

JOHN STARK REGIONAL HIGH SCHOOL

Program of Studies 2018-2019

INTRODUCTION

The Program of Studies is a guide to help students plan their school program through graduation. Careful planning of a high school career is essential to the successful realization of post-secondary goals, whether vocational, Armed Services, or college. In addition to describing course offerings, this Program of Studies details the requirements for graduation, the New Hampshire Scholars Program, and the School Counseling Program to help students realize their Career and College Readiness goals.

JOHN STARK REGIONAL HIGH SCHOOL

Core Values Statement

We are a community of learners who engage our minds in the pursuit of individual academic growth, social awareness, and community involvement. Our learning occurs in a safe and caring environment with regard, respect, and integrity – this is the *John Stark Way*.

John Stark graduates will be able to:

Academic Competencies

- Communicate effectively through written, oral, and artistic means.
- Acquire knowledge through listening, reading, and viewing.
- Demonstrate research skills that lead to informed decision-making and reasonable conclusions.
- Use critical thinking to solve problems.
- Apply technology to access information and to demonstrate learning.

Social Competencies

- Take responsibility for their own actions, practice respect and regard for self and others, and demonstrate integrity.
- Work as part of a team and be comfortable in both leadership and supporting roles.
- Make healthy choices to enhance the development of lifelong wellness practices.
- Understand the value of becoming a lifelong learner.

Civic Competencies

- Appreciate diversity and respect all persons irrespective of their individual differences.
- Participate in the school and greater community.
- Be informed and involved citizens with an awareness of local, national, and global issues.

SETTING EDUCATIONAL GOALS

Students at John Stark Regional High School are able to take advantage of many educational opportunities available to them in preparation for postgraduate options. With this in mind, students are encouraged to enroll in challenging classes designed to assist them in their preparation for their post-secondary plans. Course offerings at John Stark are designed to provide flexibility in meeting students' needs, while offering them the skills and competencies required for success in college and career.

Each college is looking for students who take the most rigorous courses and programs they can handle. College admissions officers are also looking to see how each student maximized the opportunities available to them at their high school. Many colleges require that a student follow certain recommended or prescribed courses of study in high school in preparation for entrance into college. Students should consult college catalogues and their school counselor regarding the specific requirements of the colleges to which they intend to apply.

To help determine their post-secondary and educational goals, students are encouraged to carefully review this Program of Studies and to discuss their goals and decisions with their parents, teachers, and school counselor.

Consider the following:

- What are my goals here at John Stark and in the future?
- What courses are required to graduate from high school? To reach my post-secondary goals?
- How will the courses I select now affect what courses I am able to take in the future?
- What are my strengths and weaknesses?
- What courses or activities tap into these?

NH STATE SCHOLARS INITIATIVE

The NH State Scholars Initiative is a state program designed to encourage and motivate students to complete a rigorous course of study while in high school. Colleges across the country recognize New Hampshire as one of many states with a State Scholars Initiative. This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network.

Students may follow the standard NH Scholars pathway, or may opt for an emphasis in either STEM or Art. Each pathway requires that students take specific courses. The NH Scholars Program will recognize these seniors with a medallion, which will be worn at graduation. Seniors who are Pell grant eligible in the college financial aid process may also receive a higher grant due to being a State Scholar. For more information about the NH Scholars Program please go to www.NHscholars.org.

GRADUATION REQUIREMENTS

COMMUNITY LEARNING

In order to promote and develop an active citizenry, the John Stark School Board requires each student to complete at least 35 hours of Community Learning in areas such as: Community Service/Service Learning, Civic Engagement, Academic Enrichment, and Career/College Exploration. These hours will be tracked and awarded .25 credits upon completion. Students may petition for up to .25 additional credits.

CAPSTONE PROJECT

The Capstone Project is a demonstration of the student’s ability to perform new and independent learning to accomplish a goal of personal interest while guided by a mentor. Students are required to present their project to a teacher evaluation team and make their project available for public viewing at the General Expo. While the Capstone Project is designed to award .25 credits, students may petition for up to .25 additional credits.

DIPLOMAS, COURSEWORK, AND CREDITS

Competency area requirements as approved by JSRHS School Board on Jan. 9, 2014 (Revised January, 2017)	JSRHS Diploma	Highly Selective Colleges look for:
English	4	4
Social Studies – US and NH history & government/civics, geography, and economics w/financial literacy	4	3 to 4
Math - including Integrated Algebra/Geometry I & II or the equivalent*	3*	4
Science - physical, biology, and earth science	2.5	4
Arts education	0.5	
Information and Communications Technologies (ICT)	0.5	
Health education, physical education, and wellness	1.5	
World languages		3 to 4
Community learning: college and career, civic engagement of at least 35 hours	0.25	
Capstone project (includes 30-hour project)	0.25	
Additional electives	5.5	
Total	22	

*Class of 2020 - Per NH RSA 186:8 VII Students must “attain competency in mathematics for each year in... high school through graduation...” This may be done through “satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied.” See page 37 for complete list of identified courses.

NH Scholars Pathways

Standard Core Course of Study	STEM Course of Study	Art Course of Study
<ul style="list-style-type: none"> • 4 years of English • 4 years of Math • 3 years of Lab Science • 3.5 years of Social Studies • 2 years of the same World Language 	<ul style="list-style-type: none"> • 4 years of English • 4 years of Math • 4 years of Science (3 labs) • 3.5 years of Social Studies • 2 years of the same World Language • 1 year (min.) STEM-related • Minimum 3.2 GPA 	<ul style="list-style-type: none"> • 4 years of English • 4 years of Math • 3 years of Lab Science • 3.5 year of Social Studies • 2 years of the same World Language • 2 years (min) Arts-related • Minimum 3.2 GPA

School Counseling Center

Mission Statement

The John Stark Counseling Center will professionally facilitate each student's academic growth, social/emotional development, and career preparedness through a comprehensive data-driven curriculum, in an empowering environment that is caring and respectful of all, in order to graduate self-sufficient, productive, and kind citizens of the world.

The Counseling Center is a resource for all students. It is a hub of John Stark where students will find supportive resources who collaboratively work to meet the Mission of the Counseling Center.

The role of the **school counselors** aligns with the professional organization, the American School Counselor Association [ASCA], whose National Model provides a framework for their direct and indirect work with students. School counselors, in contrast to former guidance counselors, work with all students providing a comprehensive curriculum that promotes student achievement.

Upon completion of the John Stark school counseling curriculum students will have had upwards of 40 required touchpoints with the school counselors. Lessons will be focused in the academic, social/emotional, and career ready domains. This work is an essential component to their graduating from JS with a viable post-secondary plan.

School counselors meet with students in large and small groups as well as individually. Students are expected to make and attend their meetings, which occur according to the following schedule. Students will take home a folder of information to share with families.

Seniors - Early Fall **Juniors** - Winter

Freshmen - Late Fall **Sophomores** - Spring

The **school-to-career coordinator** is another resource available to all students. This person works as a member of the Counseling Center team to support and facilitate career development services for students in areas such as career exploration, connecting students with community mentors or service opportunities, job shadows, career speakers, and internships which meet their post-secondary interests. The school-to-career coordinator may also assist students with finding an appropriate post-secondary certificate or training program.

The **school psychologist** uses her expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally and emotionally. She partners with families, teachers, school administrators, and other professionals to create a safe, healthy, and supportive learning environment.

The **adjustment counselor** is a licensed social worker involved in providing services to all students to support their academic success. Services can include individual and group counseling and working with families. Other services include crisis intervention, consultation with school staff, finding community resources for families and students,

assisting with transitions and being part of the assessment and intervention team for at-risk and special education students.

UNIVERSAL AND SPECIAL SERVICES

A variety of programs and services are offered to assist all students, including those identified with educational disabilities under Public Law 94-142.

Academic Support Center (ASC) --The Academic Support Center is open to all students for assistance before, during, and after the school day as an extension and/or supplement to their regularly scheduled classes. Content area teachers throughout the day support students who need academic assistance. Students may also use the ASC to take courses on-line or to work on credit recovery using Edgenuity (E2020), our computer based competency recovery program. The ASC also maintains a set of classroom textbooks for students to use while working in the center.

Advisory --It is our hope that each student will have at least one adult in the building with whom they form a meaningful relationship. To assist in that effort, all students are assigned an advisor/teacher, who will serve as their mentor during their four years at JSRHS and guide them throughout their high school experience. Advisories will meet each week. By participating in a variety of activities during advisory, students will develop a closer connection to our school and with their peers in order to improve our overall school culture and climate.

Equity II Program – The Equity II program uses an alternative approach to support students in their pursuit of a John Stark high school diploma. The program emphasizes personalized learning through strong community connections, authentic civic and social experiences, and favorable student/teacher ratios.

Flex Blocks – The master schedule includes a 40-minute academic block that meets Tuesday through Friday, during which students are scheduled with teachers for assistance and makeup work.

Library/Media Center – In addition to a large selection of print and electronic resources, our library staff works in collaboration with classroom teachers to develop enthusiastic readers and students' ability to challenge themselves to be critical thinkers, capable of using information and ideas effectively and ethically as they create and share new knowledge to become lifelong learners and successful digital citizens in a global society.

Life Skills Program – The Life Skills Program is a special education setting that services students, ages 14-18, who are significantly below grade level due to challenges in intellectual ability, academic skills, language/communication skills, adaptive behavior, and developmental delays impacting social and emotional functioning. These students are unable to access the general curriculum due to these deficits. The purpose of the program is to ensure that students with specific disabilities are taught the skills necessary to become as independent as possible and actively participate in the school community and the community at large. The students in the Life Skills Program are eligible to receive services under the Special Education identification of Autism, Intellectual Disability, Multiple Disabilities and/or other disabilities which significantly impact the student's ability to

learn. The curriculum is individualized and prescriptive to meet the needs of the students. The structure is a small group, and one to one instruction.

Related Services – The school provides Speech & Language Therapy, Counseling Services, Occupational Therapy, Psychological Services, Physical Therapy, Special Transportation, and Behavioral consultation for identified students.

Resource Room – Resource Room is a Special Education program in which students with disabilities receive specialized instruction by certified Special Educators in a small group or individual setting.

Student Support Center (SSC) – The Student Support Center provides an environment in which all students can regulate and process behavioral and/or emotional issues with the goal of returning to class and accessing their regular academic programming, without disrupting the education of other students.

Study Halls – Students are given the opportunity to work on their coursework in a relatively quiet environment.

Transition Program – The Transition Program is a special education program that services students ages 18-21 who will be continuing their education at JSRHS until attaining the age of 21. Services are provided in a variety of settings including classrooms, community environments, and vocational job training sites. The program provides students with the instruction in the areas of skills for independent living, functional academics, consumer education and vocational skills via direct instruction, modeling, practice, and application of skills. These skills are typical of those encountered in a home, community, and work setting. The Transition Program provides programming for students that are eligible under the Special Education primary identifications of Autism, Intellectual Disability, and Multiple Disabilities. Other disabilities will be considered which significantly impact the student's ability to learn.

ACADEMIC INFORMATION & REQUIREMENTS

COURSE LOADS, CREDITS, AND CLASS LEVELS

Students are expected to challenge themselves academically during each of their four years at John Stark. For that reason, all students are encouraged to be enrolled in seven credit bearing courses (including ELOs) each semester, as their schedules permit. The Dean of Student Services will review all student schedules with fewer than seven credit bearing courses.

Students generally graduate in four years, provided they have earned the minimum number of credits required. Students must have completed one year of high school and earned 5.5 credits to be a sophomore; completed two years of high school and earned 11 credits to be a junior; completed three years of high school and earned 16.5 credits to be a senior; and have earned a minimum of 22 credits to graduate. Seniors must complete all requirements for graduation in order to participate in graduation exercises.

COURSE DESIGNATIONS

All students at John Stark are engaged in rigorous and relevant work to prepare them for their futures. Students work on developing their reading, writing, problem solving, and research skills both inside and outside the classroom. Students at all levels are to be active learners, communicators, problem solvers, and contributors. Students are expected to apply what they learn to real-world situations. Courses are designated as follows:

Non-designated - Non-designated courses are open to all students. These courses are structured in content and concept. An additional focus of these courses is the development of skills and habits of work to be college and career ready.

Honors - Honors courses cover advanced content with a focus on deeper analysis of material. Students who enroll in honors level courses are highly motivated, independent learners, with advanced work study practices.

Advanced Placement - These are rigorous, college level courses, which follow the curriculum standards set forth by the College Board. Instruction is focused on content and skill preparation for the Advanced Placement Exams in May. AP students are expected to take the AP exam. See course syllabi for additional information.

GRADING INFORMATION

NOTE: Over the course of the 2017-2019 school years, we will be reviewing our grading system as well as practices involving honor roll, class rank, etc. There will be multiple opportunities for members of the greater John Stark community to participate in forums focusing on these topics. Each of these events will be announced in the school newsletter, "Generally Speaking".

Students will receive final number grades in most classes, with a limited number of courses graded as (P)Pass/(F)Fail.

A = 90-100; B = 80-89 = B; C = 70-79

Minimum passing grade = 70

We do not average grades, rather we take snapshots each quarter. Each snapshot represents a student's learning from the beginning of the course until the date the snapshot was taken. Students are assessed on both academic competencies and Work Study Practices (WSP). Each teacher intentionally instructs and assesses WSP each semester in one or more of the following competencies: Regard, Respect and Integrity.

In addition, students demonstrate their level of mastery of competencies on a 4-point scale with a 4 designating a high degree of ability to transfer and apply skills and knowledge. No Evidence (0) indicates that a student has not yet produced sufficient work products for a grade.

HONOR ROLL

The Academic Honor Roll is calculated at the end of each semester, using the F1 grade. Academic *High Honors* is awarded to a student who has a 92 average with no grade below

87. Academic *Honors* is awarded to a student who has an 83 average with no grade below 80.

CLASS GPA & RANK

Students earn a Grade Point Average (GPA), which is used to determine class rank. All academic courses, with the exception of Extended Learning Opportunities, Summer School/Credit Recovery courses and Pass/Fail courses, are used in determining class rank and GPA. Advanced Placement and Honors level courses are weighted, adding 1.0 additional quality point for AP courses and .5 quality point for Honors level courses. A partial breakdown, of the weighted equivalents for number grades are as follows:

% Grade	All Classes GPA	Honors GPA	Advanced Placement GPA
100	4.33	4.87	5.33
95	3.88	4.38	4.88
90	3.43	3.93	4.43
85	2.98	3.48	3.98
80	2.53	3.03	3.53
75	2.08	2.58	3.08
70	1.63	2.13	2.63
Below 70	0	0	0

EXTENDED LEARNING OPPORTUNITIES

John Stark Regional High School maintains a comprehensive program of studies to meet the interests, learning styles, and career interests of students, but there are many other ways for students to learn and to earn high school (and possible college) credits. Extended Learning Opportunities (ELO) are defined as rich and academically rigorous learning activities that occur outside of the traditional high school setting. Examples include Capstone Project, Independent Study, college coursework (NEC, etc.), work study, internships, Saint Paul's Advanced Studies Program, online courses, and even driver's education. Courses required for graduation (including requirements for NH Scholars and Diploma with Distinction) are not eligible to be taken as an ELO.

Students who seek a transcript credit for an ELO must make their intention known by filing an "Extended Learning Opportunity Plan Application" prior to the start of the course/activity. The plan will be reviewed by the Dean of Student Services and must be approved before a student begins his/her ELO experience. Due to the unique nature of each experience, ELOs that are granted credit will be designated on the John Stark transcript with a "P" (Pass). ELOs are not included in Grade Point Average (GPA) calculations.

