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Berlin High School
Berlin, New Hampshire
March, 2015

Dear Students and Parents:

During the next few weeks, we will be conducting pre-registration of all students in grades 8-11. I strongly encourage all parents to become involved with teachers, counselors and administrators in planning their son or daughter's schedule for the 2015-2016 school year. Please feel free to call or personally confer with our staff to discuss student course selections or any questions you may have about this Program of Studies or the scheduling process.

The selection of courses for the upcoming school year is very important. With proper planning, Berlin High School will provide your daughter or son with excellent preparation to continue their education or to enter a career field upon graduation. Your involvement is extremely important and we ask for your active participation. After this pre-registration period, any changes to the course selections can only occur by having parents and students directly contact their school guidance counselor.

If you have any questions relative to the scheduling process, please contact us before your son or daughter's schedule becomes final.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Bisson". The signature is stylized with a large, sweeping initial "G" and "B".

Gary Bisson
Principal

BERLIN HIGH SCHOOL
MISSION AND EXPECTATIONS

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 EXPECTATIONS

ACADEMIC

The Berlin High School graduate will be able to effectively:

- Read
- Write
- Speak
- Solve Problems
- Apply Technology

SOCIAL

The Berlin High School graduate will understand the importance of:

- Lifelong learning
- Good Health
- Positive Work Habits
- Responsibility
- Respect
- Career Planning

CIVIC

The Berlin High School graduate will understand and demonstrate:

- A Sense of Community
- Global Awareness
- Civic Responsibility
- Acceptance of Cultural Diversity

ACCREDITATION STATEMENT

Berlin 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

FERPA ANNUAL NOTIFICATION

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.

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, address, telephone number, date and place of birth, dates of enrollment
- Parents’ /guardians’ name and address
- Students’ grade level, enrollment status and dates of attendance
- Students’ photograph
- Students’ participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Students’ diplomas, certificates, awards and honors received

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 that the District may publish directory information without 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 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; or 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 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.

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 30 days or earlier after the principal's receipt of the request for access. 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.

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. To establish an orderly process to review and correct 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 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 matter has been forwarded to the Superintendent for subsequent processing.

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 request.

The Superintendent shall, within ten business days after receiving notification of the request:

1. Review the request;
2. Discuss the request with other school officials;
3. Make a decision to comply or decline to comply with the request;
4. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
5. Contact the parent/eligible student of his/her decision, concerning the request for amendment.

If the Superintendent determines the records will not be amended, 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/complaint. 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 changed or amended, 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 changed or amended. 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.

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 or under the following conditions.

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 school into which a student is transferring or enrolling.
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.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas.
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 application 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.

First Reading: January 17, 2013
Second Reading: February 7, 2013
Adopted: February 7, 2013

BERLIN HIGH SCHOOL GRADUATION REQUIREMENTS

English	4 credits
Math (1 credit must be an Algebra course) <i>* 4 credits of math will be required for the Class of 2018 onward</i>	3 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
Fine Arts	0.5 credits
Computer Literacy	0.5 credits
Electives	11 credits
Total required for graduation	26.0 Credits

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

See page 78 of the Program of Studies for a graduation requirements chart.

CREDIT POLICIES

CLASS STANDING AND STATUS

Class assignment at Berlin 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 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 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. 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 guidance 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 guidance director 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

BHS 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, BHS 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 School-to-Career program at BHS, credit is awarded by the School-to-Career coordinator. The School-to-Career 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 guidance 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 School-to-Career 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 head 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, BHS cannot guarantee placement in an equivalent BHS-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 insure 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 head 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 head 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.

SCHOOL-TO-CAREER SERVICES

The School-to-Career program 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 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 BHS 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 High's offerings to all students, they are included in the academic achievement award, GPA computations and minimum course load requirements

WHITE MOUNTAINS COMMUNITY COLLEGE COURSES

Berlin 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 High School students are able to take VLACS courses 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.

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 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

BHS 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 guidance 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 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

BHS 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 High School. Early graduation is not encouraged or recommended. However, if early graduation is desired the following requirements are MANDATORY.

- 1) Meet all Berlin 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 guidance 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 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 guidance 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 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 guidance counselor about disciplinary infractions that have occurred during a student's high school career. Berlin High School believes that all individuals have the opportunity to learn from their actions. As written in the mission statement, BHS believes it is a student's responsibility to be ethical, responsible, have integrity, and be honest.

BHS 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 BHS 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 BHS 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, Pre-Calculus, and Calculus.**

SCHOOL SERVICES

GUIDANCE 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 guidance department offers many services to students at Berlin High School relating to academic, personal/social, and career development. The guidance 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 guidance counselor at least once each school year to discuss their academic progress and future goals.

The guidance 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 tutorials, 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 Guidance 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 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 guidance counselors are available to discuss career & tech. ed. programs with students and parents. The guidance 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 School to Career coordinator, and the Guidance department.

BERLIN SCHOOL BOARD POLICIESPOLICY OF NONDISCRIMINATION

The School Board in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees, that there shall be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin or disability for employment, in participation, in admission or access to, or operation and administration of any educational program or activity in the School District.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by Martha Miller, Director of Special Education, 752-5068.

