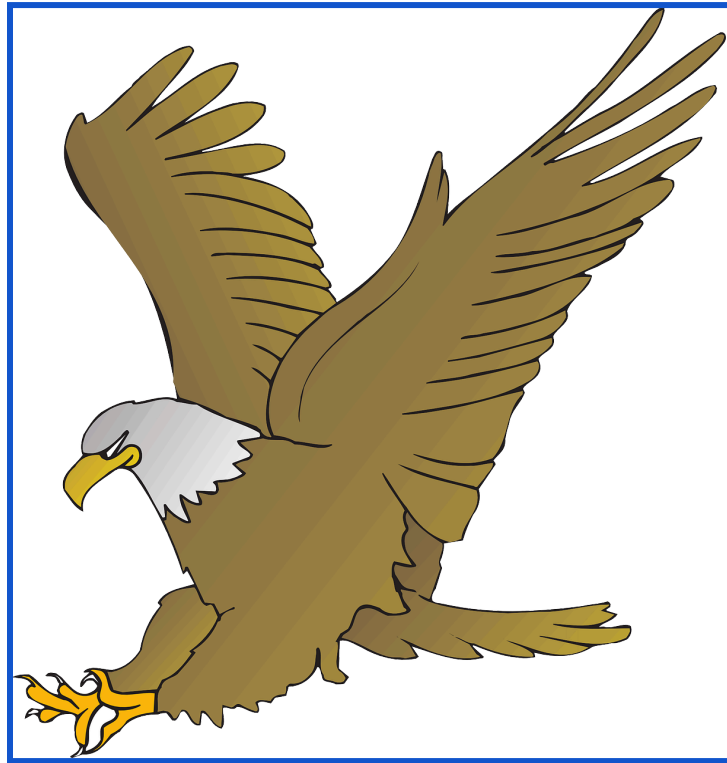


Gilford High School



**Program of Studies
2024 - 2025**

Art

The art department offers a variety of courses designed to introduce students to the basic principles in art and to accommodate those students who would like to become proficient in specific areas. 2D Design is a prerequisite for Drawing, Painting, and Printmaking and Mixed Media. 3D Design is a prerequisite for Hand Building, Wheel throwing, Advanced ceramics, Sculpture. The Photography and Jewelry classes have no prerequisites.

2D Design

1/2 Credit, Grades 9-12

Essential Question: *How do artists use the Elements of Art and Principles of Design to communicate visual ideas in two dimensions?*

The purpose of this course is to introduce students to the elements of art and principles of design with an emphasis on the two dimensional surface. Projects will explore different drawing, painting, mixed media and printmaking techniques and use a variety of art materials.

Course Competencies

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
- I can persist and problem solve as I make art work.
- I can use visual language to express ideas.
- I can intentionally choose the materials and tools I need for my plan.
- I can incorporate new techniques and make connections to previously made artwork/experiences.
- I can ensure that all marks are purposeful and intentional throughout my project.

Presenting

- I can communicate my artmaking progress and process.
 - I can give and receive feedback.
 - I can consider ways to grow and improve in my artmaking.
-

3D Design

1/2 Credit, Grades 9-12

Essential Question: *How will you as a student be able to take what is in your mind and make it a three dimensional form using pencils, clay, paints, various papers, glue, wire, aluminum cans, plaster and other odd/useful materials, in such a way that we as an observer could see and understand your idea?*

The purpose of this course is to expose students to the elements and principles of design with the final emphasis on three dimensional works of art. Projects will include sculpting, carving, painting, mixed media sculpture and ceramics. Critiques will be held regularly.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
- I can persist and problem solve as I make art work.
- I can use visual language to express ideas.
- I can intentionally choose the materials and tools I need for my plan.
- I can incorporate new techniques and make connections to previously made artwork/experiences.
- I can ensure that all marks are purposeful and intentional throughout my project.

Presenting

- I can communicate my artmaking progress and process.
- I can give and receive feedback.
- I can consider ways to grow and improve in my artmaking.

Drawing I

1/2 Credit, Grades 10-12

Essential Question: *How do artists use drawing to become better at perceiving the lines, value, shapes and forms of an object and to communicate ideas?*

Recommended: Grade of C or better in 2D Design. This course is an introduction to drawing from observation. We will cover several "tools for seeing" or ways of translating the 3-Dimensional world onto our 2-Dimensional page. We will work on ways to overcome our preconceived ideas of what something looks like and to truly see it. Tools to be covered are sighting and measuring, negative space, summarizing value and perspective. This class will work primarily in black in white and from observation of still lives, the landscape and figure. Drawing as a mode of self-expression will also be explored throughout the course. .