Independent Study - Independent Study is an option for those junior and senior students who have demonstrated the ability to do advanced work and who desire to investigate academic topics beyond the scope of learning experiences offered in the Program of Studies. Independent Studies fall under the category of an ELO. Students must have an approved “Extended Learning Opportunity Plan Application” prior to the start of the plan. An Independent Study should not be confused with a Directed Study, which is a graded course that has scheduled meeting times with a JS teacher.

COLLEGE CREDIT

Project Running Start (PRS)- Project Running Start is a partnership between the Community College System of NH (CCSNH) and NH high schools, through which students are given the opportunity to take college courses while also completing the requirements for high school graduation. CCSNH courses are not extra classes taken before or after school, they are a part of John Stark’s daily class schedule.

How can Project Running Start help students?

- Gain experience in college-level work and expectations.
- Receive simultaneous college and high school credit.
- Earn college credits at a fraction of the cost. (\$150 per class, as of September, 2017, payable within the first few weeks of the course.)
- Earn college credits that may be transferred to many other two-year and four-year colleges across the country.
- Running Start students who apply to CCSNH degree programs will have their application fee waived.

John Stark currently offers the following PRS courses through partnerships with NH Technical Institute (NHTI) and Lakes Region Community College (LRCC):

- | | |
|----------------------------------|-------------------|
| ● AP Calculus AB | 4 college credits |
| ● College Composition | 4 college credits |
| ● Computer Int. Manufacturing | 4 college credits |
| ● Intro to Engineering Design | 4 college credits |
| ● PC Applications | 3 college credits |
| ● Personal Financial Management | 3 college credits |
| ● Principles of Engineering | 4 college credits |
| ● Topics in Applied College Math | 4 college credits |

Advanced Placement – Advanced Placement classes are college level courses. They are rigorous classes following a standard curriculum set by the College Board. Students are expected to take the Advanced Placement Exam in May, with a fee of \$94 as of September, 2017. Students who score a 4 or 5, out of a possible 5, may receive credit for that course at the college level. Because the policy of awarding credits or advanced standing varies among colleges, it is important for students to inquire at their colleges of interest. The following Advanced Placement courses may be offered at John Stark Regional High School:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language & Composition
- English Literature & Composition
- French Language & Culture
- Physics C: Mechanics
- Psychology
- Spanish Language & Culture
- Studio Art
- United States History

New England College - John Stark seniors are also offered an opportunity to take academic college coursework at New England College. Courses are offered on a space available basis; students are responsible for the registration fee. John Stark students receive one high school credit for full-semester coursework passed with a two course/credit limit. Interested students should see the Dean of Student Services for registration information. Upon completion, students receive a transcript from New England College, which indicates the college course and college credit received.

Virtual Learning Academy Charter School (VLACS) - Students also have opportunities to earn college credit, in addition to earning high school credits, by taking college level courses through “e-start” available through VLACS. Prior approval from the Dean of Student Services is required for all college courses.

EARLY GRADUATION

Graduation from John Stark Regional High School earlier than scheduled is an option for those few students who are able to fulfill graduation requirements in fewer than four years or eight semesters of coursework. This program is designed for the motivated student who has definite plans for the future and would benefit from graduating either one semester or one year earlier than scheduled. Academic standing, level of social maturity, and well-articulated future plans are important factors for students considering early graduation. Students wishing to pursue the early graduation option must submit a written request to their counselors **by May 15th** of the school year preceding the intended date of graduation, have signed parental permission, and must be able to schedule the required courses to meet all general graduation requirements, including Community Learning hours and Capstone Project. The request is not final until approved by the Dean of Student Services and Principal. Diplomas are formally presented at the annual graduation in June.

ATHLETICS

The athletic program at John Stark Regional High School offers a variety of interscholastic athletics programs during the fall, winter and spring seasons. Each program is elective and offered after regular school hours. Eligibility requirements for participation, as set by the NHIAA and John Stark Regional High School, are:

- Students must pass at least five (5) classroom subjects in the marking period prior to and during the season.
- Students must have a current physical on file with the health office. A physical exam is valid for thirteen months.

Student-athletes pursuing NCAA Division I or Division II participation in college must meet certain academic qualifications and be certified by the NCAA Eligibility Center. Please consult the NCAA website at www.eligibilitycenter.org for the most up to date requirements and the current list of NCAA approved classes at John Stark.

PLANNING A COURSE OF STUDY

Students must successfully complete 22 credits to earn a JSRHS Diploma. Specific course requirements must also be met for recognition as a NH Scholar. As students begin to choose their classes for the next four years, they should keep in mind what their four-year plan for high school will look like and consider whether they wish to pursue recognition as a NH Scholar. Many of the required courses will be taken early in the high school career, therefore ninth and tenth graders may have a rather limited number of choices. More elective-type courses can be scheduled during 11th and 12th grades.

GRADE 9

Typical Freshman Program includes:

- | | | | |
|--------------------------------|-----------|--------------------------|-------------|
| • English 9 | 1 credit | • World Cultures & Geog. | 1 credit |
| • Math | 1 credit | • Physical Science | 1 credit |
| • Physical Education I | .5 credit | • Health | .5 credit |
| • ICT/Visual Art/Theatre/Music | .5 credit | • Elective | 1.5 credits |

Freshman year is a year of transition. Students are scheduled into a Humanities Team for English 9 and World Cultures & Geography. While taking a World Language is considered an elective, it is highly recommended that all students take at least one year of a world language. Students preparing to pursue college after graduation will likely find that most four-year colleges require 3 to 4 years of a world language.

GRADE 10

Typical Sophomore Program

- | | | | |
|--------------------------------|-----------|------------------------|-----------|
| • English 10 | 1 credit | • Western Civilization | 1 credit |
| • Math | 1 credit | • Biology | 1 credit |
| • Physical Education II | .5 credit | • Electives | 2 credits |
| • ICT/Visual Art/Theatre/Music | .5 credit | | |

During sophomore year, students are again scheduled into a Humanities Team for both English 10 and Western Civilization. Sophomores explore career options through the Naviance program and explore the career and technical opportunities available at the Concord Regional Technical Center.

GRADE 11

Typical Junior Program:

- | | |
|--|-----------|
| • American Studies or AP Lang. & Comp./AP US History | 2 credits |
| • Economics, Small Business Management, or Personal Financial Planning | .5 credit |
| • Civics or "We The People" | .5 credit |

• Math	1 credit
• Earth Science	.5 credit
• Electives	2.5 credits

The junior year is a critical year in choosing classes and beginning to formalize post-secondary plans. While many minimum requirements for graduation will have been met, additional math, science, and world language classes are often required for entrance into many four-year colleges. Students should continue to challenge themselves with demanding classes that are appropriate. Be aware that selective colleges pay particular attention to course levels and achievement in English, Mathematics, World Language, laboratory sciences, and Social Studies.

Students who may not plan to go to college right after high school should consider the opportunities at the Concord Regional Technical Center and also explore careers through job shadows and internships. Students who are considering career school programs, military opportunities, or two-year colleges, often need additional math and science courses for entrance into certain programs. The Counseling Center can advise students on these matters. Juniors should also meet individually with college, military and career-school representative who come to visit John Stark.

During their junior year, students should include the following among their planned activities:

- Attend the college fair at John Stark.
- Meet with college admissions/military representatives in the Atrium, or individually as arranged through the School Counseling Center.
- Take the ASVAB in the fall.
- Schedule Junior Interview with school counselor in the spring.
- Visit colleges in spring and summer

GRADE 12

The senior year is the ideal time to complete the academic and career/major requirements that will prepare students for post-secondary success. Some students will seek further education in two or four-year colleges, while others will obtain specific career training through school-to-career internship programs and career schools. Still others will directly enter the world of work or military service where they will participate in on-the-job learning programs. Wherever the path leads, continued education will be important. Today's job market demands continuing education and lifelong learning.

By senior year, many students will have taken most of the requirements necessary for graduation, if they have stayed on track in the scheduling process. Seniors must be enrolled in a year-long senior English.

Seniors are also responsible for a Capstone Project during this year, along with completion of their Community Learning hours.

During their senior year, students should include the following among their planned activities:

- Attend college fair in the fall.

- Meet with college admissions/military representatives in the Atrium, or individually as arranged through the School Counseling Center.
- Schedule an appointment in the fall with your school counselor to discuss post-secondary plans, including college, military, career/trade school, etc. This is especially important in order to meet college application deadlines.
- Take SAT/SAT II (if required) or ACT in fall.
- Attend the Financial Aid Workshop in the fall.

REGISTRATION & SCHEDULING PROCEDURES

PROCEDURE FOR COURSE SELECTION

- Registration for all students will begin early in the second semester. All students will have access to the Program of Studies online and be given a registration sheet to indicate their selections. The Program of Studies (POS) outlines all courses being offered at John Stark for the upcoming school year.
- REVIEW the information in the POS and consult with parents, teachers, and counselor to discuss your selections. Based on this review, and future educational plans, select courses that are of interest and are appropriate for your future goals. Be mindful of graduation requirements!
- For each course selected, students must satisfy any prerequisite for taking that course and, if required, get written approval from a teacher in the department (usually the current teacher or department coordinator). For example, current English teachers would sign for next year's English class.
- The master schedule is created based upon student requests for specific courses. Administrators review the requests and make decisions about the number of sections that will run for each course; therefore, student selections during registration are considered to be final, as they are used to make informed decisions that create the master schedule. It is important to select courses thoughtfully – first and second choices.
- Parent signatures are required on all schedule request sheets and are to be returned to the counseling center before the winter break in February.
- Students will receive an official schedule on the first day of school.

John Stark administration reserves the right to make changes to schedules and course offerings due to staffing and other constraints.

SCHEDULE CHANGES

Courses selected during registration are considered final selections. Students are given sufficient time and assistance in making choices and are expected to make a full commitment to each course selected. Because the master schedule is created based upon

students' requests, it will be very difficult to make changes without negatively impacting other students. The following list suggests when course changes may be appropriate:

- The student has failed to receive the appropriate grade in summer school.
- The student has not taken or has failed the required prerequisite for the course.
- The teacher initiates the change for the benefit of the student.
- An emergency situation exists which requires a change to be made.
- There is a major change in the student's plan for graduation.
- The student has been placed in the wrong class.

"Not liking" a class/teacher and/or wanting to have late arrival or early dismissal are not sufficient reasons for changing classes. The Dean of Student Services will oversee all requests for schedule changes.

ADDING/DROPPING CLASSES

Students may add courses by meeting with their counselor and securing parent/guardian and teacher signatures, as directed. Course additions must take place during the first two weeks of a semester/year course.

Any student who withdraws from a course after the first grade report does so with the understanding that a withdrawal grade will be assigned to the student by the teacher based on the student's grade at the time of withdrawal. That withdrawal grade will be reflected on the student's permanent academic record as a WP (withdrew passing) or WF (withdrew failing). If it is determined that a student needs to withdraw from a class due to extenuating circumstances, a withdrawal grade of W may be issued with approval from the Dean of Student Services. All withdrawal grades will be reflected on the permanent academic transcript.

COURSE DESCRIPTIONS

Career and Technical Education

The Career and Technical Education Department (CTE) is comprised of distinct curriculum areas: Business Education; Information and Computer Technology; Family and Consumer Sciences; and Technology Education. The goal of the CTE department is to introduce students to careers in current and emerging occupations. In today's highly competitive global marketplace, it is important for students to explore all types of careers and learn valuable employability and performance skills.

BUSINESS

The Business Department offers a wide range of courses, which expose students to many basic skills that are transferrable to other activities within high school, as well as later in life. These courses also provide more specific and marketable skills to students going on to the world of work directly from high school, as well as preparation for post-secondary education in business and/or technology fields.

BUS105 Marketing I .5 Credit Grades 9-12

Marketing is a business course that provides a basic introduction to the scope and importance of marketing in our free enterprise system. Emphasis is placed on the seven functions of marketing: channel management, marketing information management, financing, pricing, product/service management, promotion, and selling. This course will help you prepare for entry-level marketing employment.

BUS115 Accounting I 1 Credit Grades 9-12

A full-year course designed to develop occupational competencies in bookkeeping. Course content encompasses the complete accounting cycle for both a service business and a merchandising business. Accounting procedures for both sole proprietorships and corporations will be covered. Opportunities for incorporation of computer technology into the instructional format will be provided.

BUS205 Retail Marketing .5 Credit Grades 10-12

Students will be introduced to the advanced concepts of retail management and marketing. Students will have one period of classroom instruction and two periods of hands-on experience working in the school store during a typical week. By operating the school store, students will learn the procedures related to pricing, markups, inventory, buying, and promotion. Students will learn to make realistic management decisions as they apply what they have learned in the classroom to the operation of the school store.

BUS215 Accounting II 1 Credit Grade 10-12

PREREQUISITE: Accounting I

NOTE: This course runs only in alternating years beginning with an even # (i.e. 2018-2019).

This course is an extension of the Accounting I course. The introduction of additional topics involving more complex accounting applications significantly extends the basic accounting concepts and skills.

BUS311 Personal Financial Management .5 Credit Grades 11-12

NOTES:

- *This course satisfies Economics credit requirement for graduation.*
- *This is a Project Running Start Course.*

FEES: Students interested in earning CCSNH credit will need to pay a \$150.00 (as of December, 2017) registration fee within the first few weeks of the course.

Prepare for your financial future! Today's economic times require informed citizens skilled in managing their finances. This class will help you create your own financial goals and budget, learn how to earn a high credit score, calculate/complete your 1040EZ federal tax return, and learn the details of saving, investing, banking, taxes, and insurance. You will complete a job application, resume, and cover letter to use as templates in your future job search.

BUS312 Sports & Entertainment Marketing .5 Credit Grades 11-12

NOTE: This course runs only in alternating years beginning with an even # (i.e. 2018-2019).

The sports and entertainment industry is a major component in the field of business and marketing. The industry is all around us – not just at ballparks and theaters, but at schools, on television, radio, in stores and on the Internet. This course will emphasize the importance of the industry and the role it plays in our society. Students will explore both the sports industry and the entertainment industry, focusing on real world business perspectives. Students will participate in marketing simulations, projects, and teamwork activities.

BUS315 Small Business Management**.5 Credit****Grades 11-12****NOTES:**

- *Grade 10 with permission of instructor*
- *This course satisfies Economics credit requirement for graduation.*

Make money doing something you love! This is a half-year course designed to provide a background in starting and managing a small business. We will focus on seven key content areas: students' role in a free market, the pillars of a free market economy, how the economies of the world work, business cycles, economics, entrepreneurship, and career development. Students will incorporate these content areas into the development of a modified business plan for a business of their own choice. You will also complete a job application, resume, and cover letter to use as templates in your future job search.

Information & Computer Technology

All high school students must earn .5 credits in Information & Communications Technology as required by the State. Students can satisfy this requirement by taking a course from the Information & Computer Technology offerings or by taking an identified elective in another curricular area.

ICT202 PC Applications**.5 Credit****Grades 9-12**

NOTE: *This is a Project Running Start Course.*

FEES: *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*

PC Applications will cover all software programs in the Microsoft Office Suite. All students upon graduating from high school should have a solid foundation of utilizing Word, PowerPoint, Access, and Excel. Students will also be learning the proper utilization of google classroom, google docs, google sheets, and other google applications.

ICT 201 Web Page Design & Desktop Publishing I**.5 Credit****Grades 10-12**

This is an introductory course to learn web page design using Adobe Suite. Students will plan and develop a basic Web site. They will use basic HTML and move to Photoshop editing techniques. Emphasis will be placed on creating, editing, and text-layout as well as other features. The Internet will be used as a resource for the assignments.