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:7, Unlawful Discrimination Practices

Appendix: AC-R

Revised February 2004

Revised July 1998

Adopted June 17, 2004

(Revised) First Reading: October 21, 2009

Adopted: November 4, 2009

Revised: July 21, 2011

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, at 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. If that effort fails, you may notify the Superintendent of the complaint. An impartial hearing officer can be requested if efforts with the Superintendent fail. 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.

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 review process.
5. At the conclusion all parties will receive a written notice of the disposition of the complaint.
6. Contact Martha Miller, District Special Education Director, 752-5068.

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

(Revised) First Reading: October 21, 2009

Adopted: November 4, 2009

Revised: July 21, 2011

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.

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016

Qualifier Requirements

- *Athletics aid, practice, and competition*
- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
 - Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Graduate from high school.

DIVISION I – 2016

Academic Redshirt Requirements

- *Athletics aid and practice (no competition)*
- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
 - Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
 - Graduate from high school.

Sliding Scale A		
<i>Use for Division I prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
	<i>Verbal and Math ONLY</i>	
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
<i>Use for Division I beginning August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
	<i>Verbal and Math ONLY</i>	
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

NCAA Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved list of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018**, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT <small>Verbal and Math ONLY</small>	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT <small>Verbal and Math ONLY</small>	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

COURSE DESCRIPTIONS

The following pages provide descriptions of the courses available at Berlin 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 High School reserves the right to combine courses or levels when enrollments are low or when combinations enhance learning opportunities for students.

CTE PROGRAMS AND TECHNOLOGY EDUCATION COURSES

	Grade		Grade
BUSINESS		DRAFTING & DESIGN	
Career Choices - Your Future	9,10	Technology & Robotics	9,10
Intro to Business	9,10,11,12	Blueprint Reading for Welders	11,12
Personal Finance	9,10,11,12	Drafting 11	11
Marketing	11,12	Drafting 12	12
Business Law	11,12	PROJECT LEAD THE WAY	
Accounting 1	11,12	Introduction to Engineering Design	10,11,12
Accounting 2	11,12	Principles of Engineering	11,12
Introduction to Computing	9,10	Digital Electronics	10,11,12
Battle of the Titans	9,10,11,12	Civil Engineering & Architecture	10,11,12
Intermediate Word-Processing	10,11,12	Biotechnical Engineering	11,12
Spreadsheets Projects	10,11,12	GRAPHIC DESIGN	
Web Page Design	10,11,12	Intro to Printing Technology	9,10,11,12
IT Essentials	11,12	Intro to Digital Photography	9,10,11,12
AUTOMOTIVE TECHNOLOGY		Graphic Design 11	11
Transportation & Energy Technology Careers	9,10,11,12	Graphic Design 12	12
Auto Technology 11	11	EARLY & ELEMENTARY TEACHER PREP	
Auto Technology 12	12	Intro to Family, Social & Human Careers	9, 10, 11, 12
Intro to Automotive Service Management	12	Early & Elementary Teacher Prep 11	11
ASE Certification Prep	12	Early & Elementary Teacher Prep 12	12
BUILDING TRADES		Extended Teacher Prep 12	12
Building Trades 11	11	WELDING TECHNOLOGY	
Building Trades 12	12	Welding Tech & Manufacturing Careers	9,10,11,12
Extended Building Trades	11,12	Welding 11	11
FAMILY AND CONSUMER SCIENCES		Welding 12	12
The World Foods	10, 11, 12	Welding Certification Prep	12
American and Foreign Cuisine	10, 11, 12	HEALTH SCIENCE TECHNOLOGY	
Independent Living	11, 12	Health Careers Exploration	9, 10
Child Development & Parenting	11, 12	Medical Terminology for Health Careers	9,10,11,12
Career Opportunities in Crafts	9,10,11,12	Health Science Technology 11	11
Art of Cuisine	10, 11, 12	Health Science Technology 12	12
Intro to Culinary Design	9,10,11,12	LNA Test Prep	12
Advanced Culinary Design	9,10,11,12		

BUSINESS DEPARTMENT

CAREER CHOICES -YOUR FUTURE - 709

Unleveled

9, 10

Quarter

0.5 credits

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 all 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. This course will utilize guest speakers and projects to enhance their appreciation of various careers. 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.

INTRO 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 BHS 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.

PERSONAL FINANCE - 618

Unleveled

9,10,11,12

Quarter

0.5 credits

Prerequisite: None

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

Personal Finance explores what it takes to successfully manage your money, so you can achieve your financial goals. Topics will include planning personal finances, banking and credit. You will learn how to set up a budget, how your choice of job affects your finances, your rights as a customer, how to choose a bank, how to use credit wisely, and what it takes to find your own place to live. This course introduces students to the tools and techniques that are necessary to ensure financial health in the working world.

MARKETING - 748

Unleveled

11, 12

Semester

1 credit

Prerequisite: None

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

Students will learn to apply marketing, management and entrepreneurial principles, to make rational economic decisions and to exhibit social responsibility in a global economy. The curriculum includes topics that focus on skills, knowledge and core functions of the marketing cluster. Student progress is recorded in a project portfolio that can be used to track and assess performance.

