacy" from the past.

## **NINTH GRADE HONORS WORLD HISTORY/CIVICS**

1 Credit

*Prerequisite: Teacher recommendation required*

Honors World history is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. Students will examine the historical roots of significant events, ideas, and movements. They will broaden their historical

perspectives as they explore ways societies have dealt with continuity and change as exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This course serves as a foundation for Civics and Economics. Critical Thinking skills highly emphasized.

## **SOCIAL STUDIES ESSENTIALS**

2 years; 2 ½ Credits after two years

(World History ½, Civics ½, US History 1, Economics ½)

*Prerequisite: Teacher recommendation required*

This is an introductory course that covers Social Studies concepts. The course will focus on cause and effects, geography, and specific topics in Social Studies. Students will be able to earn the competencies in World History, Civics, US History, and Economics during the two years of the course. One year will focus on US History and Economics, the other year will focus on World History and Civics.

## **TENTH GRADE U.S. HISTORY/AMERICAN STUDIES**

1 Credit

*Prerequisite: Teacher recommendation required*

Ours is a rich heritage. The freedoms we cherish, the institutions that serve us, and the material comforts we enjoy, have been handed down to us from the past generations of Americans. In order to understand the value of this heritage and pass it along to future generations, we must learn about the past. Students must understand how Americans built our society. They must also learn about what they possess as American citizens. Critical Thinking skills highly emphasized.

## **U.S. HISTORY**

1 Credit

Required

Grade 10

This is a survey of United States and New Hampshire history from the Age of Exploration to the present. State, local and federal government will also be covered.

## **HISTORY SEMINAR**

1 Credit

Elective

Grades 11-12

*Prerequisite: World History, U.S. History and 10<sup>th</sup> grade English*

Most Americans will learn the history they remember through watching films; this course is designed to critically analyze historical films. This class is designed to learn history through alternative methods by using films to instruct the facts and issues of history. The course is aimed at all level students with the majority of work done in class. Students will study the history of filmmaking and will view some of the most significant films in movie history. Students will use the following methods and skills to study historical films: free and directed writing; researching topics individually and in groups; developing analytical and evaluative skills; learning factual knowledge as well as the conditions in which they happened; and to be exposed to different ideas, views and opinions. Students will be called upon to choose some of their own subjects as well as use independent study and creative applications that will enhance self-discipline and organization skills. Material covered in class will concentrate on the past 200 years of history, current issues especially pertinent to students and the history of film. A parent permission slip is required for all students to participate in this class.

## **PSYCHOLOGY**

1 Credit

Elective, Running Start Credit

Grades 11-12

Why do we think, feel, act the way we do? An introductory course focused on the study of human and animal behavior. Personal and social behaviors are explored through such topics as: the brain, stress, sleep, memory, learning, sensation and perception, mental health, developmental processes, and social psychology. Students will also learn career options in the field of Psychology. Applied research projects, in-class quick labs, and reflections are an integral component of this course. Emphasis is placed on analyzing theories and trends in the field.

## **ECONOMICS**

½ Credit

Required

Grade 11

The course will emphasize economic principles as applied to the individual consumer decision-making and governmental attempts to regulate the economy. Topics include: scarcity, choices, goal setting, consumer costs of living, investments, monopolies, monetary policies of the federal reserve and government, trade surplus vs. deficit, and different economic systems.

## GLOBAL STUDIES

½ Credit  
Required  
Grade 11

This course is a continuation of the World History credit. However, in Global Studies students will take an independent look at the events that are currently shaping the globe. Students will analyze current global events by exploring the historical significance, the contemporary outcomes, and questions for further study. The aim is to have students recognize that history is being made every single day and teaching critical analysis skills.

## SOCIOLOGY

½ Credit  
Running Start Credit  
Grades 11-12

Sociology is the systematic study of social life and social transformation. This course is an introduction to classical and modern sociological theory, concepts and issues. The goal is to provide students with an understanding of fundamental social processes, to encourage critical thinking, and to provide students with the tools and knowledge necessary to analyze issues from a sociological perspective. We will discuss issues related to socialization, social stratification, social institutions and cultural development and change.

## PHILOSOPHY

½ Credit  
Elective, Running Start credit  
Grades 11-12

This course traces the history of Western Philosophy from its beginnings in Ancient Greece to contemporary developments in the modern world. The class will demonstrate how philosophy is unique from religion and science while at the same time showing how all three disciplines are interrelated. The course will leave students with a vivid picture of philosophy as a unique and important field of study.

## AP EUROPEAN HISTORY

1 Credit  
Elective  
Grades 11-12  
*Prerequisite: Teacher recommendation required*

The fundamental aim of Advanced Placement Modern European History (APMEH) is to give the student a solid understanding of the events and themes of European history in a broad perspective, integrating multiple disciplines in the process of understanding. It is essential for students to get rid of the notion that history is set down in absolute standards with little room for interpretation. An essential aspect of APMEH is to encourage synthesis and analysis in the study of relationships between causes and effects, comparison and contrast of cultures, geographic factors, economics, philosophy, and the history ideas. The period begins with the age of transition between the medieval world to the birth of modern day Europe and the Renaissance. Themes such as the emergence of the modern nation state and monarchies, the changing concepts of man, God, and the universe, the rise of urban society, the influence of industrial technology, and the emergence of international politics and relations, are all considered in the context of the wider world. Advanced Placement exam for potential college credits at the end of the course is optional, though recommended. Achievement in honors classes considered, American Studies emphasized.

## WORLD LANGUAGE

The major emphasis of all world language courses is on speaking, listening, reading, and writing skills. Students planning to attend college are advised to take at least two years of French or Spanish.

### FRENCH I

1 Credit  
Elective

This is the first level of a possible five-year sequence for students that are college bound or have a desire to learn and to understand, speak, read, and write French. French 1 will include speaking, reading, writing and cultural connections. The emphasis is on elementary grammatical structures, oral communication. We will do skits, read articles and have fun. Students are encouraged to take part in the National French exam in the Spring.

