Wilton-Lyndeborough Cooperative High School

PROGRAM OF STUDIES
2023 - 2024

57 School Road
Wilton, NH 03086
603-732-9230

https://www.sau63.org/WLC

WILTON-LYNDEBOROUGH COOPERATIVE HIGH SCHOOL

57 School Road, Wilton New Hampshire 03086
Phone: 603.732-9230 Fax 603.654-2104
https://www.sau63.org/WLC

Administration

Dr. Sarah Edmunds, Ed.D, Principal
Kathryn Gosselin, Assistant Principal

School Counseling

Phone: 603.732-9313 Fax 603.654-2104

Amanda J. Kovaliv, School Counseling Coordinator
Sharon L. Coffey, Registrar, School Counseling Administrative Assistant

Core Values:

Achievement
Collaboration
Diversity
Integrity
Responsibility

Beliefs About Learning:

All students have the potential to achieve.
We inspire lifelong learning and achievement through a broad range of experiences.
It is vital to maintain a safe, productive, and inclusive learning environment.
We recognize that students, parents and staff share responsibility for open communication to maintain a thriving school community.

Vision of the Graduate:

The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

INTRODUCTION

This Program of Studies has been prepared to assist students and their parents in deciding which courses to take at Wilton-Lyndeborough Cooperative High School. It provides information on course descriptions, suggested course sequences, required and elective courses, credit requirements, special programs, and selected school policies.

The careful selection of required and elective courses is an important first step toward a successful educational experience at Wilton-Lyndeborough Cooperative High School. Students should review the Program of Studies with their parents. Counselors, along with the student's advisor, will meet with students to hand out registration information, explain the registration process and discuss program planning. Students should consult with their core teachers to determine appropriate placement before course registration begins. Be sure to pay particular attention to course prerequisites, required courses, and college admissions requirements when selecting courses.

The Program of Studies is a comprehensive listing of programs and courses offered at WLC. Due to scheduling demands and student interests, courses offered will depend on the number of students who enroll for each course.

School Counseling Services
The mission of the Wilton-Lyndeborough Cooperative High School Counseling Department is to provide a comprehensive program that encourages the successful academic, career and social-emotional development of each individual. We believe through collaboration with students, families, school staff, and community members we can assist students in reaching their full potential.

Academic Achievement

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work, life at home and in the community.

Career Planning

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal Social Development

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

School Counseling Services & Compliance with Federal and State Laws
The Wilton-Lyndeborough Cooperative School District complies with all Federal and state laws that apply to schools. These include:

- ✓ Family Education Rights and Privacy Act (FERPA)
- ✓ Individuals with Disabilities Education Act (IDEA)
- ✓ Child Find Notice: Children With Disabilities Under IDEA or Section 504 (ADA)
- ✓ Notice of Procedural Safeguards Under Section 504 and the ADA
- ✓ Child Neglect and Abuse
- ✓ Section 504 of the Americans with Disabilities Act (ADA)
- ✓ Section 504/Title II Grievance Procedure.

Visit the Wilton-Lyndeborough Cooperative High School Web Site: *https://www.sau63.org/WLC*

WILTON-LYNDEBOROUGH COOPERATIVE
HIGH SCHOOL GRADUATION REQUIREMENTS

Students must earn 24 credits to graduate with a Wilton-Lyndeborough Cooperative High School Diploma. This diploma indicates that the student has completed a rigorous high school curriculum which exceeds the state requirements. The following courses are graduation requirements. The credit given for each course is included with the respective course description.

Students, who have not met the 24 credit requirement, will not receive a diploma at graduation. Any senior taking online course(s) MUST complete and receive a grade prior to graduation in order to take part in graduation rehearsals and walk at graduation.

Beginning with the class of 2019-all seniors will need to take a 4th unit of math, see page 22

Note: A course cannot be used to earn credit in more than one category.

SUBJECT	WLC DILPOMA	NH SCHOLARS CORE	NH SCHOLARS STEM 3.2 minimum GPA	NH SCHOLARS ART 3.2 minimum GPA	WLC NH STATE STANDARD DIPLOMA
ENGLISH	4.0	4.0	4.0	4.0	4.0
SOCIAL STUDIES	3.0	3.5	3.5	3.5	3.0
SCIENCE	3.0 Integrated Science, Biology + 1 Full-year 1 credit OR 2 Semester-Long ½ credit Science elective(s)	4.0 Lab Sciences (2 past Biology)	4.0 Lab Sciences (2 past Biology)	4.0 Lab Sciences (2 past Biology)	2.0
MATH	3.0 + 0.5 or 1.0 Math Unit taken during Senior year	3.0 one past Algebra II + 0.5 or 1.0 Math Unit taken during Senior year	3.0 one past Algebra I + 0.5 or 1.0 Math Unit taken during Senior year	3.0 one past Algebra + 0.5 or 1.0 Math Unit taken during Senior year II	3.0
WORLD LANGUAGE **Two years of the same Foreign Language**	0.0	2.0	2.0	2.0	0.0
HEALTH	0.5	0.5	0.5	0.5	0.5
PHYSICAL EDUCATION	1.5	1.5	1.5	1.5	1.0
ART	1.5	1.5	1.5	2.0	.5
INFORMATION & COMPUTER TECHNOLOGY	0.5	0.5	0.5	0.5	0.5
SENIOR PROJECT	GRADUATION REQUIREMENT 1.0	0.0	0.0	0.0	Optional
COMMUNITY SERVICE	GRADUATION REQUIREMENT 24 HOURS	0.0	0.0	0.0	0.0
ELECTIVE OFFERINGS	5.5-6.0	4.0	4.0	4.0	5.5
STEM	N/A	N/A	1.0 **One more year chosen from Tech, Engineering, Computers, Advanced Manufacturing, Science, Math, CTE Program**	0.0	0.0
TOTAL CREDITS	**24**	**24**	**25.5**	**26**	**20**

WILTON-LYNDEBOROUGH COOPERATIVE
HIGH SCHOOL GRADUATION REQUIREMENTS

Graduating students must earn 24 credits to graduate with a Wilton-Lyndeborough Cooperative High School Diploma. This diploma indicates that the student has completed a rigorous high school curriculum which exceeds the state requirements. The following courses are graduation requirements. The credit given for each course is included with the respective course description.

Students, who have not met the 24 credit requirement, will not receive a diploma at graduation. Any senior taking online course(s) MUST complete and receive a grade prior to graduation in order to take part in graduation rehearsals and walk at graduation.

NOTES: A course cannot be used to earn credit in more than one category.

Beginning with the Class of 2025, all students will be required to take Consumer Mathematics (0.5 credit) to satisfy the NH Financial Literacy graduation requirement.

Four Credits of English

- 1.0 World Literature or Honors World Literature
- 1.0 American Literature or Honors American Literature
- 1.0 British Literature or Honors British Literature
- 1.0 2 English Electives (senior year) College Comp 101 (RS), College Comp 102 (RS), Into the Unknown, Science Fiction & Fantasy, The Hero's Journey Through Film & Literature, Yearbook & Journalism I, Yearbook & Journalism II

Three Credits of Social Studies

- 1.0 World History or Honors World History
- 1.0 U.S. History or Honors U.S. History
- 1.0 US Government & Economics or Honors US Government & Economics

Three Credits of Science

- 1.0 Integrated Science or Honors Integrated Science
- 1.0 Biology or Honors Biology
- 1.0 2 Science Elective(s) Engineering Design & Problem Solving, Environmental Conservation I, Environmental Conservation II, Forensic Science, AP Environmental Science, Anatomy & Physiology *w/Honors Option,* Astronomy, Honors Chemistry, Environmental Entrepreneurship 2.0 credits; 1.0 Credit Math & 1.0 Credit Science

Three Credits of Mathematics (and an additional UNIT of math in 12th grade-see page 24)

- 1.0 Algebra I, Honors Algebra 1 or Honors Geometry
- 1.0 Geometry, Honors Geometry, Honors Algebra II
- 1.0 Algebra II, Honors Pre-calculus (RS), Algebra II/Quantitative Reasoning (RS), Statistics (RS), Calculus I (RS), Calculus II (RS), Stock Market Game, Environmental Entrepreneurship 2.0 credits; 1.0 Credit Math & 1.0 Credit Science
- $\sqrt{x}$ One additional unit of math. Any math course qualifies. However, this may be earned outside of the Math Department via interdisciplinary coursework. See Page 24 of the Program of Studies for a complete list of courses that qualify.
- ➢ *Starting with the graduating class of 2025, all students must complete **Consumer Mathematics** in order to satisfy the NH Financial Literacy graduation requirement during their Junior or Senior year.*

Unified Arts

- 1.5 Credits in Art, Music, Family & Consumer Science, Technology Education
- 1.5 Credits in Physical Education

Requirements & Electives

- 0.5 Credit in Health
- 0.5 Credit in Digital Education (Computers/ICT)
- 5.0 Electives

Senior Project Requirement

- 1.0 This is an individual pursuit of a topic of particular interest. It is a demonstration of the senior's ability to learn independently from a variety of resources, while guided by a Mentor.

Service Learning Requirement

24 Hours of Service Learning/Community Service are required.

SENIOR PROJECT - GRADUATION REQUIREMENT

Senior Project provides high school seniors the opportunity to employ the "core competencies" they have acquired at WLC to demonstrate their skills as creative, future-oriented problem solvers.

Honors Level Senior Project is designed for students who are top-level, highly motivated students, who demonstrate critical thinking skills, and look to exceed expectations.

Students are asked to identify their "passion". (By "passion" we mean: A subject or activity in which a student has a keen interest). Once they have articulated their passion, students select an in-district mentor and an out-of-school expert. With the assistance of the mentor and expert, the student designs an essential question to guide their research and the application of that research. At the end of a year of exploration, study, and practice, students present their findings in a public setting to a panel of judges for evaluation. After the public presentation, students are required to write a reflective essay about their journey and present it to the program coordinator(s).

This is a full-year requirement and earns 1.0 Credit.

** Transfer students who arrive from other schools **BEFORE** November 15, are required to complete the Senior Project Requirement for graduation. Transfer students from schools with an existing Senior Project Program are expected to continue the Senior Project they began in their school before they transferred to WLC. Transfer students who arrive at WLC **AFTER** November 15 are exempt from the Senior Project Requirement.*

WLC SERVICE LEARNING - GRADUATION REQUIREMENT

Each student at WLC is required to complete a minimum of 24 hours of Service Learning during their high school career in order to graduate. Juniors entering the year in September must have 12 hours of community service documented and seniors entering the year in September must have 18 hours documented. Students may begin accruing hours beginning the summer prior to ninth grade. The yearly community service requirement may be satisfied by participation in either a single activity or a combination of approved activities. *Transfer students must contact the School Counseling Office to determine the amount of time required.

Students are required to complete the service learning form (available in the School Counseling Office and online at (*https://www.sau63.org/WLC*). The form requires the student to reflect on his/her service and to share his/her thoughts in writing. WLC students are expected to produce at a minimum a well-written paragraph for this section. Service learning credit can be delayed if this section is not completed satisfactorily.

If a student does not complete the required 24 hours, the student does not attain the privileges accorded to his/her class, including but not limited to Senior privileges and parking privileges. Graduating seniors must complete and have accepted all service learning hours no later than the Friday prior to graduation to participate in Senior Week activities, including graduation. Students may complete more than 6 hours of service a year, but any hours over 6 does not "carry over" to the next year. We believe at WLC that service to the community is an ongoing activity.

Service learning opportunities may be found of the Service Learning webpage of *https://www.sau63.org/WLC*.

REMEDIATION OF GRADES

Remediation is the opportunity to improve one or more competency scores on any summative assessment.

Students that have *turned in* work that is not proficient in one or more competencies may remediate the competency scores through the process defined by the classroom teacher. This might be retaking a quiz or test or it could be making corrections to an assignment. The traditional score can also be remediated through the same process. However, the traditional score can only be improved to 80% of the highest late score that the student can achieve. Here is a chart that illustrates the scoring.

Assignment Turned in	Highest possible score (AP/Honors, General)	Highest possible remediation score (AP/Honors, General)
On Time	100, 100	80, 80
1 day late	80, 90	64, 72
2 days late	60, 80	48, 64
3 days late	40, 70	32, 56
4 days late	20, 60	16, 48
5 days late	0, 50	0, 40
6 days late	0, 40	0, 32
7 days late	0, 30	0, 24
8 days late	0, 20	0, 16
9 days late	0, 10	0, 8
10 days late	0, 0	0,0

Note: Honors-level work will only be accepted up to 5 days late and General-level work will only be accepted up to 10 days late.