BUSINESS LAW - 616

Unleveled

11, 12

Quarter

0.5 credits

Prerequisite: Intro to Business

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

Business Law is recommended for anyone exploring a career in business, law, contracts, and employment/consumer protection. To gain awareness in these practical areas, current pertinent examples and simulations are used to address: contracts, buying and selling procedures, consumer rights, employment laws, warranties and guarantees, and a concentration on many civil law issues. Students will be made aware of their legal rights as an employer/employee, contractor/agent, consumer, and as a member of society. Real contracts, leasing/renting agreements, labor negotiations, large item purchases are provided.

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 is 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 for departmentalized accounting, accounting control systems and general accounting adjustments. 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 credits

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 presentational skills. Emphasis is placed on safe and ethical practices. *(This course satisfies the .5 credit Computer Literacy graduation requirement.)*

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

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

Prerequisites: 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”? *(This course satisfies the .5 credit Computer Literacy graduation requirement.)*

INTERMEDIATE WORD-PROCESSING - 615

Unleveled

10, 11, 12

Quarter

0.5 credits

Prerequisite: Basic word-processing skills

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

This course is designed for students with basic word-processing skills, wishing to become more proficient. It is recommended for college-bound students who will be required to write reports. Students will learn formatting techniques, pagination, footnotes, endnotes, hyperlinks, templates and tables. Additionally, creating forms, inserting comments, tracking changes and other intermediate word-processing skills will be included. *(This course satisfies the .5 credit Computer Literacy graduation requirement.)*

SPREADSHEETS PROJECTS – 619

Unleveled

10, 11, 12

Quarter

0.5 credits

Prerequisite: None

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

This course is designed for students interested in pursuing careers in accounting, math, science or engineering. Students will become proficient in data organization, financial, statistical and mathematical operations using MS Excel software. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit may be available for this course. For more information, contact the CTE Office.)*

WEB PAGE DESIGN – 613

A Level

10, 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. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit may be available for this course. For more information, contact the CTE Office.)*

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. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit may be available for this course. For more information, contact the CTE Office.)*

CAREER AND TECHNOLOGY EDUCATION

Berlin High School is one of over 20 regional Career and Technical Education centers in the state of New Hampshire. Berlin Regional Career & Technical Center welcomes students from Gorham as well as from Berlin. Each Career Tech program has its own limits on the number of students it can accept based on equipment and space. When registrations exceed available space, selection is done on a lottery basis, giving every student equal access.

AUTOMOTIVE TECHNOLOGY

TRANSPORTATION & ENERGY TECHNOLOGY CAREERS - 725

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

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, transmissions and rear end units. Students also apply their knowledge and skills to the service and repair of automobiles and will begin working towards A.S.E. national certification.

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, fuel systems and suspensions. 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. Students will also participate in taking simulated ASE Exams to prepare them for their ASE Certification. *(College credit is available for this course. For more information, contact the CTE Office.)*

INTRODUCTION TO AUTOMOTIVE SERVICE MANAGEMENT – 7501

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 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).

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 participating in the class should be prepared to enroll in Building Trades 12 during their senior year as this is the first part of a two-year program.

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.

EXTENDED BUILDING TRADES - 7510

Unleveled

11, 12

Semester

1-2 credits

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 and 12. This course will be a continuation of topics covered in Building Trades with a focus on hands-on learning.

ENGINEERING & DESIGNTECHNOLOGY & ROBOTICS - 738

Unleveled

9, 10

Quarter

0.5 credits

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, etc. This course will help the student decide on future courses in Engineering Technology. *(This course satisfies the .5 credit Computer Literacy graduation requirement.)*

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. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit is available for this course. For more information, contact the CTE Office.)*

DRAFTING 11 - 743

A Level

11, 12

Semester

1 credit

Prerequisite: None

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

This course will train students in the features, uses, limitations, and considerations associated with operation of AutoCAD. The students will gain hands-on experience in the operation of computers and AutoCAD software, while learning to use AutoCAD to create, modify, store, retrieve, and manage AutoCAD drawings and related files. This program is strongly recommended for students considering an engineering career. Classroom Projects may include: Engineering Drawings, Problem Solving, Robotics, House Plans, Reverse Engineering, and Product Design. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit is available for this course. For more information, contact the CTE Office.)*

DRAFTING 12 - 753

A Level

11, 12

Semester

1 credit

Prerequisite: Drafting 11

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

This course is designed to teach AutoCAD and Inventor users about the software's more advanced functionality. While Drafting 11 focuses on the basic tools to create a drawing, this course strives to make the student more proficient in his or her use of AutoCAD and introduces more advanced techniques.

The teaching strategy is to demonstrate the versatility of AutoCAD by showing a range of options to achieve a particular result. Students will practice the topics and concepts discussed in this class, and apply them through various projects. Classroom Projects may include: Engineering Drawings, Problem Solving, Robotics, Tower Design, Bridge Design, House Plans, Computer Machining, Reverse Engineering, and Product Design.