ICT 301 Web Page Design II**.5 Credit****Grades 11-12**

PREREQUISITE: *Web Page Design & Desktop Publishing I.*

NOTE: *This course runs only in alternating years beginning with an even # (i.e. 2018-2019).*

This course is an extension of the Web Page design concepts learned in the Web Page Design and Desktop Publishing course. The introduction of additional design topics including more effective website navigation, balanced use of graphics, text, and color will be covered. Students will plan and develop a well-designed Web site.

SCHOOL-TO-CAREER OPPORTUNITIES**OAP902 Work Experience****.5 Credit****Grades 11-12**

NOTE: *Students must have a job, provide their own reliable transportation, and have submitted an application to the School-to-Career Counselor prior to the start of the semester for which they desire credit. Monday single-block workshops are mandatory.*

This course presents a unique opportunity for a student to turn paid employment into a learning connection. The course includes a classroom component which addresses job-related skills and issues, combined with on-site experiences in an approved

workplace. The student will identify and be supervised under a mentor in an approved business or service setting. While the school may assist students in their job search, it is ultimately the student's responsibility to secure employment prior to the start date of the semester. Although desirable, this program is not required to relate to a student's career goal. Credit is based on mentor evaluations, weekly documented hours at the work site (a minimum of 70), and successful completion of classroom assignments. A maximum of one elective credit may be earned for Work Experience.

OAP903 Internship

.5 Credit

Grades 11-12

PREREQUISITES: Students must meet with the School-to-Career Counselor at least 2 weeks prior to the start of the semester to establish an NH Department of Labor-approved internship site. Dependable transportation to and from the internship site is the student's responsibility. Monday single-block workshops are mandatory.

An internship provides the opportunity for a student to explore, or "test-drive" a potential career in which they have an interest. With guidance and support at the workplace, the student completes a planned series of learning objectives or projects designed to give a broad understanding of the chosen career or job interest (approximately 35 hours at the worksite). The student will apply school-based learning and knowledge to real-world settings. The school will make every effort to establish an appropriate job-site, however placement is always contingent upon availability and is driven by student interest. Some examples of internships include: exploring teaching, veterinary medicine, accounting, journalism and resort management. Credit is based on a combination of mentor evaluations, documented worksite hours, classroom assignments and final project.

Job Shadow

Grades 9-12

NOTE: Parent permission and post-visit thank you note required.

A job shadow provides students with the opportunity to investigate a career in which they have an interest by visiting a business or non-profit organization to "shadow" an employee. School-to-Career Counselor will assist students in securing a NH Department of Labor approved full or half day job shadow experience. While a job shadow awards no credit, the hours can be used toward the JSRHS community learning graduation requirement.

FAMILY AND CONSUMER SCIENCE

Family & Consumer Science (FCS) is available to students in every grade level. The focus of the curriculum involves the interrelationships between personal well-being, family, community, and career. FCS integrates the knowledge taught in other disciplines and applies it to real-life experiences. FCS equips students for the future to: function as family members, consumers, citizens and wage earners. FCS provides students opportunities to develop the knowledge, skills, attitudes, and behaviors necessary to be successful in today's society.

FCS101 Foods & Nutrition

.5 Credit

Grades 9-12

This popular class is designed to introduce the students to basic nutrition and meal planning. The formation of good work habits and safety habits is also an important part of the course. Students will demonstrate basic cooking techniques while working in the kitchen. Some of the foods prepared in class include breads, pasta, cookies, cheese, fruits, vegetables, and pizza.

FCS102 Basic Sewing**.5 Credit****Grades 9-12**

NOTE: This course is not offered in the 2018-2019 school year.

This course is designed to teach basic sewing construction. Units will include the use and care of the sewing machine, understanding fabrics, and the selection and use of patterns when sewing. Projects include sports bags, simple garments, pillows, sewing with fleece, and various mini projects.

FCS202 Child Development**.5 Credit****Grades 10-12**

This course will serve as an introduction to child development, parenting, and childcare. Students will review reproduction and changes that occur during prenatal development, including positive and negative influences. Preparation for childbirth, caring for a newborn, positive parenting techniques, and characteristics of development at each stage of early childhood are also explored. Special topics studied include child abuse and neglect, the importance of good prenatal care, preparation for parenthood, and how to deal with emergency situations.

FCS203 Fashion & Clothing**.5 Credit****Grades 10-12**

NOTES:

- *This course satisfies the .5 credit graduation requirement for Fine Arts.*
- *This course is not offered in the 2018-2019 school year.*

Are you interested in learning about the fashion industry? Would you like to create your own clothes? Come join this “hands-on” project-oriented class. You will learn about clothing construction and fashion appreciation with a safe and correct use of sewing machines. Several projects, which vary according to student’s abilities, will give students an opportunity to create several articles of clothing. Pattern selection and interpretation, wardrobe planning, textiles, and fashion history from the 1500’s to the present are topics to be covered. Students will gain an understanding of career opportunities in fashion, design and technology.

FCS302 International Cooking**.5 Credit****Grades 10-12**

Travel the world in your kitchen; this class is your “passport” to learning! Exploring ethnic and regional foods will give you an opportunity to learn the customs, special ingredients, and cooking techniques used in other countries. You will develop skills in preparing foods such as salads, breads, soups, main dishes, and a variety of desserts. Culinary traditions, history and lore, as well as cultural protocols related to food are discussed.

FCS310 Independent Living**.5 Credit****Grades 11-12**

This course is designed to prepare students for the day-to-day challenges of adult living. Regardless of what lifestyle you choose, whether you go to college or start a career right away there are many considerations. This course will cover many aspects including career choices, applying for a job, finding an apartment, reading a lease, handling personal finances, meal management and nutritional aspects of food and food safety.

TECHNOLOGY EDUCATION

Technology Education offers students hands-on classes, which build confidence in working with hand and power tools. In addition to these specific skills, students will also learn about safety in the workplace, decision-making and problem solving, self-management, and the ability to work with others.

TEC102 Metalworking .5 Credit Grades 9-12

This course will offer the basic introduction into the area of material and processing with sheet metal. A strong emphasis is placed on safety. Students will be required to pass various tests on a variety of tools and machines. They will conduct themselves in a manner that will promote safety in regard to themselves and other students. A variety of techniques in working with sheet metal will be demonstrated and students will develop a small metalworking project. Additionally, students will be introduced to the terminology and safe operation of an oxy acetylene torch used for cutting and welding.

TEC103 Wood Manufacturing Technology .5 Credit Grades 9-12

This is a basic introduction to the area of material and processing with wood. A strong emphasis is placed on safety. Students are required to pass various safety tests on a variety of machines and topics. They are also to conduct themselves in a safe manner. A variety of small woodworking projects will be produced. Students will also be introduced to computer aided manufacturing by learning how to use the CNC (computer numeric code) machine, which will allow them to develop projects with ArtCam (computer aided manufacturing) express software and the I-carver engraving machine.

TEC110 Carpentry .5 Credit Grades 9-12

Carpentry is an introductory-level class open to all students in grades 9-12. The course will deal with the basic principles of Carpentry. Students will learn the basic names of structural building parts, and how these parts are assembled. Students will incorporate safety issues associated with carpentry. They will work in teams to construct a small shed or similar structure.

TEC116 Small Engine Repair and Overhaul .5 Credit Grades 9-12

SUPPLIES: Students will be responsible for any parts needed for their engines.

Students will study in depth various engine systems such as ignition, carburetion, and lubrication as well as engine construction and design. Much of the coursework will require students to perform a complete tear-down and reassembly on an L-head or an overhead valve small engine. Students may perform an overhaul on their own engine, with instructor approval. Students will learn the steps required to perform an overhaul including use of micrometers to measure engine parts and will extensively use the service and parts manual during the course.

TEC117 Outdoor Power Equipment Repair and Maintenance .5 Credit Grades 9-12

Students will study two and four stroke cycle engines as well as various engine systems such as ignition, carburetion, lubrication and cooling. Students will also study and perform routine maintenance and repairs on many different types of outdoor power equipment such as chainsaws, trimmers, lawn mowers, snow blowers, tillers and generators. Students will work on shop equipment and are encouraged to bring in their own equipment for repairs.

TEC120 Welding .5 Credit Grades 9-12

Welding is an introductory-level class open to all student in grades 9-12. Students will be introduced to the field of welding. Instruction will focus on safety, careers related to welding, basic metallurgy, metal working equipment, oxygen and acetylene cutting and welding, shielded metal arc welding (stick), gas metal arc welding (mig) and gas tungsten arc welding (tig). Students will be taught safe set-up and operation of equipment and how

to perform basic tasks such as: cutting, striking an arc and running beads, and performing several welds. They will be introduced to types of weld and welding position and perform various welds with the different equipment throughout the course.

TEC201 Advanced Woodworking .5 Credit Grades 9-12

PREREQUISITE: Intro to Wood Manufacturing Technology/Technology Education.

This course will offer the student the opportunity to work with wood and wood joints. The students will learn different ways to join wood together by building wood projects. This is a hands-on course. The use of different hand tools and power tools will be required. A strong adherence to safety rules and procedures will be followed.

ENGLISH

ALL STUDENTS ARE REQUIRED TO BE ENROLLED IN AN ENGLISH COURSE EACH YEAR.

All students are required to earn 4 credits of English and to take coursework each year in order to meet graduation requirements. Students will take English 9 & 10 during their first two years of high school and either American Studies or Advanced Placement English Language and Composition as juniors. During senior year, students choose one of three full-year Senior English classes: Senior English Seminar, College Composition, or Advanced Placement English Literature and Composition. An application process is required for both Advanced Placement Courses—English Language and Composition and English Literature and Composition.

ENG110 English 9 1 Credit Grade 9

ENG110 English 9 Honors 1 Credit Grade 9

Ninth grade English covers the broad spectrum of language arts, including reading, writing, researching, speaking and listening. The content of the course is designed to complement the World Cultures and Geography curriculum, so the selections read will often relate to the topics studied in the student's Social Studies class. The student will explore the short story, the play, the novel, and poetry, as well as nonfiction pieces. Vocabulary development and language usage are integral parts of the program. The writing process is reinforced through descriptive, narrative, and expository papers. The ability to develop ideas in a logical order and to write for a variety of audiences and purposes is a primary focus.

ENG201 English 10 1 Credit Grade 10

ENG210 English 10 Honors 1 Credit Grade 10

Tenth grade English continues to develop students' critical reading, writing, researching, speaking and listening, but the major emphasis is on writing and literature study. Students will further develop their narrative, descriptive, explanatory, and persuasive writing skills. Grammar and vocabulary are integrated into the writing activities. Students will read a variety of genres, including novels, plays, poetry, short stories, and nonfiction works. The content of the course is designed to complement the Western Civilization curriculum, so the selections read will often relate to the topics studied in the student's Social Studies class.

ENG560 AP English Language and Composition 1 Credit Grade 11

PREREQUISITES: Application & teacher recommendation required.

NOTES:

- *This class fulfills the English 11 requirement and must be taken with AP United States History.*
- *Summer reading will be assigned.*
- *Space in this class is limited.*

FEES: *Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

This course is a chronological survey of the canon of American literature. In studying the chronological spectrum of American Literature, we will explore reasons why perceptions about individualism, society, the environment, and human motivation changed as groups of writers were identified as Puritans, Rationalists, Romantics, Transcendentalists, Social Critics, Realists, and Modernists. A pivotal topic will be how the author explains his/her world and himself/herself. Whenever possible, our study will complement the AP US History curriculum. Students in this seminar-style class should have strong independent reading skills and be prepared to complete analytical assignments outside of class. This course prepares students to take the Advanced Placement Language and Composition exam in May; students who successfully complete the exam may qualify for up to one year's credit in English at their selected college.

English 11 - American Studies

2 Credits

Grade 11

ENG/SOC302A American Studies

NOTES:

- *This class fulfills both the English 11 and the US History requirement for graduation. In the event that a student fails this course, the teachers will determine whether one or both credits need to be remediated.*
- *The class meets for one block each day.*
- *It is important to remember that this class is two courses; assignments and expectations reflect the combined nature of the course.*

American Studies is a combined U.S. History and American literature course that examines the broad spectrum of American culture through its history and literature, as well as its art, music, and film. Topics include Puritanism, the individual, Romanticism, the Industrial Revolution, expansion, civil rights, and the role of the U.S. in the world at large. Students are challenged through small and large group activities, demonstrations, and frequent reading and writing assignments.

English 12

During senior year, students choose from Senior English Seminar, College Composition, and Advanced Placement English Literature and Composition.

ENG550 AP English Literature and Composition

1 Credit

Grade 12

PREREQUISITES: *Application and teacher recommendation.*

NOTE: *Space in this class is limited.*

FEES: *Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

This course engages students in the careful reading and critical analysis of literature from a variety of periods and genres. Students need strong reading and writing skills, along with independent study skills and self-motivation. This course prepares students to take the Advanced Placement Literature and Composition exam in May; students who successfully complete the exam may qualify for up to one year's credit in English at their selected college.

ENG570 College Composition

1 Credit

Grade 12

PREREQUISITE: *Teacher recommendation and at least proficient in American Studies.*

NOTE: *This is a Project Running Start Course.*

FEES: *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*

This year-long college-level English course is designed to teach students to write clear, vigorous prose and analyze college-level readings. College Composition is geared toward

students interested in earning college credit that may satisfy their college freshman English requirement, but may not be interested in taking Advanced Placement English Literature and Composition.

ENG420 Senior English Seminar

1 Credit

Grade 12

This year-long English class focuses on developing the particular reading, writing, research, presentation, and analytical skills that will prepare students for success in their chosen post-secondary program. Students will be challenged to read and analyze genres such as memoir, television media, graphic novels, and film. Writing and presentation work will prepare them for applying to college, getting a job, and being an informed, well-spoken member of their community, as well as support the required writing of the Capstone Project.

The following courses are English Elective courses. They do not meet the English requirement for graduation.

ENG401A Fiction Writing

.5 Credit

Grades 10-12

Note: This course is not offered in the 2018-2019 school year.

This course is a writing workshop for students who like to write, who want more time to write, and who would like to produce an impressive portfolio of their own fiction. Students learn techniques for expanding narratives, crafting characters, and creating settings and original plots. Reading modern short stories is a complement to the writing process. Students are encouraged to experiment in their choice of genre, voice, and writing style. Sharing of work through peer evaluation, student/teacher conferencing, and whole class reading are integral parts of this course.

ENG402A Women's Studies

.5 Credit

Grades 11-12

Note: This course is not offered in the 2018-2019 school year.

A class open to all genders, this course focuses not only on issues faced by young women of today, but also on commonalities between current and historical issues faced by women. The course involves analysis of women's social, economic, and spiritual roles as shown in current events and in literature. Books read may include *Reviving Ophelia*, *The Handmaid's Tale*, *Speak*, *Odd Girl Out*, and *Queen Bees and Wannabes*. Students are expected to participate in class discussion, as it is an important part of the course.

ENG403A Mass Media/JSR News

.5 Credit

Grades 11-12

How can people keep from being manipulated by commercials? What are the messages in popular TV shows? How can people determine whether or not the news is biased? What is the impact that the media have on our lives? Through reading written and visual texts and writing newspaper articles, blog posts, and journal entries, students in this course will sift through the varied media that bombard us every day. A goal of the course is to create authentic applications for the various topics we study by creating print advertisements, commercials, and news broadcasts.

ENG404A Film Studies

.5 Credit

Grades 10-12

NOTE: This course is not offered in the 2018-2019 school year.

This course is for students who enjoy films and who are committed to watching them seriously. This course is designed to teach students how to read a film; students will study how camera editing and sound techniques help films deliver a message. Students will watch some of the great classics, as well as some newer films, and analyze them in critical

analysis papers. Film terminology and history are stressed. The reinforcement and refinement of essential skills in language, composition, critical reading and viewing, along with research regarding film topics are also emphasized.