WLC Student Learning Expectations

A WLC Student is academically knowledgeable and demonstrates the following:

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student does...		**Student...**	
An Effective Communicator	Express opinions, ideas and facts in an outstanding manner in all formats Present developed and clear ideas using evidence and/or details Interpret information with unique insights based upon sufficient evidence Deliver high quality information based upon a wide range of reliable sources Cite/ credit all sources accurately	Express opinions, ideas, and facts clearly and effectively through a variety of formats (oral, written, visual, digital), considering the audience Present developed and clear ideas using evidence and/or detail Interpret information logically, based upon sufficient evidence Obtain and deliver information based upon a variety of resources Cite/credit sources of information accurately.	Sometimes lacks clarity when expressing opinions, ideas, and facts. Communicates effectively in some formats Presents somewhat developed and clear ideas using a limited amount of evidence and/or detail Information may be interpreted with limited detail Obtain and deliver information based upon limited resources Cites/credit few sources of information	Expresses opinions, ideas, and fact with limited clarity Has difficulty communicating in most formats Rarely presents developed and clear ideas using evidence and/or detail Information may be interpreted with little or no evidence Obtain information based upon little or no supporting evidence Rarely cites sources
A Strong Collaborator	Highly cooperative with a high level of respect, considering the perspectives of others Listen attentively; share resources freely and ideas respectfully Fulfill roles in a high quality manner Incorporate different points of view to achieve a common goal Demonstrate great flexibility and willingness to compromise with a strong focus on the common goal	Cooperate with peers and adults respectfully Listen attentively; share ideas and resources respectfully Accept and fulfill roles Respect and consider different/multiple points of view, diverse cultures, and global issues Exercise flexibility and willingness to compromise in order to achieve a common goal	Cooperation with peers and adults varies Sometimes listens and shares ideas and resources Is somewhat reluctant to participate and fulfill roles Sometimes contributes in a less than respectful manner or not considering the ideas or feelings of others Is somewhat flexible and willing to compromise in order to achieve a common goal	Has difficulty cooperating with peers and/or adults Appears to rarely listen to others ;rarely shares ideas and resources Rarely participates or performs assigned roles Frequently contributes in less than a respectful manner or not considering the ideas and feelings of others Is rarely flexible and willing to compromise in order to achieve a common goal

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student does...		**Student...**	
A Creative Problem Solver	Think, create, and solve problems in highly innovative ways Recognize social and cultural differences to create new ideas and increase both innovation and quality of work Consider a wide variety of ideas, strategies, and solutions Incorporate a wide range of high quality sources Apply highly effective and/or cutting edge technology Apply inferences and data interpretations to solutions	Solve problems, sometimes in innovative ways Demonstrates creativity/unique approaches Frequently considers a variety of ideas, strategies, solutions, and contexts (subject areas or environment) Incorporate many different resources Apply appropriate technology Make inferences and interpret data	Uses more typical ways of thinking, creating, and solving problems Considers a narrow range of ideas, strategies, and solutions Incorporates limited resources Attempts to apply appropriate technology Inferencing and data interpretation are limited	Thoughts and solutions are basic recall of previous learning Considers few, if any, ideas, strategies, or solutions Incorporates few, if any, resources Applies little technology Struggles with making inferences and interpreting data
A Self-Directed Learner	Persevere to completion of complex, challenging tasks Demonstrate a highly positive attitude Take a high level of responsibility and self-motivation for own learning, self-assessment, and personal development Engage mentors and stakeholders to gain support for ideas or projects Demonstrate a high level of curiosity and self-inquiry, sometimes outside a prescribed learning context Model personal accountability and high quality work habits	Persevere with complex, challenging tasks Demonstrate a “can do” attitude Take an active role/initiative in learning and personal development, including goal setting and self-assessment Work independently Seek out other, including stakeholders, to learn from or gain support Initiate inquiry often Take personal accountability and demonstrate effective work habits (punctuality, managing time, including deadlines and work load)	Shows limited perseverance in completing complex, challenging tasks Sometimes has a positive attitude May rely on others for initiating learning and development Works independently some of the time Occasionally engages others in own learning or projects Relies on others to initiate and prescribe inquiry opportunities	Gives up easily when facing complex and/or challenging tasks Infrequently demonstrates a positive attitude Takes a limited role in own learning and personal development; needs external motivation Resists or struggles with independent work Ideas or projects are pursued with little or no input from others resists efforts by others to prescribe inquiry opportunities

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student does...		**Student...**	
A Responsible Citizen	Act in a highly responsible manner with respect for others Demonstrate leadership as a contributing member of the larger community Initiate school activities that demonstrate school and community pride Recognize ethical behavior in others while demonstrating integrity in their influence Make decisions with the best interest of others in mind Respect cultural difference and work effectively with people from a range of social and cultural backgrounds Initiates, maintains, and encourages activities that service the community Convey a greater appreciation of the arts	Accept responsibility and understand the impact of personal actions Demonstrate an awareness of individual rights and responsibilities as contributing members of the larger community Exhibit school pride through support of school activities and involvement in community life Model ethical and lawful behavior as responsible and accountable citizens; do what's "right" Make decisions considering how others think and feel Demonstrate empathy toward others Demonstrate social awareness and interpersonal skills to establish and maintain positive relationships Participate in service to the community Value the arts (performing and visual) as forms of human expression	Exhibits limited responsibility for the impact personal actions have on the community Needs reinders about the rights of others Participates in limited school activities Acts in an appropriate manner most of the time to do what is right Needs reminders to consider how others think and feel Social awareness and interpersonal skills need development Limited participation in school and community service Is beginning to understand that people express themselves through the arts	Infrequently accepts responsibility for personal actions Frequently trespasses on the rights of others Little to no participation in the school community Frequently speaks negatively about our school Disrespectful of school property Lacks consideration for others Lacks awareness of the impact on others Is not community-minded Limited interest in the arts

NEW HAMPSHIRE SCHOLARS CORE, STEM AND ART

Wilton-Lyndeborough Cooperative is proud to be the 20th school to join New Hampshire Scholars. New Hampshire Scholars is a federally 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. The program pairs business leaders with classes of 8th Grade students prior to the selection of their high school courses. Business leaders present the students with a powerful presentation that provides the rationale for the recommendation that students take a more rigorous Core Course of Study in high school. Students will contract to the program by means of a 4-year planner - a personalized education plan - to complete the recommended Core Course of Studies.

Remember, the Core Courses listed below are required to graduate as a NH Scholar. However, we recommend students complete four years each of math and science.

The following is the State Scholars <u>Core</u> Course of Study

* **Please note the additional course(s) needed for NH Scholars STEM and NH Scholars Arts are listed at the bottom**

Four Credits of English

1.0 World Literature OR Honors World Literature
1.0 The Individual in Society OR Honors The Individual in Society
1.0 British Literature OR Honors British Literature
1.0 2 English Electives

Three and ½ Credits of Social Studies

1.0 World History OR Honors World History
1.0 Honors U.S. History OR Honors U.S. History
1.0 US Government & Economics OR Honors US Government & Economics
0.5 Social Studies Elective

Four Credits of Science – *chosen from the list below*

1.0 Integrated Science OR Honors Integrated Science
1.0 Biology OR Honors Biology
2.0 Chemistry OR Honors Chemistry, Physics OR Honors Physics, Environmental Conservation, Marine Biology, Basic Human Anatomy & Physiology Microbiology: Principles & Practices/Biotechnology/Genetics, Astrobiology, Astronomy, Forensic Science, Engineering Design & Problem Solving.

Three Credits of Mathematics + $\sqrt{x}$ One additional unit of math, this may be earned outside of the Math Department via interdisciplinary coursework. See Page 23 of the Program of Studies for a complete list of courses that qualify.

1.0 Algebra I or Honors Algebra I
1.0 Algebra II or Honors Algebra II
1.0 Geometry or Honors Geometry
$\sqrt{x}$ One additional unit of math, this may be earned outside of the Math Department via interdisciplinary coursework. See Page 24 of the Program of Studies for a complete list of courses that qualify.

Two Credits of World Language

2.0 Two years of the same language other than English

* **The New Hampshire State Scholars <u>STEM</u> Course of Study is the same as the State Scholars Core Course of Study above, PLUS 1.0 credit chosen from Technology, Engineering, Computers, Advanced Manufacturing, Science, Math, CTE Program**

* **The New Hampshire State Scholars <u>ART</u> Course of Study is the same as State Scholars Core Course of Study PLUS 0.5 art credit**

WILTON-LYNDEBOROUGH COOPERATIVE HIGH SCHOOL
NH STATE STANDARD DIPLOMA

A New Hampshire State Standard Diploma for Academic Achievement may be awarded to any student who completes the state minimum required 20 units of credit as defined by Ed306.27(m) but who does not qualify for a Wilton-Lyndeborough Cooperative Diploma.

The WLC State Standards Diploma Program is intended for students who have experienced difficulty earning credits, are no longer able to graduate on time with their age cohorts, or need an alternative route to completing their education. Students must be at least 16 years of age. Student needs to be a junior and fill out the required paperwork to be reviewed by Administrative Staff. In order to participate in the WLC State Standards Diploma Program, both the student and parent (if student is under the age of 18) must affirm that they understand the purpose and structure of the program.

Students and parents must acknowledge the following:

- Participation in the WLC State Standards
- Diploma Program must be approved by administration.
- Other means of education have been considered (Credit Recovery, Summer School, VLACS.
- Successful completion of the WLC State Standards Diploma Program will result in receipt of a State Standards Diploma (not WLC diploma).
- Students <u>are</u> permitted to take part in the high school graduation ceremony.
- A detailed plan outlining attainment of required credits must be prepared and followed

Four Credits of English

1.0 World Literature
1.0 The Individual in Society
1.0 American Literature
1.0 British Literature OR 2 English Electives

Three Credits of Social Studies

1.0 World History
1.0 U.S. History
1.0 US Government & Economics

Two Credits of Science

1.0 Integrated Science
1.0 Biology

Three Credits of Mathematics

1.0 Algebra A and Algebra B or Algebra I
2.0 Math Electives

Unified Arts

0.5 Credits in Art, Music, Industrial Arts, or Family & Consumer Science

1.0 Credits in Physical Education

Requirements and Electives

0.5 Credit in Health

0.5 Information Communication & Technologies

5.5 Electives

Senior Project – Optional (See page 7)

Alternative Methods of Earning Academic Credit

EXTENDED LEARNING OPPORTUNITIES (ELOs)	ONLINE COURSES	COLLEGE COURSES (Dual Credit)
Internship Independent Study	Virtual Learning Academy Charter School Courses	Early College EStart Running Start

Generally, courses required for graduation are taken at Wilton-Lyndeborough Cooperative High School. Students who wish to take courses through an extended learning opportunity and/or online programs may do so in consultation with the School Counselor and pre-approval of the principal. In all cases, an Alternative Credit Application must be completed and permission obtained prior to the commencement of the class/program. For these courses to obtain credit, they must be taken at an accredited high school, college or university and an official transcript must be provided to the school registrar.

EXTENDED LEARNING OPPORTUNITIES (ELOS)

Extended Learning Opportunities are programs or opportunities in which the primary acquisition of knowledge and skills is through instruction or study outside of the traditional classroom methodology, including but not limited to apprenticeships, independent study, internships, and performing groups. ELOs allow students to earn credit towards graduation outside of the traditional classroom methodologies. ELOs are supervised, competency-based programs or studies that allow students to expand their learning environment.

The purpose of ELOs is to provide learning that is meaningful and relevant to the student and/or school or community. ELOs provide students with opportunities to explore and achieve at high levels. Extended learning opportunities should be stimulating and intellectually challenging and enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

These courses will reflect either a Pass (P) or Fail (F) letter grade on the WLC transcript. Pass will received credit and Fail will not. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

ELO Philosophy

The WLC High School believes that students should have access to Extended Learning Opportunities as they support the WLC MS/HS Mission. We believe that ELOs allow students to experience education in diverse settings and with non-traditional methodologies that may address the different learning styles of our students. ELOs allow for in-depth learning that allows students to explore and immerse themselves in an area of their own interest. ELOs are a part of the educational program which provides students with the best possible education and options to reach their potential at WLC HS.

Students interested in an ELO should see the ELO Coordinator.

INTERNSHIPS

WLC believes students should be provided with community-based Extended Learning Opportunities (ELOs) that support students earning non-traditional credit. The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology. We believe that students have many different learning styles and that they should have many experiences available to them outside of the traditional classroom environment. Our goal is to provide the best possible education for students at WLC by having more options to reach their potential. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

INDEPENDENT STUDY

Students may investigate independent studies by contacting the specific teacher the student wishes to work with. The school counselor will assist in determining if the student is eligible. The supervising teacher and the student complete an ELO form for approval before the semester begins. Teachers must be certified in the course content area. Independent Study courses fulfill an elective graduation requirement; these courses are graded Pass or Fail. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

ONLINE COURSES

We offer students the opportunity to take online classes through Virtual High School and Virtual Learning Academy Charter School. VHS and VLACS offer a variety of courses that are not offered at WLC and allow students to further explore their own interests to complete their elective and extracurricular requirements. VHS and VLACS courses require permission from the School Counselor. These courses will reflect the actual letter grade earned and the GPA associated with it, this will be tabulated and included in overall GPA

Taking Core Classes Online Policy: Students are strongly encouraged to take all credit requirements at WLC. However, in some circumstances students are allowed to take such a class online. Students must first try the WLC offered course in the classroom setting. If it is apparent that the student's education would further benefit from an alternative setting in order to gain course credit, a meeting with the student, parent/guardian, teacher and school counselor will take place to explore further options. Upon further review, permission must be granted by administration and school counselor in order for the student to take the online course.

VLACS - Virtual Learning Academy Charter School can begin at any time during the school year and students complete the course at their own pace earning a half or full credit based on course selection. For more information you can visit the VLACS website at www.Vlacs.org

COLLEGE/UNIVERSITY CREDIT = DUAL CREDIT

With prior approval from the school counselor and before the beginning of a semester a student must be approved for college level courses. Students earn high school and college level credit simultaneously. All applications must be completed and approval granted from the school counselor. Credit will be granted for a college course provided that a passing grade is earned. 0.5 credit will be awarded for a semester long course and 1.0 for year-long courses. **These courses are considered honor level high school courses and will be awarded honors GPA.**

Early College: Early College pathways enables students to jump start their college education by earning college-level credits during their high school years. Students are integrated into regular college classes on the NCC campus or online. With guidance from Nashua Community College advisers, students select courses from the general education program or take a sequence of courses in a particular curriculum.

Earn college credits at a fraction of the cost of a four-year university. NCC's in-state tuition rate is only $250 per course. Contact the NCC Admissions Office for more information at 603-578-8908.

eStart: eStart is a dual credit program that affords NH high school students the opportunity to take 100% online college courses through the Community College System of New Hampshire (CCSNH), while earning both high school AND college credit simultaneously.