EARLY & ELEMENTARY TEACHER PREPINTRODUCTION TO FAMILY, SOCIAL, AND HUMAN SERVICE CAREERS - 702

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

Prerequisite: None

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

The 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

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 BHS 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. Upon completion, students will have earned an Early Childhood Education Certificate. Enrollment in Extended Teacher Prep is encouraged. *(College credit is 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 will be a continuation of the topics discussed in Early & Elementary Teacher Prep 12. Students will receive further instruction and hands-on experience in the field. Students currently enrolled in Early & Elementary Teacher Prep 12 are encouraged to take this course, offered both semester 1 and 2.

GRAPHIC DESIGNINTRO TO PRINTING TECHNOLOGY - 723

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

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 arts 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 arts industry while working on various printed projects. (Depending upon enrollment, preference will be given to 10th grade students.) This course will be offered in the second and third quarter.

INTRO TO DIGITAL PHOTOGRAPHY - 724

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

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, negative scanning and manipulation as well as photo scanning and restoration. (Depending upon enrollment, preference will be given to 10th grade students.) This course will be offered in the first quarter. *(This course satisfies the .5 credit Fine Arts graduation requirement.)*

GRAPHIC DESIGN 11 - 747

Unleveled

11

Yearlong

2 credits

Prerequisite: None

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

The Graphic Arts 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 and operate equipment related to the printing industry. *(This course satisfies the .5 credit Computer Literacy graduation requirement.)*

GRAPHIC DESIGN 12 - 757

Unleveled

12

Yearlong

2 credits

Prerequisite: Graphic Arts 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 arts industry by working on every day printing projects generated by the city and schools. The student will learn two-color printing and the production of halftones in the camera area. 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 is available for this course. For more information, contact the CTE Office.)*

HEALTH SCIENCE TECHNOLOGYHEALTH CAREERS EXPLORATION - 719

Unleveled

9, 10

Quarter

0.5 credits

Prerequisite: None

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

This program introduces students to a wide assortment of health career possibilities, guide them in goal setting and educational planning. This course explores health careers by engaging students in meaningful community service. Students will be trained to serve as health care volunteers. They will then participate in service projects which may qualify them to earn a Presidential Volunteer Service Award.

MEDICAL TERMINOLOGY FOR HEALTH CAREERS - 705

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

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

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 medical cleanliness and infection control, medical terminology, microbiology, basic anatomy and physiology, medical ethics, safety and body mechanics, the life cycle, personal care and assessment skills, first aid and CPR, and leadership and communication skills. Students have an opportunity to observe and participate in activities in area health care facilities. Students will be required to undergo TB screening. A licensed nursing assistant option is available in the second year.

HEALTH SCIENCE TECHNOLOGY 12 - 755

Unleveled

12

Yearlong

2 credits

Prerequisite: Health Science Technology 11

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 with a definite interest in health occupations an opportunity for in-depth exploration in their area(s) of interest. The course provides study in growth and development through the life cycle, community health, medical clerical skills, mental health and social services, and career success skills. Students have the opportunity to practice skills in clinical internships in area health agencies.

LNA TEST PREP - 7550

Unleveled

12

Quarter

0.5 credits

Prerequisite: current enrollment in Health Science Technology 12

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.

WELDING

WELDING TECHNOLOGY AND MANUFACTURING CAREERS - 726

Unleveled

9, 10, 11, 12

Quarter

0.5 credits

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 and the responsibilities of the manufacturing industries. Other topics include primary manufacturing processes, secondary manufacturing processes, developing manufacturing systems, and related career information.

WELDING 11 - 749

Unleveled

11

Yearlong

2 credits

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.

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) and Gas Metal Arc Welding (GMAW) 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 is available for this course. For more information, contact the CTE Office.)*

WELDING CERTIFICATION PREP – 7590

Unleveled

12

Quarter

0.5 credits

Prerequisite: Students must be currently enrolled in Welding 12

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

This program 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.

PROJECT LEAD THE WAY

Project Lead The Way® (PLTW) is a not-for-profit organization that promotes pre-engineering courses for high school students. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The PLTW staff, with the help of consultants and advice from both industry and staff from higher education institutions, has developed a four-unit curriculum for middle schools, and a four-year (five-course) curriculum for high schools. These curricula expose students to the rigor and content of a pre-engineering curriculum that should both interest more students in careers in these fields and promote greater success in collegiate programs. Students enrolled in the following courses should have had or be currently enrolled in Algebra I.

INTRODUCTION TO ENGINEERING DESIGN – 760

A Level

10, 11, 12

Semester

1 credit

Prerequisite: Algebra I

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

This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit is available for this course. For more information, contact the CTE Office.)*

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. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit is available for this course. For more information, contact the CTE Office.)*

DIGITAL ELECTRONICS – 762

A Level

10, 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. *(This course satisfies the .5 credit Computer Literacy graduation requirement. College credit is available for this course. For more information, contact the CTE Office.)*

CIVIL ENGINEERING & ARCHITECTURE– 765

A Level

10, 11, 12

Semester

1 credit

Prerequisite: Algebra I

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 Computer Literacy graduation requirement.)*

BIOTECHNICAL ENGINEERING – 764

A Level

11, 12

Semester

1 credit

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

Recommendations: 80 + Chemistry A; 85 + Chemistry B; 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 Computer Literacy graduation requirement.)