ENG406A Graphic Novels

.5 Credit Grades 10-12

If a picture is worth a thousand words, what happens when you put words and pictures together? This course will examine the elements and range of graphic novels from superhero stories to stories that shed light on history and politics. We will distinguish between comics and sequential art narratives and explore the long history of each. The principal text for the course will be *Understanding Comics* by Scott McCloud. We will also study acclaimed graphic novels by Neil Gaiman, Will Eisner, Alan Moore, and Art Spiegelman.

ENG408A Poetry Workshop

.5 Credit Grades 10-12

This course is a writing workshop for students who like to write poetry and want to produce an impressive portfolio of original work. Students learn to effectively use techniques such as imagery, rhyme, meter, and figurative language to enhance their writing. Students also learn several fixed forms of poetry as well as writing free verse. Reading and analyzing published poetry is a complement to the writing process sharing work through peer evaluation, student/teacher conferences, and whole-class reading is an integral part of the course.

ENG412A The Detective Novel & True Crime

.5 Credit Grades 10-12

NOTE: This course is not offered in the 2018-2019 school year.

The Detective Novel and True Crime are best-selling genres today due to their compelling content and readability. Students in this course will read detective novels and stories by authors such as Raymond Chandler, Sue Grafton, and Robert Parker. They will examine true crime classics such as *In Cold Blood* and *Helter Skelter*, as well as newer titles like *The Devil in the White City*, the story of America's first serial killer (a New Hampshire native). In spite of their gruesome subject matter, the detective and/or true crime story can provide insight into human psychology, sociology, the judicial system, journalistic ethics, and forensic science. Students and their parents should understand the often-disturbing nature of this literature before a student signs up for this course. Students will write responses to what they read.

ENG431A Shakespeare I: From Script to Screen

ENG432A Shakespeare II: From Page to Stage

1 Credit (.5 Credit/semester) Grades 10-12

This course will examine what makes the works of Shakespeare so enduring and so ripe with production possibilities. While studying Shakespeare's comedies, histories, and tragedies, students will examine how Shakespeare's characters and themes still ring true today. In this course, not only are students scholars, but also they are actors, directors, and critics. We will study modern adaptations like *O; Scotland, PA;* and *She's the Man* as well as more classic film and stage interpretations of the plays alongside the original texts. In the second semester, students will continue to study Shakespeare's comedies, histories, and tragedies with an emphasis on bringing the play to life. A goal of the second semester will be to share our understanding of Shakespeare with a wider audience through formal and informal presentations and performances. This Shakespeare class is designed for college-bound students who have an interest in dramatic literature and film. Students will be

expected to read aloud and perform parts of plays being studied in addition to writing formal and informal papers. Active participation is essential.

ENG434A British Literature

.5 Credit

Grades 11-12

NOTE: This course is not offered in the 2018-2019 school year.

What do Grendel, Lady Macbeth, and Bertha Rochester all have in common? How did Jonathan Swift propose to solve the poverty problems in 18th century Ireland? What did happen to “My Last Duchess”? These questions and others will be answered in British Literature. This course is a chronological survey of highlights of the canon of British Literature. Students should have strong independent reading skills and be ready to engage in seminar-style discussions in class and write analytically outside of class.

ENG664 Readers’ Circle

.5 Credit

Grades 9-11

Do you love to read, but wish that you had more time to explore new and exciting titles? Do you read a ton, but feel as though there is no one to talk to about your latest literary adventures? Or do you just think that you might benefit from extra time to read? If you answered “yes” to any of these questions, you should consider signing up for The Readers’ Circle. In this course, you will have the opportunity to read contemporary and classic literature. In addition, you will also have the opportunity to select titles of your own choosing.

Reading and Writing Support Classes

The high school reading program includes classes that are **required** for students who demonstrate specific areas of need that are identified through assessments that are determined appropriate by school personnel. All reading classes are for elective credit.

Content Literacy – The purpose of this course is to improve each student’s reading, writing, and study skills. This work will build student skills and confidence. Students will utilize before, during, and after reading strategies to work on improving skills like visualization, questioning, and making connections. Students will also work to increase their reading fluency and increase their vocabulary. Focusing on these skills will improve overall comprehension of a variety of texts. This work will take place in an individual, small group or whole class setting.

FINE AND PERFORMING ARTS

Fine Art courses include the Theatre Arts, Visual Arts and Music and are an integral part of our educational program. The arts stimulate creativity in problem solving. They challenge students’ perceptions and teach them to look at the world around them in new ways. By studying the arts, students develop skills in concentration, organization, problem solving, effective listening, artistic judgment, leadership, and self-discipline. Students need .5 credit to meet graduation requirements.

VISUAL ARTS

The Fine Arts Department offers a variety of engaging courses designed to introduce all students to the Elements and Principles of Art through a wide variety of art mediums. It is recommended that first year students take 2D and/or 3D Art. Students planning on

pursuing AP Art as a senior should map out a multi-year plan with their school counselor or an Art Educator that includes taking Drawing, Painting, Advanced Drawing and Painting prior to senior year.

FA110 2D Art & Design .5 Credit Grades 9 -10

This studio course explores the Elements and Principles of Art through two-dimensional design. Students will learn the basic concepts of drawing, perspective, color theory, painting, printmaking and collage. Students will learn technical skills while working with the expressive possibilities of diverse media such as graphite, ink, acrylic paint, watercolor, and pastels. Art History will be included in the curriculum throughout the semester.

FA112 3D Art & Design .5 Credit Grades 9-10

This studio course explores the Elements and Principles of Art through traditional and contemporary sculpture. Students will learn additive and subtractive methods of working with a wide variety of materials such as wire, plaster, wood, clay, and found objects. Students will learn technical skills while problem solving as they explore the expressive possibilities of diverse media. Students will also study the historical context of specific sculptures, sculptors, and movements. Students will also learn safe and appropriate use of tools and materials.

The following courses are open to all students in grades 10-12. While not required, it is recommended that students have taken either 2D or 3D art, unless otherwise noted.

FA103 Creative Arts .5 Credit Grades 10-12

This course will offer in-depth exploration of techniques and new ways to see, create and interpret art. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink. Techniques will include various forms of printmaking, collaging, painting, mixing, cutting and assembling. Students will explore paint pouring and resin coating. This course is designed to give students a wide variety of art-making experiences and allows students to continue to explore various visual art forms and techniques through the Elements and Principles of Art and Design. Students will produce original artworks and learn skills and techniques associated with a variety of art media and careers. Emphasis will be placed on the development of technical skills and personal style.

FA104 Ceramics I .5 Credit Grades 10-12

Ceramics I will predominately explore hand-building techniques. Students will learn about various glazes and firing techniques. Students will create functional and sculptural pieces, understand and practice safety measures, and explore the history and cultures, which have contributed to ceramic production.

FA115 Drawing .5 Credit - Fall Semester Grades 10-12

This drawing course expands upon prior skills gained in the 2D or 3D class. Students will study various methods of drawing with an emphasis on observational work. Through a variety of media such as pencil, charcoal, pastel, and ink students will gain the skills to render realistic drawings. Subject matter may include found objects, portrait, landscape, and figure. Art History will be introduced as a means to understand the drawing styles, media, and artists of certain time periods.

FA116 Painting**.5 Credit - Spring Semester Grades 10-12**

This painting class builds upon skills and knowledge learned in prior coursework. Students will work with a wide variety of painting media including watercolor, acrylic, ink, and oils while working from direct observation. Techniques such as blending, over and under painting, texturing, and layering will all be explored. Subject matter may include found objects, landscape, and portrait. Art history will be introduced as a means to understand the drawing styles, media, and artists of certain time periods.

FA202 Photography I**.5 Credit Grades 10-12**

NOTE: Students are encouraged to be equipped with a SLR film camera, but it is not required.

This course will teach students how to shoot and develop photographs beyond the everyday snapshot. Students will primarily be using a film camera and printing images in the darkroom, though some work will be done digitally using Adobe Photoshop. The elements of art and principles of design and a variety of compositional techniques will be explored. Topics of study include the history and technology of photographic arts, careers in photography, cityscape fieldwork, environmental portraits, and still life abstractions. Field work is a component of this class.

FA206 Sculpture & Clay**.5 Credit Grades 10-12**

Students will work with a variety of media including wire, wood, plaster, molds, clay, and stone. Emphasis will be on additive and subtractive methods of sculpting while solving complex visual problems. Students will gain an understanding of traditional and contemporary sculpture as it relates to their own work through visual presentations and research. Students will learn technical skills, safe and appropriate use of tools and materials, and gain an understanding of the expressive possibilities of diverse materials.

FA207 Graphic Arts & Design**.5 Credit Grades 10-12**

NOTE: This course satisfies the .5 credit graduation requirement for either ICT or Art, but not both.

This is an advanced course most suitable for juniors and seniors. This course combines traditional graphic design with computer technology. Students will study design techniques focusing on the elements and principles of design. Color theory and page layout will be explored through the creation of fliers, brochures, logos, business cards, and posters. This class takes place primarily in the computer graphics lab using the Adobe Suite: Illustrator, Photoshop and In Design. Some artwork will be created by hand with pen & ink and silk screening techniques. Students will be introduced to digital photography and file formats including various digital printing techniques. This course will approach creative problem solving from the graphic designer's perspective. Topics of study include service learning projects, careers in design, and fieldwork pertaining to the subject matter.

FA208 Ceramics II: Advanced Studies in Clay**.5 Credit Grades 10-12**

PREREQUISITE: Ceramics I.

This is an advanced class in which students will explore various modes of working with clay that include hand-building and wheel-building techniques. Students will focus on creating their own individual body of work based on themes and complex clay techniques. Wheel work will explore forms such as bowls, mugs, vases and large forms. In hand-building, students are encouraged to explore mixed technique forms, functional and non-functional work, and the creation of a series. Students may also experience Raku firing and explore advanced glazing and surface decoration techniques. Contemporary clay artists and local NH Potters will be studied.

FA210 Glassworks .5 Credit Grades 10-12

Students interested in working with glass will learn how to safely cut and shape glass while creating projects such as mosaics, stained glass, kiln formed (fused glass) and glassblowing (off campus). Students will learn the process of selecting appropriate glass for each project, what tools and supplies are needed, how to prepare a surface or substrate and how to select and apply adhesives and cement. The history of stained glass in various cultures and contemporary glassworks will be studied and used as reference.

FA301 Advanced Drawing & Painting 1 Credit Grades 11-12

PREREQUISITE: Drawing and Painting or teacher permission.

This course is designed for art students interested in continuing their study of drawing and painting at an advanced level or plan on taking AP Studio Art. Through a variety of media such as acrylic, oils, watercolor, charcoal, ink, and pastels, students will increase technical skill. A wide range of subject matter and styles will be explored including still-life, portraiture, abstraction, landscapes, and mixed media. The course will rely upon direct observation in order to strengthen individual styles and skills.

FA304 Art History: From Greeks to Graffiti- Fall Semester .5 Credit Grades 10-12

Art History is an introductory course that explores artwork from various periods in time with a heavy focus on Greek and Egyptian mythology and history, Medieval art and the Renaissance. This is an excellent course for students who are interested in art but do not necessarily want a “hands on” experience. The course focuses on the different techniques and styles utilized through history to tell stories and record humanity.

FA306 Digital Art & Photography .5 Credit Grades 10-12

PREREQUISITE: Graphic Arts and Design or Intro. to Photography/Photography I.

NOTE: Students are encouraged to be equipped with a digital camera, but it is not required.

This course builds upon the knowledge and skills learned in previous art classes. Students will learn to use a DSLR and automatic digital cameras to create dynamic images in Adobe Photoshop. Students will further explore color theory, as well as compositional and creative techniques. Students will be introduced to file formats including jpeg and raw, color correction, and exposure controls. Topics of study include Photoshop layers, photo restoration, panoramas, photomontages, contemporary photography, and careers in photography. Students will work with drawing tablets and explore digital drawing.

FA307 Photography II .5 Credit Grades 10-12

PREREQUISITE: Intro to Photography/Photography I.

NOTE: Students are encouraged to be equipped with a SLR film camera, but it is not required.

This course builds upon the knowledge and skills learned in Intro to Photography/Photography I. Students will be using 35mm and/or 120 film for darkroom printing and experimental exposures. They will further explore a variety of equipment including lens, filters, and tripods and apply both natural and studio lighting. Emphasis is placed on the creation of a portfolio of photographs that demonstrates a personal theme, skill, and creativity. Topics of study include contemporary photography, panoramic landscapes, photomontages, cityscape fieldwork, and careers in photography.

FA550 AP Studio Art: The Drawing Portfolio 1 Credit Grades 11-12

PREREQUISITE: Advanced Drawing & Painting or teacher permission.

FEES: Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).

This rigorous curriculum is derived from the College Boards Advanced Placement Studio Art program, which believes secondary school students are capable of performing at the

college level. The goal is to complete the AP portfolio requirements and send portfolios to the College Board in May during the nationally scheduled AP Studio Art Portfolio collection.

THEATRE

The following courses in theatre are designed to give practical experience to students that they may apply in a variety of career paths. Both performance and technical classes provide specific theatre content, and help students practice critical thinking, engage in creative problem solving, and build confidence in presentation and performance.

THR102 Acting I **.5 Credit** **Grades 9-12**

Acting I provides students with a low-risk environment in which to work on performance skills. Students will learn how to develop a character for performance. They will participate in exercises in movement, voice, imagination, observation and concentration to strengthen these individual skills. They will also learn the process of analyzing, creating and rehearsing a character - a process that requires critical thinking, goal-setting and disciplined practice techniques. Students will also practice collaboration and cooperation as they work with their classmates in scene study. This class prepares students for Acting II, Improv! and Directing.

THR108 Technical Theater I **.5 Credit** **Grades 9-12**

NOTE: Attendance is required at one evening performance of the play presented for an audience by the end of the semester.

In this class, students will be introduced to the backstage process of putting on a theatrical production. After this introductory unit, student will have the opportunity to choose a technical area of concentration and will begin work on building the technical aspects for a play that will be presented for an audience by the end of the semester. The areas of concentration that students can choose are: Costume, Make-Up, Set & Props or Lights & Sound. Once a concentration is chosen, students will learn the tools and techniques of the chosen area and be introduced to the process of building and refining a design for stage production.

THR208 Technical Theatre II **.5 Credit** **Grades 9-12**

PREREQUISITE: Technical Theater I or Teacher Permission

NOTE: Attendance is required at the evening performance of the play presented for an audience by the end of the semester.

Students who are experienced in the basic tools and techniques of a chosen concentration of technical theatre (Stage & Publicity Management, Costume, Hair and Make-Up, Set & Props or Lights & Sound) will be ready to take this course, in which they will learn how to develop and create original designs for a theatrical production. Students in this course will be involved in choosing a script for performance and learn management responsibilities throughout production. They will create designs with a professional level of detail, and these designs will be featured in a production in front of an audience at the end of the semester.

THR202 Directing **.5 Credit** **Grades 10-12**

PREREQUISITE: Acting I and Acting II or Improv!

The directing student will learn the basics of choosing a script. Through analyzing, staging, and rehearsing that script, directing students will create a comprehensive vision for each piece they direct. That vision will guide their choices in stage composition and technical design. Students will be expected to act in scenes directed by fellow students.

THR205 Improv!**.5 Credit****Grades 10 -12****PREREQUISITE:** *Acting I or Teacher Permission.***NOTES:**

- *This course runs only in alternating years beginning with an even # (i.e. 2018-2019).*
- *Students will prepare for and perform in at least one performance for a live audience outside of the regular school day.*

So, you want to be like those guys on *Whose Line Is It, Anyway?* This class is the place to learn how to do improv well. Students will learn and practice various forms of improv and explore all of the ways that improvised theatre is used in performance, in rehearsal, and in careers outside of theatre.