## **FRENCH II**

1 Credit

Elective

*Prerequisite: Students must have successfully completed French I*

*Teacher recommendation required*

Students will continue to become more comfortable in the language and work with more complex materials. Everyday vocabulary will be used in skits and oral presentations. Students will take a virtual trip to Paris throughout the course. Students will read two complete short books in French. Students are encouraged to take part in the National French exam in the spring.

## **FRENCH III**

1 Credit

Elective

*Prerequisite: Students must have successfully completed French II*

*Teacher recommendation required*

Students will continue to increase their fluency in the language both in speaking and in writing. The class will be primarily conducted in French. Students will become proficient in the following tenses: 2 past tenses, future and conditional. They will read "The Little Prince" and several short stories. Students will travel to the Clark Institute as part of a unit on French Masterpieces. Students are encouraged to take part in the National French exam in the spring. Travel to France will be offered.

## **FRENCH IV**

1 Credit

Elective

*Prerequisite: Students must have successfully completed French III*

*Teacher recommendation required*

Students in this course will use everything that they have learned to read, write, listen, and speak French. The class will be primarily conducted in French. Students will concentrate on the history and literature of France and how they are tied together. A French-English Dictionary is a requirement. Travel to France will be offered.

## **AP FRENCH**

1 Credit

Elective

*Prerequisite: Teacher recommendation required*

In this AP course, students will review and refine grammatical structures studied in previous years while learning new vocabulary to communicate in French on a variety of contemporary thematic topics. It will emphasize all communication skills and culture. It is designed to prepare students for the AP French Language and Culture Exam.

## **SPANISH I**

1 Credit

Elective

This is the first level of a possible five-year sequence for students that are college bound or have a desire to learn and to understand, speak, read, and write in Spanish. This first level focus is to acquire the most frequently-used words and phrases in Spanish, moving on to being able to communicate about everyday topics through listening comprehension, reading comprehension, writing, speaking, and cultural connections and understanding. Students will use a variety of techniques to better understand elementary vocabulary and grammatical structures in Spanish and apply basic oral communication.!

## **SPANISH II**

1 Credit

Elective

*Prerequisite: Students must have successfully completed the course in Spanish I*

*Teacher recommendation required*

The course will continue to refine and build on the language and skills acquired in Level I. Students will become more comfortable with interpersonal communication in all its facets. Students will continue to read, listen, write and speak in Spanish in a more immersion-based classroom. More complex vocabulary and grammatical structures will be used. Cultural elements will be explored. Most communication in the class will be in Spanish.



### **SPANISH III**

1 Credit

Elective

*Prerequisite: Students must have successfully completed the course in Spanish II. Teacher recommendation required*

This course will expand upon students' Spanish abilities acquired in Level II. The curriculum will use an authentic Spanish novel as a launching point for vocabulary and grammatical acquisition. Students will be asked to produce more Spanish at this level and more time will be given for the practice of writing and speaking. Students will need to use their powers of observation and critical thinking to better understand Hispanic culture, and in particular that of Latinos within the US, which will be a recurring topic. Most communication in the class will be in Spanish. Travel to a Spanish-speaking country may be offered to sophomores or higher who are interested.

### **SPANISH IV**

1 Credit

Elective

*Prerequisite: Students must have successfully completed Spanish III. Teacher recommendation*

This fourth level course will be immersive and continue to focus on interpersonal communication, but with more complex grammar structures. There is a focus on culture of the Spanish-speaking world with emphasis on classic literature, the arts, history, and Spanish contributions to modern society. Projects focused on the history and culture of selected countries will be required. Fluent use of a Spanish-English dictionary will be considered a requirement.

### **AP SPANISH**

1 Credit

Elective

*Prerequisite: Teacher recommendation required*

In the first part of this AP course, students will meet every day to review and refine grammatical structures studied in previous years while broadening vocabulary and expanding on the ability to communicate in Spanish on a variety of contemporary thematic topics. It will emphasize all communication skills as well as cultural comparisons. During the second semester, students will meet every other day to participate in activities that continue to expand knowledge of the Spanish language and mimic the format of the AP Spanish Language and Culture Exam, taken in the Spring.

## CAREER & TECHNICAL EDUCATION

Career & technical education provides students with hands-on experience that can lead either to employment in entry-level jobs or admission into two-year career & technical programs. By combining theoretical learning with hands-on experience, career & technical education challenges students to apply in real-life situations what they have learned from texts and classroom instruction. Career & technical education challenges students on all ability levels. Support services are provided for all students who feel they need assistance. Non-traditional enrollments are supported wholeheartedly.

Regional career & technical education courses are double-period courses offered to any eligible 10th, 11th, or 12th grader. Students interested in career & technical courses are encouraged to visit classes and discuss programs with the instructors. Students need to sign up for regional career & technical courses when they enroll for classes in the spring of the year.

If a program offered does not contain the specific elements desired, students should apply for the one that has the most skills transferable to their future career plans. Students and parents should realize that the primary goal of our regional career & technical programs is to make better employees of our students, no matter what future jobs they may hold. Also, some students enroll in regional career & technical courses to supplement their primary interest leading to part-time employment during college or just for their personal life interests. Transportation to all career & technical classes will be provided by the Profile School District, with the School Board determining the method.

