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Berlin Middle High School
Berlin, New Hampshire

Dear Students and Parents,

During the next few weeks, we will be going through the pre-registration process for course selections for all students in grades 8-11 for 2020-2021 school year. Please take the time to sit down with your son or daughter to look through this Program of Studies to ensure that both you and your child know what courses are required for graduation, as well as electives that interest your son or daughter. School counselors, teachers, and administration are all available and willing to provide consultation for scheduling and course selection in person, by phone, or by email.

Course selection is very important as students need to make sure they take the required courses and schedule elective or career and technical education classes that will prepare them to be college and career ready upon graduation from Berlin Middle High School. Active student and parent involvement in this decision making process is critical to ensure that students enroll in the classes that align with their post-secondary goals.

Following the pre-registration period, all changes to student schedules will require direct contact with the student's school counselor. The changes will require written consent from both the student and the parent. If you have any questions regarding the scheduling process, please don't hesitate to contact us before your son or daughter's schedule becomes finalized.

Sincerely,



Michael J. Kelley
Principal/CTE Director

BERLIN MIDDLE HIGH SCHOOL
MISSION AND VISION STATEMENTS

STUDENT MISSION STATEMENT

Graduates of the Berlin Public Schools will be active, life-long learners who participate constructively in the civic, economic, educational, and cultural growth of their continually changing, information based, local and global communities.

STUDENT VISION STATEMENT

The Berlin Public School are committed to the belief that all students must be given appropriate opportunities to achieve clearly defined, meaningful and rigorous standards which include, but are not limited to, those outlined in the New Hampshire Curriculum Frameworks. We further believe that the learner is the focus of all of our efforts and that the evolution of our programs will be guided by data that reflect what each learner knows and is able to do.

Each of the programs in the Berlin Public Schools will emphasize depth of understanding and the active participation of students in the learning process. We will capitalize on the power of technology as a motivational information source and as a problem solving tool by integrating appropriate technologies within each program area.

Our vision cannot be attained if the Berlin Public Schools must act alone. We and our students are part of a larger learning community. Parents and the community at large must share in the responsibility to educate our youth. The community must provide the resources necessary to support the schools and must also help students' value learning in all its contexts – within school and outside the formal educational setting. Community members can best help students see that the process of becoming a competent member of the local and global communities is one of continuous progress that lasts a lifetime.

First Reading: November 15, 2012

Second Reading: December 6, 2012

Adopted: December 6, 2012

ACCREDITATION STATEMENT

Berlin Middle High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliate institutions include elementary schools through collegiate institutions, which offer post-graduate instruction.

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

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of that school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, Massachusetts 01730-1433
(781) 271-0022

ACCESS TO STUDENT RECORDS-FERPA

General Statement It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

Education Record For the purposes of this policy and in accordance with FERPA, the term “educational record” is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or such other agents as may be acting for the school district. Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche, completed forms, printed documents. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

Directory Information For the purpose of this policy and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:

- Students’ name(s), address(es), telephone number(s), and dates of enrollment
- Parents’/guardians’ name(s) and address(es)
- Students’ grade levels, enrollment status and dates of attendance
- Students’ photographs
- Students’ participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Post-high school plans
- Students’ diplomas, certificates, awards and honors received

Except for elements of a student’s directory information which the student’s parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student’s parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish director information without their prior consent. Parents/eligible students will be given until the third Monday following the opening of a new school year to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose, including disclosure to military recruiters. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

Personally Identifiable Information “Personally identifiable information” is defined as data or information which makes the individual who is the subject of a record known, including a student’s name, the student’s or student’s family’s address; the name of the student’s parent or other family members; a personal identifier such as a student’s Social Security number; the student’s date of birth, place of birth, or mother’s maiden name. “Personally identifiable information” also includes other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

Annual Notification/Rights of Parents and Eligible Students Within the first four weeks of each school year, the District will publish notice to parents and eligible students of their rights under State and Federal law and this policy. The District will send home with each student a notice listing these rights. The notice will include:

- 1) The rights of parents or eligible students to inspect and review the student's education records;
- 2) The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
- 3) The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
- 4) The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
- 5) The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

Procedure to Inspect Education Records Parents or eligible students may inspect and review education records which they are entitled to. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should submit to the school principal a written request that identifies as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within 14 days or earlier after the principal's receipt of the request for access is first made. If for any valid reason such as working hours, distance between record location sites or health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.

Procedures to Seek to Correction of Education Records Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend". For the purposes of this policy, the two

words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. *First-level decision.* When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the principal believes that the record should not be changed, he/she shall:

1. Provide the requester a copy of the questioned records at no cost;
 2. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
 3. Forward the written request to the Superintendent; and
 4. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. *Second-level decision.* If the parent/eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward to the Superintendent the appeal.

The Superintendent shall, within ten (10) business days after receiving notification of the appeal:

1. Review the request;
2. Discuss the request with other school officials;
3. Make a decision whether or not to make the requested correction to the educational record
4. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
5. Notify the parent/eligible student of the Superintendent's decision, on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible students is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. *Third-level decision.* If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of

the request for a hearing and will work with the School Board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. Parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within 30 days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

Parent/Eligible Student Explanation to be Included in Record. Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. School officials with a legitimate educational interest. School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.
2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.
5. Organizations conducting certain studies for, or on behalf of the school district. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released
6. Accrediting organizations.

7. Judicial orders or lawfully issued subpoenas. upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. Health and safety emergencies.

Maintenance of Student Records and Data The principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

Disclosures Made From Education Records The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student, or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's educational record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

First Reading: January 17, 2013

Second Reading: February 7, 2013

Adopted: February 7, 2013

Revised: November 1, 2018

BERLIN MIDDLE HIGH SCHOOL GRADUATION REQUIREMENTS

English	4 credits
Math (1 credit must be an Algebra course)	4 credits
Social Studies (Including Global Studies, Health and Contemporary Issues, US History, American Economics & Government)	4 credits
Science (Physical Science, Biology)	2 credits
Physical Education	1 credit
Art Education	0.5 credit
Information Communication Technology	0.5 credit
Electives	10 credits
Total required for graduation	26.0 Credits

Please note: Students are required to take one math and one English course each of their four years at BMHS.

See page 75 of the Program of Studies for a graduation requirements chart.

CREDIT POLICIES

CLASS STANDING AND STATUS

Class assignment at Berlin Middle High is dependent on accumulated credits and time. To be classified as a:
10th grader (sophomore), a student needs a minimum of 4.5 credits and be in year 2 of attendance
11th grader (junior), a student needs a minimum of 10.5 credits and be in year 3 of attendance
12th grader (senior), a student needs a minimum of 18 credits and be in year 4 of attendance

Credit tallies are done at the end of each school year only, not at the end of the first semester.

Students enrolled under "full time" status at Berlin Middle High School will be required to take six (6) credits during each year of their high school program unless prior arrangements have been made with the administration and guidance. Extended learning opportunity courses count towards a student's full time status.

FAILURE POLICY AND CREDIT RECOVERY

If a student fails a course required for graduation, he/she must retake that course. To be eligible to retake the course through a means other than repeating the course at Berlin Middle High School, the failed course grade must be between 50 and 64. Students may make up a course by successfully completing the same course in an accredited correspondence or online school, or through an accredited high school's summer school program. These courses must be taken during the summer, but with administrative or guidance approval, they may be taken during the school year within an agreed upon timeframe. These courses cannot be used to satisfy the yearly minimum credit requirement, nor will they be included in GPA computations or the academic achievement award. These classes also may not be used to meet the NHIAA qualifications for athletic participation. All costs associated with the course are the student's responsibility.

If a student fails a first semester course and wishes to take it during the second semester of the same year, he/she must get administrative or guidance approval. It is the student's responsibility to see his/her school counselor to make scheduling arrangements.

TRANSFER CREDIT

Students transferring from accredited high schools from New Hampshire or other states will be given full credit for courses successfully completed at those schools. Students transferring from home study programs will be given full credit for courses that are successfully completed within a program accredited through any of the six national accrediting agencies. Students transferring from a non-accredited high school or home-study program must schedule a meeting with the Principal and school counselor and submit examples of work completed and how work is evaluated to determine if credit will be awarded.

For the purposes of GPA, rank-in-class or honor society, courses transferred from accredited public or private high schools and from accredited home study programs will be weighted only if the sending school assigns weight. Otherwise all transfer courses will be non-weighted and factored into a student's cumulative GPA.

EXTENDED LEARNING OPPORTUNITIES

BMHS encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. ELOs may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee in conjunction with School Board policies.

The purpose of ELOs is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and

meet diverse pathways for learning, BMHS permits students to employ ELOs that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable School Board policies. ELOs may be taken for credit or may be taken to supplement regular academic courses. ELOs may also be used to fulfill prerequisite requirements for advanced classes.

If the ELO is taken for credit, the granting of credit shall be based on student's mastery of course competencies as determined by the appropriate department head or the Principal. For internships and job shadows completed through the ELO program at BMHS, credit is awarded by the ELO coordinator. The ELO coordinator will use the credit hour guidelines below to guide the determination of how a student has mastered the competencies of the ELO in conjunction with the other requirements associated with the completion of an internship or job shadow.

Credit hour guidelines are as follows:

1 Credit	=	135 internship hours
0.5 Credit	=	67.5 internship hours
0.25 Credit	=	33.75 internship hours

All programs of study must meet or exceed the proficiencies and skills identified by the NH State Board of Education, applicable rules and regulations of the Department of Education, and all applicable School Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All ELOs will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

All ELOs not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other ELOs that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. Students approved for off-campus ELOs are responsible for their personal safety and well-being. ELOs at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host.

The application process for an ELO is as follows:

- 1) A student wishing to pursue programs of study under these guidelines must first present their proposal to their school counselor for approval. The counselor will provide students with the application form. If the ELO is to be an internship or job shadow, the counselor will introduce the student to the ELO coordinator. The application is to be completed by the student/parent/guardian seeking approval for the ELO.
- 2) The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program to the Principal. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's guidance counselor.
- 3) The application will be reviewed by the appropriate department staff member and Principal and a decision will be made within ten (10) days of receipt of the application. The Principal will review and determine the credits that will be awarded for ELOs toward the attainment of a high school diploma. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
- 4) It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, BMHS cannot guarantee placement in an equivalent BMHS-offered course.

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal and department staff member will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation. If a student is unable to complete the ELO for valid reasons, the Principal or department staff member will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. If a student ceases to attend or is unable to complete the ELO for insufficient reasons (lack of effort, failure to follow through, indecision, etc.), the Principal will determine that the student's transcript be adjusted to reflect the experience as a failure. It shall be incumbent upon the student or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school if appropriate.

All ELOs will be graded on a Pass/Fail basis. Because it is graded on a Pass/Fail basis, an ELO will not be counted in GPA or class rank computations.

BMHS allows students the opportunity to participate in career exploration activities supplemental to their current general education as well as career and technical education. There is a broad range of activities geared toward work-based learning, including but not limited to the following: job shadows, internships, field trips, industry tours, and guest speakers. The program also provides services to teachers and students in the areas of job preparation which cover resume building, application and interview processes, and job seeking. All students qualify to participate at some level of career exploration and are invited to take advantage of these learning opportunities. A student may also apply for a job shadow or internship in lieu of study hall or during their free time outside of school hours. Please see the application process under the Extended Learning Opportunities section of the Program of Studies.

RUNNING START

Berlin Middle High School participates in the Running Start Program in cooperation with the Community College System of New Hampshire. Running Start courses are high school courses with a curriculum counterpart at a NH community college. Upon successful completion (C or better) of the BMHS course, students earn not only high school credit but also college credit from the community college. These college credits are transferable to all New Hampshire community colleges, to university system campuses in New Hampshire and to many private colleges as well. There is a \$150.00 processing fee for each course. Because these courses are part of Berlin Middle High's offerings to all students, they are included in the academic achievement award, GPA computations and minimum course load requirements. The following courses are currently offered as Running Start Courses at Berlin Middle High School: Psychology, AP Psychology, Intro to Criminal Justice, Criminology, Pre-Calculus, Prob & Stats, Quantitative Math, College Composition, Engineering Design, Intro to Engineering, Principle of Engineering, Auto Technology 12, Building Trades 12, Early & Elementary Teacher Prep 12, Graphic Design 12, Healthy Science Technology 12, and Welding 12.

WHITE MOUNTAINS COMMUNITY COLLEGE COURSES

Berlin Middle High students who have a strong academic record are encouraged to consider enrolling in a course or courses through WMCC. The program is intended to supplement the high school course offerings. Students may choose from WMCC credit courses at the freshman level. Eligible students have generally completed the first semester of their junior year. All costs associated with the course are the student's responsibility. Students must complete the application process listed in the Extended Learning Opportunities section of the Program of Studies before enrollment in a WMCC course if they wish to earn high school credit.

VIRTUAL LEARNING ACADEMY CHARTER SCHOOL COURSES

The Virtual Learning Academy Charter School (VLACS) is New Hampshire's statewide online public school. Berlin Middle High School students are able to take a maximum of three VLACS credits for no charge as personal enrichment and as credit recovery. Please see the Failure Policy for more information about how VLACS can be used for credit recovery. VLACS offers a variety of courses, some of which provide college credit. To view the VLACS course catalog, please visit www.vlacs.org. Students must complete the application process listed in the Extended Learning Opportunities section of the Program of Studies before enrollment in a VLACS class. Reasonable time will be given to complete the student's chosen course as determined by administration, school counselors, the student, and the student's parent/guardians.

GRADING

A numerical grading system is used and report cards are issued to students four times a year. Progress reports are given to students every three weeks to show current averages, performance, and missing assignments. Two progress reports will be given out each quarter, at three and six weeks, with report cards released after nine weeks.

Numerical equivalents for letter grades are as follows:

A+ = 98	B+ = 89	C+ = 80	D+ = 71	F < 64.5
A = 95	B = 86	C = 77	D = 68	
A- = 92	B- = 83	C- = 74	D- = 65	

RANK IN CLASS

A student's grade point average will be determined at the end of each quarter. Grade point averages are determined on a 100 point scale. Class ranks will be determined after the sixth and seventh semester for college and scholarship applications.

WEIGHTING

Advanced Placement or Honors courses will receive a weight of fifteen (15) additional points added to the final numerical grade since these courses are college level curriculum. A level or Track 1 courses will receive a weight of ten (10) points added to the final numerical grade since these courses represent a difficult level of instruction and expectations in each departmental area. B level or Track 2 courses will receive a weight of five (5) additional points in computing the final numerical grade, and C and unlevleed courses will remain with the numerical grade achieved. The vast majority of courses are included in the Berlin Middle High School weighting system. This helps to preserve the credibility and integrity of the curriculum and honors the abilities and interests of students who are at diverse academic levels and who desire to pursue particular career paths.

HONOR ROLL/ACADEMIC ACHIEVEMENT LIST

All courses are included in compilation of the Academic Achievement list. Students who have earned an unweighted numerical average of 90.0 or above for their coursework during the past quarter are named to the Academic Achievement list. This list is not related to the National Honor Society, rank in class, or GPA. This list is printed quarterly in our local newspapers, the Berlin Daily Sun and the Berlin Reporter.

GRADUATION HONORS

Students who earn an overall weighted grade point average of 98.0 or better will be awarded High Honors during graduation ceremonies. Students who earn an overall weighted grade point average of 94.0 or better will be awarded Honors during graduation ceremonies.