THR207 Acting II**.5 Credit****Grades 9-12****PREREQUISITE:** *Acting I or Teacher Permission***NOTE:** *Attendance is required at the evening performance of the play presented for an audience at the end of the semester.*

This more advanced performance class focuses on developing the skills of the individual performer. Students will continue to build their analytical skills and communication skills. They will read about different theories of acting, and practice various techniques and styles of acting. This class provides an authentic opportunity to practice audition, rehearsal and performance skills. Students in this class will prepare monologues for auditions, practice skills in scene study and prepare a role for a public performance at the end of the semester.

MUSIC

The instrumental and choral programs will encourage creativity as well as provide an opportunity for performance and musical growth to students who elect to take these courses. Through the non-performance classes, we provide an opportunity for students with less interest in performance to experience music and its impact on our culture.

MUS103 Songwriting**.5 Credit****Grades 10-12****PREREQUISITE:** *Any other John Stark music course or teacher permission.***NOTE:** *This course satisfies the .5 graduation requirement for ICT credit.*

This course is for students interested in writing, arranging and performing their own music. Students will learn basic music theory and composition techniques, including melodic principles, chord theory, and basic keyboard and lyric writing skills. Students will also learn to use the latest music technology including notation (*Noteflight*) and sequencing (*Garageband*) software. Students will be assessed through written quizzes, journaling and weekly composition assignments. A significant portion of the material will be accessed online. Opportunities for performance of student work will be offered as well as interdisciplinary work composing music for other classes, events, etc.

MUS105 Concert Band**1 Credit****Grades 9-12****NOTES:**

- *In the rare case that a student wants to be enrolled in Concert Band, but does not have room for a full-year elective, that student can seek instructor permission to take Concert Band for one semester only for .5 credit.*
- *Practice time at home, as well as participation in all Concert Band performances, is required.*

SUPPLIES: *Students should provide their own instruments. In some instances, the school may be able to provide instruments.*

This is a course for students who have previous experience playing a band or string instrument (flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, euphonium, violin, viola, cello, bass, percussion). Through rehearsals, performances, and written work,

students will gain a basic knowledge of music theory, history, and appreciation while gaining proficiency on their instrument. Students will also learn to function as part of an ensemble and will develop skills in listening and improvisation. This is NOT a beginning instrumental course.

MUS106 Stage Band .5 Credit Grades 10-12

PREREQUISITES: Audition and participation in one of the following: Concert Band, Concert Chorus, Piano II, or Guitar II.

NOTES:

- *Stage Band meets the entire year for two mornings (7:10-8:10 am) per week.*
- *Practice time at home, as well as participation in all Stage Band performances, is required.*

Stage Band is for more advanced students who desire to improve their instrumental skills in various popular music styles. Students will work on reading and performance skills as well as improvisation. They will learn non-traditional theory and jazz and popular music history and appreciation through the repertoire played each semester.

MUS110 Concert Chorus 1 Credit Grades 9-12

NOTES:

- *In the rare case that a student wants to be enrolled in Concert Chorus, but does not have room for a full-year elective, that student can seek instructor permission to take Concert Chorus for one semester only for .5 credit.*
- *Practice time at home, and participation in all chorus activities, is required.*

Chorus is a performance class and is open to students who have the willingness and the desire to sing. Through rehearsal and written work, basic knowledge of music theory, history and appreciation is learned, as well as developing proper singing technique.

MUS111 Select Chorus .5 Credit Grades 9-12

PREREQUISITES: Audition and either participation in Concert Chorus or instructor permission.

NOTES:

- *Practice time at home is required.*
- *Students must take part in all Music Department performances.*
- *The class meets one day a week throughout the year for 90 minutes after school.*

Select Chorus is an auditioned group for advanced singers who desire to improve their vocal skills and sing more challenging music than Concert Chorus. Students will sing music of all styles.

MUS113 Introduction to Singing for Guys .5 Credit Grades 9-12

NOTE: This course may be taken twice in the same year for 1 credit.

In this class students will learn about singing from the male perspective, improve their vocal skills while exploring a variety of genres, and develop basic songwriting and arranging skills. This is a class for beginners.

MUS120 Guitar I .5 Credit Grades 9-12

NOTE: Practice time outside of class will be required.

SUPPLIES: Students **MUST** provide their own acoustic guitar.

This course is for beginning guitar students. Students will learn to read music notation, as well as chord charts and basic music theory needed to play guitar. Mastery will be shown through various written and performance quizzes.

MUS121 Piano I .5 Credit Grades 9-12

NOTE: Practice outside of class will be required.

This course will take you from being a beginning pianist, to being able to play different styles of music. Expect to study music theory, reading various styles of sheet music, fingering and dexterity exercises, basic composition, and basic vocal accompaniment.

MUS220 Guitar II

.5 Credit

Grades 10-12

PREREQUISITE: Guitar I with a grade of B or better or Instructor Permission.

NOTES:

- *This course will run only in alternating years beginning with an even # (i.e. 2018-2019).*
- *Practice time at home is required.*

SUPPLIES: Students will need their own instruments.

This course is a continuation of the beginning guitar course offered. Students will continue to work on reading and performance skills, which will be a more important component of this course than in beginning guitar class. An overview and study of all styles of music will be looked at and performed in this class. Mastery will be demonstrated through performances. Instructor permission will be granted if all skills from Guitar I can be demonstrated.

MUS221 Piano II

.5 Credit

Grades 10-12

PREREQUISITE: Piano I with a grade of a B or better or Instructor Permission.

NOTE: Owning a piano/keyboard is not necessary.

This course is designed to be a continuation of Piano I. Students are expected to begin the class with a basic knowledge of Western musical notation and the modern keyboard. Through in-class practice and performance, students will improve their ability to prepare and perform music, sight-read, improvise, compose, analyze, and evaluate. In addition to in-class performances, students should expect to complete some written assignments and research projects.

MUS540A Advanced Music Seminar

.5 Credit

Grades 11-12

PREREQUISITES: At least two John Stark music classes and instructor permission.

Advanced Music Seminar is a class for students with a strong demonstrated interest in music, and a record of success in music department classes at John Stark. This year-long course will investigate some music history and focus on an in-depth study of music theory. Depending on course make-up, students may also have the opportunity to form small chamber ensembles with their classmates and perform as an extension of the curriculum. Interested students will need to pass a basic placement test demonstrating fundamental musical understanding and the ability to work both independently and collaboratively with their peers.

MUS122 Drumming

.5 Credit

Grades 9-12

This course is an introductory course that surveys various drumming styles from around the world. Students will learn how to read various styles of drumming notation and will develop performance skills on a variety of percussion instruments as they learn about the cultural significance of these varied styles. Students will also spend some time making their own percussion instruments. Styles covered will include African drumming, bucket drumming, Latin drumming and Japanese Taiko drumming. No previous musical experience is necessary, just a love of music and drumming.

HEALTH AND PHYSICAL EDUCATION

It is the goal of the Physical Education and Health program to provide graduates with opportunities to expand their knowledge of health issues, wellness, and exercise. Students will be prepared for lifetime fitness and healthy decision-making and will have additional opportunities to increase their knowledge and experience through the additional electives offered.

HPE100 Adaptive Physical Education .5 Credit Grades 9-12

NOTE: This course does not satisfy graduation requirements for Health, PE & Wellness.

Adapted Physical Education is a full year course that provides students with the skills necessary for a lifetime of recreation and sports experiences to enhance physical fitness and wellness. This is a full year course and is graded on a pass/fail basis. Students work on motor coordination, strengthening, balance, stretching, bilateral coordination, teamwork, agility, and core strengthening. These skills improve students' overall health and well-being within the school environment as well as outside of school. The skills assist in improving social skills, attention, posture, and motor ability.

HPE120 Health .5 Credit Grades 9-10

The major goal of this course is to allow students to make knowledgeable decisions in leading a healthy life. Topics include: self-esteem, suicide prevention, stress awareness and management, substance abuse, nutrition, body image, eating disorders, and human sexuality.

HPE101 Physical Education I .5 Credit Grades 9-10

Open to freshmen and sophomores only; one semester required for graduation.

The focus of this course is to teach students the basic principles and concepts of physical fitness and how to apply them to lifelong fitness. A varied program is offered including aerobic and skill-related team activities. This course also includes lectures and labs on the benefits of exercise and the problems associated with inactivity, rules and regulations of team activities, principles of health-related physical fitness, basic human anatomy through muscle identification, and team-building through Adventure Education. Students will also determine their own physical fitness through participation in the physical fitness testing. Expectations include active participation, proper dress, and written performance.

HPE201 Physical Education II .5 Credit Grades 10-11

PREREQUISITE: Physical Education I.

The focus of this course is to continue to explore the relationship between fitness and its application to a healthy lifestyle. Students will be exposed to a variety of lifetime fitness activities. This course includes the principles of health-related physical fitness, setting and accomplishing Fitness and Health goals, a basic introduction to weight training, and team building through Adventure Education. Expectations include active participation, proper dress and written performance.

HPE301 Leading the Way to Wellness (PE III) .5 Credit Grades 11-12

PREREQUISITES: Physical Education I & II.

The primary emphasis of this course will be for students to develop leadership skills through team teaching, coaching, and officiating. The students will develop skills through activities including weight training and conditioning, field and court lead-up games, game competition, and other activities. Indoor and outdoor adventure activities will also be

included. Students will learn that they have the power to become leaders and have control of their own fitness. It is expected that students will actively participation.

HPE302 Personal Fitness

.5 Credit

Grades 11-12

PREREQUISITES: Physical Education I & II.

The emphasis of this class will be on individual fitness and health. Topics covered will include: terminology, types of exercises, principles and safety considerations in resistance training; participating in and constructing optimal personal fitness programs; health-related fitness components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition); nutrition and supplements; and other topics associated with a healthy lifestyle. Grades will be based on active participation, preparation, and written assessments. Students who elect this course should be serious about learning and participating in the improvement of their personal fitness through lectures and activities. The class does not solely consist of just lifting weights. Because weight training is physically demanding, and when improperly performed dangerous, it is expected that students will respect the rules and regulations of the class.

HPE303 Outdoor Leadership

.5 Credit

Grades 11-12

PREREQUISITES: Physical Education I & II.

FEES: This course requires additional costs. Scholarships are available.

Students will be challenged both physically and mentally as the course's focus shifts from participating to leading challenging educational experiences. Students will learn group facilitation skills, challenge initiatives, ropes course facilitation, skills related to wilderness trips, and risk management while working with the entire class. Students should understand that this is a LEADERSHIP course, not strictly an outdoor experience. Expectations for this class are the completion of academic work, participation in ALL activities and attending ALL trips (day and overnight).

HPE304 Health II

.5 Credit

Grades 11-12

PREREQUISITE: Health.

Fees: This course requires minor additional costs for certifications.

Developing a healthy lifestyle is a lifelong goal. During this class we will explore the benefits of developing habits and making the right choices towards a goal of maintaining and improving overall health and wellness. Topics will include stress management, drug and alcohol awareness and prevention, human sexuality, nutrition, and CPR and First Aid Certification.

HPE306 Walking for Wellness

.5 Credit

Grades 11-12

PREREQUISITE: Physical Education I & II.

This course introduces fitness through walking. Emphasis is on stretching, conditioning exercising, proper clothing, hydration needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

HPE307 Mind & Body Wellness

.5 Credit

Grades 11-12

PREREQUISITE: Physical Education I & II.

Stress management gives students the experience of learning and applying stress management techniques and stress reduction methods. Mind and body stress management techniques will be learned, practiced, and applied. Stress reduction methods will also be taught to empower students with the tools to reduce the amount of stress in their lives. Through the application of stress reduction and stress management techniques students will enhance their health and wellness.

HPE308 Self-Defense for Women**.5 credit****Grades 11-12***Prerequisite: Successful completion of Physical Education I & II.*

This course is modeled on the nationally recognized Rape Aggression Defense (RAD) Basic Personal Defense System, which is utilized throughout New Hampshire. Students will learn awareness, prevention, risk reduction, and risk avoidance while moving on to basic hands-on defense training. RAD is not a martial arts program; rather a program that empowers students to combat various types of assault by providing them with realistic physical and non-physical options for self-defense.

MATHEMATICS

Students must earn a minimum of 3 credits in mathematics, including successful completion of Algebra and Geometry through Integrated Algebra/Geometry I & II. It is recommended that students preparing for college complete at least Integrated Algebra/Geometry III (Algebra II). **Three suggested course sequences are outlined below. Incoming freshmen should select a course from the “Grade 9” column. Other students should find the course in which they are currently enrolled and select a course from the box to the right.**

Per NH RSA 186:8 VII, students in the **Class of 2020 and beyond** must attain competency in mathematics for *each year* in which s/he is in high school through graduation. Per the statute, this may be done through “satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied.” These courses include:

- Accounting I
- Physics
- Accounting II
- AP Physics
- Personal Financial Management
- Intro to Engineering Design
- Chemistry Honors
- Principles of Engineering
- AP Chemistry
- Computer Integrated Manufacturing

Grade 9	Grade 10	Grade 11	Grade 12
Integrated Algebra/Geometry Daily with Math Tech	Integrated Algebra/Geometry I	Integrated Algebra/Geometry II Senior Math	Integrated Algebra/Geom. III Senior Math
Integrated Algebra/Geometry I	Integrated Algebra/Geometry II	Integrated Algebra/Geometry III Practical Math with Consumer Topics Senior Math	Pre-Calculus Pre-Calculus Honors Calculus AP Calculus AB/BC

Honors Integrated Algebra/Geometry II	Honors Integrated Algebra/Geometry III	Pre-Calculus Pre-Calculus Honors Senior Math	Topics in Applied College Math Practical Math with Consumer Topics
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MAT100 Mathematics Tech

1 Credit

Grade 9

PREREQUISITE: Recommendation of 8th grade math teacher and/or permission by the department coordinator.

NOTE: This course does not fulfill a math requirement for graduation and must be taken concurrently with Integrated Algebra/Geometry Daily

This course is designed for grade 9 students who require additional time or support to be successful in their high school mathematics courses. Course content includes review of basic math facts and fluency, as well as additional support in their current math class.

MAT100A Integrated Algebra/Geometry Daily

1 Credit

Grade 9

PREREQUISITE: Recommendation of 8th grade math teacher and/or permission by the department coordinator.

NOTE: Must be taken concurrently with Math Tech.

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

Integrated Daily is designed for students who need additional foundational knowledge before taking Integrated Algebra/Geometry I. Among the topics of study will be data and graphs, ratios, proportions, beginning algebra concepts, solving and graphing equations, two and three dimensional geometrical concepts, and real number operations. Successful completion of Integrated Daily will prepare students to take Integrated Algebra/Geometry I as a next course.

MAT100B Integrated Tech

1 Credit

Grade 9

PREREQUISITE: Recommendation of 8th grade math teacher and/or permission by the department coordinator.

NOTE: This course does not fulfill a math requirement for graduation and must be taken concurrently with Integrated Algebra/Geometry I.

This course is designed for students enrolled in Integrated Algebra/Geometry I who require additional support to be successful in their high school mathematics course. Course content includes review of pre-requisite skills necessary for success in Integrated Algebra/Geometry I, as well as additional support on current course material.

MAT106 Integrated Algebra/Geometry I

1 Credit

Grades 9-10

PREREQUISITE: Integrated Algebra/Geometry Daily or 8th grade math.