### Arthur T. Paradise CTE Center Programs (WMRHS)

*All students interested in enrolling in one of the CTE complete programs either at WMRHS or the Hugh J. Gallen Center in Littleton **must** complete a student application and be accepted into the program. Interested students should see their school counselor or the CTE Director, Mr. Rob Scott, for application and additional program information.*

### Agriculture, Food, & Natural Resources Cluster

*The Agriculture, Food, and Natural Resources Cluster includes the Agricultural Sciences program.*

#### Agricultural Science Program Course Sequence:

- **Agriculture, Food, and Natural Resources Cluster:** Environmental & Sustainable Sciences
- **Government & Public Administration Cluster:** Jr. Reserve Officers' Training Corps (JROTC)
- **Hospitality & Tourism Cluster:** Culinary Arts  
Hospitality Management – Spartan Hospitality
- **Law Public Safety, and Security:** Criminal Justice
- **Manufacturing Cluster:** Welding
- **Systems Technology Cluster:** Cybersecurity and Computer Networking

- Introduction to Agricultural Science
- Introduction to Agricultural Mechanics
- Introduction to Floral Design
- Excavation Simulation
- Maple Sugaring
- Outdoor Leadership
- Wildlife Studies
- Environmental & Sustainable Sciences I
- Environmental & Sustainable Sciences II

**Introduction to Agricultural Sciences CR: .5**

Prerequisites: *None* Grade: 9-12 Level: College Prep

This course will introduce students to the exciting agriculture, focusing on three areas: natural resources, horticulture, and agricultural mechanics. Students will learn safety and proper tool use to conduct a variety of hands-on projects. Units of study may include: landscape basics, greenhouse crop production, maple sugaring, wildlife, maintenance of equipment and tools, floral design, small engines, and more.

**Introduction to Agricultural Mechanics CR: .5**

Prerequisites: *None* Grades: 9-12 Level: College Prep

This course is designed to provide students with the basic skills and knowledge in the area of agricultural mechanics. Students will learn about shop and work safety. Gasoline powered equipment such as OHRV and turf equipment will be the focus of this course. Students will perform pre-operation inspections, appropriate start-up procedures, and selection of proper machinery for specific tasks.

**Introduction to Floral Design CR: .5**

Prerequisites: *None* Grade: 10-12 Level: College Prep

In this unique horticulture course, students will concentrate on the floriculture field of the green industry. Students will learn the basics of floral design including principles and elements of using color and balance, safe operation and identification of tools, handling and treatment of live floral products, flower identification, and how to create basic arrangements for various school events and community projects. Students will learn flower anatomy, flower functions, and how to use wild flowers to encourage native pollinators in our landscape. Students will also develop customer service and entrepreneurial skills as they create invoices, take orders, and communicate with customers and our wholesale floral suppliers.

**Excavation Simulation CR: .5** Prerequisites: *Introduction to Agricultural Mechanics* Grade: 10-12 Level: College Prep

This course will train students to run an excavator using nine different real life modules. Students learn how to run equipment safely and efficiently.

**Maple Sugaring CR: .5**

Prerequisites: *None* Grade: 10-12 Level: College Prep

This course is about the art, science, and technology of the production of maple products. Students will learn to produce and market maple syrup and related products. They will explore the ever increasing opportunities in the maple industry in northern New England.

Units will include: history of sugaring, tree identification and morphology, management of a sugarbush, safe tool use and equipment operation, tapping and collection methods, boiling, filtering and packaging, food sanitation for maple products, NH Maple Laws, making value-added products like candy and cream, marketing, and planning a small business and entrepreneurial skills. Other topics may include cooking and baking with maple and birch syrup production. Students will need to be prepared for outdoor work as well as regular record keeping, reading, and writing. There is a potential for local field trips and job shadowing or internships with businesses in the industry.

**Outdoor Leadership CR: 1.0** Prerequisites:

*None—Outdoor Fitness suggested* Grade: 10-12 Level: Honors

This course is designed for students interested in the incredible array of opportunities available in outdoor recreation. Students will develop leadership skills that will help prepare them for further study and employment in the outdoor recreation field, or may be generalized to any future endeavor as responsible users of our natural environment. Using many hands-on activities and making use of the school's nearly 400 acres of forest, fields, trails, and waterway, as well as the indoor climbing wall, we will explore how the planning and management of outdoor pursuits develops group management and leadership skills. Units of instruction will include: history of wilderness, outdoor survival skills, trail construction and maintenance, backcountry cooking and nutrition, wilderness first aid, map, compass and GPS skills, climbing, winter travel, paddling, Leave No Trace principles, recreation business management, trip planning, current issues in recreation, and career opportunities in the industry. The course

culminates in a year-end trip designed and planned by students. Students will be required to keep a regular journal, and in addition to written assignments and projects, should be prepared every class block for outdoor lessons and activities.

#### **Wildlife Studies CR: .5**

Prerequisites: *None* Grade:

9-12 Level: College Prep

Do you love learning about the secret lives of wildlife?!

This course will explore the biology and habitats of northern New England wildlife species. We will spend time tracking and observing wildlife on the school grounds, as well as creating more homes and habitat for them. We will also work with NH Fish and Game to learn more about how management decisions are made about these animals, and conduct citizen research projects.

#### **Environmental & Sustainable Sciences I CR: 2**

Prerequisites: *None* Grade: 10-12 Level: Honors

The Environmental and Sustainability program is guided by a single principle: understanding and resolving environmental problems requires an interdisciplinary approach. The Environmental and Sustainability core curriculum provides a comprehensive and integrated view of the agricultural, biological, physical-chemical, ecological, human and social dimensions of the environment. The program will advance students' critical ability to solve real-world environmental problems, preparing students for their role in making decisions involving environmental policy, natural resource management, biodiversity conservation, economic impacts, and human health. Students will possess a desire to develop into independent, inquisitive learners with critical thinking skills to recognize their role in the broader world. The course will combine year I and II Agricultural Sciences CTE students, as well as AP Environmental Science students. Students will have the option to be a CTE completer, achieve AP credit or both.