NEW HAMPSHIRE SCHOLARS

BMHS participates in the NH Scholars program. This statewide program motivates students, beginning in grade 9, to complete a rigorous course of study in high school. It encourages all high school students to challenge themselves academically which will better prepare them for successful transition to college coursework or technical training necessary to compete in today's job market. Benefits to being a NH Scholar include advanced preparation for college, recognition as a state scholar on high school transcript and at graduation, and increased chances for certain types of scholarships and financial aid. See your school counselor for more information and to sign up to become a NH Scholar.

HOMEWORK

Homework is an intricate part of the curriculum here at Berlin Middle High School. Students should expect to receive homework on a daily basis and are expected to complete it in a timely fashion as it will constitute part of their average for the class.

EARLY GRADUATION

BMHS supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school Principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school Principal, the minimum 6 unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

Students are expected to take a normal course load and encouraged to spend four years in meeting the graduation requirements for Berlin Middle High School. Early graduation is not encouraged or recommended. However, if early graduation is desired the following requirements are MANDATORY.

- 1) Meet all Berlin Middle High School's requirements.
- 2) Submit to the Principal a written request from the parents by June 1st prior to the date of expected completion of course work. A personal interview with the student's school counselor and building Principal is also required.
- 3) State reasons for early graduation. Each request is considered on its own merit.
- 4) Attend school at least seven (7) semesters.
- 5) Credit from correspondence, trade school, night school, junior college, etc. cannot be used for early graduation unless otherwise approved by the building Principal.

- 6) Students must inform the Principal by November 15th if they desire to take part in graduation exercises at the end of the regular school year. Student will have the option to attend commencement exercises in the year they graduate, but will not have the option of returning to another commencement.
- 7) Participation in senior activities (trips, picnic, etc.) will be permitted. Early graduation students will be advised of senior picture day prior to leaving school.
- 8) The School Board will be notified by the administration of those students who meet the above criteria.
- 9) Students enrolled in a Career & Technical Education two-year program must complete the program before being considered for early graduation.
- 10) Students electing to receive a 20 credit State Diploma cannot apply for early graduation. Students who are approved for a 20 credit State of New Hampshire diploma can walk with their graduating class if that student has 9 credits or less by the end of their sophomore year and applied for a 20 credit waiver at that time.

SCHEDULING

ADD/DROP PROCEDURE

In order to support all students at Berlin Middle High School we must have accurate planning for teaching schedules and classroom space. Administration reserves the right to add or remove course offerings due to staffing concerns. Students will be given a draft of their schedules prior to the start of the school year.

Students have the option to initiate a schedule change during the first five days of the class. If you wish to add or drop a class within the five day limit, you must meet with your school counselor about the change. After five days of the class, your counselor, in consultation with parents and appropriate classroom teachers, will consider your request. If a class is dropped, it is expected that another will be added. Students changing classes are responsible for making up any work that has already been covered in a new class. Courses dropped after the fifth class day will be noted on transcripts with a grade of WP (Withdraw Passing) or WF (Withdraw Failing). Semester long classes cannot be dropped after the first report card. This includes level changes of classes that offer specific leveled sections.

COURSE REQUIREMENTS - GRADE 9

Ninth grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Ninth grade students are required to take English, Math, Physical Science, and Global Studies. Ninth grade students are not encouraged to take study halls.

COURSE REQUIREMENTS - GRADE 10

Tenth grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Sophomore students are required to take English, Math, Civics, Economics, Health, and Biology.

COURSE REQUIREMENTS - GRADE 11

Eleventh grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Juniors are expected to take English, U. S. History, and Math. If a student is in need of a required course, and if room is available, the student should be taking it in the eleventh grade.

Courses that connect students to life after high school, such as advanced placement courses, career and technical courses and apprenticeship programs, are highly recommended for students who meet required standards.

COURSE REQUIREMENTS - GRADE 12

It is required that all students in their senior year enroll in English, Math, and electives to total a minimum of 6.0 credits. It is recommended that each student take 7.0 credits. It is recommended that students continue to challenge themselves academically.

Courses that connect students to life after high school, such as advanced placement courses, career and technical courses and apprenticeship programs, are highly recommended for students who meet required standards.

DISCLOSURE OF DISCIPLINE ACTIONS POLICY

Discipline is regarded as part of the educational process and is typically an internal matter. Increasingly, however, colleges ask questions to both students and their school counselor about disciplinary infractions that have occurred during a student's high school career. Berlin Middle High School believes that all individuals have the opportunity to learn from their actions. As written in the mission statement, BMHS believes it is a student's responsibility to be ethical, responsible, have integrity, and be honest.

BMHS strongly encourages students to self-disclose disciplinary infractions that postsecondary institutions seek. It is the student's responsibility to notify a college's admissions office of a significant change in his/her status. At all times, the guidance counselors at BMHS will counsel students, serve as their advocates, help them understand the effects of their actions and support them in their decision process. However, ultimately the decision to disclose disciplinary violations to colleges and universities is the responsibility of students and their parents. It is the policy of BMHS to not disclose student discipline information to postsecondary institutions.

COLLEGE PREPARATION

If you believe that you will be going on to college, you need to determine the level of math, science and world language needed for admission to the colleges of your choice. College entrance requirements vary considerably, and it is best to research individual college catalogues for their specific requirements.

The chart below shows general admission recommendations for several types of post-secondary schools. It is important to note that these numbers vary with the intended area of specialization of each student as well as the demands of each school. Your school counselor and teachers will help you determine the specific courses you should be taking if you plan on further schooling.

CREDITS RECOMMENDED FOR ADMISSION TO POST-SECONDARY SCHOOLS

	English	Social Studies	Math	Lab Science	World Language Credits (of the same language)
Highly Selective Colleges (AP, Honors, A level courses)	4	4	4-5*	4	3-4
Four Year Liberal Arts Colleges (AP, Honors, A level, B level)	4	3	4*	3	2-3
Four Year Technical Colleges (AP, Honors, A Level, B level)	4	3	4*	3	0-2
Junior Colleges (B level, C level)	4	2	3*	2	0-2
New Hampshire Community Colleges (B level, C level)	4	2	3*	2	0

***Honors, A, B level courses offered: Algebra I, Geometry, Algebra II, Probability & Statistics, Advanced Algebra & Trigonometry, Pre-Calculus, and Calculus.**

SCHOOL SERVICES
SCHOOL COUNSELING SERVICES

The mission of the Berlin Schools school counselors is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents/guardians, and the community responsible for the learning process. The school counseling department offers many services to students at Berlin Middle High School relating to academic, personal/social, and career development. The school counselors are available to discuss concerns of parents and students regarding selection of courses, entrance requirements at postsecondary institutions, college application procedures, interpretation of standardized test results, financial aid information, summer school programs, and referrals to outside agencies. Students are encouraged to meet with their school counselor at least once each school year to discuss their academic progress and future goals.

The school counseling department also helps students when stress and problems outside of school affect students at school. Students are encouraged to make appointments with their counselor before and after school, during study halls, flex, and during lunch periods. Conversations a student has with his/her counselor are confidential. Confidentiality, however, is broken if a student is in danger of hurting him/herself or someone else, or is being hurt. For more specific information on School Counseling Services, please contact the office at 752-4122.

SPECIAL EDUCATION SERVICES

It is the mission of the Special Education Department to ensure that all students learn the academic and life skills necessary for personal success and responsible living. As needed, special education programs and services include team taught core subjects, accommodations, support services in classrooms, remedial services, and placement within specially designed programs. Special education services help guide student's academic, vocational, physical, social, and emotional progress.

More information about the special education process can be obtained through the Special Education Department at Berlin Middle High School. Additional sources of information are the office of the Director of Special Education Services at SAU #3 and the New Hampshire Department of Education.

§ 504

Section 504 is a federal statute that prohibits discrimination based upon a disability. Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to work or learn. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under Section 504.

A person may be considered disabled under the definition of Section 504 if the individual has a mental or physical impairment which substantially limits one or more life activities, has a record of such an impairment or is regarded as having such an impairment.

The Berlin School District recognizes its responsibility to identify, assess, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

CAREER AND TECHNICAL EDUCATION STUDENT SERVICES

The school counselors are available to discuss career & tech. ed. programs with students and parents. The school counseling department will provide students with printed information about CTE courses. Career counseling and placement services will be provided to students through the J.A.G. program, CTE staff, the ELO coordinator, and the school counseling department.

BERLIN SCHOOL BOARD POLICIESPOLICY OF NONDISCRIMINATION

It is the policy of the School Board that there will be no discrimination on the basis of age, gender, race, creed, religion, marital status, sexual orientation, gender identity, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Statutory Reference:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discrimination Practices

The Age of Discrimination in Employment Act of 1967

Title II of the Americans with Disabilities Act of 1990

Title VII of the Civil Rights Act of 1964 (15 or more employees)

RSA 186:11, XXXIII, Discrimination

RSA 275:71, Prohibited Conduct by Employer

Appendix: AC-R

Revised November 15, 2018

Revised September 18, 2014

Revised July 2011, November 2009, June 2004, February 2004, July 1998

BERLIN SCHOOL BOARD POLICIES

PROCEDURAL SAFEGUARDS NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

The District provides the following Notice of Procedural Safeguards to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973. The District does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The District provides a grievance procedure with appropriate due process rights. Martha Miller, Special Education Director, is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

Grievance Procedure: As the parent/guardian of a student with a disability you have the right to notify the above designated employee with your complaint either verbally or in writing. (Martha Miller, Berlin Special Education Director, 193 Pine St. Berlin, NH 03570, 752-5068). The designated employee will make an initial response to the complainant within ten (10) days of receipt of complaint. The parties will attempt to work out their differences promptly and equitably informally, or the option of a formal stage can be provided. A written record of the resolution of the complaint should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file. If that effort fails, you may notify the Superintendent of the complaint. If the issue is not resolved after the informal resolution process, the complainant may appeal to the next level. The complainant may request that the School Board places this matter on its agenda. This request is through the Superintendent. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District. Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

Section D Procedural Safeguards: As required by Section 104.36, as the parent/guardian of a student, who because of handicap needs or is believed to need special instruction and related services, you have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.
3. At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by you and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A process for reviewing complaints raised under these Procedural Safeguards. Such review process need not be formal.

Reference

34 C.F.R., Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Section 504 Regulations.

Reviewed: February 2004
 Revised: July, 1998
 First Reading: May 2, 2007
 Adopted: May 16, 2007

Adopted: November 4, 2009
 Revised July 21, 2011
Revised September 22, 2016

(Revised) First Reading: October 21, 2009

ESOL

If needed, this document will be translated or interpreted into any other language including Braille or American Sign Language. Please contact the Principal for more information.

COURSE DESCRIPTIONS

The following pages provide descriptions of the courses available at Berlin Middle High School. The courses are identified by name, level, credit given, and prerequisites.

The administration may delete a course up to the day the class is due to start because of insufficient enrollment, staffing, or special circumstance. If this occurs, students will be notified by guidance as soon as a decision is made. In some cases, elective courses will be offered in alternating years. A projected schedule of the availability of many electives is available from the guidance office.

Berlin Middle High School reserves the right to combine courses or levels when enrollments are low or when combinations enhance learning opportunities for students.

**CAREER AND TECHNICAL EDUCATION
CAREER PATHWAYS**

AUTOMOTIVE TECHNOLOGY		ENGINEERING	
Transportation & Energy Technology Careers	9, 10, 11, 12	Technology & Robotics	9, 10
Auto Technology 11	11	Engineering Design	11, 12
Auto Technology 12	12	Introduction to Engineering Design	10, 11, 12
Introduction to Automotive Service Management	12	Principles of Engineering	11, 12
ASE Certification Prep	12	Biotechnical Engineering (specialization course)	11, 12
BUILDING TRADES		Civil Engineering & Architecture (specialization course)	11, 12
Building Trades 11	11	Digital Electronics (specialization course)	11, 12
Building Trades 12	12		
Extended Building Trades	11, 12	FAMILY AND CONSUMER SCIENCES	
BUSINESS		Career Opportunities in Crafts	9, 10, 11, 12
Career Choices - Your Future	9, 10	Introduction to Culinary Design	9, 10, 11, 12
Introduction to Computing	9, 10	Advanced Culinary Design	9, 10, 11, 12
Introduction to Business	9, 10, 11, 12	American and Foreign Cuisine	10, 11, 12
Battle of the Titans: Microsoft Office vs Google	9, 10, 11, 12	The World of Foods	10, 11, 12
Web Page Design	11, 12	Art of Cuisine	10, 11, 12
IT Essentials	11, 12	Independent Living	11, 12
Accounting	11, 12	Child Development & Parenting	11, 12
		GRAPHIC DESIGN	
WELDING TECHNOLOGY		Introduction to Printing Technology	9, 10, 11, 12
Welding Tech & Manufacturing Careers	9, 10, 11, 12	Introduction to Screen Printing	9, 10, 11, 12
Welding 11	11	Introduction to Digital Photography	9, 10, 11, 12
Welding 12	12	Graphic Design 11	11
Welding Certification Prep	12	Graphic Design 12	12
Blueprint Reading for Welders	11, 12	HEALTH SCIENCE TECHNOLOGY	
EARLY & ELEMENTARY TEACHER PREP		Health Careers Exploration	9, 10
Introduction to Family, Social & Human Careers	9, 10, 11, 12	Medical Terminology for Health Careers	9, 10, 11, 12
Early & Elementary Teacher Prep 11	11	Health Science Technology 11	11
Early & Elementary Teacher Prep 12	12	Health Science Technology 12	12
Extended Teacher Prep 12	12	LNA Test Prep	12

CAREER AND TECHNICAL EDUCATION

Berlin Middle High School is one of over 20 regional Career and Technical Education (CTE) centers in the state of New Hampshire. Berlin Regional Career & Technical Center welcomes students from Gorham High School as well as from Berlin Middle High School. Space in these programs is limited.

AUTOMOTIVE TECHNOLOGYTRANSPORTATION & ENERGY TECHNOLOGY CAREERS - 725

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students will be introduced to transportation basics, the principles of transportation, external combustion engines, internal combustion engines, and automotive engines. This course covers alternative energy sources, and alternative transportation devices. Students will study technology and chemical effects on the environment, as well as 1800's and 1900's evolution of technology. Students will also design, build, and critique various projects and explore related career options.

AUTO TECHNOLOGY 11 - 740

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The combination of classroom instruction and shop experience introduces students to mechanical theory and the application of that theory. In the automotive shop, students learn diagnostic procedures as well as other automotive components such as brake mechanisms, wheel, tire, suspension and rear end units. Students also apply their knowledge and skills to the service and repair of automobiles and will begin working towards Automotive Service Excellence (ASE) national certification. *(This course satisfies a math-related course.)*

AUTO TECHNOLOGY 12 - 750

Unleveled

12

Yearlong

2 credits

Prerequisite: Auto Technology 11

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students are provided a more in-depth study of automotive systems in grade 12, preparing them for entry level employment in the field. Broad areas of study cover electrical systems, air pollution control systems, and fuel systems. Students perform general engine performance diagnosis and repairs, brake system diagnosis and repairs, rear axle repairs and wheel alignments. Trucks and automobiles provide students the opportunity to demonstrate their ability to do diagnostic, overhaul and repair work. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies a math-related course.)*

INTRODUCTION TO AUTOMOTIVE SERVICE MANAGEMENT – 7501

Unleveled

12

Quarter

0.5 credit

Prerequisite: Students must be currently enrolled in Auto Technology 12

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course will hone a broad range of technical skills and introduce students to management opportunities in the transportation industry. Topics will include technical writing as it relates to work orders and invoices, technical reading, automotive math, work ethics and customer relations.