This program allows students to earn high school AND college credit for the same online course. They can access their class anytime/anywhere to fit their busy schedule. Students will learn from highly qualified CCSNH faculty and gain valuable experience with college coursework. The credits earned transfer to many colleges and universities. Tuition is $150 plus the cost of textbooks.

eStart is a partnership between the Community College System of NH(CCSNH) and the Virtual Learning Academy Charter School (VLACS)

Running Start: The Running Start program allows high school students to take Community College System of NH (CCSNH) courses for high school AND college credit while still in high school. Courses offered through the Running Start program are college courses taught at the high school by CCSNH college credentialed high school faculty as part of the daily class schedule. Currently the tuition price per credit is $150.00 plus the cost of textbook(s). College courses are generally either 3 or 4 credits.

Each student, along with their parent(s) is required to sign a contract to ensure that all parties understand the agreement, costs and terms.

CREDIT ACCUMULATION GUIDELINES

Beginning in 9th Grade, progress toward graduation depends on the accumulation of credits and passing required subjects. The following credit accumulations are guidelines for entrance into Grades 10, 11, and 12:

It is the student's responsibility to meet periodically with his/her counselor to ensure all graduation and credit requirements are completed.

Middle School Students Enrolled in High School Courses

Students who take high school course while enrolled in middle school will earn credit towards high school graduation. These courses are tabulated in their overall High School GPA. The course will appear on their high school transcript and will count towards graduation credits. However, students are still required to fulfill all math course requirements for graduation within their 4 years of high school. Three math credits plus one additional unit of math, which may be earned outside of the Math Department via interdisciplinary coursework. See Page 23 of the Program of Studies for a complete list of courses that qualify.

- Report Cards are generated and credit is assigned for S1 and S2/YL
- Semester long classes earn .5 credit.
- Year Long courses earn 1.0 credit.

Summer Enrichment

Students are encouraged to participate in summer enrichment experiences. These programs are seen as enrichment only and do not qualify for credit. Programs such as St. Paul's Advanced Studies Program, Phillips Exeter Summer Program, courses taken at college/university qualify for academic credit. See your counselor for more information.

Official Snapshot for Seniors

Each October grades will be captured on a specific date. These grades will be part of the senior college application process and sent to colleges/universities as their Semester 1 senior courses with grades along with their official transcript for the start of their senior year.

Report Cards

Report cards are issued twice a year at the end of Semester 1 and at the end of the school year in June. Assignments, grades, and attendance information is available to families through the PowerSchool Parent Portal.

Grade Weighting

Honors, Dual Credit (Running Start) and Advanced Placement courses from each major department carry more weight in calculating Grade Point Average.

WLC GRADE SCALE

Academic Program

Listed below is an explanation of the three academic programs and their criteria. All levels may not be offered every year.

Advanced Placement	WLC offers several Advanced Placement course per year. They are designed to develop higher-level reading, critical thinking, verbal, and writing skills and to develop an understanding of complex concepts. Students should expect significant homework and/or research assignment.
Honors & Dual Credit Courses	These are rigorous courses offered at Wilton-Lyndeborough Cooperative. They are designed for students with high motivation. The goal is to develop advanced reading, critical thinking, verbal, and writing skills and to develop an understanding of complex concepts and themes through extensive investigation. These courses require a significant amount of homework and the ability to plan for both short and long term assignments. Enrollment in these courses is based upon instructor recommendation.
General Course of Study	These courses offer a curriculum designed to meet the needs of students who require a more basic approach to the subject. They are designed to develop reading, critical thinking, verbal, and writing skills. These courses will require homework and the ability to complete research assignments.

Taking into consideration a student's interests, abilities and performance, different levels may be selected for different subject areas. The student may have the opportunity to adjust their level when appropriate.

COURSE WEIGHTINGS AND RANK IN CLASS PROCEDURES

Grade	Honors Level	General Course of Study	Percentage	Grade
A +	4.9	4.5	98 - 100	A +
A	4.6	4.2	93 - 97	A
A -	4.3	3.9	90 - 92	A -
B +	3.9	3.5	88 - 89	B +
B	3.6	3.2	83 - 87	B
B -	3.3	2.9	80 - 82	B -
C +	2.9	2.5	78 - 79	C +
C	2.6	2.2	73 - 77	C
C -	2.3	1.9	70 - 72	C -
D +	1.9	1.5	68 - 67	D +
D	1.6	1.2	66 - 67	D
D -	1.3	0.9	65	D -
F	0.0	0.0	64 and below	F

High Distinction Diploma - GPA of 3.7-4.9
Distinction Diploma - GPA of 3.3-3.7
WLC Diploma - 0.0-3.3

COMPETENCY-BASED GRADING

"Competencies" - students learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content areas. They serve as the basis of the curriculum. Students MUST pass ALL of the competencies in order to receive credit for each course. WLC has defined competencies for each course offered. Students will receive the traditional grade and credit only when he/she meets the competencies. If any course competency is not met, the student will receive a NC (No Credit) in place of the final grade.

Academic Progress Information

In many instances, unsatisfactory and failing grades should be followed by a student-parent-teacher conference. Parents may also want to discuss any difficulties that their son/daughter might be experiencing with their child's counselor. Students are eligible to remediate their grade and receive up to 80% on assessments.

Grades are captured at the end of Semester 1 and Semester 2 for semester long courses. Year Long courses are granted credit at the end of the year. GPA is awarded upon completion of a course, therefore, semester long course will be awarded at Semester 1 and Semester 2, while Year Long course will not receive GPA until the end of the school year.

- Students' progress is updated in PowerSchool using "Competency Status" updates and comments regularly.
- Report Cards are generated and GPA is assigned for S1 and S2/YL
- Semester long classes earn .50 credit and accrue ½ GPA.
- Year Long courses earn 1.0 credit and accrue full GPA.
- Passing a class with a traditional grades does not mean a student receives credit for the course.
- Competencies override the traditional grades when determining course credit.
- Traditional grades are used to calculate GPA, and for transcript.

Competency Status and Comments in PowerSchool

Each "Competency Status" assignment will have a letter code (OK, P, NYP, IWS, NC) associated with it. A comment may also be associated with a score; click on the highlighted score for any assignment and the comments included will be displayed. Examples are provided below.

P *(Proficient)* upon satisfactorily meeting a proficiency goal, the "OK" will be updated to a "P". The comment associated with this code will indicate the proficiency has been met.

NYP *(Not Yet Proficient)* - indicates that the student is having difficulty with one or more competencies. There will be a comment associated with this code to indicate where the difficulty lies.

IWS *(Insufficient Work Shown)* - indicates that the student is missing one or more assessments for competencies. There will be a comment associated with this code to indicate what is missing.

NC *(No Credit)* - If a student fails to meet the proficient level in any of the course competencies by the conclusion of the class*, an NC will appear in place of the traditional grade. This indicates that the student has not received credit for the course and will have to complete a Credit Recovery Plan, or retake the course. Upon the successful completion of missing competencies, the traditional grade will be restored and factored into the student's cumulative GPA.

GRADE POINT AVERAGE

A student's Grade Point Average (GPA) is determined at the last snapshot at the end of the school year. GPAs are recorded on the transcript cumulatively. Wilton-Lyndeborough Cooperative High School does rank its students.

Semester long course are awarded credit and GPA at the end of Semester 1 and Semester 2. Year Long courses are awarded credit and GPA at the end of the year.

CLASS RANK

Class Rank is obtained by the cumulative averages of all students in a class. Class rank is calculated at the conclusion of each semester beginning after the spring semester of freshman year. Official ranks are accumulated in June and January. It is important to note: At Wilton-Lyndeborough Cooperative High School, ALL Pass/Fail courses are excluded from GPA, however they are awarded credit.

TOP TEN

For the purpose of the top ten (10) graduating students and the positions of Senior Class Valedictorian and Salutatorian cumulative GPA will be calculated two weeks after Semester 1 grades close. At this time credit and GPA will be awarded for both Semester 1 and Year Long courses. Once this has been determined the Top Ten will be notified and these credits and GPA will revert back to their original status. These results are to be absolute.

The GPA of any senior who has been at WLC for one academic year or less will, to our best ability, be translated into the WLC formula for calculation of GPA and class rank. If the student's rank in class falls within the top ten range, then the student will share the rank with the WLC student who is currently at that rank resulting in Top Eleven.

HONOR ROLL

The scholastic Honor Roll is prepared and published twice a year. Students who drop a class and receive a grade of "WDF" are not eligible for honor roll.

HONOR ROLL CLASSIFICATIONS

High Honors: Students who have received a grade of A- or higher in all subjects
Honors: Students who have received a grade of B- or higher in all subjects

SENIOR PRIVILEGES

Senior Privileges allow 12th grade students in good academic standing, including Senior Project and Service Learning, to manage their time during the day when they are not scheduled for a class. An application, found in the school counseling office, needs to be completed before approval.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students upon entering WLC are enrolled as Juniors. They do not participate in graduation ceremony and do not receive a diploma.

ADVANCED PLACEMENT COURSES & EXAMS

The Advanced Placement program offers students the opportunity to participate in college level courses and earn possible college credits based on his or her scores on the College Board AP exams given in May of each year.

The graph below displays each AP course offered at WLC and the school year that it will run, please pay careful attention when choosing your courses.

	Open to:	2021-2022	2022-2023	2023-2024	2024-2025
AP U.S. History	11th – 12th 10th w/recommendation	✓		✓	
AP Biology	10th – 12th		✓		✓
AP Environmental Science	11th – 12th	✓		✓	
AP Computer Science Principles	9th – 12th	✓		✓	
AP Computer Science A Java	9th -12th		✓		✓
AP World History	10th – 12th 9th w/recommendation	✓			✓
AP Art and Design	9th – 12th		✓		✓

AP EXAM DAY

Students taking an advanced placement exam are not required to attend the regular classes on the day of an AP exam. Student must arrive 15 minutes prior to the exam start time to ensure their attendance and complete required paperwork.

COURSE REGISTRATION PROCEDURES

Course registration begins in January/February for upcoming freshmen and returning high school students. The process is announced by teachers and the School Counseling Department, to provide students and parents information to make appropriate course selections. Many courses have prerequisites and honors or AP level core courses require approval from the current teacher for enrollment. Students should discuss levels with their current teachers or core class instructors to ensure correct placement in courses. Course registration deadlines are important. Students should always work with their counselor if they have any questions or concerns. A separate contract must be signed by students and their parent(s) for any students who wished to take Running Start, eStart or Early College Courses to ensure that all parties understand the agreement, costs and terms.

TEACHER RECOMMENDATIONS/OVERRIDES

Teachers recommend the appropriate course selection for students. Experience has confirmed our belief that a student's current teacher is the most qualified person to make this recommendation based not only on the student's performance, but also on the teacher's evaluation of the student's potential and ability.

At times, parents may disagree with the teacher recommendation. When this occurs, we strongly encourage you to discuss the course selection with your child, the teacher and school counselor. Parents and students are highly cautioned about completing a Course Override Form. If a parent overrides a teacher recommendation and the student begins to experience difficulty in the class, moving the student to a lower level may not be possible. In addition, your child's transcript will permanently reflect a Grade of WDF (withdraw/fail). Please consider this decision carefully before taking this course of action. Students who receive a snapshot Grade of WDF are ineligible for Honor Roll.

TAKING HIGHER LEVEL COURSES WITHOUT TEACHER RECOMMENDATION POLICY

Any students interested in taking a higher level class at WLC for which they have not been recommended must have a meeting with their parent/guardian, previous subject teacher, teacher of higher level course and school counselor. This meeting must take place during the academic school year.

DROP/ADD PROCEDURES

Student may withdraw from a course prior to the add/drop period of a semester without academic penalty, and without the course being listed on the student's transcript. After the Add/Drop period, but before deficiency notices are issued, a student may withdraw from a course with a "WDF" grade ("withdrawal with failure"). Please consider this decision carefully prior to taking this course of action; the students' transcript will permanently reflect a "WDF". Student will receive no partial withdrawal credit for time spent in the course. The failing grade will be computed in GPA, often resulting in a lower GPA. Students receiving a WDF are ineligible for the Honor Roll. This policy applies to all, but is not limited to; all courses taught at WLC, courses offered to WLC students via Contoocook Valley, Mascenic Regional High School or Milford Technical High School. Virtual Learning Academy Charter School (vlacs.org), Running Start, eStart and ELOs. Students who withdraw from classes after the add/drop period must have, in writing, permission from Teacher, School Counselor, and Parent(s)/Guardian(s). A withdraw/fail grade will be assigned for all such withdrawals.

ASSESSING OUT OF HIGH SCHOOL CLASS(ES) POLICY

In order for students to test out of a high school class, they must adhere to the following; have a meeting with their parent/guardian, teacher, and school counselor during the academic school year. Students must earn a grade of 65 or higher on the assessment in order to gain their credit. Grades will show up on academic transcripts as P (pass) with no numerical grade counting for or against a student's GPA. A student will not be able to receive Honors credit for the course. Subject matter and competency requirements for the test will depend on specific curriculum and standards set forth by the teacher.

ACADEMIC EXTENSION AND STUDY HALLS

Academic Extensions and Study Halls are offered at WLC for students who need extra study time, these classes do not carry credit or GPA and will not be listed on the Transcript.

AUDIT POLICY

With the recommendation of the receiving and sending teacher, students may request to Audit. The purpose of the Audit is to participate in a course in an effort to further develop academic knowledge and build a stronger academic foundation. Students must complete an Audit Agreement (located in the School Counseling office) to be signed by parent, teacher, and school counselor. **Please note: audited courses are not taken for credit and do not impact GPA.**

OVERVIEW OF COLLEGE ADMISSION REQUIREMENTS

The choice of a high school curriculum and course selection may limit or enhance college entrance opportunities and achievement in college. Students are strongly encouraged to take as demanding a schedule as possible where they will be successful. Most successful candidates for admission to college have taken at least four years of English, three plus years of college preparatory mathematics, laboratory science, and social studies. Successful candidates have also completed three years of study in a single world language. However, students must read specific college catalogs to be certain of their particular requirements especially in areas such as engineering, nursing and physical therapy. A major factor leading to success in college admission and as a college student is the academic preparation a student achieves in high school. Students need to consider this as they plan for their course selection each year.