## **Government and Public Administration Cluster**

*The government and Public Administration Cluster includes the Junior Reserve Officers' Training Corps Program.*

#### **JROTC Program Course Progression:**

- Leadership Education & Training (1)
- Leadership Education & Training (2-4)
- Leadership Lab (LET 2-4)
- JROTC Physical Education (1-4)

#### **Leadership Education & Training (1) CR:**

1.0 Prerequisites: *None* Grade: 9-12 Level:

College Prep

The JROTC Curriculum prepares high school students for responsible leadership roles while instilling an appreciation for the rights and privileges of American Citizenship. This introductory course emphasizes followership in preparing students to become effective leaders. The curriculum includes citizenship, leadership, drill & ceremonies, proper wear of the uniform, military history, communication skills, public speaking, first aid, map reading, physical fitness, and air rifle marksmanship. Cadets learn ethical values and principles that underlie good citizenship, develop cooperative work habits, and logical thinking skills. The importance of dependability, personal responsibility, good judgment, and self-discipline are emphasized. *There is no military obligation attached to participation in the US Army JROTC program. However, successful completion of four semesters gains academic credit in the Army.* JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion to E2/PV2 in the military service.

#### **Leadership Education & Training (2-4) CR: 1.0**

Prerequisites: *Successful completion of the previous LET level.* Grade: 10-12 Level: Honors

The advanced courses reinforce and expand on the LET 1 curriculum. Leadership skills will be implemented as upper level cadets volunteer for leadership positions such as class leaders, cadet staff, or team commanders. Cadet leaders take a more active role and have a greater voice in planning cadet activities, in supervising operations, and in deciding organizational policies and procedures. Upper level cadets will be expected to master the basic curriculum, to set the example in conduct, attitude, and performance, and to train and mentor first year cadets. Physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, as well as basic first aid measures are incorporated. Cadets also receive instruction on negotiating, decision-making, problem solving, etiquette, time management and financial

planning. Students will master the development of core skills an appreciation for diversity, and active learning. Students have the option of earning their Physical Education credit through JROTC.

**Leadership Lab (LET 2-4)** CR: 1.0 Prerequisites: *Student must be serving in a cadet leadership position.*  
Grade: 10-12 Level: Honors

Leadership Lab is designed for cadets who hold a leadership position and whose school schedule allows this course. During Leadership Lab, cadet leaders will perform their planning, coordinating, and rehearsing duties. In addition, Lab students may be assigned special projects, readings, or studies.

**JROTC Physical Education (LET 1-4)** CR: 1.0  
Prerequisites: *Approval of JROTC instructors*  
Grade: 9-12 Level: College Prep *Note: This course meets the physical education graduation requirement.*

Cadets may elect to have JROTC credit count as Physical Education credit. To be eligible, **all** of the

styles of food preparation - baking, ethnic cuisine, and traditional dishes. They will also learn kitchen safety and sanitation as well as the importance of math skills in this field. Wearing of a chef's hat and apron are required per State Health Code (He-p2305,8.c) and can be purchased through the program.

**Chocolates and Confections** CR: .5  
Prerequisites: *Introduction to Culinary Arts* Grade: 10-12 Level: College Prep

An exploratory class into the world of chocolates and confections. This course would include the theory, history, production and marketing of confections.

**Culinary Arts I** CR: 2 Prerequisites: *None* Grade: 10-12 Level: Honors

Culinary Arts I is an industry-based class for those wishing to pursue a career in the restaurant management and culinary arts fields. Students are expected to become proficient on all the major areas of Culinary Arts: knife skills, saute , grilling, roasting, frying, plate presentation. Additionally students are required to perform at industry standard levels for safety and sanitation. Students are expected to prepare food for contract consumption at the highest quality possible and are expected to participate in several after school catered events during the school year, such as the annual POPS band concert. The curriculum for Culinary Arts I will be the National Restaurant Association's ProStart, Level 1 program, which also covers many concepts in restaurant management. Successful completion of ProStart, Level 1 earns the students national certification. Other academic work will be required, students are expected to have solid academic skills in both mathematics and reading comprehension. Students also need to have the ability to work as an integral part of a group in order to execute functions, etc. *As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.*

### Culinary Arts Program Course Sequence:

- Introduction to Culinary Arts
- Chocolate and Confections
- Culinary Arts I
- Culinary Arts II

**Introduction to Culinary Arts** CR: .5  
Prerequisites: *None* Grade: 9-12  
Level: College Prep

This course exposes students to the field of culinary arts and what it takes to be a chef. Students will learn basic cooking techniques through the exposure to different

**Culinary Arts II** CR: 2 Prerequisites: *Completion of Culinary Arts I with "B" or higher.* Grade: 11-12 Level: High Honors

Culinary Arts II is designed to continue preparation of students for further education at the post- secondary level, apprenticeship, or for employment at an entry level position

within the culinary field. The student is expected to master the basics of Culinary Arts: knife skills, saute , roasting, frying, etc. The student will be expected to plate all items for presentation, with focus on eye appeal. Industry based and nutritionally sound portions/plate presentations will be stressed, as well as their impact on the customer, health issues, and public perceptions. Far more attention to detail is expected in the student's daily tasks. The student will be held to a more rigorous grading scale. The students will be expected to meet or exceed industry standards regarding safety and sanitation. Students will be expected to cost our food items on a frequent basis, in order to become aware of "food cost" components of the industry and how it relations to seasonal items, profit and loss, and the overall operation of a restaurant. Culinary Arts II students are required to prepare food for contract consumption, to take an active part in planning numerous catered events, and to help with scheduling. Students will be expected to work with the Mountains View Academy Hospitality Management program students in the creation of successful events. The foundation text will be NRA's ProStart, Level 2. Successful completion of this Level earns the student nationally recognized industry certification. *As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.*

### **Spartan Hospitality I CR: 2**

Prerequisites: *None* Grade:

10-12 Level: Honors

The Spartan Hospitality program introduces high school sophomore and junior students to careers in management focusing on the hospitality and tourism industry. Spartan Hospitality I will expose students to on-the-job training, projects, job shadowing, and employment opportunities through bi-weekly visits to community partnerships. This, coupled with a comprehensive and dynamic curriculum created by the American Hotel & Lodging Educational Institute creates an experience that builds business and management skills applicable and transferable to other industries.