FAMILY & CONSUMER SCIENCES

INTRO TO CULINARY DESIGN - 820

Unleveled

9,10,11,12

Quarter

0.5 credits

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.

ADVANCED CULINARY DESIGN- 821

Unleveled

9,10,11,12

Quarter

0.5 credits

Prerequisite: Cake Decorating Part 1

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

Expand on the skills you learned in cake decorating part 1 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.

CAREER OPPORTUNITIES IN CRAFTS - 866

Unleveled

9,10,11,12

Quarter

0.5 credits

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, counted 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 Fine Arts 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.

AMERICAN AND FOREIGN CUISINE - 833 (Offered during the 2016-2017 school year)

Unleveled

10, 11, 12

Quarter

0.5 credits

Prerequisite: World of Foods

Recommendation: 85 or better in 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.

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.

CHILD DEVELOPMENT & PARENTING - 851

Unleveled

11, 12

Quarter

0.5 credits

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

Unleveled

10, 11, 12

Quarter

0.5 credits

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, cake decorating, 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 Fine Arts graduation requirement.)*

ENGLISH DEPARTMENT

ENGLISH 9 TRACK 1- 120

A Level

9

Semester

1 Credit

Prerequisites: 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 TRACK 2 - 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 TRACK 1 - 130

A Level

10

Semester

1 Credit

Prerequisites: 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 TRACK 2 - 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.

ENGLISH 10 HONORS - 129

Honors Level

10

Semester

1 Credit

Prerequisites: English 9, 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.

AP ENGLISH LANGUAGE AND COMPOSITION

Honors Level

11

Semester

1 Credit

Prerequisites: English 10, 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 another section of American Literature.

AMERICAN LITERATURE A

A Level

11

Semester

1 Credit

Prerequisites: English 10, 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 - 153

B Level

11 and 12

Semester

1 Credit

Prerequisites: 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 British 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.

BRITISH/WORLD LITERATURE - 154

B Level

11 and 12

Semester

1 Credit

Prerequisites: 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 British Literature. In his/her senior year, he/she must take the other course. The British/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.

AP ENGLISH LITERATURE AND COMPOSITION - 149

Honors Level

12

Semester

1 Credit

Prerequisites: English 10, 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 another section of British/World Literature.

ELEMENTS OF ENGLISH 9/10 - 150

Unleveled

9 and 10

Semester

1 Credit

Prerequisites: Teacher and/or 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 a team made up of representatives from the English, guidance, and special education departments.

ELEMENTS OF ENGLISH 11/12 - 151

Unleveled

11 and 12

Semester

1 Credit

Prerequisites: Elements of English 9 and 10, teacher and/or 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 a team made up of representatives from the English, guidance, and special education departments.

ENGLISH ELECTIVESSPORTS IN LITERATURE – 160 (Offered during the 2016-2017 school year)

Unleveled

9, 10, 11, 12

Second Semester Skinny

0.5 Credits

Prerequisite: None

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

This course will explore the appeal of the sporting world through the various mediums in which it presents itself: novels, short stories, poetry, songs, newspapers, magazines, and film. The primary objective of the course is for students to develop a greater sensitivity to the nature and identity of sports, as well as the role they play in society. Students will write and participate in discussions on a daily basis.

MYTHOLOGY AND FOLKLORE – 162 (Offered during the 2016-2017 school year)

Unleveled

9, 10, 11, 12

Second Semester Skinny

0.5 Credits

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

Unleveled

9, 10, 11, 12

Semester

1 Credit

Prerequisite: None

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.

CREATIVE WRITING – 164

Unleveled

9, 10, 11, 12

Semester

1 Credit

Prerequisite: None

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

Students in this course will experiment with creative writing genres as a means of developing different approaches to their writing. The emphasis will be on generating original material, getting familiar with some of the basic strategies for reading and talking about others' writing, and creating a portfolio of written and revised work. This course will also serve as useful introduction to any writing intensive class.