ASE CERTIFICATION PREP – 7502

Unleveled

12

Quarter

0.5 credits

Prerequisite: Students must be currently enrolled in Auto Technology 12

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course prepares students for ASE Certification exams in the following area: G1, Maintenance and Light Repair (MLR). ASE areas A1-A8 are reviewed.

BUILDING TRADESBUILDING TRADES 11 - 741

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students participate in actual construction at a building site. Classroom emphasis is on safe work practices and proper use of hand and power tools as well as the basic knowledge required in the construction trades. During the “hands-on” portion of the program, students will gain experience in all aspects of construction including print reading, framing, roofing, siding, and interior finishes and trims. Students develop skills which are useful to anyone wishing to own a home someday. *(This course satisfies a math-related course.)*

BUILDING TRADES 12 - 751

Unleveled

12

Yearlong

2 credits

Prerequisite: Building Trades 11

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The students in Building Trades 12 assume a greater responsibility for the project. They will receive more detailed instruction in the areas of layout and job preparation as well as more hands-on experience in the field. They will be given the opportunity to explore the different trades associated with construction. Students completing the program will possess entry level carpentry skills as well as OSHA training in construction safety, Hilti training, and pneumatic tool training. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies a math-related course.)*

EXTENDED BUILDING TRADES - 7510

Unleveled

11, 12

Semester

1 credit

Prerequisite: Current enrollment in Building Trades 11 semester 2 or Building Trades 12

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

All Building Trades students are encouraged to take this course, offered semester 1 and 2 during block 2. This course is open to all students enrolled in Building Trades 12, and open second semester to students enrolled in Building Trades 11. This course will be a continuation of topics covered in Building Trades with a focus on hands-on learning.

BUSINESSCAREER CHOICES - YOUR FUTURE - 709

Unleveled

9, 10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students will explore their personal interests, values, aptitudes, skills and goals. This will be accomplished through career-oriented inventories and projects. Upon completion of these activities, the students will encounter many aspects of career awareness, exploration, research, and counseling. Comprehensive information about occupations, colleges, technical schools, training programs and financial aid will help students make more informed decisions. The ultimate goal is to allow each student an opportunity to develop and implement a career plan while still in high school that will ease the transition from the world of school to the world of work. Each student will be amply prepared to participate in all phases of a job search.

INTRODUCTION TO BUSINESS - 713

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course introduces students to various business topics including economics, distribution, banking and personal finance. Students study business terminology and the business cycle. Career education provides students with an overview of the many opportunities in business. The course serves as background for other BMHS business courses, assists students with consumer decision making, prepares students for future employment and lays the foundation for the study of accounting, finance, and management at the college level. *(This course satisfies a math-related course.)*

ACCOUNTING 1 - 620

A Level

11, 12

Semester

1 credit

Prerequisites: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Accounting 1 presents the fundamental principles and methods of keeping financial records. The course provides students with a basic understanding of the accounting cycle for a service and merchandising business including checking accounts, payroll procedures, and basic computerized accounting. The course is designed to enhance

the student's transition into study at the college level in the fields of accounting, finance, management, and marketing. *(College credit may be available for this course. For more information, contact the CTE Office.)*

ACCOUNTING 2 - 621

A Level

11, 12

Semester

1 credit

Prerequisite: Accounting 1

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course reviews the basic principles of accounting and provides instruction in advanced accounting procedures. The students gain a more in depth understanding of the financial operations of a business and build valuable employment skills. Students are introduced to various accounting software application programs. "Hands-on" experience is provided with recording accounting transactions in a computerized accounting system. Upon completion of the course, students will be awarded a certificate for completing the accounting program. The course is designed to enhance the student's transition into the job market upon graduation and to facilitate study at the college level in the fields of accounting, finance, management, and marketing.

INTRODUCTION TO COMPUTING - 611

Unleveled

9, 10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed for students with little or no experience using computers. Students will become familiar with Windows, learn how to use the Internet as an information resource, and develop basic word-processing and presentation skills. Emphasis is placed on safe and ethical practices. *(This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

BATTLE OF THE TITANS: MICROSOFT OFFICE VS. GOOGLE - 612

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Microsoft Office has been the standard in the workplace, college and public schools over the past couple of decades. In this course, the giant from Redmond, Washington faces off with the upstart in office productivity software from Mountain View, California. Google, best known for its Internet search engine, wants a piece of the office pie and it offers Google Drive for free. Students will learn word processing, spreadsheets, and presentation software on both camps' office productivity suites. Is there truly such a thing as "a free lunch" or is it true that "you get what you pay for"? *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

WEB PAGE DESIGN - 613

A Level

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course teaches students the principles of good web page design. Topics include: how to create a simple HTML page, how to add links and images, everything you need to know about web standards, cascading style sheets, all about web graphics, the site development process, from start to finish, and getting your pages on the Web. Students create a web site that demonstrates their mastery of good web page design principles. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

IT ESSENTIALS - 617

A Level

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

IT Essentials covers the fundamentals of computer hardware and software as well as advanced concepts. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a network environment. Additional topics include laptops and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

EARLY & ELEMENTARY TEACHER PREP

INTRODUCTION TO FAMILY, SOCIAL, AND HUMAN SERVICE CAREERS - 702

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed for students interested in exploring careers in family, social and human services. Such services include working with children and teens, assisting families, dealing with developmental disabilities, and meeting other needs of people in a community. Students will participate in related career exploration and discovery projects and research work. The class will utilize guest speakers, library and computer research, and contact with professionals in our community.

EARLY & ELEMENTARY TEACHER PREP 11 - 742

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This program is open to both male and female students interested in pursuing a career working with children. Students will work to develop an awareness of the influences on a child's intellectual, social, physical, and emotional development. Students will put their studies to practice while working as a student teacher in the BMHS Mini-Mounties preschool center. Through this lab experience, students prepare for job studies in local elementary schools, and early education facilities that will be part of their second year curriculum.

EARLY & ELEMENTARY TEACHER PREP 12 - 752

Unleveled

12

Yearlong

2 credits

Prerequisite: Early & Elementary Teacher Prep 11

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students will work in the preschool lab and select job studies in other community early education facilities, elementary schools, or specialized fields such as special education, art or physical education instruction. Other areas of study include: curriculum planning, educational room design, licensing rules and regulations, job training skills, and creating a professional portfolio. A dress code is maintained during teaching experiences. Enrollment in Extended Teacher Prep is encouraged. *(College credit may be available for this course. For more information, contact the CTE Office.)*

EXTENDED TEACHER PREP 12 - 7520

Unleveled

12

Semester

1-2 credits

Prerequisite: Current enrollment in Early & Elementary Teacher Prep 12

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is a continuation of the topics discussed in Early & Elementary Teacher Prep 12. Students will receive further instruction and extended time on field experiences. Students currently enrolled in Early & Elementary Teacher Prep 12 are encouraged to take this course, offered both semester 1 and 2.

ENGINEERINGTECHNOLOGY & ROBOTICS - 738

Unleveled

9, 10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Technology & Robotics is a 9-week exploratory course in the identification and use of the various computer software programs and problem solving techniques used in industry. Through the design and construction of various projects, students will be exposed to CAD (Computer Aided Design), robotics, problem solving, creative thinking, and more. This course will help the student decide on future courses in Engineering Technology. *(This course satisfies the .5 credit Information Communication Technology graduation requirement or a math-related course.)*

ENGINEERING DESIGN - 744

A Level

11, 12

Yearlong

2 credits

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This is a course designed to provide students with the skills needed to enter a post-secondary college or to enter the field with entry level skills. Students will be introduced to careers in the engineering field. The emphasis of this course is to provide students with exposure to a variety of career choices such as engineering, drafting, design, computerized 3D modeling, robotics, 3D printing, programming, blueprint reading and the design process. Students will design and develop many different hands on projects through the use of our Computer Aided Design (CAD) software. Many of these designs will be constructed with the use of technologies like 3D

printing, laser cutting & CNC machining. *(College credit may be available for this course. For more information, contact the CTE Office. This course satisfies the .5 credit Information Communication Technology graduation requirement or a math-related course or the requirement of a lab-based science for NH Scholars.)*

INTRODUCTION TO ENGINEERING DESIGN – 760

A Level

10, 11

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This is a course designed to provide an introduction to careers in the engineering field. The emphasis of this course is to provide students with exposure to a variety of career choices such as engineering, design, computerized 3D modeling, 3D printing, and the design process. Students design and develop many different hands on projects. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement, a math-related course, or the requirement of a lab-based science for NH Scholars.)*

PRINCIPLES OF ENGINEERING – 761

A Level

11, 12

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement, a math-related course, or the requirement of a lab-based science for NH Scholars.)*

DIGITAL ELECTRONICS – 762

A Level

11, 12

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

CIVIL ENGINEERING & ARCHITECTURE – 765

A Level

11, 12

Semester

1 credit

Prerequisites: Algebra I and Introduction to Engineering Design

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real

world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. *(This course satisfies the .5 credit Information Communication Technology graduation requirement or the requirement of a lab-based science for NH Scholars.)*

BIOTECHNICAL ENGINEERING - 764

A Level

11, 12

Semester

1 credit

Prerequisites: 80+ in Biology A or 90+ in Biology B; and Chemistry A or B (can take concurrently with permission)

Recommendations: 80+ in Chemistry A or 85+ in Chemistry B; and Algebra II

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This Project Lead the Way course is intended for students interested in using engineering concepts to design materials and processes that improve biological systems. Topics include: genetic engineering and modification, DNA sequencing, bioethics, forensics, agricultural engineering, biomedical implants and devices and bio-fuels. *(This course satisfies the .5 credit Information Communication Technology graduation requirement or the requirement of a lab-based science for NH Scholars.)*

FAMILY & CONSUMER SCIENCES

INTRODUCTION TO CULINARY DESIGN - 820

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Apply Technology, Solve Problems

Working with buttercream frosting and fondant, students will use their creativity and a variety of tools to decorate cupcakes and cakes. You will learn how to develop a pleasing color palette and pattern for a cake, make different types of flowers and make a variety of borders. You can do all of this on a properly frosted cake and/or cupcakes. These newfound skills can be developed for fun or to help earn a living. *(This course satisfies the Art Education graduation requirement.)*

ADVANCED CULINARY DESIGN - 821

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: Introduction to Culinary Design

Academic Expectations: Read, Write, Apply Technology, Solve Problems

Expand on the skills you learned in Introduction to Culinary Design by developing more advanced techniques. This course will include but is not limited to piping with royal icing, creating realistic flowers with gum paste, cake fillings, and learning to airbrush and stencil on buttercream and fondant frosting. Cakes will become more interesting in flavor and to the eye. *(This course satisfies the Art Education graduation requirement.)*

CAREER OPPORTUNITIES IN CRAFTS - 866

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed to provide the student with instruction in craft skills such as candle wicking, stenciling, cross stitch, embroidery, scrapbooking, crocheting, Christmas ornaments, monogramming and quilting. These topics will provide the student with marketable skills as well as activities to be used constructively during leisure time. *(This course satisfies the Art Education graduation requirement.)*

THE WORLD OF FOODS – 830

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This hands-on course teaches you that good nutrition is the basic reason for food consumption. Emphasis is given to the importance of eating healthy and following directions. Meal preparation includes wise buying, proper storing, cooking skills and serving in a manner which will maintain the highest possible food value. *(This course satisfies a math-related course.)*

AMERICAN AND FOREIGN CUISINE – 833 (Offered during the 2020-2021 school year)

Unleveled

10, 11, 12

Quarter

0.5 credit

Prerequisite: The World of Foods

Recommendation: 85 or better in The World of Foods

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course gives a basic overview of food and food customs from the different regions of the United States and other countries. Learning will take place through a variety of methods including cooking, reports, and other projects. *(This course satisfies a math-related course.)*

INDEPENDENT LIVING - 840

Unleveled

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course, for 11th and 12th grade students, presents a realistic, decision-making approach to the problems encountered in living independently. This comprehensive course includes a wide variety of practical topics and activities that will help students to make wise decisions and manage well on their own as adults. *(This course satisfies a math-related course.)*

CHILD DEVELOPMENT & PARENTING - 851

Unleveled

11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course places emphasis on the development of positive parenting skills. Students develop better insight and understanding of the complexities of the parenting role through interaction and sharing of experiences, observing children in all age groups, and participating in planned activities for children.

THE ART OF CUISINE – 868 (Offered during the 2021-2022 school year)

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: World of Foods

Recommendation: 85 or better in World of Foods

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The Art of Cuisine is a skills development course designed to provide students with further instruction in garnishes, pastries, candies, sandwiches, centerpieces, and catering. The skills learned will help students who choose a career as a Chef saucier, Chef garde-manger, Chef patissier or other food related occupations. *(This course satisfies the Art Education graduation requirement or a math-related course).*

GRAPHIC DESIGNINTRODUCTION TO SCREEN PRINTING – 722

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This 9 week course will give students exposure to screen printing techniques. As an exploratory course, students will learn the basic process of creating artwork, screen preparation, printing of various projects, and different applications of the process. It is the intention of the course to give students skills and hands on experience with the actual production of screen printed projects. This course will be offered in the second or third quarter. Preference will be given to 10th grade students.

INTRODUCTION TO PRINTING TECHNOLOGY - 723

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This is a course designed to provide an introduction to careers in the graphic design field. The emphasis of this course is to provide students with exposure to a variety of career choices such as desktop publishing, graphic design, pre-press, offset lithography, bindery and screen printing. Students will be able to sample some of the operations of the graphic design industry while working on various printed projects. This course will be offered in the second or third quarter. Preference will be given to 10th grade students.

INTRODUCTION TO DIGITAL PHOTOGRAPHY – 724

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This 9 week course introduces students to digital photographic equipment, theory and processes. Students will learn camera operation, composition, computer photo manipulation and creative expression. Students will also learn file saving, sharing and PDF conversion. This course will be offered in the first quarter or fourth quarter.

Preference will be given to 10th grade students. *(This course satisfies the .5 credit Art Education graduation requirement.)*

GRAPHIC DESIGN 11 - 747

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The Graphic Design program is designed to give the student the opportunity to learn skills needed in order to enter a post-secondary college or enable them to enter the job market with entry level skills. The student will learn desktop publishing, design, layout, process camera work, press, and bindery. He/she will become familiar with photography, large format printing, textile printing, and other technologies in the printing industry. *(This course satisfies the .5 credit Information Communication Technology graduation requirement.)*

GRAPHIC DESIGN 12 - 757

Unleveled

12

Yearlong

2 credits

Prerequisite: Graphic Design 11

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed to allow the second year student to learn the finer parts of the graphic design industry by working on every day printing projects generated by the city and schools. The student will learn two-color printing and production. During this second year, the student will be able to choose which particular career path that he/she wishes to pursue. The emphasis will then be put upon qualifying them so they may attain the experience necessary in order to enter the job market with entry level skills. *(College credit may be available for this course. For more information, contact the CTE Office.)*

HEALTH SCIENCE TECHNOLOGY

HEALTH CAREERS EXPLORATION - 719

Unleveled

9, 10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Health Careers Exploration course is designed for students considering careers in the health care field. This basic, entry-level 9-week course serves as a solid foundation for all students, regardless of the particular health care profession they are interested in pursuing. Content includes coverage of standard precautions, cultural diversity, principles of teamwork/leadership, ethic and legal issues and an over-view of multiple health care careers. Students will tour local health care facilities as well as learn about health careers from multiple guest speakers.