**Spartan Hospitality II CR: 2** Prerequisites: *Completion of Spartan Hospitality I with "B" or higher.* Grade: 11-12 Level: High Honors

The Spartan Hospitality II will further immerse juniors and seniors into careers in management, focusing on the hospitality industry. Through partnerships with community

leaders, take on management and leadership positions at their job shadows where they will intern in their prospective career department. The second year of the curriculum created by the American Hotel & Lodging Educational Institute continues to build business, management and leadership skills. Upon completion of the two-year program, students will have the necessary foundations to begin a career within the hospitality industry or to continue their educations at the post-secondary level. National certification is available to students who pass exam sat the end of both year one and year two of the program.

## **Law, Public Safety, and Security Cluster**

*The Law, Public Safety, and Security Cluster includes the Criminal Justice Program.*

### **Criminal Justice Program Course Sequence:**

Introduction to Criminal Justice I Criminal Justice

I Criminal Justice II

### **Introduction to Criminal Justice**

CR: .5 Prerequisites: *None* Grade:

9-12 Level: College Prep

This course introduces students to the world of criminal justice in the United States and abroad. Students will explore how the U.S. Constitution shaped and influences the current system. Students will explore various careers related to criminal justice and the pathways to those careers.

### **Criminal Justice I CR:**

2 Prerequisites: *None*

Grade: 10-12 Level:

Honors

This course presents an overview of the criminal justice system and introduces the major components in law enforcement, judiciary, and connections. Students learn the history of the American criminal justice system, theory, principles, and techniques of developing/managing services for the safety and protection of people and property. Students will participate in lessons on and off campus and in activities that take place after-school hours. Criminal Justice I prepares students to take Criminal Justice II, in which they will concentrate in areas of interest.

**Criminal Justice II** CR: 2 Prerequisites: *Completion of Criminal Justice I with a "B" or higher.* Grade: 11-12 Level: High Honors

Criminal Justice II is a continuation of Criminal Justice I. In year two, the students will get an opportunity to participate in job shadows, off- campus programs, and examine the criminal justice system more closely. Year two students are expected to participate actively in the structuring of their year in order for the program to meet their individual interests and goals.

## Manufacturing Cluster

*The Manufacturing Cluster includes the Welding Program.*

### **Welding Program Course Sequence:**

Introduction to Welding Introduction to Mobile Diesel Welding Technology I Welding Technology II

**Introduction to Welding** CR: .5

Prerequisites: *None* Grade: 9-12

Level: College Prep

This course will introduce students to the career field of welding. Areas presented in this program will include safety, joint work, and basic oxy-fuel and arc welding processes. Topics will include the study of welding related careers, safe trade practices and joint preparation and techniques in four basic welding positions using SMAW, GMAW, and Flux Core processes. Students will also learn oxyfuel and plasma cutting techniques. Areas presented in this program will include safety, joint work, math related to welding techniques, and basic oxy-fuel and arc welding processes. This course will introduce students to the career field of welding. Areas presented in this program will include safety, joint work, and basic oxy-fuel and arc welding processes. Topics will include the study of welding related careers, safe trade practices and joint preparation and techniques in four basic welding positions using SMAW, GMAW, and Flux Core processes. Students will also learn oxyfuel and plasma cutting techniques. Areas presented in this program will include safety, joint work, math related to welding techniques, and basic oxy-fuel and arc welding processes.

**Introduction to Mobile Diesel** CR: .5

Prerequisites: *None* Grade: 9-12 Level:

College Prep

This course will focus on repair and safe operation of the high school's equipment. The students will train on our Excavator Simulator to learn safe practices and learn how to safely operate equipment. The class will also teach students how to do pre -service checks, preventative service and repair work.

**Welding Technology I** CR: 2

Prerequisites: *None* Grade:

10-12 Level: Honors

This course introduces students to the field of welding. Areas presented in this program will include safety, joint work, basic reading of shop drawings, math related to welding techniques, and arc welding process. Topics will include the study of welding related careers, safe trade practices, joint preparation and techniques in four basic welding positions. Students will study shield metal arc welding, gas metal arc welding, and flux core arc welding.

**Welding Technology II** CR: 2 Prerequisites: *Completion of Welding I with "B" or higher.* Grade: 11-12 Level: High Honors / Running Start Option

In this course, students will receive a refresher course about safety. Students will learn oxy fuel welding and cutting and Gas Tungsten Arc Welding processes. The students will also learn basic reading of shop drawings and welding symbols.

## Systems Technology Cluster

*The Systems Technology Cluster includes the Cybersecurity and Computer Networking Program.*

**Cybersecurity and Computer Networking Program Course Sequence:** Introduction to Cybersecurity Cybersecurity and Computer Networking I Cybersecurity and Computer Networking II Cybersecurity and Computer Networking III

**Introduction to Cybersecurity** CR: .5

Prerequisites: *None* Grade: 9-12 Level:  
College Prep

This course introduces the tools and concepts of Cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked. In Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and process information safely.

### **Cybersecurity and Computer Networking I CR: 2**

Prerequisites: *2 years of advanced math courses*  
Grade: 10-12 Level: High Honors

In this course, students learn to solve problems by understanding and closing computer vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Students are also provided with the skills and knowledge of personal computers; safe lab procedures and tool use; preventive maintenance and troubleshooting of computers and components; fundamentals of computer operating systems, laptops, portable devices, networks, security and communication skills in the workplace.