NOTES:

- *This course satisfies .5 credit of the Algebra graduation requirement and .5 credit of the Geometry graduation requirement.*
- *Students who complete this course must take Integrated Algebra/Geometry II to satisfy the remaining full algebra and geometry requirements for graduation.*

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

The concepts discussed will include data and graphs, problem solving with variable expressions and equations, as well as solving and graphing inequalities and linear functions. The geometry portion will cover two and three dimensional geometry concepts including triangles, polygons, congruency, transformations and coordinate plane geometry.

MAT206 Integrated Algebra/Geometry II **1 Credit** **Grades 10-11**

PREREQUISITE: Integrated Algebra/Geometry I.

NOTE: This course must be taken following Integrated Algebra/Geometry I to satisfy the Algebra and Geometry requirements for graduation.

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

The concepts discussed will include exponents and radicals, operations with polynomials, solving absolute value equations and inequalities, solving and graphing quadratic equations, as well as probability topics. The geometry portion will cover three-dimensional geometry concepts, logic and reasoning, similar triangle proofs, and right triangle trigonometry.

MAT207 Integrated Algebra/Geometry II Honors **1 credit** **Grades 9-10**

PREREQUISITE: Successful completion of Integrated/Algebra Geometry I as an eighth grader, placement test scores, and department coordinator's permission.

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

The concepts discussed will include exponents and radicals, operations with polynomials, solving absolute value equations and inequalities, solving and graphing quadratic equations, as well as probability topics. The geometry portion will cover two-dimensional geometry concepts, logic and reasoning, similar triangle proofs, quadrilaterals and right triangle trigonometry. Students need to be aware this course requires extensive preparation outside of class as well as a focused effort in the classroom.

MAT307 Integrated Algebra/Geometry III **1 Credit** **Grades 11-12**

PREREQUISITES: Integrated Algebra/Geometry II or department coordinator's permission.

SUPPLIES: A graphing calculator (TI-83 or higher) is recommended.

This is the third course of a three-year sequence that offers a mix of algebra and geometry topics, preparing students for more advanced mathematics. Algebraic topics will include solving and graphing polynomial, rational, logarithmic, exponential and radical equations. The geometry portion of the course will cover concepts related to three-dimensional solids and circles.

MAT317 Integrated Algebra/Geometry III Honors **1 Credit** **Grades 10-12**

PREREQUISITES: Geometry Honors, Honors Integrated Algebra/Geometry II or department coordinator's permission.

SUPPLIES: A graphing calculator (TI-83 or higher) is recommended.

This course is for the very capable mathematics student and is the third course of a three-year sequence that offers a mix of algebra and geometry topics, preparing students for more advanced mathematics. Algebraic topics will include solving and graphing polynomial, rational, logarithmic, exponential and radical equations. The geometry portion of the course will cover concepts related to three-dimensional solids and circles. Students need to be aware this course requires extensive preparation outside of class, as well as a focused effort in the classroom.

MAT318A Pre-Calculus **1 Credit** **Grades 11-12**

PREREQUISITES: Honors Integrated Algebra/Geometry III or minimum 85 average in Integrated Algebra/Geometry III or teacher recommendation.

NOTE: The class is designed to prepare students for Calculus their senior year, or as a college freshman.

SUPPLIES: A graphing calculator (TI-83 or better) is recommended.

This course draws together three years of mathematics (Integrated Algebra/Geometry I, II and III). First semester, students will solve problems using their knowledge of number systems, quantity and algebraic concepts, as well as demonstrate the ability to interpret, analyze, model and manipulate functions. Second semester will emphasize the six basic

trigonometric functions, as well as analyzing and describing the limits of functions, sequences and series. Students need to be aware this course requires extensive preparation outside of class, as well as focused effort in the classroom.

MAT320 Pre-Calculus Honors **1 Credit** **Grades 11-12**

PREREQUISITES: Minimum of an 85 average in Honors Integrated III and teacher permission.

NOTE: The class is designed for those students with a special interest in taking AP Calculus during their senior year.

This honors course draws together three years of mathematics (Integrated Algebra/Geometry I, II and III) faster, and in more depth than Pre-Calculus. First semester students will solve problems using their knowledge of number systems, quantity and algebraic concepts, as well as demonstrate the ability to interpret, analyze, model and manipulate functions. Second semester will place an emphasis on the six basic trigonometric functions, as well as analyzing and describing the limits of functions, sequences and series. Students need to be aware this course requires extensive preparation outside of class, as well as focused effort in the classroom.

MAT355 Senior Math **1 Credit** **Grades 11-12**

PREREQUISITE: Successful completion of Integrated Algebra/Geometry II.

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

This course is intended to prepare students for a college algebra or entry-level college mathematics course. Through this course, students will model and apply algebraic concepts including polynomials and rational expressions, linear equations and inequalities, quadratic equations and systems of linear equations to real world problems.

MAT340 Topics in Applied College Mathematics **1 Credit** **Grades 11-12**

PREREQUISITE: Algebra 2 or Integrated Algebra/Geometry III with a grade of "C" or higher or the department coordinator's permission.

NOTE: This is a Project Running Start Course.

FEES: Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

This course is designed to expose the student to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics include: number theory and systems, functions and modeling, finance, geometry, measurement, probability, statistics, and selected subtopics related to the student's anticipated field of study.

MAT351 Practical Math with Consumer Topics **1 Credit** **Grades 11-12**

PREREQUISITE: Successful completion of Integrated Algebra/Geometry II.

SUPPLIES: A simple scientific calculator (TI-30) is recommended.

Emphasis in this course will be placed on the practical application of math. Students will be asked to deepen their knowledge of basic math skills through problem solving activities that cultivate a growth mindset. Topics of study include income, investments, purchases, loans and budgeting, probability, statistics, and mathematical applications. Most importantly, students will explore basic mathematical skills that are essential for success in the real world.

MAT405A Calculus **1 Credit** **Grade 12**

PREREQUISITE: Pre-Calculus.

SUPPLIES: A graphing calculator (TI-83) is strongly recommended.

This course covers the standard contents of a first year calculus course. Emphasis is placed on differentiation and integration and their applications. Students need to be aware this course requires extensive preparation outside of class, as well as focused effort in the classroom.

MAT550 AP Calculus AB

1 Credit

Grade 12

PREREQUISITES: *Honors Pre-Calculus and permission of instructor.*

NOTE: *This is a Project Running Start Course.*

FEES:

- *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*
- *Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of November 2017).*

SUPPLIES: *A graphing calculator (TI-83) is required but a TI-84 Plus is preferred.*

This course covers the standard contents of a first year calculus course. Emphasis is placed on limits, differentiation and integration and their applications more quickly, and in more depth than Calculus. Students need to be aware this course requires extensive preparation outside of class, including summer preparation, as well as focused effort in the classroom.

MAT551 AP Calculus BC

1 Credit

Grade 12

PREREQUISITE: *AP Calculus AB or permission of instructor.*

FEES: *Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

SUPPLIES: *A graphing calculator (TI-83) is required but a TI-84 Plus is preferred.*

This course covers the standard contents of a second year calculus course. Emphasis is placed on differential equations, applications of integration, specialized integration techniques, improper integrals, infinite series, conics, and parametric equations. Students need to be aware this course requires extensive preparation outside of class, including summer preparation, as well as focused effort in the classroom. If the course is not scheduled due to low class enrollments, the course will be offered as an independent study in the same block as MAT550, AP Calculus AB.

PROJECT LEAD THE WAY Pre-Engineering Education Program

PLTW101 Introduction to Engineering Design (IED)

1 Credit

Grades 9-12

NOTES:

- *Must be enrolled in or have completed Integrated Algebra/Geometry II.*
- *An application is required.*
- *This course satisfies the .5 credit graduation requirement for ICT.*
- *This is a Project Running Start Course.*
- *Students may apply for credit through Rochester Institute of Technology (RIT).*

FEES:

- *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*
- *Students interested in earning RIT credit will need to pay a \$225 registration fee. (Registration fee as of September, 2017.)*

IED is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the

design development process of a product and how a model of that product is produced, analyzed, and evaluated, using a Computer Aided Design System. Group work and presentations are a core piece of the curriculum.

PLTW301 Principles of Engineering (POE) 1 Credit Grades 10-12

PREREQUISITE: *Intro to Engineering Design and must have completed Integrated Algebra/Geometry II.*

NOTES:

- *This course satisfies the .5 credit graduation requirement for ICR.*
- *This is a Project Running Start Course.*
- *Students may apply for credit through Rochester Institute of Technology (RIT).*

FEES:

- *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*
- *Students interested in earning RIT credit will need to pay a \$225 registration fee. (Registration fee as of September, 2017.)*

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering programs. They will explore various engineering systems and manufacturing processes, while learning how engineers address concerns about the social and political consequences of technological change. Group work and presentations are a core piece of the curriculum.

PLTW401 Computer Integrated Manufacturing (CIM) 1 Credit Grades 11-12

PREREQUISITE: *Principles of Engineering or teacher recommendation.*

NOTES:

- *This course satisfies the .5 credit graduation requirement for ICT.*
- *This is a Project Running Start Course.*
- *Students may apply for credit through Rochester Institute of Technology (RIT).*

FEES:

- *Students interested in earning CCSNH credit will need to pay a \$150.00 registration fee within the first few weeks of the course. (Registration fee as of September, 2017.)*
- *Students interested in earning RIT credit will need to pay a \$225 registration fee. (Registration fee as of September, 2017.)*

CIM is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes.

PLTW310 Computer Science Principles (CSP) 1 Credit Grades 11-12

PREREQUISITE: *Principles of Engineering or teacher recommendation*

NOTE: *This course satisfies the .5 credit requirement for ICT.*

Think of how computing and connectivity have already transformed your world. Software drives our games, our educational tools, technology in our workplaces, and keeps us connected worldwide. Behind the scene are teams of creative, computational thinkers like you, who love to dive into the details, solve complex problems, and develop ways to keep our connected world running smoothly and securely. CSP will prepare students for the college coursework associated with computer science and game design: mobile app

development, automation driven by computer languages, Big Data, social media, online shopping, cyber security, design simulations – learn about the teams that collaborate and create solutions to improve people’s lives.

PLTW501 Biological Engineering for Environmental Sustainability

1 Credit Grades 11-12

PREREQUISITE: *Successful completion of Biology and at least concurrent enrollment in Chemistry, as well as teacher recommendation.*

NOTE: *This course will run only in alternating years beginning with an odd # (i.e.2019-2020).*

BEES is a rigorous activity, project, and problem-based course in which students investigate and design solutions to solve real-world challenges related to world food security, renewable energy, and clean drinking water. Students will design and build prototypes, perform genetic tests and genetic engineering, as well as develop Biotech fermentation systems. Students completing BEES will develop an understanding of the scientific and technological foundations for each of the problems. Students apply their knowledge and skills as they use an engineering design process to design and test solutions that help solve these global challenges.

SCIENCE

The Science Department provides a wide range of courses in order to develop citizens who are science literate. Required courses emphasize science concepts, lab practices, and current and emerging technologies. Science electives provide students with the opportunity to expand their science knowledge and skills, as well as prepare them for further study beyond John Stark.

SCI101 Physical Science

1 Credit Grade 9

Physical Science is an introductory lab course that provides students with the background in the fundamentals of chemistry and physics. This course builds lab skills that are required for other John Stark science courses. Learning targets will focus on the structure and composition of matter, elements and compounds, chemical behavior and reactions, simple machines, waves, energy, and the laws of motion. Emphasis will be placed on students interpreting these concepts through experimentation and applying them to the technological issues facing society today and in the future.

SCI201 Biology

1 credit Grade 9

SCI210 Biology Honors

1 Credit Grades 9-10

PREREQUISITE: *Teacher recommendation.*

NOTE: *8th grade students must apply for Biology Honors placement. 9th grade students need teacher’s recommendation.*

Biology is the study of the living world. This course will examine the interactions between organisms and their environment. It will investigate the cells and compounds that make organisms up and give organisms their unique characteristics. Biology will culminate with an exploration of how life evolved and continues to evolve on this dynamic earth.

SCI251 Introduction to Marine Science

.5 Credit Grades 10-12

PREREQUISITES: *Biology.*

NOTE: *This course runs only in alternating years beginning with an even # (i.e. 2018-2019).*

The vastness of the ocean is alluring because it is both familiar and mysterious at the same time. Topics of study in this introductory course will include properties of seawater, the

ecological zones in the marine environment, adaptations and life cycles of organisms, ocean exploration, and environmental issues. Students will perform classroom investigations that explore the variety of environmental pressures experienced by marine organisms. Fieldwork may be conducted at the Boston Aquarium or the New Hampshire seacoast.

SCI253 Astronomy .5 Credit Grades 10-12

PREREQUISITE: Physical Science or Biology Honors

NOTE: This is an investigations/discussion-based course and will involve several night viewing sessions.

Astronomy examines how space, stars, and planets appear from the surface of Earth and investigates the true nature and motion of these same bodies. Course topics will include: light moon phases, eclipses, orbital motion, stellar evolution, and galaxy formations.

SCI254 Earth Science .5 Credit Grades 10-12

PREREQUISITE: Physical Science or Biology Honors

NOTE: This is a discussion, lab, and project-based course.

Some of our most fascinating and challenging global issues today have their roots in the earth sciences. This course will explore topics such as: fuel sources-supporting our growing need for energy; global climate change-investigating the evidence and predicting the impact; fresh water-supporting a thirsty world; soil-feeding the world, and Earth events-predicting and preparing for events such as earthquakes, tsunamis, and volcanic eruptions.

SCI351 Chemistry 1 Credit Grades 10-12

RECOMMENDATION: Physical Science and Integrated Algebra/Geometry I.

NOTE: Mathematical skills will be supported.

This course emphasizes problem-solving and decision-making skills while exploring the impact of chemistry on history by addressing chemistry-related technological issues that are relevant to society. Students learn concepts and exercise math skills that are needed to understand basic chemistry concepts through classroom laboratory investigations, demonstrations, and discussions.

SCI313 Chemistry Honors 1 Credit Grades 10-12

PREREQUISITES: Physical Science or Biology Honors, and completion of or concurrent enrollment in Integrated Algebra/Geometry II, as well as teacher recommendation.

This lab-intensive course is designed to allow the student to explore chemistry in preparation for college. This course focuses on areas of investigation include periodicity, chemical bonding, chemical reactions, etc. Emphasis will be placed on an interpretive method of investigation utilizing process skills such as observing, organizing, analyzing, and graphing. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using laboratory equipment.

SCI360 Human Anatomy & Physiology 1 Credit Grades 11-12

PREREQUISITES: Physical Science or Chemistry, and Biology, as well as teacher recommendation.

SUPPLIES: Students will need to purchase their own natural rubber latex, vinyl, or nitrile gloves.

Human Anatomy and Physiology is a lab course designed for those who plan careers in biological or health-related areas. It involves a detailed study of the structure and function of the human body. Labs will include the dissection of a preserved mammal. Topics include biochemistry, cytology, histology, and various body systems.

SCI361 Human Biology .5 Credit Grades 10-12

PREREQUISITE: *Biology*

This course is an overview of the human body that will explore most of the body's systems. Emphasis will be on the structure and function of various body systems as well as how the systems work together to maintain homeostasis. Injuries and diseases of various systems may be investigated as well. Labs will include dissection of preserved mammal organ(s).

SCI362 Forensics I .5 Credit Grades 10-12

PREREQUISITES: *Biology.*

Forensic science is a growing field and is a vital part of the criminal justice system. Students will document mock crime scenes, analyze evidence, interact with guest speakers, read case studies, view videos, and conduct research. Topics include: history of forensics, crime scene documentation, serology, forensic entomology, and fingerprinting.

SCI363 Forensics II .5 Credit Grades 10-12

PREREQUISITE: *Forensics I.*

Forensics II will draw on knowledge and techniques gained in Forensics I. Student knowledge will be extended through work in the areas of advanced serology, trace evidence, forensic anthropology, and toxicology. The course will involve lecture, labs, readings, case studies, research, and guest speakers.