MEDICAL TERMINOLOGY FOR HEALTH CAREERS - 705

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The Medical Terminology course is designed for students considering careers in medical office technology,

medical transcription, nursing, occupational, respiratory or physical therapy, dentistry, or other allied health fields. It provides students with a working knowledge of medical terminology necessary to those careers. Students will learn basic word elements and their combination forms as well as proper spelling, pronunciation, and abbreviations.

HEALTH SCIENCE TECHNOLOGY 11 - 745

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Health Science Technology 11 is the first year of a 2-year technical program which introduces students to many facets of various health occupations. Topics covered include safety and body mechanics, infection control, history and trends in healthcare, health care systems, careers in health care, personal and professional qualities of a health care worker, legal and ethical responsibilities, medical terminology, anatomy and physiology, human growth and development and cultural diversity as it relates to health care. Students have an opportunity to observe and participate in activities in area health care facilities. Students will be required to undergo TB screening at their expense. A nursing assistant option is available in the second year. Students need to pass HST 1 with a 70 or better in order to move onto HST 2. Students who miss a significant amount of school and/or have not met HST 1 competencies - can not progress to HST 2.

HEALTH SCIENCE TECHNOLOGY 12 - 755

Unleveled

12

Yearlong

2 credits

Prerequisite: Pass HST 11 with a 70 or better

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Health Science Technology 12 is the second year of a 2-year technical program offering students an opportunity for in-depth exploration in their area(s) of interest. Topics covered include nutrition and diets, geriatric care, computer technology in health care, CPR/First Aid training and certification, career success skills and the completion of anatomy and physiology. Students have the opportunity to practice skills in clinical internships in area health agencies. Students will be required to undergo TB screening at their expense. Students need to be passing HST 2 with a 70 or better in order to complete the Nursing Assistant part of the course. Students who miss a significant amount of school and/or have not met HST 2 competencies can not participate in obtaining their Nursing Assistant license. *(College credit may be available for this course. For more information, contact the CTE Office.)*

LICENSED NURSING ASSISTANT TEST PREP - 7550

Unleveled

12

Quarter

0.5 credit

Prerequisite: current enrollment in Health Science Technology 12, passing with a 70 or better

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed to prepare HST students for the NH Board of Nursing LNA licensing exam. Students are provided with additional clinical experience and opportunities to hone their patient care skills. Students must maintain a 70 average in HST and LNA in order to sit for the NH Board of Nursing LNA licensing exam. Students must provide proof through a physical exam that they are physically able to perform the duties of an LNA before clinical begins. Proof of immunization and current Flu vaccine must also be submitted. Students

who have not met the 60 hour minimum of clinical time are not eligible to take their LNA test as mandated by the NH Board of Nursing. Students will need to complete and pass a Criminal Background check before coming into contact with patients.

WELDING

WELDING TECHNOLOGY AND MANUFACTURING CAREERS - 726

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students will be introduced to the basics of arc welding, oxy/fuel cutting, build-up of surfaces (padding) in the flat and vertical positions, characteristics of electrodes, plastic welding, soldering and plasma cam operation and general shop safety. Also included in the course is the introduction to many types of materials from which products are made. Other topics include manufacturing processes, developing manufacturing systems, and related career information.

WELDING 11 - 749

Unleveled

11

Yearlong

2 credits

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Class and lab instruction and experience are combined to teach basic welding practices. Students will learn the basic concepts to advanced concepts of Shielded Metal Arc Welding (SMAW). Basic knowledge and hands-on practice will be performed in Gas Tungsten Arc Welding (GTAW) and Gas Metal Arc Welding (GMAW). Proficiency in oxy-fuel cutting will be accomplished. Introduction to plasma cutting is demonstrated and practiced. The students will receive instruction and hands-on practice in the welding of "T" joints, butt joints, lap joints, corner joints, and edge joints in the flat, vertical, horizontal and over-head positions in the SMAW, GTAW, GMAW processes. The students will also learn the safe operation of metal working equipment used to shear, bend, roll, cut and drill various metals. *(This course satisfies a math-related course.)*

WELDING 12 - 759

Unleveled

12

Yearlong

2 credits

Prerequisite: Welding 11

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Students strive toward mastery in Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW) and Flux Core Arc Welding (FCAW), as well as oxy/acetylene and oxy/propylene cutting, plasma cutting and carbon arc gouging. Project based learning will expose students to manufacturing and repair using various welding processes and equipment. Students have the opportunity to hone their skills through participation in SkillsUSA. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies a math-related course.)*

BLUEPRINT READING FOR WELDERS – 737

Unleveled

11, 12

Quarter

0.5 credits

Prerequisite: None

Academic Expectations: Read, Write, Apply Technology, Solve Problems

Students are introduced to blueprint reading and provided with the knowledge and skills necessary to read, visualize and interpret blueprints that specifically apply to the welding trade. Students will gain an understanding of welding symbols, welding preps and processes. They will also receive an introduction to free-hand sketching, basic mechanical drafting and shop math. Instructional exercises are presented to investigate occupational options such as mechanical technologies and engineering. Students enrolled in the Welding program are strongly encouraged to take this course. *(College credit may be available for this course. For more information, contact the CTE Office.) (This course satisfies the .5 credit Information Communication Technology graduation requirement or a math-related course).*

WELDING CERTIFICATION PREP – 7590

Unleveled

12

Quarter

0.5 credit

Prerequisite: Students must be currently enrolled in Welding 12

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This 9-week class prepares students for welding certification. Students will practice advanced welding skills in preparation to sit for an American Welding Society (AWS) certification exam. AWS is recognized internationally by the welding industry. Achievement of certification significantly enhances a student's job placement opportunities. Students will also be introduced to pipe welding in 6-G position.

COMPUTER SCIENCE

COMPUTER SCIENCE PRINCIPLES -111

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Code.org's Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

(This course satisfies the .5 credit Information Communication Technology graduation requirement.)

COMPUTER SCIENCE PRINCIPLES -112

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Code.org's Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

(This course satisfies the .5 credit Information Communication Technology graduation requirement.)

ENGLISH DEPARTMENT

ENGLISH 9 A - 120

A Level

9

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the student who is planning to go on to further, post-secondary education prior to entering the work force. It is a difficult, college preparatory course with rigorous demands and a good deal of emphasis will be placed upon students' acceptance of responsibility. Failure to complete the required work will have serious consequences. This course is designed principally for those students who plan to go on to a four year college. It will focus on the study of literature, with the study of several novels highlighting the program. In addition to the novel, drama, poetry, and the short story are studied as basic forms in literature. Compositions are assigned which develop writing skills, and students are introduced to the expository essay. The students will also be introduced to and taught the skills necessary to work collaboratively, and a good deal of the learning will be done in groups. Writing assignments and group projects take on a major importance in the student's grade at this level.

ENGLISH 9 B - 121

B Level

9

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the student who is planning to go on to a four or two year college, technical school, training on the job, or enter the work force. It is very much a skill-based program. It is a program that is designed to provide students with those skills that she/he will find necessary to be successful at work. This course will share many common books and methods with the Track I curriculum to facilitate movement into that curriculum should a student change his/her post-secondary plans. The course will focus on a study of literature. Reading and discussion techniques will be developed in order to appreciate and understand literature and evaluate an author's purpose and style. Writing assignments will be related to the study of the novels, short stories, poetry, plays, mythology, and the student's own experience. The students will also be introduced to and taught the skills necessary to work collaboratively and a good deal of the learning will be done in groups. Compositions are assigned that develop writing skills. Students will be introduced to the writing process. The principles of grammar will be reviewed and expanded upon in relation to writing. As in Track I, the compositions at this level constitute a major portion of the student's grade. The student's acceptance of responsibility for her/his own work and organized study habits will be reinforced all year.

ENGLISH 10 HONORS - 129

Honors Level

10

Semester

1 credit

Prerequisites: English 9 and summer reading

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

English 10 Honors aims at focusing the student's comprehension skills on a careful study of various literary masterpieces. It demands that the student analytically evaluate, through both speaking and writing, dilemmas relating to the human condition. Such analysis, it is hoped, will foster introspection and an appreciation of good writing. A seminar format is often used to stimulate self-expression. Frequent writing assignments, which may include the keeping of a personal journal and the development of a writing portfolio, are also required. Consequently, individualized instruction is a necessary focus of the course. There will be a summer reading

component that students must complete prior to the course. Failure to complete the summer reading component will result in removal from the Honors class and subsequent placement into another section of English 10.

ENGLISH 10 A - 130

A Level

10

Semester

1 credit

Prerequisite: English 9

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the student who is planning to go on to further, post-secondary education prior to entering the work force. It is a difficult, college preparatory course with rigorous demands. This course is designed principally for those students who plan to go on to a four-year college. Writing assignments and group projects take on a major importance in the student's grade at this level.

ENGLISH 10 B - 131

B Level

10

Semester

1 credit

Prerequisite: English 9

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the student who is planning to go on to a four-year or two-year college, technical school, training on the job, or to enter the work force. It is a program that is designed to provide students with those skills that she/he will find necessary to be successful at work. This course will share some common books and methods with the Track I curriculum to facilitate movement into that curriculum should a student change his/her post-secondary plans. As in Track I, the compositions at this level constitute a significant portion of the student's grade. The student's acceptance of responsibility for her/his own work and organized study habits will be reinforced all year.

AP ENGLISH LANGUAGE AND COMPOSITION - 139

Honors Level

11

Semester

1 credit

Prerequisites: English 10 and summer reading

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This is an intensive writing and literature course designed to give hard working students a college level learning experience. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. Students taking the course will be encouraged to take the appropriate AP Exam in May. (*College credit may be available for this course. For more information, contact the instructor.*) The reading and writing requirements of the course are rigorous, and class discussion is used as a primary vehicle for learning and exploration of the material. There will be a summer reading component that students must complete prior to the course. Failure to complete the summer reading component will result in removal from the class and the student will be placed into a section of American Literature.

AMERICAN LITERATURE A - 155

A Level

11

Semester

1 credit

Prerequisites: English 10 and summer reading

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course will follow essentially a chronological path through American literature. Within that chronological journey, the course will be broken down into six thematic areas in which many of the forces that shape our thinking (as reflected through literature) and history are broken down and analyzed. The reading and writing requirements of the course are rigorous, and class discussion is used as a primary vehicle for learning and exploration of the material. There will be a summer reading component that students must complete prior to the course. Failure to complete the summer reading component will result in removal from the A division class and the student will be placed into another section of American Literature.

AMERICAN LITERATURE B - 153

B Level

11

Semester

1 credit

Prerequisite: English 10

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

In a student's junior year she/he may take either American Literature or World Literature. In his/her senior year, he/she must take the other course. The American Literature Survey Course is a survey of American Literature. As with English 9 and 10, a good deal of emphasis is placed upon writing. Students will also continue to build upon their group work skills. Writing assignments and group projects take on a major importance in the student's grade at this level. The students will also do oral presentations, study vocabulary and grammar. The grammar will be done principally through the writing process.

AP ENGLISH LITERATURE AND COMPOSITION - 149

Honors Level

12

Semester

1 credit

Prerequisites: English 11 and summer reading

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This is an intensive writing and literature course designed to give hard working students a college level learning experience. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. Students taking the course will be encouraged to take the appropriate AP Exam in May. (*College credit may be available for this course. For more information, contact the instructor.*) There will be a summer reading component that students must complete prior to the course. Failure to complete the summer reading component will result in removal from the AP class and the student will be placed into a section of World Literature.

WORLD LITERATURE A-157

A Level

12

Semester

1 credit

Prerequisite: English 10

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

In a student's senior year she/he will take World Literature. The World Literature course is a survey of British and World Literature. As with English 9, 10 and 11, a good deal of emphasis is placed upon writing. Students will also continue to build upon their group work skills. Writing assignments and group projects take on a major importance in the student's grade at this level. The students will also do oral presentations, and study vocabulary and grammar. The grammar will be done principally through the writing process. This course is designed to appeal to accelerated students. The course load will be similar, although work will progress at an advanced rate.

WORLD LITERATURE B - 154

B Level

12

Semester

1 credit

Prerequisite: English 10

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

In a student's senior year she/he will take World Literature. The World Literature course is a survey of British and World Literature. As with English 9, 10 and 11, a good deal of emphasis is placed upon writing. Students will also continue to build upon their group work skills. Writing assignments and group projects take on a major importance in the student's grade at this level. The students will also do oral presentations, and study vocabulary and grammar. The grammar will be done principally through the writing process.

ELEMENTS OF ENGLISH 9/10 - 150

Unleveled

9 and 10

Semester

1 credit

Prerequisite: IEP placement team recommendation

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Elements of English for grades 9 and 10 focuses on acquisition of improved reading, writing, listening, speaking, and critical thinking skills through differentiated approaches. No student will be admitted to an Elements class without a recommendation from the IEP team.

ELEMENTS OF ENGLISH 11/12 - 151

Unleveled

11 and 12

Semester

1 credit

Prerequisites: Elements of English 9 and 10; and IEP placement team recommendation

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Elements of English for grades 11 and 12 focuses on acquisition of improved reading, writing, listening, speaking, and critical thinking skills through differentiated approaches. No student will be admitted to an Elements class without a recommendation from the IEP team.

ENGLISH ELECTIVESMYTHOLOGY AND FOLKLORE - 162

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course will explore the impact of mythology and folklore on our society. Students will read, write, and participate in class discussions as we examine mankind's attempts to interpret and explain our world. The course will involve a study of Greek, Roman, Egyptian, Norse, and Native American mythology, as well as taking a look at our rich national and local folklore.

POETRY - 163 (Offered during the 2020-2021 school year)

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: English 9

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the student who wants to improve his or her poetry writing skills. We will look at samples of professional writing and explore the different literary elements that make a poem a poem. Students will write and share poetry on a daily basis, as well as create a portfolio of revised work.

CREATIVE WRITING - 164 (Offered during the 2021-2022 school year)

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: English 9

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is designed for the aspiring writer. Students in this course will experiment in reading and writing both fiction and non-fiction. Students will write and revise original material, become familiar with a wide range of short stories, offer criticism, and create portfolios of written and revised work. This course serves as useful introduction to any writing intensive course.

FILM STUDIES - 191

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This 18 week course will study select contemporary and classic films from a variety of genres. Students will be taught how to view film as art, craft and entertainment. Students will analyze, understand, and evaluate films in terms of how they convey meaning. They will discuss the elements used by directors that allow us, as viewers, to discern what the film is trying to communicate. Students will also analyze why culturally important films become icons. Students will be required to use a variety of methods (writing, oral presentation and film) to communicate their own ideas about movies and the themes in them.

FILM STUDIES II- 192

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: Film Studies

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This 18 week course will study select contemporary and classic films from a variety of genres with a focus on replicating directorial styles. Students will be taught how to film, edit, and produce short films on Adobe Premiere in order to convey meaning. They will discuss and replicate elements used by directors in order to discern what the film is trying to communicate. Students will be required to use a variety of methods (writing, oral presentation and film) to communicate their own ideas about movies and the themes in them. The semester will culminate in a film project, where students create and present their own short films.