FILM STUDIES - 191

Unleveled

9, 10, 11, 12

Semester

1 Credit

Prerequisite: None

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

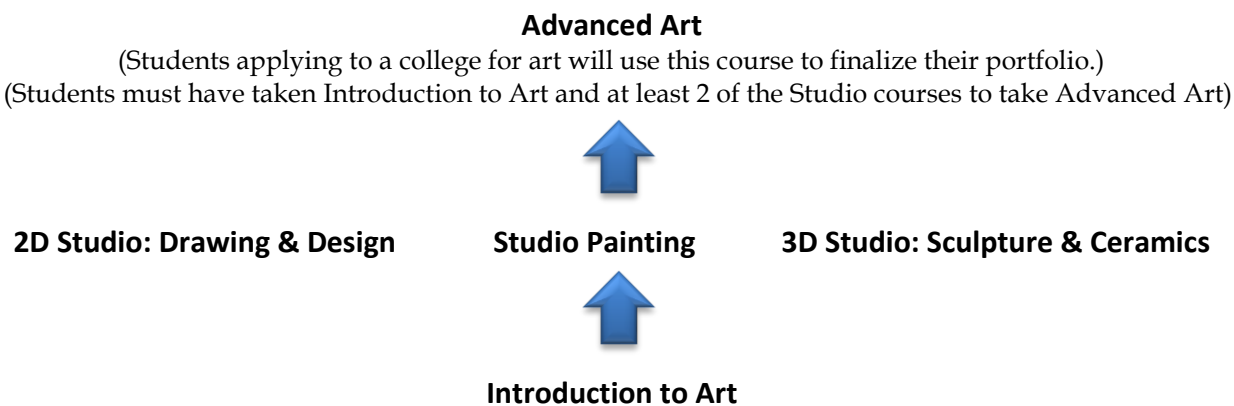
This 18 week course will study select contemporary and classic films from a variety of genres. Students will be taught how to view film as art, craft and entertainment. Students will analyze, understand, and evaluate films in terms of how they convey meaning. They will discuss the elements used by directors 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.

FINE ARTS DEPARTMENT

The Fine Arts 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.

INTRODUCTION TO ART - 910

Unleveled

9,10,11,12

Semester

1 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, graphic design, painting, and three-dimensional art including sculpture and ceramics. *(This course will satisfy the Fine Arts requirement for graduation.)*

2D STUDIO: DRAWING & DESIGN - 930

Unleveled

9,10,11,12

Semester

1 Credit

Prerequisite: Introduction to Art

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 (Offered during the 2016-2017 school year)

Unleveled

9,10,11,12

Semester

1 Credit

Prerequisite: Introduction to Art

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 PAINTING - 950

Unleveled

9,10,11,12

Semester

1 Credit

Prerequisites: Introduction to Art

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

Prerequisite: Introduction to Art and at least 2 of the following electives: 2D Studio: Drawing & Design, 3D Studio: Sculpture & Ceramics, Studio Painting; 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

Yearlong Skinny

1 Credit

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 Fine Arts requirement for graduation.)*

THE CHORUS - 970

Unleveled

9,10,11,12

Yearlong Skinny

1 Credit

Prerequisite: None

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

Chorus meets for ½ block, 5 days a week. 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 Fine Arts requirement for graduation.)*

MUSIC THEORY - 973

Unleveled

9,10,11,12

Yearlong Skinny

1 Credit

Prerequisite: None

Academic Expectations Met (Solve Problems, Apply Technology)

The Music Theory class will meet during the second half of block IV for the entire year for one credit. The course will consist of work with rhythms, key signatures, scales, chords and melody writing that will allow students to compose their own music. This class is open to all students, and prior knowledge of music, although helpful, is not necessary. *(This course will satisfy the 0.5 Fine Arts requirement for graduation.)*

INDIVIDUALIZED AND SUPPORT PROGRAMS

Individualized programs for the educationally handicapped 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 handicaps will be educated with children who are not handicapped. 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.

TUTORIAL - 775

Unleveled

9,10,11,12

Quarter, Semester, or Yearlong

.25 Credit awarded if provided for through student's IEP or 504, not to exceed a total of 2 credits over a student's high school career

Prerequisite: None

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

Tutorial provides individualized academic support for students in grades 9-12 who would benefit from a supervised study environment. The focus of tutorial is on the use of a daily planner to track assignments and due dates. Time management, organization and study skills are used to assist students succeed in the classroom. One on one instruction is provided with computer resources available. Priority is given to students with IEP's and 504 plans, however, tutorial can be accessed by other students with administrative approval.

LIFE SKILLS PROGRAM - 790

Unleveled

9,10,11,12

Yearlong

Prerequisite: Placement by IEP team

2+ credits

The Special Needs Program at Berlin 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 SCIENCE - 576

Unleveled

9,10,11,12

Semester

1 credit

Prerequisite: Placement by IEP team

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

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. It will be a hands-on, team approach where students will need

to interact and participate in a positive fashion. Students will develop a better understanding of the way science plays a role in their daily lives.

LIFE SKILLS ASSISTANT - 791

Unleveled

10, 11, 12

Semester

1 credit

Prerequisite: Completion of 100-150 word essay describing interest in course; approval by 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) 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.

MOUNTIE MART CAFÉ COOKING CLASS - 768

Unleveled

9,10,11,12

Semester

1 credit

Prerequisite: Placement by IEP team

Academic Expectations (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

Mathematics courses at Berlin High School are organized into three tracks: Foundations, 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 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 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

Yearlong

1 credit

Prerequisite: None

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 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

C Level

Semester

1 credit

Prerequisite: None

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 percents, evaluating algebraic expressions, solving and graphing linear equations and inequalities, properties of exponents, similarity, factoring, and introductory word problems. Differentiated instruction and a strong student support system will be available. It is necessary for success in this course to participate in homework activities.

FOUNDATIONS OF ALGEBRA I - 422

B Level

Semester

1 credit

Prerequisite: None

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 algebra 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.

ALGEBRA I CP - 421

A Level

Semester

1 credit

Prerequisite: None

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 HONORS - 420

Honors Level

Semester

1 Credit

Prerequisite: None

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.