COLLEGE SELECTIVITY

Colleges may be classified according to their standards for admission. Students should carefully review these categories as they plan for college.

Most Competitive: Even superior students will encounter a great deal of competition for admission to these colleges, In general, these colleges require a class rank in the top ten percent and grade point average of 3.8 and above. The strongest curriculum possible in high school is required. Average test scores of admitted students are 700-800 on each section of the Critical Reasoning SAT and 30 or above on the ACT. These colleges typically require at least three SAT Subject Tests. These colleges admit a small percentage of those who apply.

Highly Competitive: The group of colleges is looking for students with minimum grade point averages of 3.65 and accepts most of their students for the upper 10 to 20 percent of the high school class. A very strong high school curriculum is required. Average test scores of admitted students are 650-800 on each section of the Critical Reasoning SAT and 28 and above on the ACT. These colleges recommend that prospective students take at least three SAT Subject tests.

Very Competitive: The colleges in the category admit students whose grade point averages are no less than 3.5 or above, who rank in the top 25-30 percent of their graduating class, and who have taken a solid college preparatory and honors program in high school. Average test scores are in the 600-700 range on each section of the Critical reasoning SAT and from 28 above on the ACT.

Competitive: These schools enroll students with average test scores from 500-650 on each section of the Critical Reasoning SAT and from 23 to 28 on the ACT. Many colleges prefer students in the top 30 to 40 percent of the graduating class.

Less Competitive: The colleges in this category look for students in the upper half of their graduating class who have taken a college preparatory program and have scored around 500 on each section of the Critical Reasoning SAT and 20-26 on the ACT. They admit students with a GPA range of 2.3-2.8

Noncompetitive: Colleges in this category require only evidence of graduation from an accredited high school program or equivalent. Some require entrance examinations for course placement purposes.

SPECIAL COLLEGES

These colleges feature specialized programs of study. They include professional schools of art, music, or theater arts, or seminaries preparing students for the clergy. In general, admission requirements are not based on academic criteria but on evidence of talent or special interest in the area of study and often require an audition or portfolio of the students work in order to be admitted.

POST HIGH SCHOOL EDUCATION

Some students benefit from a post graduate year of study. Students who do not feel academically, socially or emotionally ready to attend college have often found success with this option after graduation. There are a variety of schools that offer this year of study that helps students solidify their academic foundation enabling them to move on to a college experience of their choice.

POST HIGH SCHOOL EMPLOYMENT

Students interested in going on to a career immediately after high school may take advantage of career opportunities offered throughout their high school experience in order to enhance their opportunities. Employers will base their decision to employ a student on a variety of factors. These factors include high school diploma, grades, attendance record, recommendations from teachers and counselors, extracurricular activities, and personal characteristics.

COLLEGE PREPARATORY TESTING

PSAT 8/9

-Administered to ALL 9th grade students in the Spring at WLC

The PSAT 8/9 measures the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress. The tests are designed to:

- Measure the essential ingredients for college and career readiness and success, as shown by research.
- Have a stronger connection to classroom learning.
- Inspire productive practice.

As students advance from grade to grade, the tests will keep pace, matching the scope and difficulty of work found in the classroom.

PSAT 10

-Administered to ALL 10th grade students in the Spring at WLC

The PSAT 10 and the PSAT/NMSQT are the same test, offered at different times of year and have these benefits in common:

- They are both great practice for the SAT because they test the same skills and knowledge as the SAT — in a way that makes sense for your grade level.
- They both provide score reports you can use to personalize your Khan
- Academy® SAT practice
- These score reports also list which AP courses you should check out

PSAT/NMSQT

-Administered to ALL 11th grade students in October at WLC

National Merit® Scholarship Program is an academic competition for recognition and scholarships that began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test, a test which serves as an initial screen of approximately 1.5 million entrants each year, and by meeting published program entry and participation requirements.

Each October the PSAT is administered to all WLC juniors. The PSAT/NMSQT has been redesigned to mirror the redesigned SAT®. Participation in the PSAT/NMSQT is an important step in preparing for college.

Students can prepare for this exam by taking the PSAT/NMSQT Practice Test. Khan Academy®, partnering with College Board released free interactive practice programs to support students to familiarize themselves with the redesigned exam. The customized test preparation offers skill based videos to support the redesigned key changes for students who take the PSAT/NMSQT. When students get their test results, they can connect their College Board and Khan Academy accounts to get free personalized SAT study recommendations.

SAT

-Administered to ALL 11th grade students in the Spring at WLC

-Available to 11th and 12th grade students, please visit www.collegeboard.org

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math, subjects that are taught every day in high school classrooms. Almost all colleges and universities use the SAT to make admission decisions.

Taking the SAT is the first step in finding the right college for you — the place where you can further develop your skills and pursue your passions. But SAT scores are just one of many factors that colleges consider when making their admission decisions. High school grades are also very important. In fact, the combination of high school grades and SAT scores is the best predictor of your academic success in college.

The SATs are offered several times a year. Most students take the SAT for the first time during the spring of their junior year and a second time during the fall of their senior year.

By state law, all juniors at WLC High School are required to take the reading, writing and mathematics portions of the SAT at WLC during the school day in April with a make-up day in April. The results of these SATs are used to evaluate WLC School District, and in most cases can be used by the student in the college application process.

ACT
- Available to 11th and 12th grade students, please visit www.actstudent.org

The ACT is accepted by all 4-year colleges and universities in the United States.

The ACT multiple-choice tests are based on what you're learning.
The ACT is not an aptitude or an IQ test. The test questions on the ACT are directly related to what you have learned in your high school courses in English, mathematics, reading, and science. Every day you attend class you are preparing for the ACT. The harder you work in school, the more prepared you will be for the test.

There are many ways to prepare for the ACT.
Taking challenging courses in high school is the best way to prepare, but ACT also offers a number of test preparation options including free online practice tests, testing tips for each subject area tested, and the free student booklet Preparing for the ACT. This booklet includes complete practice tests (with a sample writing prompt and example essays). ACT Online Prep™, the only online test preparation program developed by ACT, is another tool to help you be ready for test day.

Your ACT score is based only on what you know.
The ACT is the only national college admission test based on the number of correct answers—you are not penalized for guessing.

Optional Writing Test.
Because not all colleges require a writing test for admission, ACT offers you the choice of whether or not you want to spend the extra time and money taking the writing test. Writing is an important skill for college and work, but schools use different methods to measure your writing skills.

ACCUPLACER TEST
ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. For over 30 years, ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses. ACCUPLACER delivers immediate and precise results, offering both placement and diagnostic tests, to support intervention and help answer the challenges of accurate placement and remediation.

Educators, counselors, and testing directors rely on ACCUPLACER's quality and validity as they advise and support students in their academic and career journeys. Over 8.5 million ACCUPLACER tests are administered each year in more than 2,000 secondary and postsecondary institutions. ACCUPLACER connects over 2.5 million students to college and career opportunities.

If you are interested in ACCUPLACER and need to create an ACCUPLACER account, complete a new institution registration form at *accuplacer.org*.

ASVAB CAREER EXPLORATION PROGRAM
All grade 10 student take ASVAB the ASVAB CEP is a complete career planning program. Students take the ASVAB at no cost and no commitment to military service. The ASVAB CEP also provides an interest assessment and planning tools to help young adults explore career field entry requirements and various career paths, both military and civilian.

ASVAB CEP test results are sent to schools so participants can explore career options with counselors. The scores report how the student performed on each subtest area, and how their scores compare with others who took the test. Participants receive three composite scores in verbal, math and science/technical skills used for career exploration, and the AFQT score is also reported.

Good to Know: ASVAB CEP participants who want to enlist in the Military can access their AFQT at asvabprogram.com. They can also access their Service-specific line scores at careersinthemilitary.com.

ONE ADDITIONAL UNIT OF MATH IN 12TH GRADE

WLC requires that every student take three years of math plus one additional year of math or a non-math class in which mathematics is significantly applied during their 4 years in high school. According to ED 306.27, a student can meet the requirement "by satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses, and one non-mathematic content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board."

Non-math department courses that meet the fourth year math requirement are designated with the $\sqrt{x}$ symbol at the beginning of the course title.

Accounting I – *U.A.*
Accounting I & II – Milford – *U.A. -MHSATC*
Advanced Construction Technology – *U.A. -MHSATC*
Advanced Engineering Design – *U.A. -MHSATC*
Advanced Precision Machining – *U.A. -MHSATC*
Adventures in Computer Art – – *U.A. -MHSATC*
Algebra II
All That is 2-D – *U.A.*
Applied Algebra II
AP Computer Science – *U.A.*
AP Physics C
Around The House – *U.A.*
Astronomy
Automotive Service Technology – *U.A.-MRHS*
Biotechnology/Genetics – *SCI–MHSATC*
Business Math - VHS
Calculus I & II
Chemistry - *SCI*
Computer Integrated Manufacturing – *U.A. -MHSATC*
Computer Science Principles – *U.A. -MHSATC*
Construction Technology – *U.A. -MHSATC*
Consumer Math
Creative Arts – *U.A.*
Creative Cooking – *U.A.*
Culinary Arts I & II – *U.A. -MHSATC*
Data Structure – *U.A. -MHSATC*
Engineering Design – *U.A. -MHSATC*
Environmental Conservation - *Science*
Everything Else is 3-D – *U.A.*
Forensic Science– *U.A.*
For the Love of Leftovers – *U.A.*
Honors Calculus - SCI
Honors Chemistry- *SCI*
Honors Data Structure– *U.A. -MHSATC*
Honors Java Programming – *U.A.*
Honors Pre-Calculus
Intro to Statistics
Introduction to Accounting – *U.A.*
Life Skills – *U.A.*
Mechatronics Precision Machining–*U.A. -MHSATC*
Microbiology Principles & Practices – *SCI– U.A.-MHSATC*
Personal Finance & Career Management –*U.A. -MHSATC*
Physics - *SCI*
Pre-Calculus
Precision Machining – *U.A. -MHSATC*
Principles of Business & Entrepreneurship – *U.A.*
Programming Fundamentals – *U.A.*
Residential Finish Carpentry – *U.A.*
School Store Experience – *U.A.*
3D Art – *U.A.*
2D Art – *U.A.*

Within the context of the courses listed above, students use and apply math concepts and procedures accurately to solve real world problems.

State of New Hampshire Department of Education 4th Unit of Math Requirement.
Ed 306.27 Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/Language Arts.

NH DOE comment:
The intent of this section is to ensure that students are engaged in English Language Arts and Mathematics competencies throughout their high school education, although the credit requirement for ELA is 4 credits and Math is 3 credits.

2023-2024 COURSE OFFERINGS

ENGLISH / LANGUAGE ARTS

4 English Credits are required for Graduation, as well as meeting Competencies

9th Grade	10th Grade	11th Grade	12th Grade
World Literature **Honors World Literature**	**American Literature** **Honors American Literature**	**British Literature** **Honors British Literature**	
Science Fiction & Fantasy 9-12			
		Into the Unknown 11 & 12 **College Composition 101 (RS)** **College Composition 102 (RS)** **Horror A-Z 11 & 12** **The Hero's Journey Through Film & Literature 11 & 12** **Yearbook and Journalism I (11th Grade w/permission)** **Yearbook and Journalism II I (11th Grade w/permission)**	

Textual Analysis: Students will comprehend, analyze and critique a variety of increasingly complex literature and informational texts.

Writing: Students will write well-structured arguments, narratives, and informative/explanatory pieces.

Speaking & Listening: Students will speak and listen purposefully, making strategic decisions about content, language usage and speaking style.

Research: Students effectively perform short as well as more sustained research based assessments.

World Literature
1.0 Credit/Year Long
Requirement
Grade 9

This course is designed to focus on the literature of various societies throughout the world, from Classical Times through to the Modern Era. Materials include novels and other selected readings for the various units of study. Student evaluation is based on various summative and formative assessments, including research.

World Literature
Honors
1.0 Credit/Year Long
Requirement
Grade 9

Grade 8 teacher recommendation
Completion of summer reading and honors criteria

This course is designed for college bound students who enjoy extensive reading and writing. Students will demonstrate the ability to effectively analyze world literature of various societies, from Classical Times through to the Modern Era. Materials include novels, selected readings, and various media appropriate to the themes. Student evaluation is based on various summative and formative assessments, including research.

American Literature
1.0 Credit/Year Long
Requirement
Grade 10

This course meets the requirement for 10th Grade English for graduation. This course is a chronological survey of American literature, non-fiction essays, and foundational documents, which provides students the opportunity to learn about how different periods and groups, such as the Native Americans, the Romantics, the Depression, etc. have influenced and been influenced by the history, values, and culture of our country. Students analyze literature to explore their relationship with the world around them, including themes of identity, war, and government. Students are required to read, write, and participate in class discussions. In addition to literature, students study grammar, complete research, and work on vocabulary development. This course is an interdisciplinary course with US History.

American Literature Honors 1.0 Credit/Year Long Requirement Grade 10 *Grade 9 teacher recommendation, Completion of summer reading and honors criteria*	This course meets the requirement for 10th Grade English for graduation. This course is a chronological survey of American literature, non-fiction essays, and foundational documents, which provides students the opportunity to learn about how different periods and groups, such as the Native Americans, the Romantics, the Depression, etc. have influenced and been influenced by the history, values, and culture of our country. Students analyze literature to explore their relationship with the world around them, including themes of identity, war, and government. Students are required to read, write, and participate in class discussions. In addition to literature, students study grammar, writing, complete research, vocabulary, and presentation skills and informational texts.
British Literature 1.0 Credit/Year Long Requirement Grade 11	This course is required for all Juniors to take. It will combine a study of British Literature from Anglo-Saxon times to the Modern Age. Students in this course are encouraged to improve their close reading, writing, vocabulary and critical thinking skills. Evaluation is based on formative and summative assessments such as: written assignments, research, and individual and collaborative projects.
British Literature Honors 1.0 Credit/Year Long Requirement Grade 11	This course is required for all Juniors to take. This course is designed for students interested in furthering their education at a four year university. It will combine a study of British Literature from Anglo-Saxon times to the Modern Age. Students in this course are encouraged to improve their close reading, writing, vocabulary and critical thinking skills. Evaluation is based on formative and summative assessments such as: written assignments, research, and individual and collaborative projects.