COLLEGE COMPOSITION - 156

Unleveled

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

In this course students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process through drafting, revising and editing. Research and documentation strategies are emphasized. (*College credit may be available for this course through the Running Start program. For more information, contact the instructor.*)

PUBLICATIONS I - YEARBOOK PRODUCTION - 180

Unleveled

10, 11, 12

Semester

1 Credits

Prerequisite: none

Academic Expectations Met (Read, Write, Speak, Solve Problems, Apply Technology)

Students will learn and practice journalism writing and production skills. The main products of this class will be the school yearbook, yearbook supplement, and senior video, but other publications will be produced.

Advertising sales, design and book promotion will also be emphasized. Students will learn to work effectively in a cooperative classroom environment while learning layout and design skills. Students will develop organizational skills, effective graphic and written editing skills, and learn effective communication skills. Students will make connections with the business community through sales and design and develop leadership skills by taking advantage of editor opportunities when available. Students will be expected to photograph many after-school events and to work on yearbook design outside of class.

PUBLICATIONS II - 182

Unleveled

10, 11, 12

Semester

1 credit

Prerequisites: Publications I, Teacher approval

Academic Expectations Met (Read, Write, Speak, Solve Problems, Apply Technology)

Yearbook editors will use this time to edit yearbook pages, plan yearbook strategies and work on independent projects. This course is an independent study and will require advanced knowledge of all aspects of yearbook production. Teacher approval is needed as this class is only open to yearbook editors.

 ART EDUCATION DEPARTMENT

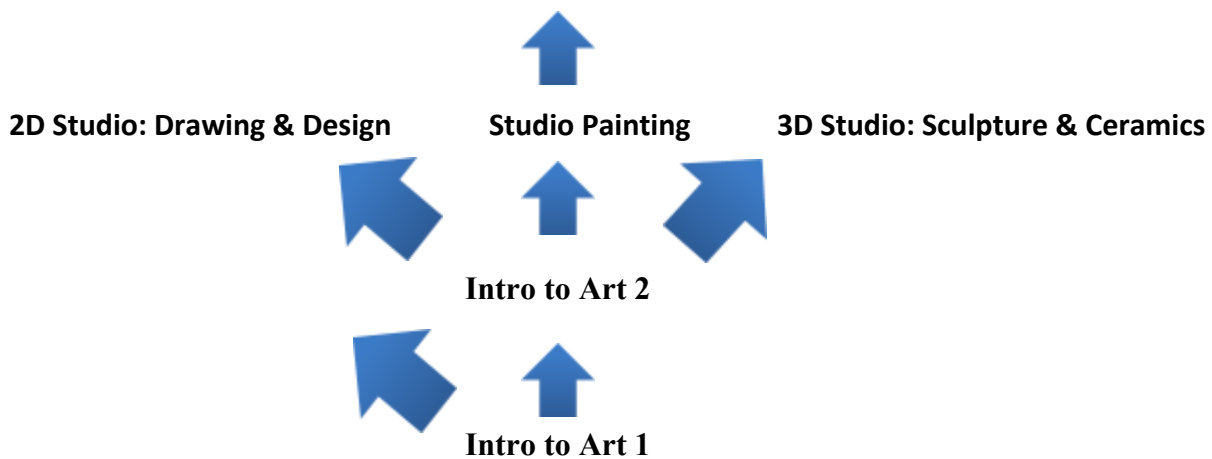
The Art Education department is comprised of the Visual Arts Department and the Music Department.

VISUAL ARTS DEPARTMENT

Visual Arts Pathway

The following sequence of high school courses is recommended for all students. For students with an interest in the arts, who may consider studying art in college, the development of a portfolio is necessary.

Advanced Art
 (Students applying to a college for art will use this course to finalize their portfolio.)
 (Students must have taken Introduction to Art and at least 2 of the Studio courses to take Advanced Art)



INTRO TO ART 1 – 911

Unleveled

9, 10, 11, 12

Quarter

0.5 Credit

Prerequisite: None

Academic Expectations Met: Speak, Solve Problems, Apply Technology

This course is an introduction to the theory and practice of the elements of art (line, form, space, texture, perspective, shape and color) and the principles of design (composition, rhythm, pattern, emphasis, unity, movement, contrast and balance). The course involves an exploration of methods and media in still life and observation drawing, creative expression, printmaking and graphic design. This course will satisfy the half credit Art Education requirement.

INTRO TO ART 2 – 912

Unleveled

9, 10, 11, 12

Quarter

0.5 Credit

Prerequisite: Students must achieve a grade of 70 or higher in Art 1

Academic Expectations Met: Speak, Solve Problems, Apply Technology

This course is a further development and expansion of the theory and practice of the elements of art (line, form, space, texture, perspective, shape and color) and the principles of design (composition, rhythm, pattern, emphasis, unity, movement, contrast and balance) as taught in the Art 1 program. Figure drawing, painting, and three-dimensional art including sculpture and ceramics are emphasized.

2D STUDIO: DRAWING & DESIGN – 930

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Intro to Art 1

Academic Expectations Met: Speak, Solve Problems, Apply Technology

This studio course is an in-depth exploration of 2-dimensional drawing and graphic design in art. Drawing techniques in a variety of media are presented with an emphasis on line, tone, form and composition. Representational as well as abstract and non-objective drawings are explored in depth with the use of the figure, still life 'subjects', landscapes and imaginative drawings. Exploration of space, perspective, proportion, effects of light and shadow, rendering and composition is emphasized. Graphic design, a comprehensive exploration of the commercial field of art as well as client needs in terms of audience, message and medium channel, conceptualization, visual decision-making, execution and presentation, will also be presented. Problem solving and the design process are emphasized including storyboards, ads, package designs, album cover designs, and computer graphics.

3D STUDIO: SCULPTURE & CERAMICS – 935

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Intro to Art 1 & 2

Academic Expectations Met: Speak, Solve Problems, Apply Technology

This studio course is an in-depth exploration and application of 3-dimensional design with an emphasis on sculpture and ceramics. Problems in sculpture are designed to expose the student to a broad area of experiences dealing with form, scale, weight, color, movement and varied use of space. Students are encouraged to work with their own interests. They may work non-objectively or figuratively in clay modeling, mold making, hand-cast paper, wood, metal or other media. Projects in ceramics will introduce students to clay as an art material and expose them to the different possibilities of working with clay. The emphasis is on the understanding and development of basic principles and skills of hand building techniques and throwing on the potter's wheel.

STUDIO PAINT-950

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Intro to Art 1 & 2

Academic Expectations Met: Speak, Solve Problems, Apply Technology

An expressive painting course designed to develop facility in composition, color mixing and modulation, special tensions, paint quality, brush and knife techniques. A development of the individual painter's ideas, images, and point of view is encouraged. The students will gain familiarity with paint and brush so that they can be used naturally and easily. Color systems, emotional and psychological uses of color and color harmonies are emphasized in the execution of both easel and mural paintings.

ADVANCED ART – 955

A Level

10, 11, 12

Semester

1 credit

Prerequisites: Intro to Art 1 & 2; and at least 1 of the following electives: 2D Studio: Drawing & Design, 3D Studio: Sculpture & Ceramics, and/or Studio Painting; and permission of instructor

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course consists of the development of applicable skills, techniques and media. Individual projects and independent exploration are emphasized. Students taking this course may prepare an art portfolio for college admission. **Students must have the instructor's written permission to enroll in this course.**

MUSIC DEPARTMENTTHE CONCERT BAND – 960

Unleveled

9, 10, 11, 12

Semester or Yearlong Skinny

.5 credit per semester

Prerequisite: None

Academic Expectations Met: Solve Problems, Apply Technology

The Concert Band concentrates on the more difficult aspects of concert music. Along with preparations for several performances throughout the year, emphasis is given to scales, dynamics, phrasing, intonation and musicality. Time is also spent teaching basic marching skills as well as some jazz and rhythmic fundamentals. The Concert Band will have several mandatory performances throughout the year. Also, the Concert Band will participate in various competitions, including the NH Large Group Festival Competition, provided quality requirements are met and administrative approval is received. *(This course will satisfy the 0.5 Art Education requirement for graduation.)*

THE CHORUS-970

Unleveled

9, 10, 11, 12

Semester or Yearlong Skinny

.5 credit per semester

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems

A wide variety of choral literature is studied each year, with emphasis placed on tonal development, and part independence. Three and four part pieces will be chosen for study, with level of difficulty based on the group's ability level and enrollment. A minimum of two concerts with mandatory attendance is required. Trips to festivals may be scheduled, dependent upon the group's ability level and performances. Enrollment is limited. Director recommendation and/or audition is required. Students must be able to match pitch and occasionally perform in small groups for evaluation. *(This course will satisfy the 0.5 Art Education requirement for graduation.)*

INDIVIDUALIZED AND SUPPORT PROGRAMS

Individualized programs for the educationally disabled are designed to enable students to reach their maximum capabilities in the academic skills, to teach them pre-vocational and vocational skills, to help them develop attitudes of responsibility toward employment, and to obtain a level of social behavior that will help them become economically self-sufficient and good citizens.

To the maximum extent possible, students with educational disabilities will be educated with children who are not disabled. They will be participants in the regular school environment, not being excluded or separated from this educational environment except where the degree of the student's impairment is such that; even with aid of supportive services, the education of these students cannot be achieved satisfactorily. The Pupil Evaluation Placement Team, with participation by the parent and the student (when appropriate), shall determine the appropriate placement.

ACADEMIC SUPPORT CENTER - 775

Unleveled

9, 10, 11, 12

Quarter, Semester, or Yearlong

.25 credit awarded per semester, not to exceed a total of 2 credits over a student's high school career

Prerequisite: IEP and/or 504 placement team recommendation

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Academic Support provides individualized academic support for students in grades 9-12 who would benefit from a supervised study environment. The focus of Academic Support is to improve time management, organization and the use of study skills to assist students in succeeding in the classroom. One on one instruction is provided with computer resources available. Academic support also provides lessons on executive functioning skills such as self-understanding, emotion control, and motivation.

LIFE SKILLS - 790

Unleveled

9, 10, 11, 12

Yearlong

2+ credits

Prerequisite: Placement by IEP team

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

The Special Needs Program at Berlin Middle High School has a large focus on survival skills and the acquisition of basic vocational abilities. A high stimulus learning environment exists in order to promote development of motor, language, social, and learning needs of the individual student. The goal of the program is to encourage the acquisition of appropriate and functional daily living skills, life skills, and basic vocational skills in order to prepare the students life in the community.

LIFE SKILLS ASSISTANT - 791

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: Permission of the instructor

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Under the direct supervision of the special education teacher, the student assists special needs students with the basic academic (English, Math, or Science) and functional life skills that they will need to become successful members of the community. In order to be an active participant in improving their outcomes, the student will research some of the disabilities affecting these students. Effective social interaction with non-disabled peers is very important for students in this program. Therefore, candidates who work with this population of students must be exceptional role models.

HEALTHY LIVING SKILLS - 391

Unleveled

9, 10, 11, 12

Yearlong

2 credits

Prerequisite: Placement by IEP team

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Students with special needs will learn a combination of health related topics and healthy activities to become successful members of the community. The students will become more aware and proactive of their own personal health through lessons and activities.

HEALTHY LIVING ASSISTANT - 392

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: Permission of the instructor

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Under the direct supervision of the Healthy Living teacher, the student assists special needs students with health class and healthy living activities that they will need to become successful members of the community. In order to be an active participant in improving their outcomes, the student will research some of the disabilities affecting these students. Effective social interaction with non-disabled peers is very important for students in this program. Therefore, candidates who work with this population of students must be exceptional role models.

MOUNTIE MART CAFÉ COOKING CLASS - 768

Unleveled

9, 10, 11, 12

Semester

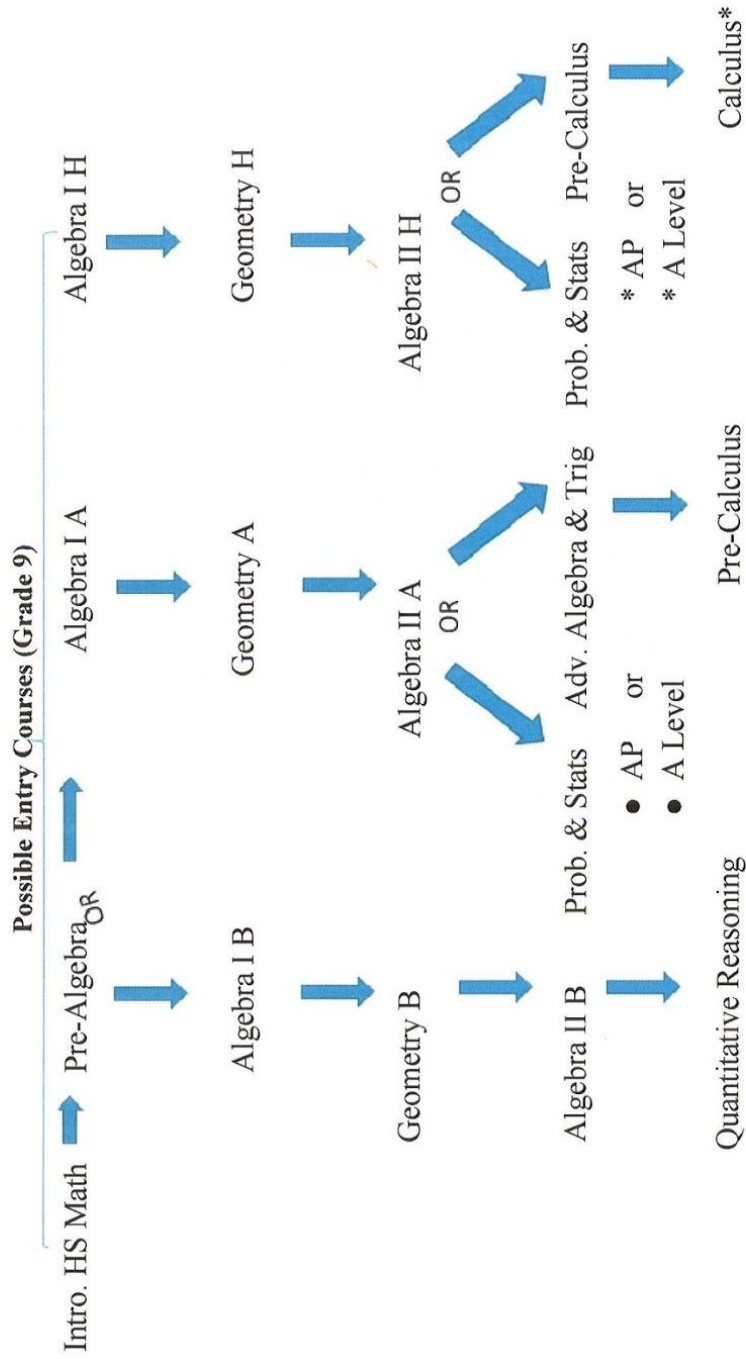
1 credit

Prerequisite: Placement by IEP team

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

This class is designed for those students who are interested in learning about the dynamics of running a small cafe. Students will prepare menus, shop for groceries, and prepare meals and snacks. Students are required to maintain a cookbook of the recipes used.