FOUNDATIONS OF GEOMETRY - 432

B Level

Semester

1 Credit

Prerequisite: Foundations of 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.

GEOMETRY CP - 431

A Level

Semester

1 credit

Prerequisite: Algebra I CP

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 HONORS - 430

Honors Level

Semester

1 credit

Prerequisite: Algebra I Honors

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

The first half of this course presents traditional Euclidean Geometry. The building of a logical deductive system via undefined words, definitions, postulates, and theorems is stressed. Two-column, paragraph, and indirect proofs are emphasized. The second half of 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.

TOPICS IN APPLIED COLLEGE MATH (TAC-MATH) - 444

B level

Semester

1 Credit

Prerequisite: Algebra I and Geometry

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

This course is intended for students who are seniors and plan to attend the Community College System of NH. 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, and probability. It is necessary for success in this course to participate in homework activities. *(Running Start credit will be offered for this course.)*

FOUNDATIONS OF ALGEBRA II - 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 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 signed 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.

ALGEBRA II CP - 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 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. *(College credit is available for this course through the Running Start program. For more information, contact the instructor.)*

PROBABILITY AND STATISTICS CP - 453

A Level

Semester

1 Credit

Prerequisite: Algebra II CP

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. 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

(Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.)

PRE-CALCULUS HONORS - 450

Honors Level

Semester

1 credit

Prerequisite: Algebra II CP

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 is available for this course. For more information, contact the instructor.)*

AP CALCULUS AB - 451

Honors Level

First Semester

1 credit

Prerequisite: Pre-Calculus Honors

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

This course is a first semester one-credit course designed for those students anticipating a Calculus requirement in college. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. A graphics calculator is required for this course. Topics to be covered in this course will be dictated by the yearly updated Advanced Placement Calculus AB guide, which is available online at the College Board website. 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. *(College credit may be available for this course. For more information, contact the instructor.)*

AP CALCULUS BC - 452

Honors Level

Second Semester

1 credit

Prerequisite: AP Calculus AB

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

This course is a second semester one-credit course designed as an extension of the first semester AP Calculus AB course. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. It is intended to review, reinforce, and extend the AB level topics covered during the first semester and to adequately prepare the students for the AB or BC Level Advanced Placement Test administered by the College Board in May. BC topics in this course include Newton's Method, techniques of

integration, improper integrals, sequences and series, convergence tests, the calculus of differential equations, the calculus of polar coordinates, derivatives of vector functions and parametrically defined functions, and Euler's Method as time permits. It is necessary for success in this course to participate in homework activities. *(College credit may be available for this course. For more information, contact the instructor.)*

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 BHS 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

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

Required Completed Courses: Physical Science A, B, or C

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

Biology B 75+ in Physical Science B; 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 and is offered in alternate years.

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 and is offered in alternate years.

SCIENCE ELECTIVES

INTRODUCTION TO CHEMISTRY - 540

Unleveled

11,12

Semester

1 credit

Required Completed Courses: Biology A, B, or C

Recommendations: 70 + in Biology A; 75 + in Biology B; 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.

CHEMISTRY A- 541

A Level

11, 12

Semester

1 credit

Prerequisite: Biology A, B, or C

Recommendations: 85 + in Biology A; 80 + in Algebra 1

Algebra II prior to or concurrent with course recommended

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.**

CHEMISTRY B - 542

B Level

11, 12

Semester

1 credit

Required Completed Courses: 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.**

PHYSICS A - 550

A Level

11, 12

Semester

1 credit

Required Completed Courses: 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.**

PHYSICS B - 553

B Level

11, 12

Semester

1 credit

Required Completed Courses: 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.**

HUMAN ANATOMY AND PHYSIOLOGY - 555

A level

12

Semester

1 credit

Required Completed Courses: Biology A or B

Recommendations: 80 + in Biology A; 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.

BIOLOGICAL EARTH PROCESSES A, B - 561, 562

A or B Level

11, 12

Semester

1 credit

Required Completed Courses: Biology A, B, or C

Recommendations: A Level: 85 + in Biology A; 90 + in Biology B

B Level: 75 + in Biology A; 80 + in Biology B; 85 + in Biology C

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

Biological Earth Process is an 18 week, introductory course of study that will cover topics of earth processes such as plate tectonics, water cycles (ground and surface), and atmospheric cycles and their impacts on living organisms. Other topics that will be examined will be meteorology and oceanography. The intent of the course will be to advance students' understanding of the earth and processes that drive it and their impacts on living organisms. Particular attention will be paid to environmental concerns.

NATURAL SCIENCE - 565

Unleveled

10,11,12

Semester

1 credit

Required Completed Courses: Physical Science A, B, or C

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

This course is an 18 week elective that will cover meteorology, oceanography, and astronomy. Some of the major topics will be atmospheric phenomena and weather phenomena, marine environments and their impact on terrestrial environments, as well as planetary relationships and their impact on earth and the living organisms found here. Embedded into the course will be the theme of environmental impacts on living organisms and how they affect humans in our society and everyday lives.