SCI364 Mythbusters .5 Credit Grades 10-12

PREREQUISITE: *Physical Science or Biology Honors.*

Mythbusters is a popular television show on the Discovery Channel in which the hosts "mix scientific method with gleeful curiosity and plain old-fashioned ingenuity to create their own signature style of explosive experimentation." At its core, the program is about science – using experiments to answer questions. The Mythbusters course will essentially be a course in the scientific method that will teach students to answer their own questions through experimentation.

SCI367 Environmental Studies .5 Credit Grades 10-12

PREREQUISITE: *Biology.*

NOTE: *This course may be taken twice in consecutive semesters for 1 credit.*

Environmental Studies is a field-based course with an emphasis on local ecological projects. Each semester students will engage in fieldwork, often in partnership with a local environmental organization, that has an authentic product. Students may be involved with projects such as investigating the natural resources of a property under consideration for conservation, winter tracking to monitor bobcats and other mammals on local conservation land, documenting vernal pools, or monitoring the water quality of a local river or stream. Information learned may be used to contribute to conservation decisions or to educate the greater community. Projects will vary seasonally and from year to year, which enables students to take this course twice in consecutive semesters, earning one credit.

SCI452A Physics 1 Credit Grades 11-12

SCI455 Physics Honors 1 Credit Grades 11-12

PREREQUISITES: *Integrated Algebra/Geometry II.*

Physics is the branch of science that studies how components of the physical world interact. These interactions are studied through laboratory work and mathematical modeling. The first semester of the course focuses on motion and energy. Second semester topics include, but are not limited to, heat, light, sound, and electricity.

SCI552 AP Physics C: Mechanics**1 Credit****Grades 11-12*****PREREQUISITE:*** *Must be enrolled in Calculus.****FEES:*** *Students are expected to take the Advanced Placement Exam in May at a cost of \$94 (as of September 2017).*

AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. Laboratory experiences are also an important part of helping students understand the topics of study.

SCI560 AP Chemistry**1 Credit****Grades 11-12*****PREREQUISITE:*** *Successful completion of Chemistry Honors and Integrated Algebra/Geometry II; teacher recommendation.****NOTE:*** *Summer work prior to the start of the course will be expected.****FEES:*** *Students are expected to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

AP Chemistry is a rigorous and challenging course designed to cover chemistry and chemical principles typical of a general college level course. Students must be motivated and willing to do extensive work outside of class. Topics include Solution Stoichiometry, Chemical Reactions, Gases, Thermochemistry, Atomic Structure, Bonding, Chemical Kinetics and Equilibrium, Acids and Bases, Thermodynamics, and Electrochemistry. Class will be offered in a roundtable presentation of question and problem format with at least 85 minutes of inquiry based lab work biweekly. Students will be required to keep a lab journal.

SCI570 AP Biology**1 Credit****Grades 11-12*****PREREQUISITES:*** *Biology Honors and Chemistry, as well as teacher recommendation.****NOTE:*** *Summer work will be required, and students will be required to maintain a laboratory notebook.****FEES:*** *Students are expected to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

This course prepares students for the Advanced Placement examination. This course involves a study of college-level biology. Advanced mathematics may be employed in the solution of problems and in writing formal lab reports. Using an inquiry-based approach, students will be required to perform extensive work in the lab and outside of the classroom in order to master topics in ecology, biochemistry, cytology, molecular genetics, heredity, and evolution. Students will be required to maintain a lab journal.

PLTW501 Biological Engineering for Environmental Sustainability**1 Credit****Grades 11-12*****PREREQUISITE:*** *Successful completion of Biology and at least concurrent enrollment in Chemistry, as well as teacher recommendation.****NOTE:*** *This course will run only in alternating years beginning with an odd # (i.e.2019-2020).*

BEES is a rigorous activity, project, and problem-based course in which students investigate and design solutions to solve real-world challenges related to world food security, renewable energy, and clean drinking water. Students will design and build prototypes, perform genetic tests and genetic engineering, as well as develop Biotech fermentation systems. Students completing BEES will develop an understanding of the scientific and technological foundations for each of the problems. Students apply their

knowledge and skills as they use an engineering design process to design and test solutions that help solve these global challenges.

SOCIAL STUDIES

In the first two years of high school, students take World Cultures & Geography and Western Civilization. In the third year, students take American Studies or AP United States History. Students must also take one course each in civics and economics during their junior or senior year. In addition to these required courses, students in Grades 11 and 12 may choose from a variety of electives.

SOC101 World Cultures & Geography **1 Credit** **Grade 9**

SOC110 World Cultures & Geography Honors **1 Credit** **Grade 9**

This course is designed to provide Grade 9 students with an understanding of the geographic features, cultures, and political systems of the modern developing world. Students study the non-western world, including Africa, Latin America, East Asia with a focus on China, South Asia with a focus on India, and Southwest Asia (Middle East). Students will gain the background they need for subsequent Social Studies courses, including Western Civilization and American Studies. Students will also work on the skills necessary to be a successful student: research, organization, note taking, writing, speaking and listening, as well as map skills.

SOC201 Western Civilization **1 Credit** **Grade 10**

SOC210 Western Civilization Honors **1 Credit** **Grade 10**

This course is designed to give sophomores an understanding of the development of the Western world from ancient to modern times. The course will take a survey approach centered on several main topics including: classical Greece and Rome, the middle ages, the renaissance/reformation period, social, political, and economic revolutions, as well as World Wars.

SOC220 Civics **.5 Credit** **Grades 11-12**

NOTE: This course satisfies the .5 Civics requirement for graduation.

This course is designed to prepare students to be informed and active participants in the civic life of our country. Students will study the foundations of American and New Hampshire government, federal, state and local government structures and practices, as well as constitutional rights, political behavior, and foreign policy. Students will engage in debates, make seminar presentations, and participate in simulations.

SOC221 We the People/Civics **.5 Credit** **Grades 11-12**

NOTES:

- *Tenth graders may take with teacher permission.*
- *This course meets the .5 Civics requirement for graduation.*

In this course students will develop an understanding about how government operates by looking at the Constitution and the history and philosophy behind it. The main focus of the course is preparation for mock senate hearings in which performance is judged against other area schools through writing and oral presentation. Based on performances at the regional level, students may go on to state and/or national competitions. Sophomores should only take this course if they have a strong interest in government and/or American history. Students taking AP US History are strongly encouraged to take this course.

ENG/SOC302 American Studies**2 Credits****Grade 11-12****NOTES:**

- *This class fulfills both the English 11 and the US History requirement for graduation. In the event that a student fails this course, the teachers will determine whether one or both credits need to be remediated.*
- *The class meets for one block each day.*
- *It is important to remember that this class is two courses and assignments/ expectations reflect the combined nature of the course.*

American Studies is a combined U.S. History and American Literature course that examines the broad scope of American culture through its history and literature, as well as its art, music, and film. Themes might include Puritanism, the individual, Romanticism, the Industrial Revolution and its consequences, expansion, civil rights, and the role of the U.S. in the world at large. Students should expect to be challenged through small and large group activities, demonstrations, and frequent writing assignments.

SOC303A Economics**.5 Credit****Grades 11-12**

NOTE: *This course satisfies the .5 credit graduation requirement for Economics.*

This course is designed to prepare students to make effective decisions as consumers, producers, savers, investors, and good citizens. Students enrolled in this course will learn about basic economic concepts in microeconomics and macroeconomics, economic cycles, international economics and trade, as well as personal finance. Students will engage in debates, make seminar presentations, and participate in simulations.

SOC550 AP United States History**1 Credit****Grades 11-12**

PREREQUISITES: *Application & Teacher Recommendation.*

NOTES:

- *Juniors who enroll in this course must also enroll in AP English Language & Composition in order to satisfy their graduation requirements.*
- *Seniors who have completed American Studies may take this course as an elective.*

FEES: *Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of November 2016).*

This full-year Advanced Placement course is designed to engage students in a comprehensive study of the history of the United States. Students will be expected to master the content of US History as well as engage in thoughtful analysis of primary source documents. Students will also study the viewpoints of various historians of US history and ultimately develop their own conclusions concerning the details of that history. A high level of commitment is expected of all students enrolled in this course.

Social Studies Electives

Electives in the social studies are generally open to students in their junior and senior year. **Students with sophomore standing may enroll in elective courses on a space available basis, with permission from the department coordinator.**

SOC252 Criminal Justice**.5 Credit****Grades 10-12**

This course provides students with an introduction and overview of the system of the US Criminal Justice system. Students will first learn how crime is defined (a.k.a. the elements of crime) as well as defenses. Next, police agencies as well as methods used by police are explored including the legal limits of police action. Criminal procedure issues such as bail, jury trials, and privilege are examined along with sentencing issues such as the death

penalty and juvenile justice. The course ends with a look at corrections issues including consideration of the purpose of corrections and prison culture. Students will gain practical knowledge of the criminal justice system and see how it applies to their lives. They will have an opportunity to interact with professionals who work in the criminal justice system through guest speakers and/or field -work.

SOC310 Contemporary Issues

.5 Credit

Grades 10-12

NOTE: This course is not offered in the 2018-2019 school year.

The blistering pace of change and the complexity of the issues facing us today are astounding. In this course, students will learn about these issues through discussions, debates, reading and analyzing articles, and viewing news programs such as Frontline and CNN Student News. Students will examine how these issues relate to their own lives. They will look for bias in news reporting and practice how to conduct research on current issues. They will practice engaging in thoughtful discourse with their peers on the issues of today's world such as current political debates, global terrorism, and climate change. Local issues will also be explored. This course will equip John Stark students with the content knowledge and thinking skills necessary to be effective participants in our local, state, national and global communities.

SOC355 Law in Action

.5 Credit

Grades 10-12

NOTE: This course is not offered in the 2018-2019 school year.

Enraptured by the courtroom drama *Law and Order*? Fascinated by the role and responsibility of the courts? Moving beyond the content of Criminal Justice, students in this course will apply their knowledge of law to current legal issues. Students will examine the purpose of law and the difficulty in structuring it to support our values. Additionally, areas of law such as family, contract and tort law will be explored. The centerpiece of the class is a mock trial in which students take on roles as lawyers and witnesses. Students will also have an opportunity to prepare and present an appellate argument.

SOC356 Philosophy

.5 Credit

Grades 10-12

This course will explore aspects of Philosophy such as Metaphysics (Reality), Epistemology (Knowledge), and Ethics through the mediums of short films, short stories, and primary sources. Students will examine how such thoughts affect current cultural issues and perspectives. Students' ideas and self-reflection will take center stage in this course. This course will attempt to tackle the thoughts of famous philosophers such as Plato, Aristotle, Hobbes, Descartes, Spinoza, Locke, Leibniz, Kant, Mill, Nietzsche, and Berkeley. The class will rely upon selected readings, journaling, research, and class-discussion.

SOC358 Sociology

.5 Credit

Grades 10-12

This course involves the study of human behavior by analyzing social structures (the patterned ways that people interact in social relationships). Students will first learn the four basic sociological perspectives and consider questions about sociological research and methods. The course then focuses on understanding social structures like culture, status, groups and how those structures are formed through socialization. Many of the concepts of the course are explained using modern era readings and video. Students will have an opportunity to consider how sociological concepts and perspectives apply to their own lives.

SOC359 Psychology**.5 Credit****Grades 10-12**

This course is designed to give students an opportunity to survey and explore different aspects of psychological study. Emphasis is placed on the analysis of human behavior and relationships. During the first half of the semester, theories of learning and personality development will be presented so that students may gain greater self-awareness and better understanding of others. In the second half of the semester, the class will focus on troubled personalities, psychological disorders, and related psychosocial issues. Students are expected to participate in and conduct their own psychological experiments and complete an independent research paper as part of this course.

SOC560 AP Psychology**1 Credit****Grades 11-12**

PREREQUISITES: Teacher permission, application.

FEES: Students are required to take the Advanced Placement Exam in May at a cost of \$94 (as of November, 2016).

The Advanced Placement Psychology course is a challenging and rigorous college level 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 within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are expected to participate in and conduct their own psychological experiments. Completion of summer work is required. A semester of open level psychology is strongly suggested before taking AP Psychology.

WORLD LANGUAGES

The study of a world language is an active and sequenced process. Most competitive colleges seek students who have taken at least three years of a world language while in high school. The curriculum of each language offered (French, Spanish, Latin, and Mandarin Chinese) is based on the State of New Hampshire and national standards guidelines. These goals seek competency in five areas: Communication (interpersonal, interpretive, and presentational), Cultures (knowledge and understanding of relevant peoples and their traditions), Connections (learning through associations with other subject areas and fields of study), Comparisons (insight into the nature of language and culture), and Communities (participation in target-language speakers at home and throughout the world).

WL110 Spanish I**1 Credit****Grades 9-12**

Spanish I is an introduction to Spanish both as a world language and as a significant language within the United States. This course further provides an appreciation of the peoples, cultures, and nations where Spanish is spoken. Students will learn to listen to and understand simple Spanish conversations or videos as well as exchange information about themselves in the present tense.

WL210 Spanish II**1 Credit****Grade 9-12**

PREREQUISITE: Spanish I.

Spanish II builds on the basics acquired in Spanish 1, with a growing emphasis on proper use of verbs in the present and past tenses. As with Spanish 1, the course explores and measures a student's ability to listen, speak, read, and write in Spanish, based on thematic chapters for communication in daily life. Communicative projects also demonstrate a student's cultural competency in the U.S., Europe, and the Americas.

WL310 Spanish III**1 Credit****Grades 10-12*****PREREQUISITE: Spanish II and Teacher recommendation.***

Spanish III builds upon knowledge from Spanish II. Students continue to work towards increased proficiency through active participation in Spanish during regular class discussions, skits, and dialogues. The first semester is a broad review and expansion of grammar, vocabulary, and verb tenses taught in Spanish II. Spanish III explores all three moods of the Spanish language: indicative, imperative, and subjunctive moods. Students are required to create and maintain a book of all these grammatical tenses and concepts that serves as a reference throughout Spanish III and beyond. Writing, reading, and public speaking of Spanish takes on greater importance in the second semester of Spanish III, as students write papers of increasing length and complexity in response to topics developed in class or in response to readings. Students are also required to write a speech in Spanish and deliver it to their peers.

WL311A Spanish III/IV**1 Credit****Grades 10-12*****PREREQUISITES: Spanish II* and teacher recommendation.***

This is a continuation of Spanish II* and a preparation for the Advanced Placement Spanish Language course. This course will cover material presented in both Spanish III and IV, including the past tenses and the subjunctive mood. Students will work toward beginning comprehension of more complex Spanish conversations and videos as well as begin to exchange opinions about and among themselves.

WL410 Spanish IV**1 Credit****Grades 11-12*****PREREQUISITE: Spanish III and teacher recommendation.***

Spanish IV continues an emphasis upon speaking, reading, and writing while using the Spanish language. Students are required to create oral projects, read appropriate real-world materials, write reports, and participate in activities designed to increase Spanish proficiency.

WL550 AP Spanish Language & Culture**1 Credit****Grades 11-12*****PREREQUISITES: Spanish IV or Spanish III/IV and teacher recommendation.******FEES: Students are expected to take the Advanced Placement Exam in May at a cost of \$94 (as of November, 2016).******SUPPLIES: Students are encouraged to purchase an AP workbook.***

This course is designed for those students who have a comfortable command of the Spanish language and wish to study at an advanced level. Students study the six themes of AP Spanish and will focus on improving listening, reading, speaking and writing skills in order to prepare students for taking the AP Exam in May.