Mathematics Department Flow Chart



• Classes cannot be skipped within a sequence of classes

* Pre-Calculus must be taken prior to Calculus

MATHEMATICS DEPARTMENT

Mathematics courses at Berlin Middle High School are organized into three tracks: Level B (Foundations), Level A (College Preparatory), and Honors. The Foundations Track is most appropriate for the two-year community college bound student as well as the student that plans to enter the work force or the military. Mathematics courses in this track focus more on applications of mathematics than on theory. The College Preparatory Track is a traditional high school mathematics program preparing the student for either a community college or four year college experience. The Honors Track provides the student with an extremely solid background in mathematics including AP Statistics and Calculus. Students in this track have traditionally gone on to excel at demanding four year colleges. The Mathematics Department also offers some electives, various independent studies, and internships. Students are guided by their teachers, parents and guidance personnel to enroll in appropriate courses (**based on NWEA scores**) and may switch tracks if it is in their best interest. Some of the advanced courses are Running Start courses for which the students can earn college credit through the NH Community College System. Students should confirm their suitability for the Running Start Program with the instructor at the beginning of the course.

INTRODUCTION TO HIGH SCHOOL MATH - 417

Unleveled

Semester

1 credit

Prerequisite: Based on NWEA Scores

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended for students who have struggled learning math. Students will develop number sense and confidence with the basic mathematical operations of addition, subtraction, multiplication and division. These operations will be applied to integers, fractions, and decimals. The language of algebra will be gradually introduced. The student will learn how variables are used to represent unknown quantities, how to evaluate algebraic expressions, how to solve basic equations, and how to approach word problems in an algebraic manner. A strong student support system will be available. It is necessary for success in this course to participate in homework activities.

PRE-ALGEBRA - 418

Unleveled

Semester

1 credit

Prerequisite: Based on NWEA Scores

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended for the student needing a gradual initiation into Algebra. The course introduces basic algebraic concepts such as operations with positive and negative numbers, work with fractions, decimals, and percent problems, evaluating algebraic expressions, solving and graphing linear equations and inequalities, properties of exponents, similarity, factoring, and introductory word problems. It is necessary for success in this course to participate in homework activities.

ALGEBRA I HONORS - 420

Honors Level

Semester

1 credit

Prerequisite: Based on NWEA Scores

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course covers topics comparable to the college preparatory Algebra I topics but exposes the student to more of the theory behind these topics. The homework problems require more critical thinking skills. It is necessary for success in this course to participate in homework activities.

ALGEBRA I A - 421

A Level

Semester

1 credit

Prerequisite: Based on NWEA Scores or Pre-Algebra

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is a study of the properties of the real number system. Specific topics include the properties of real numbers, sets, equations, inequalities, systems of equations, polynomials, factoring, rectangular coordinate graphing, rational algebraic expressions, radicals, and quadratics. Deductive thinking is emphasized here as methods of proof are included. Students learn to represent linear, quadratic, and exponential relations graphically. Descriptive statistics will be studied, including: interpretation of measures of center, measures of variability, and various graphical representations of data. It is necessary for success in this course to participate in homework activities.

ALGEBRA I B - 422

B Level

Semester

1 credit

Prerequisite: Pre-Algebra

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course meets the state requirement for Algebra I. It is intended for the two-year community college, military, or career-bound student. Specific algebraic topics include the properties of real numbers, sets, equations, inequalities, systems of equations, polynomials, factoring, rectangular coordinate graphing, rational algebraic expressions, radicals, and quadratics. Students learn to represent linear, quadratic, and exponential relations graphically. Descriptive statistics will be studied, including: interpretation of measures of center, measures of variability, and various graphical representations of data. It is necessary for success in this course to participate in homework activities.

PERSONAL FINANCE - 423

Unleveled

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

In this course, you will learn practical applications of math. You will learn how to plan a budget, manage bank accounts, and figure the cost of a good or service. You will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help you make informed decisions about buying or renting a home or car and teach you how to protect your purchases and investments with insurance. You will learn how to pay for college. Information about maintaining and building credit will be studied. In addition, you will study economics, the science of the creation, distribution, and consumption of goods and services. You'll see how economics affects you as an individual and how it affects the country as a whole.

GEOMETRY HONORS - 430

Honors Level

Semester

1 credit

Prerequisite: Algebra I Honors

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course presents traditional Euclidean Geometry, building on a logical deductive system via undefined terms, definitions, postulates, and theorems is stressed. Two-column, paragraph, and indirect proofs are emphasized. This course extends the students' study of analytic (coordinate) geometry introduced in Algebra I. Additionally, units of trigonometry are presented. Applications of probability will be studied, including: computation and interpretation of theoretical and experimental probabilities, use of geometric probability models, and use of

probability to make informed decisions. It is necessary for success in this course to participate in homework activities.

GEOMETRY A - 431

A Level

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is a study of logic with applications of both inductive and deductive reasoning, as in scientific thought. This logical basis is applied to one, two, and three-dimensional figures such as point, line, plane, angle, polygons, circles, spheres, and solids. Specific topics include congruence and similarity, two-dimensional coordinate geometry, two-column statement and reason proofs, and applications of algebra to geometrical figures such as in computing areas and volume. Applications of probability will be studied, including; computation and interpretation of theoretical and experimental probabilities, use of geometric probability models, and use of probability to make informed decisions. It is necessary for success in this course to participate in homework activities.

GEOMETRY B - 432

B Level

Semester

1 credit

Prerequisite: Algebra I

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course maintains the methodology and philosophy found in Foundations of Algebra I. That is, less emphasis placed on theory and more emphasis placed on applications. Exploration will be used to formulate the traditional geometric theorems. Specific geometry topics include area, volume, transformations, right triangle trigonometry, coordinate geometry, and applications of angles, polygons, and circles. Applications of probability will be studied. It is necessary for success in this course to participate in homework activities.

ALGEBRA II HONORS - 440

Honors Level

Semester

1 credit

Prerequisite: Geometry Honors

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course covers topics comparable to the College Preparatory Algebra II topics but exposes the student to more of the theory behind these topics. The homework problems require more critical thinking skills in that they are less drill and practice by nature. The problems are designed to help build a strong foundation for the study of calculus and other advanced math courses. Supplementary topics in statistics, limit theory, and introductory calculus concepts are included as time permits. It is necessary for success in this course to participate in homework activities.

ALGEBRA II A - 441

A Level

Semester

1 credit

Prerequisite: Geometry CP

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended to solidify topics presented in College Preparatory Algebra I and College Preparatory Geometry. The theme of functions is applied throughout College Preparatory Algebra II as the students study the theory and applications of linear, quadratic, polynomial, exponential, logarithmic, rational, algebraic, trigonometric and circular functions. The complex number system is also presented in this course. It is necessary

for success in this course to participate in homework activities.

ALGEBRA II B - 442

B Level

Semester

1 credit

Prerequisite: Foundations of Geometry

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course requires that students apply topics studied in Foundations of Algebra I and Geometry. Students will be exposed to problems analogous to those they will encounter in career-technical programs and industry. The course materials used are chosen to help develop problem solving skills. Topics highlighted in the Community College System of New Hampshire (CCSNH) math reference manual will be the driving force in this course. These topics include performing operations with sign numbers, simplifying algebraic expressions, solving and graphing linear equations and inequalities, solving formulas for specific variables, applying the rules of exponents, evaluating numerical square roots, translating and solving word problems, graphing linear equalities in two variables, finding the slope of a line, simplifying polynomials, factoring polynomials, solving systems of linear equations in two variables, simplifying rational expressions, and solving quadratic equations by factoring. It is necessary for success in this course to participate in homework activities.

QUANTITATIVE REASONING-444

B level

Semester

1 credit

Prerequisites: Geometry and Algebra II

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended for seniors who plan to attend the Community College System of NH or the military. The course covers a variety of topics which will provide a foundation for further courses in mathematics as well as other academic areas. Topics covered include set theory, logic, algebra, linear equalities and inequalities, the metric system, finance, and probability. It is necessary for success in this course to participate in homework activities. *(College credit is available for this course through the Running Start program. For more information, contact the instructor.)*

ADVANCED ALGEBRA AND TRIGONOMETRY - 425

B Level

Semester

1 credit

Prerequisites: Algebra II

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended for students who need to increase their knowledge of Algebra II skills. The first half of this course will cover polynomial, rational, exponential, and logarithmic functions. The second half of the course will cover trigonometric functions, graphs, and relationships. It is necessary for success in this course to participate in homework activities.

PROBABILITY AND STATISTICS - 453

A Level

Semester

1 credit

Prerequisite: Algebra II

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended to study how to collect, organize, analyze, and interpret information. The subject is becoming increasingly important in all fields of endeavor. Topics will include probability theory, descriptive statistics and inferential statistics. Measures of central tendency, measures of variability, estimation, hypothesis testing, and linear regression are among the specific topics covered. It is necessary for success in this course to

participate in homework activities. *(College credit is available for this course through the Running Start program. For more information, contact the instructor.)*

AP STATISTICS - 454

Honors Level

Semester

1 credit

Prerequisite: Algebra II

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

(College credit may be available for this course. For more information, contact the instructor.)

PRE-CALCULUS HONORS - 450

Honors Level

Semester

1 credit

Prerequisite: Algebra II Honors or Advanced Algebra and Trigonometry

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course provides a strong background for the student's further studies in mathematics and related areas. A review and extension of many topics in Honors Algebra II are included. Function is the underlying and unifying concept of almost every topic in the course, including the polynomial, logarithm, exponential, rational, and circular (trigonometric) functions. Other upper level topics included are polar coordinates, parametric equations, complex numbers, vectors, sequences and series, and the limit concept all geared toward preparing the student for a formal calculus course. It is necessary for success in this course to participate in homework activities. *(College credit may be available for this course through the Running Start program. For more information, contact the instructor.)*

CALCULUS - 451

Honors Level

First Semester

1 credit

Prerequisite: Pre-Calculus Honors

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is a one-credit course designed for those students anticipating a Calculus requirement in college. A graphics calculator is required for this course. Topics typically include limits and continuity, the derivative and its application, the differential and anti-differentiation, slope fields, and the definite integral and its applications. It is necessary for success in this course to participate in homework activities.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION - 005

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

Physical education is a requirement for every able-bodied student before graduation. This full credit may be awarded in two ½ credit offerings in some instances. Classes are co-educational and, at this time, there are no provisions for homogeneous groupings. That is, freshmen may be scheduled with seniors. Also, at this time an additional credit of physical education is not available for those students who have completed their requirement. The program stresses awareness of lifetime fitness and carry-over activities. Areas to be included will be individual and dual activities, rhythms, cardiovascular conditioning and cooperative efforts. Also included will be some team play, as well as health issues regarding CPR and nutrition. An awareness of the students' individual development and success-oriented implementation is at the base of this program.

A physician's medical waiver, prior to the start of the school year, is required of any student who is physically unable to participate in the program. Alternative plans for those students will be addressed by the guidance and P.E. departments. Students must provide their own gym wear.

INTRODUCTION TO OFFICIATING - 007

Unleveled

11, 12

Quarter

0.5 credit

Prerequisite: Physical Education

Academic Expectations Met: Read, Speak, Solve Problems, Apply Technology

This course will serve as an introduction to the basic skills useful in all phases of officiating. The work will consist of familiarizing the student with the rules basic to each sport. Much of the work will take place in the classroom while practical applications and demonstrations may take place in the gym. This course is an elective and does not satisfy the Phys Ed requirement. **Students must have the instructor's written permission to enroll in this course.**

INTRODUCTION TO COACHING - 008

Unleveled

11, 12

Quarter

0.5 credit

Prerequisite: Physical Education

Academic Expectations Met: Read, Speak, Solve Problems, Apply Technology

This course will serve as an introduction to the basic skills useful in coaching various sports at different levels. Much of the work will take place in the classroom while practical applications and demonstrations may take place in the gym. This course is an elective and does not satisfy the Phys Ed requirement. **Students must have the instructor's written permission to enroll in this course.**

WEIGHT TRAINING - 009

Unleveled

10, 11, 12

Quarter

0.5 credit

Prerequisite: Physical Education

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This class will focus on all aspects of weight training including safety, techniques, and different weight training programs. Students will participate in a weight training program of their design in the BMHS Weight Room. Basic anatomy and physiology and kinesiology will also be covered. **Students must have the instructor's written permission to enroll in this course.**

INDIVIDUAL FITNESS - 010

Unleveled

10, 11, 12

Quarter

0.5 credit

Prerequisite: Physical Education

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This class will be focused on individual physical activities and less competitive methods of maintaining and improving overall fitness. Areas to be covered include: strength/personal training, walking/jogging, yoga, Pilates, aerobics, flexibility, as well as one person sports such as bowling, golf, bocce, tennis, archery, and badminton. **Students must have the instructor's written permission to enroll in this course.**

SCIENCE DEPARTMENT

PHYSICAL SCIENCE A, B, C - 520, 521, 522

9

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Physical Science includes the study of both matter and energy. The two main branches of Physical Science are Chemistry and Physics. In the Chemistry portion of the course, students will explore matter in all its forms and in the Physics portion they will explore energy and its changes. This course will also incorporate some Earth science themes in to show practical applications of both the Physics and Chemistry discussed throughout the course. Problem-solving and laboratory skills will be stressed throughout the course. The course will be offered at three levels and will fulfill the Physical Science requirement for graduation.

BIOLOGY A, B, C - 530, 531, 532

10

Semester

1 credit

Prerequisite: Physical Science A, B, or C

Recommendations: Biology A: 80+ in Physical Science A or 90+ in Physical Science B

Biology B: 75+ in Physical Science B or 90+ in Physical Science C

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This investigative, lab-based course includes the topics of the chemical and structural basis of life, genetics, cellular biology, evolution, and ecology. Emphasis will be placed on how biology relates to real life applications.

THE WORLD OF SCIENCE I - 573

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Placement by IEP team

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This class will focus on the topic of Physical Science. It will cover chemistry and physics topics including the study of matter, chemical reactions, pH, sound, light, magnetism, forces, motion, and energy. Topics will be covered in various depths and at a pace appropriate to the group. It is meant to be a hands-on explorative science class with a great amount of student interaction and participation. This course is designed to accommodate students that a Pupil Placement Team feels would have a greater success in this environment than in a conventional setting. This class satisfies the Physical Science requirement.

THE WORLD OF SCIENCE II - 574

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Placement by IEP team

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This class will focus on the subject of Life Science. Topics that will be covered will be cells, genetics, evolution, ecology, and diversity of life. Topics will be covered at various depths. It is meant to be a hands-on explorative science class with a great amount of student interaction and participation.

This course is designed to accommodate students that a Pupil Placement Team feels would have a greater success in this environment than in a conventional setting. This class satisfies the Biology requirement.

SCIENCE ELECTIVESINTRODUCTION TO CHEMISTRY - 540

Unleveled

11, 12

Semester

1 credit

Prerequisite: Biology A, B, or C

Recommendations: 70+ in Biology A or 75+ in Biology B or 85+ in Biology C

75+ in Foundations of Algebra I or Algebra I CP

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This introductory course of study targets a wide variety of topics in chemistry and the related mathematics and laboratory skills. Successful students will be well prepared for the traditional Chemistry A and B level courses.