Seniors <u>MAY</u> <u>choose</u> from the following options:

- AP English Literature & Composition OR <u>2 electives to fulfill their senior English requirement</u>- This choice entails work beyond the level of Sophomore or Junior students taking the same elective.

Seniors may also choose any English Elective(s) in addition to this requirement

College Composition 101 Elective 0.5 Credit/Semester/ Running Start Grades 11 & 12 *4.0 Running Start College Credits are available through Nashua Community College. There is a fee of $150.00.*	In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from pre-writing through drafting, revising and editing. Students gain confidence through learning the basic principles of effective expository composition and the application of these principles in writing essays and documented papers. Students become aware of the variety of strategies, behaviors, habits and attitudes, and choose those that help them improve. Students will also read and examine a wide variety of writers and writing styles.
College Composition 102: Writing About Literature Elective 0.5 Credit/Semester/ Running Start Grades 11 & 12 *4.0 Running Start College Credits are available through Nashua Community College. There is a fee of $150.00.*	Building upon skills learned in College Composition 101 this writing and literacy course further explores the dimensions of writing based on selected readings that explore relevant themes and issues in today's world. Emphasis is placed on expository disciplines. The objective of the course is to enhance the depth and quality of students' written expression through sustained engagement in the semester theme. The student will practice writing about that theme for various purposes and audiences with systematic feedback from peers and the instructor. The course employs a workshop approach that incorporates critical reading, discussion, and a series of intense writing activities including analysis of rhetorical strategies used by other writers, and reading and responding to the work of others. Working in small groups, students will develop

	original ideas about the semester theme through active discussion and critique.
Horror A-Z 0.5 Credit/Semester Elective Grades 11 & 12	Why is the horror genre dynamic yet misunderstood? Why are gothic tales dark yet romantic? The literary genre known as "horror" has evolved since it first began. At the very core, the genre was designed to instill terror in people. In this course students will read, watch, write and analyze classic, modern, and contemporary short stories and works in visual media, with an emphasis on the historical development of the horror and gothic genre and gothic elements that have stood the test of time. Why does this genre attract so many readers and viewers? Attention will be given to relevant local, social, and historical true horror stories. Evaluation is based on summative and formative assessments such as: written assignments, research, and individual and collaborative projects.
Into the Unknown 0.5 Credit/Semester Elective Grade 11 & 12	Students who take this course will delve into literary works that are based on mental illness, criminality and breaking societal stereotypes. Through film, personal accounts, poetry, novels, art, and other collected works, students will explore how mental health issues have been depicted in literature and how society has broken through stereotypes. Students will be able to explore their personal interests, learn from each other, and have a variety of ways to demonstrate their understanding of the course. Evaluation is based on formative and summative assessments such as: written assignments, research, and individual and collaborative projects.
Say It and Debate It! 0.5 Credit/Semester Elective Grade 9-12	Do you like to defend your point of view? Would you like to be a better presenter or to do well in an interview? This class is an introduction to the skills of public speaking and debate. In a safe atmosphere, students learn to enhance their public speaking skills for interviews, the classroom, the workplace, and for special events. Activities include speeches, debates, interviews, TED Talks, film, understanding mass media, and classroom exercises.
Science Fiction & Fantasy 0.5 Credit/Semester Elective Grade 9-12	In this survey course, students will study the works of contemporary science fiction and fantasy writing through both works of literature and film. Students will examine themes such as morality, survival, and innovation, by studying topics such as utopias, dystopias, clones, biological warfare, and the apocalypse. Students will have the opportunity to explore more of their interests in this topic through creative projects, simulations, and games.
The Hero's Journey Through Film and Literature 0.5 Credit/Semester Elective Grade Level 11-12	What makes someone a hero? Joseph Campbell, a world-renowned mythologist, believed that the hero's journey is a pattern of human experience that underlies virtually all literature and film and applies to our own lives as well. The hero's journey is both timeless and contemporary. This elective is a film-based course, supplemented with short stories, nonfiction, myths, and personal experience to examine the world of the hero.

In addition to the standard English competencies, the Yearbook and Journalism Classes require the following competencies.

Writing: Students write to meet the journalistic standards of content and ethics which clearly communicate the content to the reader.

Research: Students perform research effectively, adapting skills and collection methods for journalistic standards

Visual Literacy: Students create, identify, and use visual material for the yearbook that serves the purpose intended and meets ethic codes of publication, including copyright

Media/Publishing: Students organize and arrange yearbook content which is accessible to and aesthetically pleasing to the reader.

Advertising/ Media Finance: Students identify and use a variety of sources of revenue to fund the yearbook publication, including advertising

Yearbook and Journalism I 0.5 Credit/Semester Elective Grade 11 & 12 *Grade 11 students must obtain permission from course teacher*	This course is designed to provide students with a collaborative environment to produce the school's annual yearbook. Students will learn the basics of desktop publishing, the basic elements of photography, and how to market the yearbook to the WLC community. Students take part in all aspects of production of the yearbook, including creating a theme, designing the cover and layout, and writing articles. Students will be required to make and meet weekly production goals. There will be required journalism elements of this course which will have students doing research, interviews, and article writing.
Yearbook and Journalism II 0.5 Credit/Semester Elective Grade 11 & 12 *Grade 11 students must obtain permission from course teacher*	This course is designed to provide students with a collaborative environment to produce the school's annual yearbook. Students will learn the basics of desktop publishing, the basic elements of photography, and how to market the yearbook to the WLC community. Students take part in all aspects of production of the yearbook, including creating a theme, designing the cover and layout, and writing articles. Students will be required to make and meet weekly production goals. Students will also learn the fundamentals of publishing within journalism— including ethics, news literacy, multimedia usage, and reporting. Students will be responsible for researching current events, writing coherent articles, including modern media, and photography.

MATH

1. Students are required to take 3+ credits of mathematics in high school.
    a. Students who take Honors Algebra I in 8th grade must still complete 3+ credits of mathematics in high school.
2. Financial Literacy graduation requirement during their Junior or Senior year.
3. *RS* designates Running Start classes. Students who earn a C or better in Running Start classes are simultaneously enrolled at, and earn credit at, Nashua Community College.
4. Students who take Algebra I in 9th grade, but are determined to take Calculus as a senior, can take both Geometry and Algebra II Honors during their sophomore year with a teacher recommendation.

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Required (0.5 credit)				Consumer Math	
Core Offerings by Grade (1.0 Credit)	Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Calculus Honors *(RS)*	Calculus I & Calculus II Honors *(RS)*
		Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Calculus Honors *(RS)*
		Algebra I	Geometry	Algebra II / Quantitative Reasoning *(RS)*	
Elective Offerings by Grade (0.5 credit)				Statistics *(RS)* (0.5 credit)	Statistics *(RS)* (0.5 credit)
				Stock Market Game (0.5 credit)	Stock Market Game (0.5 credit)
Elective Offering 2.0 Credits; 1.0 Math Credit 1.0 Science Credit				Environmental Entrepreneurship 2.0 credits; 1.0 Credit Math & 1.0 Credit Science	Environmental Entrepreneurship 2.0 credits; 1.0 Credit Math & 1.0 Credit Science

Algebra I
1.0 Credit/Year Long
Requirement
Grade 9

Teacher recommendation and/or successful completion of 8th grade math.

A TI-83 Plus (or higher) graphing calculator is recommended for this course.

Algebra 1 is the first in a series of courses taken by students who plan to prepare themselves for two or four-year colleges. Students will work with algebraic and numeric expressions, properties of real numbers including integers, distributive property, and square roots, absolute value, solving linear equations and inequalities, ratio and proportions, and linear functions. Students will solve and graph linear equations and inequalities, exponents, polynomials, and quadratic equations and functions. Students will also be introduced to univariate and bivariate data analysis as well as the basic concepts of probability.

Algebra I
Honors
1.0 Credit/Year Long
Requirement
Grade 8-9

Grade 8 or Grade 9 with teacher/math placement committee recommendation.

A summer assignment may be required for this course.

Honors Algebra 1 is the first in a series of courses taken by students who plan to prepare themselves for competitive four-year colleges. It is the first course in the Honors Math curriculum and may be taken in either 8th grade or 9th grade with teacher permission. Students will continue to grow their math skills through work with a focus on linear and quadratic equations and functions. Students will also be introduced to univariate and bivariate data analysis as well as the basic concepts of probability. The graphing calculator and graphing computer software will be used extensively in the course to extend and apply all of these concepts.

A TI-83 Plus (or higher) graphing calculator is strongly recommended for this course.	
Geometry 1.0 Credit/Year Long Requirement Grade 9-11 *Teacher recommendation and successful completion of Algebra 1.* *A scientific calculator a TI-83 Plus (or higher) graphing calculator, protractor and compass are recommended for this course.*	Geometry is the second course in the series of courses intended for students who plan to prepare themselves for two year or four year colleges. The course is designed to give the student a more complete understanding of lines, angles, polygons, and circles, their relationships and their properties, as well as areas of 2-dimensional figures and surface area and volume of 3-dimensional shapes. Students will apply basic logic skills to the principles of geometric proof, and will build on their algebra skills in connection with geometric relationships both on and off the coordinate plane.
Geometry Honors 1.0 Credit/Year Long Requirement Grade 9-11 *Teacher recommendation and successful completion of Honors Algebra 1.* *A summer assignment may be required for this course.* *A TI-83 Plus (or higher) graphing calculator is strongly recommended for this course.*	Honors Geometry is the second course in the series of courses taken by students who plan to prepare themselves for competitive four-year colleges. The course is designed to give the student a more formal understanding of lines, angles, polygons, and circles, their relationships and their properties, as well as areas of 2-dimensional figures and surface area and volume of 3-dimensional shapes. Students will "learn the language" of geometry and apply logical reasoning strategies to the principles of geometric proof; they will build on their algebra skills in connection with geometric relationships both on and off the coordinate plane, including word problem applications. Students will also construct accurate representations of geometric figures using various methods.
$\sqrt{x}$ **Algebra II/Quantitative Reasoning** 1.0 Credit/Year Long *(Running Start)* Elective Grade 11-12 *Successful completion of Algebra I and Geometry.* *A scientific calculator is recommended for this course.*	Students will earn a college credit through the Running Start Dual Enrollment program while boosting their transcripts with the addition of Algebra II. Students will cover Algebra II topics such as polynomial functions, radicals, exponents, logarithms, and rational equations, while focusing on real-world applications, problem solving strategy, and preparing for the SAT
Algebra II 1.0 Credit/Year Long Requirement Grade 11-12 *Teacher recommendation and successful completion of Geometry.* *A TI-83 Plus (or higher) graphing calculator is strongly recommended for this course*	Algebra II continues the series of courses for students who plan to prepare themselves for two year or four year colleges. In this course, students will develop the algebraic skills needed in higher mathematics. They will recognize algebra as the study of the structure of the system of numbers including complex numbers. Students will extend their skills in operating with different types of functions, including linear, quadratic, polynomial, exponential and logarithmic functions. Other topics such as matrices and linear programming may be covered as time permits.

Algebra II Honors 1.0 Credit/Year Long Requirement Grade 10-12 *Teacher recommendation and successful completion of Honors Geometry.* *A summer assignment may be required for this course.* *A TI-83 Plus (or higher) graphing calculator is strongly recommended for this course.*	Honors Algebra II is the third course in the honors series of courses taken by students who plan to prepare themselves for competitive four-year colleges. In this course, students will develop the algebraic skills needed in higher mathematics. They will recognize algebra as the study of the structure of the system of numbers including complex numbers. Students will extend their skills in operating with different types of functions, including linear, quadratic, polynomial, exponential and logarithmic functions. Other topics such as matrices and linear programming may be covered as time permits.
√x **Consumer Mathematics** 0.5 Credit/Semester Elective 2024 Requirement beginning with class of 2025 Grade 11-12 *Successful completion of at least two high school mathematics credits.* *This course satisfies the New Hampshire requirements for financial literacy.* *A scientific calculator is recommended for this course.*	Students will learn financial literacy and planning by immersing themselves in a series of real-life projects, including but not limited to: budgeting for a cross-country road-trip; researching careers and potential salaries; searching for a dream house and calculating the mortgage payments; creating a monthly budget to account for transportation, food, entertainment and college debt expenses, in addition to their mortgage payments; estimating the future value of an investment portfolio to help plan for retirement. Students will use online tools such as Google Sheets to perform the calculations in order to develop these increasingly relevant career skills. This course satisfies the New Hampshire requirements for financial literacy.
√x **Statistics I** Honors 0.5 Credit/Semester *(Running Start)* Grade 11-12 *Successful completion of Algebra II* *A graphing calculator is strongly recommended for this course.*	Introduction to Statistics is a course for any student interested in careers in business, social sciences, or any math/science related field. The course is designed to show the student how to understand and interpret statistical results and data more accurately. Topics include scales of measurement, random sampling, graphs and tables, measures of central tendency, probability and probability distributions, confidence interval, error and sample size estimation, hypothesis testing, linear correlation, regression analysis, and prediction. The graphing calculator will be used extensively in this course.
√x **Pre-Calculus** Honors 1.0 Credit/Year Long Elective Grade 11-12 *Teacher recommendation and successful completion of Algebra II.* *A TI-83 Plus (or higher) graphing calculator is required for this course.*	Pre-Calculus is designed for the student who desires preparation for studies in college calculus. This course will provide the student with a solid understanding of the trigonometric ratios from both a triangle and a function perspective; the student will relate the graphs to the properties of the ratios, solve real-world problems that apply these ratios, and develop and apply identities that relate the trigonometric functions to each other. Students will also work with various other function types, including polynomial, rational, radical, exponential and logarithmic expressions. Students will develop and apply concepts related to vectors and parametric equations.
√x **Calculus I & II** *(Running Start)* Honors 1.0 Credit/Year Long Grade 12 *Teacher recommendation and successful completion of Honors Pre-Calculus.* *A TI-83 Plus (or higher) graphing calculator is strongly recommended for this course.*	Students will earn college credit for Calculus I and Calculus II through the Running Start Dual Enrollment program. During the fall semester, students will undergo an in-depth analysis of derivatives, including: the role limits played in their discovery, the rules for differentiating various functions, and using derivatives to solve optimization problems. In the spring, students will focus on solving problems using integration, such as finding the area under a curve, and the volume of a solid formed by rotating an irregular shape around an axis. Students will also study sequences, series, and convergence.