### **Cybersecurity and Computer Networking II CR: 2**

Prerequisites: *Successful Completion of Computer Networking I with a "B" or higher.* Grade: 11-12 Level:

- **Business & Finance Cluster:**  
International Finance &  
Management
- **Communications Cluster:** Teacher  
Education
- **Health Service & Public Safety Cluster:**  
Firefighter Science & EMT Health Sciences  
(formerly known as Allied Health)
- **Systems Technology Cluster:** Automotive  
Technology Building Trades  
Technology Computer

High Honors

This course introduces students to the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. 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.

### **Cybersecurity and Computer Networking III CR: 2**

Prerequisites: *Successful Completion of Computer Networking II with a "B" or higher.* Grade: 12 Level: High Honors

## **Hugh J. Gallen CTE Programs (Littleton)**

This course describes the architecture, components, and operations of routers and switches in a larger and more complex network. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and trouble shoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

Systems Technology  
Manufacturing

## **Business & Finance Cluster**

*The Business and Finance Cluster includes the International Business Program.*

**International Business Program Course  
Sequence:**



- Business Essentials
- International Finance & Management

**Business Essentials** CR: 2 Prerequisites:

*Completion of Algebra I* Grade: 10-12 Level: High Honors

Students will be introduced to a variety of careers and activities within the business community. Students will gain an understanding of the role of business in society, which may help them decide a possible career path or area of interest for the future. This course will also focus on personal business issues dealing with such topics as consumerism, money management, banking, investing, insurance, ethical/responsible practices, business law, human resource management, checking/savings/credit, business communication, marketing, research, product research, and product development. Business Essentials is the first year of a two year business program. Students describe this course as, “helpful, interactive, entertaining, brilliant, and an opportunity to learn real world information.”

**Global Business & Marketing** CR: 2

Prerequisites: *Business Essentials*  
Grade: 11-12 Level: High Honors

“Awesome, educational, interesting, phenomenal” are just some of the words students use to describe this course. Global Business & Marketing is the second year of the two year business program. In year one, students learned the fundamentals of business and doing business within the United States. In global business the focus of first semester will be on operating businesses outside of the United States. Expanding abroad creates certain challenges for domestic companies both small and large. Diverse cultures, laws, languages, and currencies add to the mix of challenges. This course will help you understand the different aspects of international business. The focus of semester two will be an introduction to marketing. A wide variety of marketing topics will be introduced including how marketing affects all of us, the marketing plan, selling, promotion, distribution, pricing, and career development. The main tools used to discover and analyze these diverse areas and challenges will be through class discussions, readings, videos, case studies, articles, and company tours. Area business relationships have been established to help in the learning process. The course is designed for those “Awesome, educational, interesting, phenomenal” are just some of the words students use to describe this course.

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**Broadcast Technology I** CR: 2

Prerequisites: *None* Grade: 10-12 Level: High Honors

The field of broadcasting and electronic journalism is an exciting and ever changing field. The first two semesters

are designed to introduce students to the basics of video design, editing, video production, audio design, and editing through the practice of in-studio production and field production. Students will be using professional grade equipment and will learn to shoot quality video. This will allow students to creatively tell stories to not only inform, but to entertain. Students will learn about the stages of production by writing scripts, creating storyboards, interviewing subjects, and performing on camera. Students will produce bi-weekly productions such as: The Crusader Corner, Principal Reports, Superintendent's Report, and CTC happenings.

**Broadcast Technology II** CR: 2 Prerequisites: *Completion of Broadcast Technology I with a "B" or higher* Grade: 11-12 Level: High Honors

Broadcast Technology II will be the continuation of Broadcast Technology I. It is the advanced stage of Broadcast Technology. By the end of the course, students will have created a demo reel of their work. They will be able to produce projects representative of news programming (Voice Over [VO], Voice Over-Sound on Tape [VO/SOT's], PKG's) to PSA's. They will develop video postcards and a nursery rhyme. This will be the evidence that students will be able to show their ability to design, write, and produce compelling television. Completing this 2-year course, students will find that they are will prepared for a future education in the field of Communications, Broadcast Journalism, and Film Design.

## Health & Public Safety Cluster

**Firefighter Science & EMT Program Course**  
Sequence:

- Firefighter Science I
- Emergency Medical Services (EMT)

**Firefighter Science I** CR: 2 Prerequisites: *Completion of Algebra I* Grade: 10-12 Level: Honors

This course is in collaboration with New Hampshire's Division of Fire Standards and Training and EMS. This certification is recognized in 37 states and several foreign countries. This is the first step in a firefighter's career. You

must have the stamina and physical ability to work in untenable conditions for several consecutive 30-minute durations. Upon successful completion you will ear high school credit and possible college credit. This course has a traditional classroom setting with many hours of hands-on training with experienced and skilled firefighters and EMTs. You will experience basic firefighting skills and responsibilities, knowledge of personal protective, use and techniques of hose nozzle handling, and knowledge of carrying and deploying ground ladders. These are just a few things that will be covered in this class.

**Emergency Medical Services (EMS) I** CR: 2

Prerequisites: *Completion of Firefighter Science I or Health Science Technologies I with a "B" or higher* Grade: 11-12 Level: Honors EMS-During the second year of the Firefighter Science Program you will be offered the opportunity to take the State of NH Emergency Medical Technician program. This course will prepare you for meeting the state requirements in order to obtain your EMT Certification and National Registry License. This program will teach you how to prepare for and deal with emergency medical treatment, including medical emergencies, trauma resuscitation, pediatric, geriatric, and obstetrical patients, and much more. You will develop comprehensive teamwork skills, as well as techniques to deal with stressful situations. Your training will include the classroom and the state of the art health clinic as well as internships. We pride ourselves on offering specialized and focused professional development and look forward to helping you meet your goals in public service.