Instructor's written permission is required for students who wish to take this course if they were not recommended by the Biology instructor. *(This course satisfies a math-related course).*

CHEMISTRY A - 541

A Level

11, 12

Semester

1 credit

Prerequisite: Biology A, B, or C

Recommendations: 85+ in Biology A and 80+ in Algebra I; Algebra II prior to or concurrent with course

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This rigorous course is designed to meet the needs of students who are planning to enter post-secondary education, especially those interested in the sciences. Greater emphasis is placed on theoretical and more abstract aspects of chemistry as well as problem solving and application of the laws of chemistry than is the case in Chemistry B. Students will be expected to have proficiency in algebra and analytical skills. **Instructor's written permission is required for students who wish to take this course if they were not recommended by the Biology instructor.** *(This course satisfies a math-related course or the requirement of a lab-based science for NH Scholars.)*

CHEMISTRY B - 542

B Level

11, 12

Semester

1 credit

Prerequisite: Biology A, B, or C

Recommendations: 80+ in Biology A or 85+ in Biology B; 80+ in Algebra 1 CP

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This course is designed for students who would find the pace and depth of Chemistry A too challenging, but need a greater understanding of chemistry for post-secondary plans. All major topics from Chemistry A will be introduced to students. The level and depth in which these topics will be covered at a pace commensurate with students' abilities. Students will be expected to be proficient in all areas, especially in basic algebra and problem solving skills. **Instructor's written permission is required for students who wish to take this course if they were not recommended by the Biology instructor.** *(This course satisfies a math-related course or the requirement of a lab-based science for NH Scholars.)*

PHYSICS A - 550

A Level

11, 12

Semester

1 credit

Prerequisites: 85+ in Bio A, Geometry, and Algebra II

Recommendations: 85+ in Chemistry A and Pre-Calculus (or Calculus taken concurrently is highly recommended)

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

Physics A is designed for students who want to pursue a career in engineering, mathematics, or the advanced medical field. This class is a rigorous, problem solving course that encourages students to analyze situations and rely on their own logic and strong math skills. It is closely linked with trigonometry, geometry and algebra. Physics includes the study of mechanics and motion including velocity, acceleration, force, energy, and momentum. Other topics such as heat, sound, electricity and magnetism are covered if time permits. **Instructor's written permission is required for students who wish to take this course if they were not recommended by the Chemistry instructor.** *(This course satisfies a math-related course or the requirement of a lab-based science for NH Scholars.)*

PHYSICS B - 553

B Level

11, 12

Semester

1 credit

Prerequisites: 75+ in Bio A or B, Geometry, and Algebra II

Recommendations: 75+ in Chemistry A or B and Pre-Calculus

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

This rigorous course is intended for students who might find the mathematics and pace of Physics A too demanding. The course covers the same topics as Physics A (read course description), but at a slightly slower pace. The B-level class is very math-intensive, but less complex. **Instructor's written permission is required for students who wish to take this course if they were not recommended by the Chemistry instructor.** *(This course satisfies a math-related course or the requirement of a lab-based science for NH Scholars.)*

HUMAN ANATOMY AND PHYSIOLOGY - 555

A level

12

Semester

1 credit

Prerequisite: Biology A or B

Recommendations: 80+ in Biology A or 90+ in Biology B

Academic Expectations: Read, Write, Speak, Apply Technology, Solve Problems

The objective of this course is to integrate human body structure and function. Emphasis is placed on relating previous material from Biology and Chemistry to the structure and functions of the human body. Topics covered will provide students with a better understanding of how the body maintains homeostasis, components involved in its maintenance, and consequences of the body's failure to maintain it effectively. *(This course meets the requirement of a lab-based science for NH Scholars.)*

SOCIAL STUDIES DEPARTMENT

GLOBAL STUDIES A, B, C - 224, 225, 226

A, B, or C Level

9

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

This eighteen week, 1 credit course is required of all ninth graders. The major focus of the course is modern European history with particular emphasis on the movements, people and events that have influenced the western world. A thematic approach is used for curriculum organization and instruction. Areas of study can be categorized into historical, political, geographic and economic themes. The areas of study are taught through the use of place-based instruction when applicable. National and international trends such as immigration and industrialization begin with instruction focused on our community and expand to the broader nation and western world. Time periods of study begin with the Middle Ages through the modern world. This emphasis on Modern Europe is the backdrop upon which economic principles; geographic themes and political movements are explored.

FOUNDATIONS OF SOCIAL STUDIES - GLOBAL STUDIES - 272A (Offered during the 2022-2023 school year)

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Placement by IEP team or department approval

Academic Expectations: Read, Write, Speak, Apply Technology

Foundations of Social Studies is designed to service students with individual needs. The course is designed to develop a working knowledge of fundamental social science concepts. Progress will be monitored closely to determine the appropriateness of the placement. Students may move to other Social Studies offerings if the team feels it is an advantageous move for the student. Students having difficulty in other Social Studies courses may transfer into the program with department approval.

The major focus of the Foundations of Global Studies course is modern European history with particular emphasis on the movements, people and events that have influenced the western world and specifically the United States. A thematic approach is used for curriculum organization and instruction. Areas of study can be categorized into historical, political, geographic and economic themes. The areas of study are taught through the use of place-based instruction when applicable. National and international trends such as immigration and industrialization begin with instruction focused on our community and expand to the broader nation and western world. Time periods of study begin with the Middle Ages through the modern world. This emphasis on Modern Europe is the backdrop upon which economic principles; geographic themes and political movements are explored.

ECONOMICS A - 253

A Level

10

Quarter

0.5 credit

Prerequisite: grade point average from a previous class?

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

This required course fulfills the New Hampshire Economics State requirement for high school social studies. This course is designed for advanced level college preparatory student. The design of the course is to provide a focus and basic understanding of the field of economics. Particular attention will be placed upon examining the U.S. economy and all its complexity. Using economic models, graphs, mathematics, and theories; an examination of the impact of the individual on and from firms, industries, states, governments and the world. A special emphasis will be placed on then applying knowledge to current events, statistics, and issues. Topics include

money and banking procedures, profit motivated business formation and decision making, economic indicators and measurements, government involvement in the economy, international trade, and personal finance and investment procedures. This course will employ the use of simulations duplicating real life situations/decisions, current affairs, research papers, and oral presentations. Ultimately imparting the knowledge, awareness, and need to become an active consumer, employee, and employer.

ECONOMICS B - 254

B Level

10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

This required course fulfills the New Hampshire State Economics requirement for high school social studies. This course is designed for college preparatory students who are unclear about their objectives after their completion of high school studies. The design of the course is to provide a focus and basic understanding of the field of economics. Particular attention will be placed upon examining the U.S. economy and its complexity. The student will examine the impact the individual has on and from firms, industries, states, governments and the world. Topics include money and banking procedures, profit motivated business formation and decision making, economic indicators and measurements, government involvement in the economy, international trade, and personal finance and investment procedures. A special emphasis will be placed on being able to handle the financial aspects of life after they complete their formalized education. This course will employ the use of simulations duplicating real life situations/decisions, current affairs, and oral presentations. Ultimately imparting the knowledge, awareness, and need to become an active consumer, employee, and employer.

ECONOMICS C - 252

C Level

10

Quarter

0.5 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

This required course fulfills the New Hampshire State Economics requirement for high school social studies. This course is designed for the student that is unclear about their future plans. The student will encounter various decision-making models and methods used in making career, business, and personal finance decisions. Topics will include: money and banking powers and procedures, business and personal finance, investment procedures, economic indicators and measurements, and consumer rights and responsibilities. A focus is placed on investment procedure, profit motivated decisions, and job preparedness and searching skills. The course will employ the use of simulations duplicating real life situations/decisions and current economic events. Emphasis is placed on being able to formulate a post-graduation plan and becoming an informed active consumer and employee.

FOUNDATIONS OF SOCIAL STUDIES - ECONOMICS - 215 B (Offered during the 2020-2021 school year)

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: Placement by IEP team or department approval

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

This required course fulfills the New Hampshire State Economics requirement for high school social studies. Foundations of Social Studies is designed to service students with individual needs. The course is designed to develop a working knowledge of fundamental social science concepts encountered in economics. Progress will be monitored closely to determine the appropriateness of the placement. Students may move to other Social Studies offerings if the team feels it is an advantageous move for the student. Students having difficulty in other Social

Studies courses may transfer into the program with department approval. This course will concentrate on consumer economic issues that will be helpful in everyday life. Banking skills, insurance knowledge, budget skills, job search and preparedness skills, and independent living skills will be the main emphasis of the course. The course will employ economic simulations and current affairs.

GOVERNMENTAL STUDIES A-210

A Level

10

Quarter

0.5 credit

Prerequisite: grade point average from a previous class?

This required course fulfills the New Hampshire State Civics and Government requirement for high school social studies. This course is designed for advanced level college preparatory student. The design of the course is to provide a focus on a basic understanding of the fields of government, politics, and law as they have developed over time and exist in today's world. Topics will include: philosophical concepts of government, development and implementation of the American form of government, the variety and limitation of rights for all American citizens, the government and laws of New Hampshire, the government and laws of our city and surrounding towns, and the legal processes currently in place. A special emphasis will be placed on interacting with primary source materials including: Magna Carta, Mayflower Compact, House of Burgesses, Declaration of Independence, Articles of Confederation, the US Constitution, Federalist Papers, NH Constitution, Bill of Rights, and New Hampshire Constitution. This course will employ the use of simulations duplicating real life situations/decisions, current affairs, research papers, and oral presentations. A major focus is placed on being an informed and active citizen.

GOVERNMENTAL STUDIES B-211

B Level

10

Quarter

0.5 credit

Prerequisite: None

This required course fulfills the New Hampshire State Civics and Government requirement for high school social studies. This course is designed for college preparatory students who are unclear about their objectives after their completion of high school studies. The design of the course is to provide a focus on a basic understanding of the fields of government, politics, and law as they have developed over time and exist in today's world. Topics will include: concepts of government, development and implementation of the American form of government, the variety and limitation of rights for all American citizens, the government and laws of New Hampshire, the government and laws of our city and surrounding towns, and the legal processes currently in place. A special emphasis will be placed on interacting with primary source materials including: Magna Carta, Mayflower Compact, House of Burgesses, Declaration of Independence, Articles of Confederation, the US Constitution, NH Constitution, Bill of Rights, and New Hampshire Constitution. This course will employ the use of simulations duplicating real life situations/decisions, current affairs, and oral presentations. A major focus is placed on being an informed and active citizen.

GOVERNMENTAL STUDIES C-212

C Level

10

Quarter

0.5 credit

Prerequisite: None

This required course fulfills the New Hampshire State Civics and Government requirement for high school social studies. This course is designed for the student that is unclear about their future plans. The design of the course is to provide a basic understanding of the fields of government, politics, and law as they have developed over time and exist in today's world. Topics will include: concepts of government, development and implementation of the American form of government, the variety and limitation of rights for all American citizens, the

government and laws of New Hampshire, the government and laws of our city and surrounding towns, and the legal processes currently in place. A special emphasis will be placed on interacting with primary source materials including: Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, the US Constitution, NH Constitution, Bill of Rights, New Hampshire Constitution, and Robert's Rules of Order. This course will employ the use of simulations duplicating real life situations: registering to vote, running a city council meeting, writing a law suit, running a mock trial. Additionally, current affairs will be encountered on a regular basis, and several oral presentations take place to demonstrate knowledge. A major focus is placed on being an informed and active citizen.

FOUNDATIONS OF SOCIAL STUDIES – GOVERNMENTAL STUDIES-212B (Offered during the 2020-2021 school year)

Unleveled

9, 10, 11, 12

Quarter

0.5 credit

Prerequisite: Placement by IEP team or department approval

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

This required course fulfills the New Hampshire State Civics and Government requirement for high school social studies. Foundations of Social Studies is designed to service students with individual needs. The course is designed to develop a working knowledge of fundamental social science concepts encountered in economics. Progress will be monitored closely to determine the appropriateness of the placement. Students may move to other Social Studies offerings if the team feels it is an advantageous move for the student. Students having difficulty in other Social Studies courses may transfer into the program with department approval. The design of the course is to provide a working understanding of the fields of government and law as they exist in today's world. Topics will include: concepts of government, implementation of the American form of government, the variety and limitation of rights for all American citizens, the government and laws of New Hampshire, the government and laws of our city and surrounding towns, and the legal processes currently in place. A special emphasis will be placed on interacting with primary source materials including: Mayflower Compact, Declaration of Independence, Articles of Confederation, the US Constitution, NH Constitution, Bill of Rights, New Hampshire Constitution, and Robert's Rules of Order. This course will employ the use of simulations duplicating real life situations: registering to vote, voting, running a city council meeting, writing a law suit, running a mock trial. Additionally, current affairs will be encountered on a regular basis, and several oral presentations will take place to demonstrate knowledge. A major focus is placed on being an informed and active citizen.

HEALTH AND CONTEMPORARY ISSUES - 237

Unleveled

10

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

This eighteen-week period will be devoted to a topical approach to the physical, mental and social well-being of the individual. The topics selected are academically sound and comply with state-mandated health course requirements. The material covered will include units on sexually transmitted diseases, sexual risks and responsibilities, substance and substance abuse, stress and mental health. Conflict resolution, the aging process, family dynamics and current social issues will be examined. It is understood that any student may request to be excused from a particular area of study that they or their parents might find objectionable.

AP US HISTORY- 250

Honors Level

11

Year Long

2 credits

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Students are encouraged to participate in the AP US History examination in May.

UNITED STATES HISTORY A, B, C - 243, 241, 242

A, B, or C Level

11

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

United States History is a required course for juniors at Berlin Middle High School. This course is a survey of American history from the Revolutionary War to the present with major emphasis on the twentieth century. Along with a topical study of history, students will be given political, economic and social concepts which aid in dealing with today's and, hopefully tomorrow's problems. The nature and amount of work will commensurate with the student's abilities. In all cases there will be an emphasis on class participation, group work and independent study. In addition to a basic text, some groups will have extensive outside reading assignments and research. The course structure employs a thematic approach to American history beginning with the foundation of the American Republic. Themes that follow include the Civil Rights Movement, Progressivism, the New Deal, and the conflicts of the 20th century. Civic rights and responsibilities are stressed throughout the course.

FOUNDATIONS OF SOCIAL STUDIES - US HISTORY - 272C (Offered during the 2021-2022 school year)

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Placement by IEP team or department approval

Academic Expectations: Read, Write, Speak, Apply Technology, Problem Solve

Foundations of Social Studies is designed to service students with individual needs. The course is designed to develop a working knowledge of fundamental social science concepts. Progress will be monitored closely to determine the appropriateness of the placement. Students may move to other Social Studies offerings if the team feels it is an advantageous move for the student. Students having difficulty in other Social Studies courses may transfer into the program with department approval. This course will concentrate on the fundamental historical trends, movements and themes of the 20th Century.

SOCIAL STUDIES ELECTIVESUS HISTORY THROUGH FILM AND MEDIA - 275

Unleveled

12

Semester

1 credit

Prerequisite: United States History

Academic Expectations: Read, Write, Speak, Apply Technology

This 18 week elective course will study selected time periods and events of American and United States History beginning with Jamestown through the present day. Study will be chronological with a focus on specific historical events as portrayed through film, music or other forms of media. These specific events will be the basis for inquiry into historic trends and themes. Students will be engaged in critical analysis of movies and other media for historic accuracy.