WL510 Spanish V**1 Credit****Grades 11-12**

Spanish V continues to develop greater proficiency in the core language acquisition skills of listening, reading, speaking, and writing while improving self-expression and flexibility in the target language. Students will demonstrate increased linguistic mastery and control of more sophisticated constructions, and they will continue to increase their acquisition of thematic vocabulary. Practice will involve authentic content in Spanish literature. Students will acquire a greater cultural understanding and appreciation of Spanish-influenced involvement in the world, as well as contributions throughout history in fields such as art, music, and government.

WL112 French I**1 Credit****Grades 9-12**

French I will introduce French as a world language while encouraging the understanding of all French-speaking communities and cultures. The course emphasizes vocabulary acquisition and interpretive, interpersonal, and presentational communication skills, including grammar and sentence structure. Students are exposed to reading for comprehension and various forms of audio that will encourage listening comprehension. Upon successful completion of the course, students should be able to demonstrate an ability to communicate with learned, practiced and memorized phrases on a variety of subjects and in a number of situations. Students will also have an understanding of the geography and culture of France and other French speaking countries.

WL212 French II**1 Credit****Grades 9-12*****PREREQUISITE: French I.***

In French II, the communication skills introduced in French I are reinforced and refined, while vocabulary and grammar acquisition is intensified. The focus of the course leads toward increased language proficiency using different tenses and more complex sentence structures in both pre-prepared oral dialogue and written work. Reading for comprehension and classroom discussion includes exposure to short works and real-world documents, such as print ads, media and other real-world documents. Course content is based in all Francophone cultures and will compare and connect Francophone cultural practices, perspectives and products to learning in other disciplines and life in local communities.

WL312 French III**1 Credit****Grades 10-12*****PREREQUISITE: French II and teacher recommendation.***

In French III, the practice of listening, speaking, reading, and writing skills continues as students work toward increased language acquisition. Refining the skills learned in prior levels, students strive toward greater mastery and broader oral and written communication competence. Students continue to acquire vocabulary, to work on the use of a variety of tenses, and to increase the proficiency of their grammar and sentence structure. Interpersonal, interpretive and presentational communication proficiency is a focus through tasks involving writing, reading and public speaking. Students will begin to write papers, creative works and original dialogues in response to topics that are based in Francophone culture, connected to other disciplines, targeted toward the community and compared to issues in their own lives. The priority of the class is oral and written proficiency, and active participation is expected of each student.

WL412 French IV**1 Credit****Grades 11-12*****PREREQUISITE: French III and teacher recommendation.***

French IV offers students an environment in which to refine the skills developed in French I through French III. Tasks and learning targets focus on both spoken and written communication for more refined self-expression, interpretive reading of short stories, novels and plays, and presentational writing of original creative pieces. Particular attention is given to the comparison of current events and trends in French and American communities. In addition, a thorough review of French grammar is integrated into this program.

WL511 French V**1 Credit****Grades 11-12**

French V continues to develop greater proficiency in the core language acquisition skills of listening, reading, speaking, and writing while improving self-expression and flexibility in

the target language. Students will demonstrate increased linguistic mastery and control of more sophisticated constructions, and they will continue to increase their acquisition of thematic vocabulary. Students will acquire a greater cultural understanding and appreciation of French-influenced involvement in the world, as well as contributions throughout history in fields such as art, music, and government.

WL560 AP French Language and Culture **1 Credit** **Grade 11-12**

PREREQUISITE: *French III or French IV and teacher recommendation.*

NOTE: *There is an application process for this course.*

SUPPLIES: *Students are encouraged to purchase an AP workbook.*

FEES: *Students are expected to take the Advanced Placement Exam in May at a cost of \$94 (as of September, 2017).*

This course is designed for those students who have a comfortable command of the French language and prepares students for the new, recently revised, Advanced Placement French Language exam in May. Students learn about contemporary Francophone societies and cultures by examining their products, practices and perspectives through thematic study. Students will use authentic sources such as newspaper and magazine articles, websites, films, music, video clips, blogs, podcasts, stories, and literary excerpts in French to develop language skills and communicative proficiency in real-life settings. AP French students will build communication skills through regular class discussion, one-on-one conversation, collaboration with classmates, role playing, email responses, essay and journal writing, and oral presentations. Students who successfully complete the AP exam may qualify for up to one year's credit in French at their selected college.

WL114 Latin I **1 Credit** **Grades 9-12**

Latin I begins the exploration of the Latin language, which was the common language of Europe for over 1,000 years. The aim is twofold: 1) to prepare a student to read the literature of Latin from classical Roman literature to the humanistic and early scientific writings of the 17th Century, and 2) to examine how a knowledge of Latin will enrich a student's abilities to communicate in the 21st Century. The course follows the life of the Caecilius family, an upper-class family living in Pompeii in 79 CE. The course exposes students to the life, culture, and history of the classical Roman world.

WL214 Latin II **1 Credit** **Grades 10-12**

PREREQUISITE: *Latin I.*

Latin II will continue to prepare students to read Latin literature. This course pursues more in-depth knowledge of the structure of Latin, including a complete knowledge of the tenses and voices of Latin verbs. There is an increase in Latin vocabulary, while examining how this vocabulary has contributed so much to the English language. The stories read in Latin I will continue. At the completion of Latin II, a successful student will be ready to explore Latin literature from classical Roman times to the 17th Century.

WL314A Advanced Latin A **1 Credit** **Grades 11-12**

NOTE: *This course runs only in alternating years beginning with an even # (i.e. 2018-2019).*

PREREQUISITE: *Latin II or Advanced Latin B in an alternate year.*

Advanced Latin A is a third year of Latin for some students and a fourth year for others. Advanced Latin A and Advanced Latin B explore different bodies of Latin literature, so there is no duplication of material from year to year. New aspects of Latin grammar are part of the course as key to understanding the reading and analysis of literature in any given year. The body of literature for Advanced Latin A will be selections of the *Aeneid* by Publius Vergilius Maro.

WL314B Advanced Latin B **1 Credit** **Grades 11-12**

NOTE: This course runs only in alternating years beginning with an odd # (i.e. 2019-2020).

PREREQUISITE: Latin II or Advanced Latin A in an alternate year.

Advanced Latin B is a third year of Latin for some students and a fourth year for others. Advanced Latin B and Advanced Latin A explore different bodies of Latin literature, so there is no duplication of material from year to year. New aspects of Latin grammar are part of the course as key to understanding the reading and analysis of literature in any given year. The body of literature for Advanced Latin B will be selections from *Caesar, Ovid*, and other selected authors.

WL116 Chinese Language & Culture I **1 Credit** **Grades 9-12**

NOTE: The instructor of this class will be a visiting teacher from China.

SUPPLIES: Students are encouraged to purchase their own Chinese to English dictionary.

Chinese is an introduction to the language and culture of the Chinese people. Spoken language, writing systems, art, customs, folklore, geography, and history will all be addressed in this class. Students interested in comparative languages and culture are encouraged to take this class.

WL216 Chinese Language & Culture II **1 Credit** **Grades 10-12**

PREREQUISITE: Intro to Chinese Language & Culture.

NOTE: The instructor of this class will be a visiting teacher from China.

SUPPLIES: Students are encouraged to purchase their own Chinese to English dictionary.

Students are invited to continue their study of Chinese language and culture in a course where more emphasis will be placed on conversational Chinese as well as on reading and writing pinyin and Chinese characters. Upon successful completion of the course, students will be able to converse freely in a number of different situations, such as at airports, restaurants, hotels, and in social venues.

WL316 Chinese Language & Culture III **1 Credit** **Grades 11-12**

PREREQUISITE: Chinese II.

NOTE: The instructor of this class will be a visiting teacher from China.

SUPPLIES: Students are encouraged to purchase their own Chinese to English dictionary.

This course is a continuation of Chinese II. This course is a study of the Chinese language, with special emphasis on developing skills in speaking, reading, and writing. The study of the culture and geography of China will be continued. Special attention will be given to understanding China's developing role in today's global economy.

WL416 Chinese Language & Culture IV **1 Credit** **Grades 11-12**

PREREQUISITE: Chinese III.

NOTE: The instructor of this class will be a visiting teacher from China.

SUPPLIES: Students are encouraged to purchase their own Chinese to English dictionary.

This course is a study of the Chinese language, with special emphasis that furthers the development of speaking, reading, and writing skills along with building familiarity of colloquial expressions. The study of the culture and geography of China will be continued. Special attention will be given to understanding of China's developing role in today's global economy through international programs such as the China fieldwork, and other outreach programs that bring the Chinese Language and Culture into the John Stark Community.

Global Studies Travel

Global Studies Travel represents courses in which classes take place at John Stark in preparation for the “lab” portion of the course, which takes place in nations outside the United States. These courses offer a .25 to .5 credit from the departments of World Languages, Science, and Art, depending on the focus of the course and overseas lab work.

Global Studies Travel experiences are elective classes that take place before the main bell schedule. Courses are based on teacher recommendation and require a financial obligation for all travel related to the course.

Global Studies Travel 2019

There will be two Global Studies offerings in 2019: one to French-speaking country and another to a Spanish-speaking country.

OTHER ACADEMIC PROGRAMS

OAP901 Peer Leadership Training

1 Credit

Grades 11-12

PREREQUISITES: Application process and teacher recommendation.

This elective year-long course is open to John Stark seniors and juniors only. This course will match Peer Leaders with incoming freshmen in order to foster personal, educational, ethical, and moral growth in both populations. In addition to developing a positive school culture, the program will also afford seniors and juniors valuable leadership experiences while assisting freshmen with the transition from the sending schools into the John Stark community. Peer Leaders will attend a leadership retreat and work within their local community and schools to implement leadership training.

OAP902 Work Experience

.5 Credit

Grades 11-12

NOTE: Students must have a job, provide their own reliable transportation, and have submitted an application to the School-to-Career Counselor prior to the start of the semester for which they desire credit. Monday single-block workshops are mandatory.

This course presents a unique opportunity for a student to turn paid employment into a learning connection. The course includes a classroom component which addresses job-related skills and issues, combined with on-site experiences in an approved workplace. The student will identify and be supervised under a mentor in an approved business or service setting. While the school may assist students in their job search, it is ultimately the student's responsibility to secure employment prior to the start date of the semester. Although desirable, this program is not required to relate to a student's career goal. Credit is based on mentor evaluations, weekly documented hours at the work site (a minimum of 70), and successful completion of classroom assignments. A maximum of one elective credit may be earned for Work Experience.

OAP903 Internship

.5 Credit

Grades 11-12

PREREQUISITES: Students must meet with the School-to-Career Counselor at least 2 weeks prior to the start of the semester to establish an NH Department of Labor-approved internship site. Dependable transportation to and from the internship site is the student's responsibility. Monday single-block workshops are mandatory.

An internship provides the opportunity for a student to explore, or “test-drive” a potential career in which they have an interest. With guidance and support at the workplace, the student completes a planned series of learning objectives or projects designed to give a broad understanding of the chosen career or job interest (approximately 35 hours at the

worksite). The student will apply school-based learning and knowledge to real-world settings. The school will make every effort to establish an appropriate job-site, however placement is always contingent upon availability and is driven by student interest. Some examples of internships include: exploring teaching, veterinary medicine, accounting, journalism and resort management. Credit is based on a combination of mentor evaluations, documented worksite hours, classroom assignments and final project.

Job Shadow

Grades 9-12

NOTE: Parent permission and post-visit thank you note required.

A job shadow provides students with the opportunity to investigate a career in which they have an interest by visiting a business or non-profit organization to “shadow” an employee. School-to-Career Counselor will assist students in securing a NH Department of Labor approved full or half day job shadow experience. While a job shadow awards no credit, the hours can be used toward the JSRHS community learning graduation requirement.

Drivers Education

.25 Credit

Age requirement

NOTE: Students are awarded .25 credits for successful completion of Driver's Education when official proof of completion is provided to the Counseling Center.

This program is offered through:

Streetwise Driving Academy
Earl Russell
132 Normand Road
Goffstown, NH
603-497-5344

Use the following link for specific class dates and requirements:

www.streetwisedrivingacademy.org

Eligibility: Students must be 16 years of age by the class “end date”.

Tuition: \$595 as of September, 2017

Classroom study includes diagnostic testing for visual perception and reaction time, as well as the study of the rules and regulations of driving as prescribed by the Motor Vehicle Department of the State of NH. Students signing up for Driver's Education must be 16 years of age before the end of the course. It is a state law that only two absences from class are permitted and all absences from class must be made up. It is recommended that students sign up for a section that does not conflict with sports or extracurricular activities. Driver Education is offered outside of regular school hours and has a limited capacity.

CONCORD REGIONAL TECHNICAL CENTER

The Concord Regional Technical Center (CRTC) is a regional career and technical school offering career-related programs. Juniors and seniors from the following high schools have the opportunity to enroll in one of their programs: Concord, Hopkinton, Bow, Merrimack Valley, Pembroke, Kearsarge, Hillsboro and John Stark.

Students enrolled at CRTC attend for one program (90 minutes) and return to John Stark. Bus transportation is provided through John Stark. Students receive 2 high school credits per year upon successful completion.

Career & Technology Education course offerings:

Year One

Automotive Technology** I
Construction Trades I
Cosmetology I
Culinary & Pastry Arts I**
Graphic Design & Creative Media I**
Health Science I**
Teacher Preparation I**
Theater Tech. & Design I (Stagecraft)

Year Two

Automotive Technology II**
Construction Trades II
Cosmetology II
Culinary & Pastry Arts II**
Graphic Design & Creative Media II**
Health Science II**
Teacher Preparation II**
Theater Tech. & Design II (Stagecraft)

Programs that are not based on Year One and Year Two in order (mix of students)

- Computer Engineering (IT)**: Programming-Robotics - Computer Engineering - Programming – Industry Applications and Automation
- Criminal Justice I (Focus: Criminal Procedure)** - Criminal Justice II (Focus: Criminal Law)**
- Fire Science: Firefighter I (fall semester) - Fire Science: EMT-Basic (spring semester)
-

Extended Learning Opportunities (ELO)

- Career Communications (CRTC/ELO)
- Third Year Intensive Internships
- Unique Community College Partnerships

*****(Project Running Start)***

Programs/Dual Enrollment:

Many of the Concord Regional Technical Center programs offer a dual enrollment option. Dual enrollment is the optional opportunity for students to earn college credits while in high school. One such program is the NH Community College System's Project Running Start. With Running Start, a relationship is formalized between one of our programs and a particular community college course. Once established, students pay approximately \$150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. This course is listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to Project Running Start, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate.

All relationships are re-established on an annual basis and are not guaranteed until the start of the school.

To prepare students for success, CRTC focuses its energies upon helping students develop and improve both their hard skills (technical skills) and soft skills (personal and interpersonal skills). We take pride in establishing performance targets that are valued by industry and higher education. The CRTC specifically defines and measures the following soft skills for every student: collaboration and teamwork (Leadership), conduct and

attitude (Professionalism), feedback and responsiveness (Ambition), work readiness and work ethic (Integrity), resourceful and determination (Grit).

Demonstrating the best of these skills is emphasized and expected of all students. Many of our students earn the opportunity to complete an internship or job shadow experience, where possessing effective soft skills is a non-negotiable requirement, given that students will be interacting with valued customers, clients, and employees. Students who succeed at the CRTC understand these expectations and strive for feedback and improvement at all times.

STATEMENT OF ACCREDITATION

John Stark Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering 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 purposes 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 the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
209 Burlington Road, Bedford MA, 01730; (781) 271-0022
www.neasc.org

NOTICE OF NONDISCRIMINATION

The John Stark School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Sandra Pickering, Director of Student Services
SAU #24
258 Western Avenue
Henniker, NH 03242
(603) 428-3269
sandra.pickering@sau24.org