**Health Science Technology Program Course**  
Sequence: Health Science Technology I Health Science Technology II OR Emergency Medical Services (EMS) I

**Health Science Technology I** CR: 2 Prerequisites: *Completion of Algebra I and Biology* Grade: 10-12 Level: High Honors

Health Science Technology is an exciting program for students interested in pursuing a health career or a career in the human service field. This two-year course of study, designed for juniors and seniors, follows a state and nationally approved curriculum and competencies. Students have academic studies combined with "hands-on" clinical work. First year students learn about the broad spectrum of health careers available to them through audio/visuals in the classroom, guest speakers, field trips, and job shadowing. They study the body systems

(anatomy & physiology), patient safety, medical terminology, basic aspects of patient care, communication assessment, and leadership skills. Students also become certified in CPR and First Aid. Students have the option of taking Medical Terminology as a 3 college credit Project Running Start course as part of the curriculum. Students have leadership and career development skills opportunities by participation in HOSA and competing at both state and national levels.

### **Health Science Technology II CR: 2**

Prerequisites: *Completion of Health Science*

*Technology I with a "B" or higher* Grade: 11-12

Level: High Honors

During the second year of the program, students complete their study of anatomy and physiology, and concentrate on completing all the required HST competencies at a proficient level. Part of the curriculum is tailored to the individual needs of the student with more in-depth career choice of study and the completion of clinical student internships. Students will build on the skills they learned during the first year and will continue to develop clinical, leadership, assessment, and communication skills in the classroom lab and in the health care community.

Second year students may take the LNA (Licensed Nursing Assistant) course. After passing the State

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Licensing Exam, they can obtain their LNA and are eligible for employment as an LNA when they graduate from high school. The EMT career tract is also offered to students interested in pursuing a career as an EMT or Paramedic.

Students have the option of taking the Essentials of Exercise Science 3 college credit Running Start course as part of the second year curriculum. This option is ideal for students interested in Physical or Occupational Therapy, Sports Medicine, or Athletic Training. Other career tract options include Dental and Medical Assisting.

## **Education & Training Cluster**

*The Education & Training Cluster formerly known as Early Childhood Education.*

- Teacher Education I
- Teacher Education II

### **Teacher Education I CR: 2 Prerequisites:**

*Completion of Algebra I* Grade: 10-12 Level: High Honors

This course is ideal for students who are interested in a career in education. Students will learn about the many career opportunities available in education and the important roles these occupations play in the education world. As part of this course students explore the interrelatedness of different areas of development and how child development, environments, and experience all affect a child's learning. Students learn practical guidance and discipline techniques, lesson planning and teaching strategies used in the classroom. Students divide their time between classroom instruction and student-teaching in our on-site laboratory school, Little Leopards Learning Center. Teacher Education I units include Growth and Development, Observation and Assessment, Developmentally Appropriate Practices, Diversity, Theory and History of Education, Curriculum Planning, and Differentiated Instruction. College credit available: Foundations in Early Childhood Education

### **Teacher Education II CR: 2 Prerequisites: *Completion of Teacher Education I* Grade: 11-12 Level: High Honors**

Teacher Education II is a continuation of the Teacher Education I course. Emphasis is on further exploration of teaching and students are channeled toward the age and subject that they are interested in. Students choose to focus their studies on Early Childhood, Elementary Education, Secondary Education, or Special Education. Job shadows, internships and student teaching can be individualized to accommodate each student's interests and needs. Students continue to practice their skills of planning and presenting lessons that focus on creativity, diversity, and individual learning styles including working with learners with special needs. Students continue to divide their time between classroom instruction and student teaching. Students are placed in local Elementary and Middle High Schools, or Early Childhood Centers where they work alongside a veteran teacher as a teacher's aide. Students interested in Speech and Language Therapy, Occupational Therapy, and Special Education will interact and learn from therapists who work in local elementary schools and/or in the lab preschool. Credit available for Early Childhood, Earn credit available for Human Growth

### **Teacher Education Course Sequence:**

and Development (3 credits). Students completing this two year course will be well prepared to enter a two or four-year college and continue their studies towards a career in education. Running Start college credit is available for this class.

## Systems Technology Cluster

*The Systems Technology Cluster includes the following programs: Automotive Technology, Building Trades Technology, Computer Technology, and Manufacturing Tool Technology*

### Automotive Technology Course Sequence:

- Automotive Technology I
- Automotive Technology II

#### Automotive Technology I CR: 2

Prerequisites: *Completion of Algebra I* Grade: 10-12 Level: Honors

If you are interested in the fast growing automotive and transportation industry including auto technician, truck and diesel technician, auto collision technician, motorcycle and boat maintenance as well as many engineering and fabrication industries, this course is for you. This is the first in a two-year program designed for juniors and seniors. This program follows an ASE certified curriculum and is sponsored by the NH Auto Dealers Association. Students gain hands on skills working on vehicles in the newly constructed shop with 9 vehicle lifts.

First year students will learn about safe tool usage, shop practices and lift safety, as well as preventive maintenance, braking, and suspension systems. Students will earn the SP2 safety certification, ALI Lift certification, and Valvoline Oil certification. This course will prepare students to take the ASE certification tests in brake and suspension systems.

#### Automotive Technology II CR: 2

Prerequisites: *Completion of Automotive Technology I with a "B" or higher* Grade: 11-12 Level: High Honors

This program completes an ASE certified curriculum which is sponsored by the NH Auto Dealers Association. Automotive Technology II will cover two sections—

electrical fundamentals and engine performance. The electrical section will include fundamentals and auto systems troubleshooting. The engine performance section will cover engine rebuilding and the latest in computerized engine scanner diagnostics and check engine codes. The second-year student will also have the opportunity to learn welding and fabrication skills. The Auto Club, a chapter of Skills USA, is involved in two auto competitions with many scholarships available to top competitors. Automotive Technology II students are encouraged to take part in the Co-op Program to work in local shops and dealerships in the community. We are visited by colleges offering auto technology, truck and diesel technology, collision repair, airplane technology, welding technology, and motorcycle and boat technician technology. This course will prepare the student to take the ASE certification tests in electrical and engine performance.