$\sqrt{x}$ Stock Market Game 0.5 Credits Elective Grade 11-12 *Successful completion of at least two high school mathematics credits.*	Trade stocks and bonds in real-time while competing in the Stock Market Game -- a nationwide, online competition where students compete for a $500 grand prize. Learn how financial markets work, why companies issue stocks and bonds, and the strategies needed to invest your money successfully. Explore the mathematical techniques needed to analyze past results and predict future behavior, such as percent change, compound growth, the average rate of change, and return on investment. Other Topics Explored Include: Solving Equations and Inequalities, Simple vs. Compound Interest, Linear & Quadratic Regression, Graphing, Pattern Recognition, Benchmarking, Writing Algorithms
Environmental Entrepreneurship 1.0 Math Credit/Year Long and 1.0 Science Credit/Year Long Elective Grade 11-12 *Teacher recommendation required.*	Students taking Environmental Entrepreneurship will design a new product aimed at making a positive environmental impact to reduce ecological footprints. Students will simultaneously develop a complete business plan, launch a functioning website, and start their own company for the purpose of manufacturing, marketing, and selling their product in the marketplace. Co-taught by Mr. Comerford and Ms. Erickson, students will learn about the fundamentals of business and environmental stewardship. Students will earn 1.0 science credit and 1.0 math credit.

SCIENCE

3 Credits of Science are required for Graduation

9th Grade	10th Grade	11th Grade	12th Grade
Biology (Lab) **Honors Biology (Lab)**	**Biology (Lab)** **Honors Biology (Lab)**		
Engineering Design & Problem Solving			
Environmental Conservation 1 & 2 (Lab)			
	Forensic Science		
		Applied Chemistry & Physics √x ***AP Biology 2024-2025*** **Environmental Entrepreneurship 2.0 credits** **1.0 Credit Math & 1.0 Credit Science** **AP Environmental Science 2023-2024** √x **Anatomy & Physiology (Lab*) Honors option*** √x **Astronomy** √x **Honors Chemistry** √x **Honors Physics** ***Milford High School & Applied Technology Center*** **-Bio-Technology Program-** √x **Microbiology Principles & Practices (Lab)** √x **Biotechnology/Genetics (Lab)**	

Biology
Requirement
1.0 Credit/Year Long
Grade 9-10
Beginning 2023-2024

This course introduces students to many of the fundamental biological concepts thus increasing the students' understanding of themselves as living organisms. Main topics include- Unity and Diversity among life forms, Structures and Processes, Heredity and Evolution. Students will through investigations and activities explore the themes and concepts. Students will be able to understand that science plays a significant role in our everyday lives.

Honors Biology
Requirement
1.0 Credit/Year Long
Grade 9-10
Beginning 2023-2024
Teacher recommendation B or better in Integrated Science

Students will engage in learning topics in Biology in greater depth and application. Through hands-on activities, problem solving and scientific reading and writing students will gain understanding of Structures and Processes, DNA, Genetics and Heredity, Unity and Diversity of life forms and Natural Selection and Evolution. Honors students will problem solve creatively, study independently and communicate effectively for formative and summative assessments.

Integrated Science
1.0 Credit/Year Long
Requirement
Grade 10
Beginning 2024-2025

This course is designed to develop a students' understanding of Earth and Space and Physical Science concepts. Students will gain mastery of relevant science topics through inquiry based activities, reading passages, lectures, videos, and summative projects. Students will develop an awareness of the importance of scientific principles in everyday life and will develop critical thinking skills essential in science and in life. By the end of this course, students will be able to create physical and conceptual models, describe the process governing the formation, evolution and workings of the universe and Earth's place in it; demonstrate an understanding of the forces and motions on Earth and demonstrate an understanding of human impact on Earth's systems.

Integrated Science Honors 1.0 Credit/Year Long Grade 10 Beginning 2024-2025 *Middle School Math and Science Teacher Recommendation, completion of summer work and honors criteria*	This course is designed to develop a students' understanding of Earth and Space and Physical Science concepts with an emphasis on mathematics and computational thinking. Students will gain mastery of relevant science topics through inquiry based activities, reading passages, lectures, videos, and summative projects. Students will develop an awareness of the importance of scientific principles in everyday life and will develop critical thinking skills essential in science and in life. By the end of this course, students will be able to create physical and conceptual models, describe the process governing the formation, evolution and workings of the universe and Earth's place in it; demonstrate an understanding of the forces and motions on Earth and demonstrate an understanding of human impact on Earth's systems.
Engineering Design & Problem Solving 0.5 Credit Elective Grade 9-12	This course emphasizes solving engineering problems, well-defined problems, and open ended problems all of which can include real world applications. Students will apply critical thinking skills to justify a solution from multiple design options. Students will use the engineering design process to investigate, design, plan, create and evaluate solutions. By the end of this course students will be able to apply multiple tools to produce and present working drawings, solid model renderings, and prototypes designed for people's needs, values, and social patterns. Students will analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Students will also analyze a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
Forensic Science 0.5 Credit/Semester Elective Grade 10-12	Forensic science is course rich in inquiry based exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using inquiry based scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, forensic odontology, handwriting analysis and forgery, trace analysis, ballistics, DNA fingerprinting and blood spatter analysis.
Anatomy & Physiology *Honors Option* 1.0 Credit/Year Long Elective Grade 11-12 *Successful completion of Honors Biology or Biology with a grade of C +*	This is a year- long course designed for students interested in learning about the human body and interested in pursuing a career in a health- related field. Students will explore the systems of the human body through lectures, lab models and dissection of various organs such as heart, brain, eyes and kidneys. Content addressed will include- orientation of the human body, histology and various complex systems of the human body. To be successful a student will demonstrate effective time management and good study skills.
Environmental Entrepreneurship 1.0 Math Credit/Year Long and 1.0 Science Credit/Year Long Elective Grade 11-12 *Teacher recommendation required.*	Students taking Environmental Entrepreneurship will design a new product aimed at making a positive environmental impact to reduce ecological footprints. Students will simultaneously develop a complete business plan, launch a functioning website, and start their own company for the purpose of manufacturing, marketing, and selling their product in the marketplace. Co-taught by Mr. Comerford and Ms. Erickson, students will learn about the fundamentals of business and environmental stewardship. Students will earn 1.0 science credit and 1.0 math credit.

Astronomy (LAB) 0.5 Credit/Semester Elective Grade 11-12	This course is an introduction to modern astronomy. The course adopts a conceptual approach to understand the nature of science and physics concepts through the eyes of astronomy. Topics will include the motion of the night sky, the nature of light, stars and stellar evolution, black holes, the Big Bang Theory, universal expansion, and Einstein's theory of relativity. Methods of assessment will include tests, projects, computer simulations, laboratory experiments and activities.
Honors Chemistry Credit/Year Long Elective Grade 11-12 *Teacher recommendation and successful completion of Honors Algebra I with a grade of B and summer assignment(s).*	The course is designed as a lab course for college bound students who plan to major in science or a related field. Students taking this course should be highly motivated and able to work independently. Significant homework and reading will be required and students must have a strong math background. Topics will include lab safety, measurement and dimensional analysis, atomic structure through the Bohr model, and a simplified introduction to the quantum model, periodic law and periodic trends, the mole, chemical bonding, notation and naming, stoichiometry, kinetic theory and the gas laws, and acid/base chemistry. Every unit will include a hands-on lab activity. The student will keep a science notebook that will include worksheets, labs, diagrams, news articles and notes.
Environmental Conservation I 0.5 Credit/Semester 1 Elective Grade 9-12	This course will provide an understanding of the biodiversity of our local ecosystems and what we can do to conserve them for future generations. Topics will include understanding the human generated environmental impacts with a focus on the Nature of Science and learn proper field techniques for collecting data. By the end of this course, students will be able to create physical and conceptual models of Earth's interrelated systems (geosphere, hydrosphere, biosphere and atmosphere), demonstrate an understanding of the human impact on Earth's systems and analyze the values and beliefs inherent in environmental decision-making and the decisions of private and governmental decisions on the management of natural resources in the environment.
Environmental Conservation II 0.5 Credit/Semester 2 Elective Grade 9-12	Environmental Science II is the continued interdisciplinary study of both natural (biology, chemistry, geology) and social (economics, politics, ethics) sciences as they apply to the environment. Focus on energy issues, global warming, ozone loss, land use, conservation and management of resources, deforestation, biodiversity, waste, and sustainable practices.
AP Environmental Science 1.0 Credit/Year Long Elective Grade 11-12 *Successful completion of Honors Physical Science, Honors Biology and Honors Algebra I*	The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students will take the AP Test in May.
Honors Physics 1.0 Credit/Year Long Elective Grade 11-12 *(Prerequisite of B+ in Algebra II)*	Physics is for the student aiming for a career in sciences, engineering, and some areas of medicine; for example, physical therapy. Students who are considering a 2-year program in a technical area should also consider this course. Topics studied include measurement, vectors and vector analysis, the laws of motion and their application, momentum, forces, work and energy, heat, waves, light and optics, electricity and magnetism. Modern physics and other topics will be studied as time allows. Laboratory work is an integral part

	of the course. Students will be evaluated on tests, quizzes, laboratory work, class work and reports.
Applied Chemistry & Physics 1.0 Credit/Year Long Elective Grade 11-12	This is a full year, lab intensive course for juniors and seniors, where students will study chemistry for one semester, followed by physics the next semester. Students will learn and utilize lab safety and measurement techniques to explore both chemical and physical reactions of matter and motion related phenomena in physics. Grades will be earned primarily on written analysis of performed or designed experiments and participations in class discussions. Potential students should have received a grade of C or better in Algebra 1.

SOCIAL STUDIES

3 Credits of Social Studies are required for Graduation

9th Grade	10th Grade	11th Grade	12th Grade
World History **Honors World History**	**U.S. History** **Honors U.S. History**	**U.S. Government & Economics** **Honors U.S. Government & Economics**	
History of Disease and Medicine **History of Sports and Games** **Intro to Psychology**			
	AP US History (Independent Study)		

World History
1.0 Credit/Year Long
Requirement
Grade 9

This course is designed to focus on the social, economic, political, geographical and cultural aspects of various societies, from medieval times through to the modern era. Materials include various activities and selected readings for the various units of study. Student evaluation is based on research projects, oral and written assignments, periodic tests, quizzes and essays.

World History
Honors
1.0 Credit/Year Long
Requirement
Grade 9

Grade 8 teacher recommendation and successful completion of summer assignment(s).

This course is designed for students who have a strong aptitude for social studies and will focus on the social, economic, political, geographical and cultural aspects of various societies, from medieval times through to the modern era. Materials include various activities, selected readings and appropriate to the themes. Student evaluation is based on classroom participation, written and oral assignments, collaborative projects, periodic quizzes, research projects and document based essays.

AP US History (Independent Study)
Honors
1.0 Credit/Year Long
Grade Level 10-12

Teacher recommendation and/or successful completion of A.P. World History.

AP U.S. History will be offered as an independent study. Students will be provided with a Google Classroom page with recommended assignments, study guides and practice exams. Students will receive textbooks and study resources throughout the year in order to prepare for the exam. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

U.S. History
1.0 Credit/Year Long
Requirement
Grade 10

U.S. History is designed to engage students in an intense examination of American history from the civil war to today. This course will focus on the economic, social, cultural, and political movements that have influenced the course of American history, while at the same time promoting an understanding of our changing role in world affairs. Materials will include various media, text and sources appropriate to the themes. Student evaluation is based on classroom participation, periodic quizzes, written and oral assignments, and research projects.

U.S. History Honors 1.0 Credit/Year Long Requirement Grade 10 *Grade 9 teacher recommendation and successful completion of summer assignment(s).*	Honors U. S. History is designed for students who have a strong aptitude in Social Studies and a willingness to pursue the thematic study of U. S. History in depth and using a variety of methods. The basic text will serve as a student resource and will be supplemented by various assigned readings. A high degree of class participation will be expected of students. Oral and written assignments, position papers, and serious research will make up the basis of evaluation. Students should have strong reading and writing skills, and be capable of dealing with large amounts of material. Students should expect a course with strict standards. There is a summer reading component to this course.
Honors U.S. History Advanced Placement/ Honors 1.0 Credit/Full Year Requirement or Elective Grade 11-12 *Teacher recommendation is required.*	Honors and AP US History are now run in the same class period. Sophomores may take the class for regular honors credit, or contract for AP credit. Juniors and seniors must contract for AP. The content for both groups will be roughly the same, however many assessments will be differentiated. Students taking the class for AP credit will have required weekly readings, quizzes, essays and unit tests, while honors students will be able to complete more research based projects. AP: This is a college level history course designed to meet the needs of highly motivated students who have a strong interest and ability in history. The student is expected to read and analyze both primary and secondary source materials and to demonstrate the ability to interpret and evaluate these sources. The course is content driven with heavy emphasis on written critical analysis. Extensive reading, writing and class discussions are integral components of the program. The course is organized into nine historical periods that run from the pre-colonial era to the present. The key concepts, supporting concepts, and historical developments that are required knowledge for each period are included. Students will develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing. The AP® program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. The course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively.
U.S. Government & Economics 1.0 Credit/Year Long Requirement Grade 11	This survey course is designed as an introduction to the political and economic practices of the United States. The first semester is dedicated to the citizen's responsibilities as a member of a democratic society. Students will focus on the foundations of democracy and develop a critical understanding of the constitutional framework of the national government. The second semester will focus on the fundamental principles of economics and the role this discipline has on the decision-making process of the individual. Students will focus on the function of supply and demand in the capitalist market system, macroeconomic theory, money and banking, and government's role creating fiscal and monetary policy.