PSYCHOLOGY - 260

B Level

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

Psychology is an elective course. It is concerned primarily with students' personality development and intellectual growth. It is a "consciousness raising" course designed to help students gain an understanding of themselves, their relationships with others, and the society in which they live. Students are encouraged to relate the issues and perspectives studied to their own experiences. Topics that will be covered are heredity vs. environment, child development, birth defects, adolescence and adulthood. All areas will be supplemented by films, guest speakers and outside readings. *(College credit may be available for this course through the Running Start program. For more information, contact the instructor.)*

AP PSYCHOLOGY - 263

Honors Level

12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

Advanced Placement Psychology is an elective course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. They also learn about the ethics and methods psychologists use in scientific study and practice. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. Topics addressed range from the history of psychology through contemporary practice. Students will focus intensely on textbook and supplemental readings. The AP Psychology Exam is administered annually in the month of May. Students may opt to take the AP examination to validate their academic experience and to receive college credit. The AP psychology examination is designed, administered, and graded by the College Board. *(College credit may be available for this course through the Running Start program. For more information, contact the instructor.)*

MODERN EUROPEAN HISTORY – 270 (Offered during the 2020-2021 school year)

A Level

11, 12

Semester

1 credit

Prerequisite: Global Studies

Academic Expectations: Read, Write, Speak, Apply Technology

This is an elective course offered to Grade 11 and Grade 12 students. The course traces the development of European civilization from the Renaissance through the 20th century. It includes investigations of the Renaissance and Protestant Reformation, as well as the development of European nations, with emphasis on England and France. The importance of the American Revolution, as it affected Europe, and the shattering impact of the French Revolution and Napoleon Bonaparte will be covered, as well as the impact of the Industrial Revolution. The unification of Italy and Germany will be investigated, the development of Communism, Imperialism, World War I, and the Russian Revolution will be considered as well as the development of Nazism/Fascism as causes of World War II. As time permits, post-World War II events and current events will be considered. A textbook will be supplemented by a vast array of readings, many of them primary source, as well as video information. Several short papers and creative projects are also part of the course curriculum.

WOMEN'S STUDIES - 273

B Level

11, 12

Semester

1 credit

Prerequisite: United States History

Academic Expectations: Read, Write, Speak, Apply Technology

Women's Studies is an 18 week elective course that helps students better understand women's experiences of the past and to analyze women's situations today. The course explores politics, society and history from women's perspective. Analysis of traditional societal norms, stereotypes and biases provide the foundation for exploration of contemporary issues. The course gives students the opportunity to discuss and debate issues such as gender roles, disenfranchisement and feminism.

HUMAN GEOGRAPHY - 271

B Level

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

This elective course introduces students to the world's regions and countries. As a human geography course, important global issues that affect people regionally and globally will be explored. The five geographic themes; Location, Place, Human-Environment Interactions, Movement and Regions are the underlying structure. Content will be covered using case studies, text, supplemental readings, map studies, current events and GPS through individual and small group projects. *(This course fulfills the Global Studies requirement.)*

ANCIENT CIVILIZATIONS – 265 (Offered during the 2021-2022 school year)

A Level

11, 12

Semester

1 credit

Prerequisite: Global Studies

Academic Expectations: Read, Write, Speak, Apply Technology

Ancient Civilizations is a challenging course designed to give an overview of ancient civilizations. The course will focus on ancient civilizations of the western world and broadly cover China, India, Africa, the Americas,

Byzantium, the European Middle Ages and the Crusades. This course allows students to relate knowledge learned about the past to contemporary world themes. Analysis of the economic, geographic, political, cultural, and historical importance of each civilization or time period is required. Students must possess strong reading and writing skills. Emphasis will be placed on analytical writing, class discussion, the use of primary sources and understanding the complexity of historical causes and effects.

INTRODUCTION TO CRIMINAL JUSTICE - 261

Unleveled

11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

Intro to Criminal Justice is an exploration course that will examine the historical development, current operations, and future trends of criminal justice. A focus will be placed on the judicial system, "what is law", the enforcement of law, strategies of policing, and correctional practices. Through this survey course, students will examine how various types of crimes affect our society and how the common person responds to it. Resources from our own community will be used in order to enhance the understanding of the role of the criminal justice system. *(College credit may be available for this course through the Running Start program. For more information, contact the instructor.)*

CRIMINOLOGY - 262

Unleveled

12

Semester

1 credit

Prerequisite: None

Academic Expectations: Read, Write, Speak, Apply Technology

This course is a detailed analysis of the development of criminological theory, embracing the contributing disciplines biology, psychology, sociology, political science, and integrated theory combining those disciplines. Attention is also paid to the offender/victim relationship. *(College credit may be available for this course through the Running Start program. For more information, contact the instructor.)*

WORLD LANGUAGES DEPARTMENT

FRENCH I – 801, SPANISH I – 811

9, 10, 11, 12

Semester

1 credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Apply Technology

This college preparatory course provides a basic foundation in communications, connections, cultures, comparisons, and communities. Students will learn to express themselves via greetings and cultural differences, family, friends, food, and drink. Students will learn through the study of cultural similarities and differences how to tell time, give dates and describe the weather, as well as studying grammar through daily activities. Interrogatives, negatives, and basic sentence structures involving grammatical rules will be introduced, including descriptions of people, places and objects using adjectives and their agreements. They will learn several songs and interactive communication skills to reinforce the concepts learned in this level. Upon successful completion of this course, the student may elect to advance to Level II of the language.

FRENCH II – 802, SPANISH II – 812

9, 10, 11, 12

Semester

1 credit

Prerequisite: Level 1 French or Spanish

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is a continuation of Level I with emphasis on more sophisticated oral and written expression. Students will learn about cultural integration in a foreign country, how to give and receive directions, going places, acquiring lodging, meals and food shopping, sports and health, purchasing clothes and accessories, bargaining skills and transportation. A review of the grammar skills in Level I will be presented, with emphasis on advanced grammar commensurate with Level II. Upon successful completion of this course, the student may advance to Level III of the language.

FRENCH III – 803, SPANISH III – 813

A Level

10, 11, 12

Semester

1 credit

Prerequisite: Level 2 French or Spanish

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This is an advanced course designed to expand the skills acquired in the Level 1 and Level 2 courses. Students will review describing the present and past tenses, learning about professions, fashion and shopping, cultural humor, cultural differences in buying and preparing foods, health and nutrition, the environment and its protection, and other everyday activities. They will also learn how to ask for services when traveling, including health and medical care, university studies and careers. Upon successful completion of this course, students may elect to advance to Level 4 of the language. (*College credit may be available for French 3 through the Running Start program. For more information, contact the instructor.*)

FRENCH IV – 804, SPANISH IV – 814

A Level

10, 11, 12

Semester

1 credit

Prerequisite: Level 3 French or Spanish

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This course is a continuation of Level 3 and will help refine the language skills the student has previously acquired. The student will learn to narrate with greater proficiency past events and activities; describe past circumstances and conditions; talk about future events and future conditions; express wishes, obligations and opinions using the subjunctive in a variety of circumstances such as health and sports, daily activities involving advanced grammar, buying furniture, dealing with adversity, expanding on fashion and shopping, advanced numbers, traveling in a foreign country, and literature. *(College credit may be available for French 4 through the Running Start program. For more information, contact the instructor.)*

J.A.G. – JOBS FOR NEW HAMPSHIRE GRADUATES

JAG COURSE- 779

Unleveled

9, 10, 11, 12

Semester or Yearlong

1 credit per semester, not to exceed a total of 4 credits over a student's high school career

Prerequisite: Permission of instructor

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

JAG is a career driven course designed to teach young adults employment related and personal skills competencies to help them become more successful during and after high school. Students will learn and practice leadership, employability and work maturity skills and are expected to master JAG's 37 core competencies. Through participation in a highly motivational student led Career Association, JAG students take part in community service activities and have opportunities to attend field trips, job shadows and leadership conferences. Summer work-based learning experiences give students the opportunity to practice self-development and job survival skills learned in the classroom. Students will have an opportunity for summer work through NH-JAG and earn academic credit (0.5 credit per summer, not to exceed a total of 2 credits over a student's high school career). Participants are also provided with 12 months of follow-up assistance after graduation to ensure support of his/her career choice, or decision to enter post-secondary education.

 ELO COURSES

Several Extended Learning Opportunity (ELO) courses are offered to our students here at BMHS. The following is a list of courses that are available:

GHS SHARED COURSES WITH BMHS: In looking at building collaboration and cooperation between School Districts Gorham Middle High School and Berlin Middle High School have agreed to make available courses at each school for the other school's students, as scheduling and transportation allow. Listed below are the list our courses that will be offered and taught at GMHS that BMHS students will be able to sign up for and take at their campus. We are excited to be able to expand our course offerings and encourage students to look closely at these courses that they may not otherwise have had the chance to take.

GORHAM MIDDLE & HIGH SCHOOL
COURSE DESCRIPTIONS

MATH

RUNNING START A.P. CALCULUS AB

Grades 11-12

1.0 credits

36 weeks

Learning Expectations: 1.1, 2.1, 3.1

Homogeneous Grouping

Prerequisites: Recommended to any student with grade in Pre-Calculus Honors of 90 or higher or anyone looking to major in math or science related field.

GHS is authorized to use the A.P. designation for Calculus AB in our effort to provide students with academic rigor and college-level experience. This **2-semester course** will expand on the topics in the Running Start Calculus course by including integrals of algebraic, trigonometric, and transcendental functions, applications of integrals; and differential equations. Students will complete study and analyze previous A.P. Calculus exams in preparation for the College Board Advanced Placement exam in May. Please refer to the "Advanced Placement Policy" for further information.

SCIENCE

ADVANCED PLACEMENT CHEMISTRY

Grades 11-12

2.0 credit

36 weeks

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Homogeneous Grouping

Prerequisites: Integrated Science (Physical Science), Biology, Chemistry, Algebra 2 or Math 3 (all with at least an 80% or higher), Note: some students may elect to take Chemistry prior to A.P. Chemistry, see instructor recommendation on this.

A.P. Chemistry provides students with a college-level foundation in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore the key concepts and related content organized around six underlying principles, or Big Ideas, that encompass core scientific principles, theories, and processes. (1) Chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms. (2) Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them. (3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. (4) Rates of chemical reactions are determined by details of molecular collisions. (5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. (6) Bonds or attractions that can be formed can be broken are in constant competition, sensitive to initial conditions and external forces or changes.

Throughout the course students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

A.P. Chemistry has a corresponding exam that participating schools worldwide administer in May. The Chemistry A.P. exam represents the culmination of the A.P. Chemistry Course, and is thus an integral part of the program. **Students will be expected to sit for the A.P. Chemistry exam in May for college credit.** Please refer to "Advanced Placement Policy" for further information in determining if this course is right for you.

ADVANCED PLACEMENT BIOLOGY

Grades 11-12

Learning Expectations: 1.1, 1.2, 1.3

2.0 credits

Homogeneous Grouping

36 weeks

Prerequisites: Integrated Science (Physical Science), Biology Level 1, Chemistry, Anatomy & Physiology I

This course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. Some A.P. students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

A.P. Biology includes the topics regularly covered in a college biology course for majors. The textbook used for A.P. Biology is one used by college biology majors and the labs done by A.P. students are the equivalent of those done by college students. The A.P. Biology course is designed to be taken by students after the successful completion of biology, chemistry, and anatomy and physiology. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of A.P. Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in A.P. Biology is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. A.P. Biology has a corresponding exam that participating schools worldwide administer in May. The Biology A.P. exam represents the culmination of the A.P. Biology Course, and is thus an integral part of the program. Students will be expected to sit for the A.P. Biology exam in April for college credits. Please refer to "Advanced Placement Policy" for further information in determining if this course is right for you. This is a year-long course: A.P. Biology will be quarters 1, 2, and 3 and Human Anatomy & Physiology II will be quarter 4.

SOCIAL STUDIES

RUNNING START 20TH CENTURY

Grades 11-12

Learning Expectations: 1.1, 1.3, 2.1, 3.1

1.0 credit

Heterogeneous Grouping

18 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

The first half of the 20th century is an exciting period where new developments in science, world wars and economic shifts changed the world. This course is open to any student grades 10-12 who wants to learn about the major political, economic and social changes that took place during the first half of the 20th century. This course will focus on the United States and its history over the first 50 years of the last century. Students will have regular tests, quizzes and projects and are expected to participate in class discussions.

Running Start Option: Running Start credit will be available for **Juniors and Seniors** taking this course if they meet the following conditions: the student must sign up and meet the requirements of Running Start; they must take *both* 20th Century courses (Part I and Part II); and they must complete several extra assignments outside of class.

RUNNING START SOCIOLOGY

Grades 11-12

1.0 credit

18 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

This 18-week course will be a Running Start course offered to juniors and seniors only. We will be using the same curriculum as the White Mountains Community College Sociology course. These credits will transfer to most colleges. Students should check with prospective colleges to make sure that the credits will be accepted. You need to receive at least a "C" for the course in order for the credits to transfer.

In this course we will be studying the origin, development, organization, and function of people in collective behavior. Emphasis is placed on the tools and methods of sociological research, culture, socialization, social organization, social institutions, and social change. There will be many research papers assigned in this course. This course is recommended for those students interested in behavioral science.

It is possible for students in grades 10-12 to take sociology as a 9-week course for 0.5 credit. Running Start credit is not available if this option is taken. Sociology A will cover the first 9 weeks of the 18-week course and Sociology B will cover the second 9 weeks.

WORLD LANGUAGE**RUNNING START FRENCH III**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Students must perform a majority of Novice-High tasks as demonstrated on French II final exam and summative assessments.

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Heterogeneous Grouping

This course is a continuation of the study of the French language and its various cultures. Students in this course will use French at the Intermediate level in order to increase proficiency in all the modes of communication: reading, writing, listening, and speaking. Proficiency will be measured by ability to perform the Can-Do Statements. Students will also practice grammar daily and be expected to explain mechanics of the French language. Students will be graded on their attempts to communicate in French while in class, and the instructor will speak mostly French, with modifications depending on learner needs.

RUNNING START COURSES:

Psychology
AP Psychology
Criminal Justice
Criminology
Pre-Calculus
Statistics
Quantitative Math
College Composition

Engineering Design
Intro to Engineering
Principles of Engineering
Auto Technologies 12
Building Trades 12
Early & Elementary Teacher Prep 12
Graphic Design 12
Health Science Technology 12
Welding 12

WMCC COURSES:**Online**

PSYC111 Psychology
PSYC112 Human Growth and Development
SOC111 Sociology
CHEM112 Nutrition
ENGL120 College Composition
HUMA212 Legal and Ethical Issues
MATH120 Quantitative Reasoning
MATH214 Statistics
MATH180 Pre-Calculus
RRM201 Intro to Human Resources
ACCT111 Accounting I
ACCT214 Managerial Finance and Accounting
ACCT222 Intermediate Accounting I
BUS112 Intro to Business Administration
ECON111 Principles of Macroeconomics
MGMT214 Management and Teamwork
ECE112 Child Growth and Development
HIST213 US in the Great Depression
HUMA130 Philosophy for Modern Times
COMP110 Software Applications

Hybrid

We have piloted this semester for the Criminal Justice program to be a complete hybrid program which combines both online and face to face work. A majority of the course is online, with 6-8 class meetings during the semester. This format may work very well for your students, the meetings are primarily in the evening. The following courses will be offered in this modality this fall:

CRMJ101 Intro to Criminal Justice
CRMJ110 Terrorism
CRM150 Criminology
CRMJ215 Corrections Operations

Berlin Middle High School Graduation Requirements

	Grade 9	Grade 10	Grade 11	Grade 12	
English					4 credits
Math					4 credits (1 must be an Algebra course)
Social Studies	Global Studies Level	Economics & Gov Level Health	US History Level		4 credits (must include Global Studies, Health, US History, Economics & Gov)
Science	Physical Science Level	Biology Level			2 credits (must include Phys Science & Bio)
Phys Ed					1 credit
Art Education					0.5 credit
Communication Information Technology					0.5 credit
Electives					10 credits
Total Credits					26 total credits