### Building Trades Technology Program Course

**Sequence:** Building Trades Technology I Building Trades Technology II

#### Building Construction Technology I CR: 2

Prerequisites: *Completion of Algebra I and Geometry* Grade: 10-12 Level: Honors

This is the first year of a two-year sequence of courses designed to teach students the basics of residential construction and help them explore career opportunities in the construction industry. The first semester focuses on safety on the jobsite, identifying and using tools safely, design and construction of floor systems, framing walls, and roof systems. In our new facility students have the opportunity to construct module homes in an indoor-friendly environment. Students also work on other construction projects including sheds and smaller structures. Students will have the opportunity to complete their OSHA Ten Hour Safety Certification online.

#### Building Construction Technology II CR: 2

Prerequisites: *Completion of Building Construction Technology I with a "B" or higher* Grade: 11-12 Level: High Honors

Students who have a serious interest in the construction industry will find this course gives them the skills to enter the job market and also prepares them to go on to a two or four year college program in a construction related field.

The class will work on larger structures using hand tools and power tools. They may also choose to take the National Metal Building Contractors Training Course and test online to earn this credential. Each of these certifications is a valuable credential for students to add to their professional portfolio.

### **Computer Systems Technology Program Course**

**Sequence:** Computer Systems Technology I Computer Systems Technology II

### **Computer Systems Technology I CR: 2**

**Prerequisites:** *Completion of Algebra I* Grade: 10-12 Level: High Honors The Computer Systems Technology Program prepares students to enter a career in computer access lists.

### **Manufacturing Tool Technology Program Course**

**Sequence:** Manufacturing Tool Technology I Manufacturing Tool Technology II

### **Manufacturing Tool Technology I CR: 1**

**Prerequisites:** *None* Grade: 10-12 Level: Honors

This course is the first class in a two class program that teaches the basics of manual and computer machining of metal products. During the first half of the semester, students will concentrate on the basics for precision manual machine operations that make close fitting items work together. This will be achieved by learning about machining industry. The second semester will be used to introduce Computer Assisted Drafting and Machining (CAD/ CAM) and the set up and operation of advanced Computer Numerical Control (CNC) machines, as well as integrating your previous skills in advanced Computer Numerical Control (CNC) machines, as well as integrating your previous skills in advanced ways with new

technology. The skills you will learn will help you gain employment in the machine tool industry, and will give students a “step-up” should they pursue engineering or machining as a college choice.

### **Manufacturing Tool Technology II CR: 1**

**Prerequisites:** *Completion of Manufacturing Tool Technology I with a “B” or higher* Grade: 11-12 Level: Honors

This course is the second class of a two part program with an emphasis on CAD/CAM (Computer Assisted Drafting and Manufacturing) application for high end CNC and manual machine project design and production. Students will learn and apply advanced machining skills, quality assurance applied math, metals and composite materials, blueprint reading and design. You will experience a simulated work environment by doing at least one mass produced project and will also make advanced projects that build your higher level skills with machines and design. The last half of the year you will be given an opportunity to pursue an area of interest in machining and design through a self-selected and designed projects, or a “co-designed” project with you and the instructor. This course is the second class of a two part program with an emphasis on CAD/CAM (Computer Assisted Drafting and Manufacturing) application for high end CNC and manual machine project design and production. Students will learn and apply advanced machining skills, quality assurance applied math, metals and composite materials, blueprint reading and design. You will experience a simulated work environment by doing at least one mass produced project and will also make advanced projects that build your higher level skills with machines and design. The last half of the year you will be given an opportunity to pursue an area of interest in machining and design through a self-selected and designed projects, or a “co-designed” project with you and the instructor.

# IMPORTANT FEDERAL POLICIES

## RESIDENCY

Profile School students must be residents of the town of Bethlehem, Easton, Franconia, and Sugar Hill. All registration documents must list specific street or highway addresses. Any non-resident student wishing to attend Profile School must make a formal request to the Profile School Board through the Superintendent of Schools.

## FREE AND APPROPRIATE EDUCATION (FAPE)

The NH Rules for the Education of Children with Disabilities Ed. 1102.23 addresses FAPE, It redefines Federal Regulation 34 TFR 300.13 which means that FAPE, Special Education and Related Services.

1. Are provided at public expense, under public supervision and directions, and without charge;
2. Meet the standards of the State Education Agency, including the requirements of this part;
3. Include an appropriate pre-school, elementary school, or secondary school education in the state; and
4. Are provided in conformity with an Individualized Education Plan (IEP) that meets the requirements of 34 CRF 300.320-300.324.

If you suspect your child qualifies for such specialized instruction, you may make a written referral to the special Education Team for review. Such referrals should be addressed to the Building Principal or the schools' Local Education Agency (LEA) representative.

## SPECIAL EDUCATION

Student eligibility for special education services is determined by the IEP Team, which consists of the student, parents, teachers, guidance counselors and administrators. The New Hampshire Rules for the Education of Children with Disabilities govern the special education process.

The Individuals with Disabilities Education Act (IDEA) 2004 confers many rights and obligations upon parents and school districts regarding educationally disabled children. These rights are listed in the NH Procedural Safeguards Handbook for Special Education, June 2008 (updated April 2018). This handbook is available at Profile or may be electronically accessed at

[https://www.education.nh.gov/instruction/special\\_ed/documents/procedural\\_safeguards\\_handbook.pdf](https://www.education.nh.gov/instruction/special_ed/documents/procedural_safeguards_handbook.pdf)

## OTHER DISTRICT SERVICES

504 Accommodations and Services-provided to students who have a mental or physical impairment that substantially limits one or more major life activities, and otherwise not in need of specialized instruction through Special Education, in order to access the curriculum

English Speakers of Other Languages (ESOL)-provided through an ESOL teacher for students who are learning English as either a second or additional language and are assessed to need support to access the general curriculum.