U.S. Government & Economics Honors 1.0 Credit/Year Long Requirement Grade 11 *Grade 10 teacher recommendation and successful completion of summer assignment(s).*	This course is designed as an intensive study of the both the political and economic institutions of the United States. The topics covered will parallel the non-honors version of the course, but will include elements of the AP United States Government and Politics course as well as the AP Macroeconomics course to create a rigorous curriculum in preparation for collegiate level learning. Case studies of historical and current issues are utilized to provide students an analytical perspective on the evolution of the United States government and economic foundation.
History of Disease and Medicine 0.5 Credit/Semester Long Elective Grade Level 9-12	This course explores the history of medicine and the roles that disease, science, and healthcare have played in shaping society. The class will focus on examples of major diseases and/or pandemics throughout history (including but not limited to the Bubonic Plague, Cholera, Polio, and the Spanish Flu) and how these outbreaks altered the course of medicine. There will also be a focus on the noteworthy individuals who have helped advance medical practices. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.
History of Sports and Games 0.5 Credit/Semester Long Elective Grade Level 9-12	This course investigates the development of sports and recreational activities around the world, throughout history. From ancient board games to modern mainstream sports, the emphasis of this course will be exploring the roles that sports and games have played in cultures throughout different times and places. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.
Intro to Psychology 0.5 Credit/Semester Long Elective Grade Level 9-12	Why do humans think and act the way they do? This course serves as an introduction to psychology and focuses on the study of human behavior. Topics including personality, the science of learning, and the history of human behavior will be explored. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.
Rebels, Radicals, and Revolutionaries .5 Credit/Semester Long Elective Grade Level 9-12	This course explores the people and social movements that have changed the course of human history. From Joan of Arc, Leon Trotsky, and Gandhi, to Susan B. Anthony, Martin Luther King Jr., and Cesar Chavez, the focus of this course is to investigate the many people who have fought to bring about change in the world--for better or worse. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.

WORLD LANGUAGES

Most 4 year colleges require a minimum of 2 credits in a world language; many competitive colleges require 3 or 4 credits.

9th Grade	10th Grade	11th Grade	12th Grade
Spanish I			
Spanish II			
	Spanish III		

Spanish I
1.0 Credit/Year Long
Elective
Grade 9-12

Students are introduced to the fundamentals of Spanish grammar and vocabulary through listening, speaking, reading, and writing in Spanish. Spoken language exercises are used extensively. An important part of the course is the study of the culture of the Hispanic world through the exploration of geography, history, holidays, cuisine, and the arts. Evaluation is based on the three world language competencies; production, comprehension and communication for summative assessments.

Spanish II
Credit/Year Long
Elective
Grade 9-11

Successful completion of Spanish I

It is recommended that students take Spanish II the year immediately following taking Spanish I

Spanish II continues the development of listening, speaking, reading, and writing skills in the Spanish language with a continuation of the fundamentals of Spanish grammar. Hispanic culture is studied through selected readings, videos, and other media. The course continues the study of the cultures of the Hispanic world through the exploration of geography, history, holidays, cuisine, and the arts. , music, TV. Evaluation is based on the three world language competencies; production, comprehension and communication for summative assessments.

Spanish III
Credit/ Year Long
Elective
Grade 10-12

Successful completion of Spanish II

It is recommended that students take Spanish III the year immediately following taking Spanish II

Spanish III continues the development of listening, speaking, reading, and writing skills in the Spanish language with a continuation of the fundamentals of Spanish grammar, as well as continued emphasis on Hispanic culture, studied through history, holidays, cuisine, and the arts. The use of the language as a tool for communication is stressed, and students are encouraged to converse in Spanish. Evaluation is based on the three world language competencies; production, comprehension and communication for summative assessments.

ART & DESIGN

1.5 Credits in Art, Music, Technical Education, or Family and Consumer Science are required for Graduation

9th Grade	10th Grade	11th Grade	12th Grade
Communication Arts: Graphic Design Animation & Video **√x Drawing – Level 1** **√x 3-D Art – Level 1**			
	√x Drawing – Level 2 **√x 3-D Art – Level 2** **Music and the Art of Expressionistic Painting** ***Milford High School & Applied Technology Center*** **Video Production I**		
		√x Drawing – Level 3 **√x 3-D Art – Level 3** **AP 2D Art & Design** ***Milford High School & Applied Technology Center*** ***-Graphic Arts Program–*** **Adobe Photoshop** **Animation** **Graphic Design** **Marketing I** **Screen Printing** ***-Video Production Program-*** **Video Production II**	

√x Drawing: Level 1
(offered every semester)
0.5 Credit/Semester
Elective
Grade 9-12

Completion of 2D Art serves as a prerequisite for Drawing Level 2 & Level 3.

WLC students will have the opportunity to increase their fundamental understanding and appreciation of the visual arts through making, and responding to, two-dimensional images through drawing. Our materials in this visual practice are traditional drawing pencils, colored pencils, charcoal, chalk pastels, markers, ink (pen, brush and other objects), and exploratory drawing mediums.

Curriculum will explore styles of European and Western art history from Impressionism to Surrealism, while comparing and contrasting them to other global contemporary artists. Individual and group experiences will promote problem solving, creative thinking, and self-expression through both observational and imaginative drawing practices. Practices of *art criticism* will enhance the depth of our learning (observing a work of art to examine the visual elements, analyze the parts and the entire piece of art, and interpret the artist´s meaning).

√x Drawing: Level 2
0.5 Credit/Semester
Elective
Grade 10 -12

Completion of Drawing: Level 1required.

The student will follow along with the curriculum in Level 2 with the exception of working on developing their own evolving style of drawing. The student will set specific goals to intentionally focus on the improvement of certain drawing techniques that they would like to improve upon. They will also be asked to give a small presentation of an artist who inspires their own growing interest in drawing and why.

√x **Drawing: Level** 3 0.5 Credit/Semester Elective Grade 11-12 *Completion of Drawing: Level 2 required and Teacher permission required.*	This is a student-led studio course with *full student choice of materials within their chosen area(s) of study* (themes, subject matter), and artist research. They will be working on their own projects while in the same room with students in level. This class requires the participating student to work on a piece of artwork to enter into the NH Scholastic Art Awards.
√x **3D Art Level 1** 0.5 Credit/Spring Semester Elective Grade 9-12 *Completion of this course serves as a prerequisite for 3D Art Level 2 and Level 3*	**3D Art: Level 1, 2 & 3 (offered every semester)** WLC students will have the opportunity to increase their understanding and appreciation of the arts through making, and responding to, three-dimensional objects of form and/or function. Primary materials of this visual practice are paper, felt, textiles, and ceramics. For ceramics, students will learn the methods of working with clay such as coiling, slab building, and throwing on the wheel. Curriculum will explore styles of Eastern and Western art history from ancient Japanese and Chinese ceramics, while comparing and contrasting them to other global contemporary artists of today. Individual and group experiences will promote problem solving, creative thinking, and self-expression through artmaking and practices of *art criticism* (observing a work of art to examine the visual elements, analyze the parts and the entire piece of art, and interpret the artist´s meaning).
√x **3D Art Level 2** 0.5 Credit/Spring Semester Elective Grade 10-12 *Completion of this course serves as a prerequisite for 3D art Level 2 and Level 3.*	Students will continue their comprehension of three-dimensional objects and art criticism. In this Level 2 course, the student will follow along with the curriculum in Level 1 with the exception of working on developing their own evolving style and interest in sculpture. The student will set specific goals to intentionally focus on the improvement of certain sculptural techniques that they would like to improve upon. They will also be asked to give a small presentation of an artist who inspires their own growing interest in drawing and why.
√x **3D Art Level 3** 0.5 Credit/Spring Semester Elective Grade 9-12 *Completion of 3D Art Level I & II, and teacher permission required*	A student-led studio course with *full student choice of materials within their chosen area(s) of study* (themes, subject matter), and artist research. This class requires the participating student to work on a piece of artwork to enter into the NH Scholastic Art Awards. Teacher permission required.
Music and the Art of Expressionistic Painting 0.5 Credit/Fall Semester Elective Grade 10-12 *Completion of 2D or 3D Level I required.*	Students will practice comprehension of expressionistic painting with a focus on sound and music. Practices of art criticism into historical examples of this interdisciplinary relationship will naturally guide student inquiry into the HOWs and WHYs of various artworks, genres, and social movements. This is a special course that is designed to FEEL the experiences and techniques of painting in relation to sound and the emotive expressions of music. We will be painting to certain sound effects in nature and the human-made world, and build upon our practice with the exploration into the visual of musical compositions, folk songs, rock and roll, as well as creating soundscapes to feel out before we paint. We will also be stretching our own canvases and making our own paper to paint on. The curriculum will continue the exploration of styles within European and Western art history from beginning halfway into the Modernism period at the dawning of Abstract art of Kandinsky, through Neo-Expressionism of the 1970s. Students will also have opportunities to create art-based on their research of contemporary artists that they admire through the investigation of their own style. We will be looking into the influences of music and art from the Harlem Renaissance of

	America, and through album art of the second half of the 20th century. For instance, we will be listening to some musicians of the 60s and 70s who also painted album cover artwork for their own records as well as for their fellow musical contemporaries.
Communication Arts: Graphic Design, Animation & Video 0.5 Credit Art or 0.5 Credit ICT Elective Grade 9-12	This course is designed as an on-going real life project-based class that will allow students to create a working WLC digital studio lab that serves the entire WLC community. This collaborative studio will function as a communications headquarters for the rest of the WLC community to place orders for all their print, web and video marketing needs. Additional materials of visual communication practice will be screen printing where we create images and digitally alter them to prepare for screen printed designs on both paper and fabrics. We will also explore button making in marketing communications. Students may choose what specific communication arts skills they would like to focus on as their own roles on the design team: logo design and brand developers, digital illustrators, print designers for brochures and fliers, videographers and editors, audio editors, animators and motion graphic designers, and project managers. Through student-led organization and project management, students work together to assign roles to each member when a work request is placed in order to get the job completed to customer needs and vision. Software we will be using is the Adobe Creative suite such as Photoshop, Illustrator, InDesign, After Effects, and Premiere. This class is open to all levels. 0.5 art credit **OR** 0.5 technology credit
AP 2D Art and Design 1.0 Credit Full Year Elective Grade 11-12 The WLC Art Department will offer AP Art beginning in the year 2022-2023 to students who are motivated and serious about taking the arts to a higher career level.	The AP 2-D Art and Design course framework is made up of three big ideas. As always, you have the flexibility to organize the course content as you like. Big Idea 1: Investigate materials, processes, and ideas. Big Idea 2: Make art and design. Big Idea 3: Present art and design. The AP 2D Art and Design portfolios are designed for students who are seriously interested in the practical experience of art. AP 2D Art and Design Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP 2D Art and Design Program consists of one portfolio — corresponding to one of the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university and secondary school art instructors using rigorous standards. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The instructional goals of the AP 2D Art and Design program can be described as follows: • Encourage creative and systematic investigation of formal and conceptual issues. • Emphasize making art as an ongoing process that involves the student in informed and critical decision making. • Help students develop technical skills and familiarize them with the functions of the visual elements.

- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

DIGITAL EDUCATION

Coding with Python is the ICT Requirement unless permission is granted by Digital Education Teacher.

9th Grade	10th Grade	11th Grade	12th Grade
Coding with Java/Robotics **Coding with Python** **Digital Electronics** **Videography**			
Milford High School & Applied Technology Center **√x Accounting I** **√x Applied Business Applications** **√x Business Principles** **√x Marketing I**			
	AP Computer Science Principles **Computer Hardware and Design**		
	Milford High School & Applied Technology Center **√x Accounting II** **√x Accounting III Capstone** **Business Management** **Computer Science Principles (AP/H)** **Data Structures (Honors/AP)** **Java Programming (Honors)** **√x Marketing II** **√x Personal Finance & Career Management** **Programming Fundamentals**		
		Milford High School & Applied Technology Center **Fashion Marketing** **Remarkable Service** **Sports & Entertainment Marketing**	

Coding w/Java and Robotics
0.5 Credit/Semester
Elective
Grade 9-12
Prerequisite: CS Exemption

This course incorporates programming and engineering principles involved with robotics. We will follow CodeHS curriculum for an Intro to Java Programming and apply it to the robots we will design and program. Students may choose to participate on the WLC Robotics team as part of this course, and participate in competitions through FIRST.

Coding with Python
0.5 Credit/Semester
Requirement
Grade 9-12

All students are expected to earn a .5 credit in Computer Science in order to graduate. Those who completed their Digital Technology Portfolio in 8th Grade may

Students will learn to code using the text-based programming language of Python. We will program a small robot for the first half of the course and then spend the second half programming a video game on the desktops.