ECOLOGY - 558

A level

11, 12

Semester

1 credit

Required Completed Courses: Biology A, B, or C

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

This course is designed to help meet the needs of students interested in outdoor recreation, biology, conservation, and related natural science fields. Ecology introduces students to a diversity of biomes, the geophysical and biotic interactions within the local landscape, and introduces them to population ecology and community structure. Interdependence of the human and natural worlds is emphasized through a historical review of anthropogenic disturbances and the resultant successional processes.

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 2016-2017 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.

AMERICAN ECONOMICS AND GOVERNMENT A- 253

A Level

10

Semester

1 credit

Prerequisite: None

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

This required course fulfills the economic and civic requirements for high school social studies. This course is

designed for college preparatory students. It includes a study of government and economics. Topics will include the US Constitution and NH Constitution, money and banking, business and personal finance, investment procedures, profit and economic indicators, and civic and consumer rights and responsibilities. Students will be exposed to microeconomic and macro-economic concepts.

The course employs economic simulations, current affairs, research paper, oral presentations and primary source analysis. Emphasis is placed on being an informed and active citizen, consumer and employee.

AMERICAN ECONOMICS AND GOVERNMENT B - 254

B Level

10

Semester

1 credit

Prerequisite: None

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

This required course fulfills the economic and civic requirements 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. It includes a study of government and economics. Topics covered are the US Constitution and NH Constitution, money and banking, business and personal finance, investment procedures, profit and economic indicators, and civic and consumer rights and responsibilities. Students will be exposed to microeconomic and macro-economic concepts. The course employs economic simulations, current affairs, research paper, oral presentations and appropriate primary source analysis. Emphasis is placed on being an informed and active citizen, consumer and employee.

AMERICAN ECONOMICS AND GOVERNMENT C - 252

C Level

10

Semester

1 credit

Prerequisite: None

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

This required course fulfills the economic and civic requirements 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, political, business, and personal finance decisions. Topics include the US Constitution and NH Constitution. A focus is placed on investment procedure, political and profit motivated decisions, civic responsibilities and duties, and job preparedness and searching skills. The course will employ economic simulations, current affairs, research and appropriate primary source analysis. Emphasis is placed on being able to formulate a post-graduation plan.

FOUNDATIONS OF SOCIAL STUDIES – AMERICAN ECONOMICS & GOVERNMENT -272 B (Offered during the 2017-2018 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 consumer economic issues and a study of our government that will be helpful in everyday life. Banking skills, insurance knowledge, budget skills and independent living skills will be the main emphasis of the course.

FOUNDATIONS OF SOCIAL STUDIES – HEALTH & CONTEMPORARY ISSUES – 272D

Unleveled

9, 10, 11, 12

Semester

1 credit

Prerequisite: Placement by IEP team or department approval

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.

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.

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 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.

US HISTORY HONORS - 250

Honors Level

11

Semester

1 Credit

Prerequisites: None

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

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. United States History is a required course for juniors at Berlin 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 - UNITED STATES HISTORY - 272C (Offered during the 2018-2019 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 ELECTIVES

US 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.

AP PSYCHOLOGY - 263

Honors Level

12

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.

MODERN EUROPEAN HISTORY - 270 (Offered during the 2016-2017 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

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.

WORLD LANGUAGES DEPARTMENT

EXPLORING FRENCH – 800, EXPLORING SPANISH - 810

Unleveled

9, 10, 11, 12

Semester

1 Credit

Prerequisite: None

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

Exploratory courses provide an introduction to the languages of French and Spanish. These courses enable students to familiarize themselves with a language that is most compatible with their interests and needs before making a final choice for further study. They will also teach students how to function and communicate successfully in routine but essential daily conversations, using basic grammar, as well learning about the culture and customs of the countries where French and Spanish are spoken.

FRENCH 1 – 801, SPANISH 1 – 811

A Level

9, 10, 11, 12

Semester

1 Credit

Prerequisite: 80 or better in the most recently completed English course

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 2 – 802, SPANISH 2 – 812

A Level

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 3 – 803, SPANISH 3– 813

A Level

9, 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 is available for French 3. For more information, contact the instructor.)*

FRENCH 4 - 804, SPANISH 4 - 814

A Level

9, 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 is available for French 4. For more information, contact the instructor.)*

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

JAG COURSE- 779

Unleveled

10, 11, 12

Yearlong

1 credit

Prerequisite: Permission of instructor

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

Students are expected to master 37 employment related and personal skills competencies in six separate categories: career development, job attainment, leadership and self-development, job survival, basic competencies, and personal life skills identified by representatives of the private sector. All students take part in a highly motivational, student-led Career Association. Career Association officers are elected and plan student activities which typically include intergenerational projects, career days, job shadowing experiences, fundraisers, and community service projects. JAG is a year round program. Students will have an opportunity for summer work through NH-JAG and earn academic credit (0.5 credits). Each participant is 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.

Berlin High School Graduation Requirements

	Grade 9	Grade 10	Grade 11	Grade 12	
English					4 credits
Math					3 credits (1 must be an Algebra course) *4 credits (Class of 2018 onward)
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
Fine Arts					0.5 credit
Comp. Literacy					0.5 credit
Electives					11 credits
Total Credits					26 total credits