Students will learn creative problem-solving and independent learning skills, as well as algorithmic thinking, foundational computer science principles, and best-practices for coding.

choose any CS course for that credit. Those without a completed Digital Technology Portfolio will be required to take this course.	
Digital Electronics 0.5 Credit/Semester Elective Grade 10-12 *Prerequisite: CS Exemption*	In this class we will work with building Digital Devices that could range from wearable technology, handheld video game emulators, home internet routers, even building a computer! We will explore various tools and materials like Arduino circuit boards, soldering, and more! This hand-on course will give students access to a variety of exploratory lessons of various electronics and hardware. Students will then pursue individual independent projects. We will work towards becoming proficient in chromebook and device repair as well.
Videography 0.5 Credit/Semester - Offered both semesters) Elective Grade 9-12 *Prerequisite: CS Exemption*	This course will pursue all aspects of creating, filming, editing, directing, and producing. We will work with Green Screen technology, digital video editing with WeVideo, creative story-telling, filmmaking, and more! Our class will also work to produce segments for our Student Run News Show. This class will work to be a co-curricular course with **Communication Arts: Graphic Design, Animation, and Video** course to collaborate and design media/graphics for our production!
AP Mobile Computer Science Principles 1.0 Credit/Year-Long Elective Grade 9-12 *Prerequisite: Coding with Python, Computer Science Exemption, or signature from CS Teacher*	The Mobile Computer Science Principles course is a college credit course that follows the Computer Science Principles curriculum from CollegeBoard. We will work within MIT App Inventor, and learn how to program apps for our smart devices while also doing a deeper dive into Computer Science in general. This class will participate in the AP exam for the course and students will have the opportunity to earn college credit.

FAMILY AND CONSUMER SCIENCE

1.5 Credits in the following; Art, Music, Technical Education, or Family and Consumer Science are required for Graduation

9th Grade	10th Grade	11th Grade	12th Grade
Creative Arts I			
	Creative Arts II √x **Creative Cooking I** √x **Creative Cooking II** √x **For The Love of Leftovers** ***Milford High School & Applied Technology Center*** ***-Culinary Arts Program-*** √x **Culinary Arts I**		
		Advanced Baking √x **Culinary Arts II**	

√x **Creative Arts I**
0.5 Credit/Semester
Elective
Grade 9-12

Welcome to Creative Arts! This class designed to enable students to use a variety of techniques and mediums to effectively communicate ideas. Students will demonstrate a respect and appreciation for diversity and creativity in others, and will also self- assess their own works of art. This is a project based class that allows students to work independently and at their own pace. Creative Arts is a very unique class and provides you with an opportunity to "just breathe" and let your creative juices flow.

√x **Creative Arts II**
0.5 Credit/Semester
Elective
Grade 10-12

Welcome to Creative Arts! This class designed to enable students to use a variety of techniques and mediums to effectively communicate ideas. Students will demonstrate a respect and appreciation for diversity and creativity in others, and will also self- assess their own works of art. This is a project based class that allows students to work independently and at their own pace. Creative Arts is a very unique class and provides you with an opportunity to "just breathe" and let your creative juices flow. ***Students in Creative Arts II will act as teacher assistants, perform art demonstrations, and work on advanced art projects.***

√x **Creative Cooking I**
0.5 Credit/Semester
Elective
Grade 10-12

I want to satiate your palate with good eats! Welcome to Creative Cooking! A class designed to give you experience cooking a variety of different foods…… You may have a passion for cooking or may just be plain afraid of tackling recipes and stepping into the kitchen. Creative Cooking is an introductory course in food preparation and safety and sanitation. It is a semester long course designed to give you a collaborative cooking experience with your peers, and an opportunity to host on special occasions. You will demonstrate the ability to prepare, store, and serve aesthetically pleasing foods. Please join us as we discover superfoods and also feast on some traditional comfort foods.

√x **Creative Cooking II**
0.5 Credit/Semester
Elective
Grade 10-12

I want to satiate your palate with good eats! Welcome to Creative Cooking! A class designed to give you experience cooking a variety of different foods…… You may have a passion for cooking or may just be plain afraid of tackling recipes and stepping into the kitchen. Creative Cooking is an introductory course in food preparation and safety and

	sanitation. It is a semester long course designed to give you a collaborative cooking experience with your peers, and an opportunity to host on special occasions. You will demonstrate the ability to prepare, store, and serve aesthetically pleasing foods. Please join us as we discover superfoods and also feast on some traditional comfort foods. ***Students in Creative Cooking 2 will act as teacher assistants, perform cooking demonstrations, and do food-based research.***
√x **For The Love of Leftovers** 0.5 Credit/Semester Elective Grade 10-12	You get the best of both worlds: a little bit of Creative Cooking and a little bit of Creative Arts! Come join us in a relaxing atmosphere to transform everyday items into works of arts. In this class we have adopted the philosophy of "gathering all the scraps and making sure nothing is lost". Students will be required to come up with appealing dishes from the leftovers we have accumulated and also create pieces of art work from unthinkable items. Get ready for loads of fun, coming up with ideas and drawing on other resources to see what you can create. This class is both collaborative and individual.

MUSIC

1.5 Credits in the following; Art, Music, Technical Education, or Family and Consumer Science are required for Graduation.

9th Grade	10th Grade	11th Grade	12th Grade
Chorus **Concert Band** **Rock N' Roll, Pop Past & Present** **Strings & Keys**			

Chorus
0.5 Credit/Full Year
Elective
Grade 9-12

Chorus is open to all students who want to sing. Students will learn the fundamentals of good singing technique, be able to sing in three or four part harmony, learn about choral music of different times and styles, and hopefully acquire an interest in choral singing as a recreational activity that could continue into adult years. Qualified students will be encouraged to participate in area and state music festivals. Attendance at all class functions, including rehearsals and concerts is mandatory.

Concert Band
0.5 Credit/Full Year
Elective
Grade 9-12

This instrumental music class is designed for students who play, or who want to play a concert band instrument (brass, woodwind, or percussion). It is open to students with prior music experience as well as beginners. Students will learn the basics of musicianship and ensemble playing, and will be exposed to music of different times and styles. Qualified students will be encouraged to participate in area and state music festivals. Instruction will be through individual lessons and group rehearsals. Attendance at all class functions, including rehearsals and concerts is mandatory.

Rock N' Roll, Pop Past & Present
0.5 Credit/Semester
Elective
Grade 9-12

This class is designed for students who want to take a music class, but don't want to be in a performing group. Students will explore how American Popular music has evolved. They will use multiple sources and media to learn about the roots of Rock and Roll – where it came from and who the major figures were. Topics will include the origins of Rock, the major contributors, how Rock and Roll is influenced by American culture (and vice versa), and how Rock and Roll morphed into other popular musical genres.

Strings & Keys
0.5 Credit/Semester
Elective
Grade 9-12

This class is designed for students who want to acquire basic and intermediate knowledge of the piano, keyboard or acoustic guitar. A combination of group and individual instruction will be used to meet the needs and abilities of the class. Piano and keyboard students will use a traditional piano method to learn the fundamentals of technique, musicianship and music theory, with a goal of being able to supplement the method book with music of their choice. Guitar students will aim for the same basic goals by using a combination of traditional music notation and guitar tablature. All students will be encouraged to explore the use of internet sites for tutorials and other supplemental projects. The basics of music theory will be taught mainly through application and classwork. (This course is not intended for the accomplished guitarist who wants a place to jam.)

This course may be repeated with permission of the teacher.

HEALTH

0.5 Credit of Health is required for Graduation

High School Health
0.5 Credit/Semester
Requirement
Grade 10

CPR and/or First Aid may be offered.

The purpose of high school health is to give students a platform of knowledge so they can move from healthy adolescents to a healthy adulthood. With this goal in mind the course addresses issues that are facing teenagers today. As the issues change, so does the course. Areas covered include, but are not limited to Fitness and exercise, anatomical systems, mental health and mental disorders. Tobacco, alcohol and drug use, human reproduction and birth, STD's, nutrition, non-infectious and infectious disease. CPR and/or First Aid may be offered.

PHYSICAL EDUCATION

1.5 Credits in Physical Education is required for Graduation

9th Grade	10th Grade	11th Grade	12th Grade
Physical Education **Life Time Sports**			
	Fit For Life **Racquet & Net Sports** **Weight Training**		

Physical Education
0.5 Credit/Semester
Requirement or Elective
depending on amount of credit
Grade 9-12

The essential aim of the physical education department is to provide each student with a basic knowledge and understanding of various sports and activities, to develop, through practice some skill; and to formulate positive, healthy attitudes and behaviors so they may participate in lifetime activities. During the class the student will be involved in a program of activity choices designed to give experiences in different sports and recreational activities.

Fit For Life
0.5 Credit/Semester
PE Elective
Grade 10-12

This course is designed for students to improve their own fitness levels. Class size is limited to 12 students who will follow individualized fitness plans to develop improvement in the areas of muscular strength muscular endurance, flexibility, body composition, and cardio respiratory endurance. Each student will be circuit training 2 days per week on isokinetic nautilus machines, free weights and a variety of aerobic machines. Aerobic activities such as running, hiking, mountain biking, skipping rope, P90X, snow shoeing and cross country skiing will be 2 days a week depending on weather conditions.

Lifetime Sports
0.5 Credit/Semester
PE Elective
Grade 9-12

This class is designed for those students who desire a non-competitive atmosphere. The curriculum has a direct lifetime carry-over value. The activities include but are not limited to: croquet, horseshoes, corn hole, bocce ball, badminton, walking, frisbee golf, frisbee, volleyball, and ping pong. There is a personal fitness unit which may include using the weight room. Students are required to have proper attire for all activities, which may include sneakers, shorts or sweatpants, and a t-shirt.

Racquet & Net Sports
0.5 Credit/Semester
PE Elective
Grade 10-12

This course is designed to introduce students to sports that are played with racquets such as Tennis, Badminton, Volleyball and Pickle ball. Students will learn game history and rules. Emphasis will be placed on improvement of introductory and advanced sport skills and techniques. Each unit, students will participate in games and tournaments to utilize

	newly acquired and refined sport skills. Students will also strive to improve on personal physical fitness and the cardio-respiratory endurance needed to play these activities.
Weight Training 0.5 Credit/Semester PE Elective Grade 10-12	This course is designed to help students improve their strength and fitness level. The class follows a prescribed workout routine and the students undergo periodic fitness testing.

TECHNOLOGY EDUCATION

9th Grade	10th Grade	11th Grade	12th Grade
√x Woodworking & Design I √x Woodworking & Design II MakerSpace Photography ***Milford Applied Technology Center*** √x Engineering Design Robotics			
	Milford High School & Applied Technology Center Advanced Construction Technology Advanced Engineering Design (Std.) Advanced Precision Machining I Basic Welding Construction Technology Precision Machining Residential Finish Carpentry		
		Advanced Precision Machining II Manufacturing/Automation Career Exploration (MACE) ***Contoocook Valley Regional High School*** -Firefighter/EMT Program- Firefighter I / EMT ***Mascenic Regional High School*** √x Automotive Service Technology I	
			√x Automotive Service Technology II

MakerSpace
0.5 Credit Art or Elective
Grade 9-12

This course is where students will learn to explore their creativity and develop their maker skills. Students will work on a variety of projects, each designed to teach them the foundational skills needed to bring their ideas to life.

This course is designed into several stations, each focusing on a different area of expertise; Beginning with the basics of CAD (Computer-Aided Design) software, students will learn how to create 2D and 3D models. At the 3D printing station, they will learn how to design and print 3D models using industry-standard software. Next, they will advance on to the Cricut machine, which will teach students how to design and cut materials such as vinyl, paper, and fabric.

Students will also learn how to troubleshoot common issues and work with different materials. Additionally, the Photoshop station will provide an introduction to digital design, where students will learn to create graphic designs and manipulate images.

Throughout this course, students will learn to utilize each station to create unique and exciting projects. By the end of this course, they will have developed a strong foundation in CAD, Cricket, 3D printing, and Photoshop. During this course they will have gained the skills and confidence to take their ideas from concept to reality.

Photography 0.5 Credit Art or 0.5 Credit ICT Elective Grade 9-12	This course is appropriate for students with a range of photography experience, from "beginner" to "advanced." Students explore the aesthetic foundations of photo art using beginning photography techniques that include color and/or black and white photography via digital media. Students will explore the history of photography from the first cameras through the digital age. Students will become familiar with the basic concepts of compositional foundations and evaluating a successful print through creation of the raw image, edit through Photoshop and the resulting final print. This class can be 0.5 art credit **OR** 0.5 technology credit.
√x **Woodworking & Design I** 0.5 Credit/Semester Elective Grade 9-12	This course is appropriate for students with a range of woodworking experience, from "beginner" to "advanced." This course has a strong academic planning and design element in addition to hands on practice, and students can expect to research and write extensively. Course content will be shaped in part by the interests and abilities of each class. Content will include shop safety, tools and equipment, planning and the design process, CAD (Computer Aided Design), selection of materials, materials assembly and final surface preparation. The class will promote a familiarity with traditional hand tools as well as portable power and machine tools. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. The projects are designed to provide students with as much experience as possible in a wide variety of industrial, woodworking and joinery techniques, using skills that transfer well to the postsecondary economy.
√x **Woodworking & Design II** 0.5 Credit/Semester Elective Grade 9-12 ***Prerequisite**: Woodworking & Design I*	This course builds on the techniques of Woodworking & Design I while exploring the design process through the medium of traditional woodworking and joinery. Orthographic drawing and the use of CAD (Computer Aided Design) technologies will be employed in the planning of projects that will otherwise use largely hand tools and traditional joinery techniques. This course has a strong academic planning and design element as well as hands-on practice, students can expect to research and write extensively. With an emphasis on experiential learning, course content will cover shop safety, tool maintenance and use, planning and design, material selection and assembly and final surface preparation. Many of the projects will begin with raw or green wood, and employ techniques for shaping wood that have been practiced by artisans for thousands of years. Skills practiced may include hewing, carving, riving, shaving, steam and green bending, and green to dry joinery. Students will expand their knowledge and experience through group and individual projects, lessons, and vocabulary. This course will focus on mindfulness, craft, and materials knowledge, using hard and soft skills that transfer well to the postsecondary economy.