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
- I can persist and problem solve as I make art work.
- I can use visual language to express ideas.
- I can intentionally choose the materials and tools I need for my plan.
- I can incorporate new techniques and make connections to previously made artwork/experiences.
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Presenting

- I can communicate my artmaking progress and process.
- I can give and receive feedback.
- I can consider ways to grow and improve in my artmaking.

Painting I & II

1/2 Credit, Grades 10-12

Essential Question: How does basic knowledge of paint media, tools, techniques, and processes provide a foundation for painted artwork and why is it essential to have an understanding of the elements and principles of art in order to create a painted artwork?

Recommended: Grade of C or better in 2D Design, Grade of B or better in Painting I in order to go into Painting II. In this course students will put color theory into practice while exploring a variety of painting media including tempera, watercolor, oil, and acrylic. Students will build upon their ability to observe and compose while exploring a variety of subjects and themes while learning to use the Artistic Thinking Process. Students taking Painting II will be working on advanced projects under direction of the instructor building upon the skills developed in Painting I.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
- I can persist and problem solve as I make art work.
- I can use visual language to express ideas.
- I can intentionally choose the materials and tools I need for my plan.
- I can incorporate new techniques and make connections to previously made artwork/experiences.
- I can ensure that all marks are purposeful and intentional throughout my project.

Presenting

- I can communicate my artmaking progress and process.
- I can give and receive feedback.
- I can consider ways to grow and improve in my artmaking.

Drawing II

1/2 Credit, Grades 11-12

Essential Question: *How do artists use their drawing skills to communicate ideas?*

Recommended: Grade of C or better in Drawing I. In this course students will continue to explore and build upon the techniques learned in Drawing I while pursuing a practice using the Artistic Thinking Process. Emphasis will be placed on projects that allow students to explore the concept of narrative in their art while continuing to develop and build upon the skills learned in 2D Design and Drawing I.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
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- I can communicate my artmaking progress and process.
 - I can give and receive feedback.
 - I can consider ways to grow and improve in my artmaking.
-

Wheel Throwing/Pottery I & II

1/2 Credit, Grades 10-12

Essential Question: *Through working on the wheel how will you the student demonstrate art's purpose in this world, as in how will you the artist explain the value of the debate "form vs function"?*

Recommended: Grade of C or better in 3D Design/A or better in Wheel Throwing I

Wheel Throwing I is a class in which you will be learning to throw on the wheel. You will learn the basics of throwing, including centering and throwing cylinders, trimming while throwing bowls and handle pulling for your thrown mugs. Once your basic skills are developed, you will progress to larger forms including lidded containers and pouring vessels. Students in Wheel Throwing II will be working on advanced individual projects under the direction of the instructor. Projects will be heavily focused on Form, Function, and Design. Works in progress and finished pieces will be used for discussion and critique.

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
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Sculpture

1/2 Credit, Grades 10-12

Essential Question: *Through the process of creating a three dimensional form, how will you demonstrate critical and creative thinking in such a way that the observer will understand what you are trying to express, and what your artistic interpretation of a given subject may be?*

Recommended: Grade of C or better in 3-D Design. This course will introduce students to 3 dimensional projects in a variety of media. Methods will include exploring both additive and subtractive sculpture, carving, modeling and assembling. Critiques will be held regularly.

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

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Graphic Design

1/2 Credit, Grades 11-12

This class will explore design, fonts, and color theory. Students will use drawing skills, photographic imagery, and technology such as Photoshop, Illustrator, and other programs. This artwork in this class will be driven to have real life application. We will be looking at how products are designed, marketing campaigns, and imagery manipulation. Students need to complete 2-D design, or General/Artistic photography to gain entry.

Graphic Design is an art that combines images, words, and ideas to communicate messages to an audience. This is an applied arts class that often simulates working for a client. Students will focus on creative problem solving as well as sophisticated technical skills. Topics of study begin with an investigation of typography, the principles of design, and the basic tools and techniques of desktop publishing. The computer will be used as a tool in approaching assignments such as: logos, flyers, and poster design, package design, and advertising design and others. We will use Adobe Creative Suite software, including Photoshop, Illustrator, and InDesign.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

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- I can use class time productively to make art that reflects my design.
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- I can communicate my artmaking progress and process.
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Printmaking and Mixed Media

1/2 Credit, Grades 10-12

Essential Question: *How will you problem solve and combine different art materials to create new and vibrant artwork?*

Recommended: Grade of C or better in a previous high school level art class.

Printmaking is the art of making multiples. Mixed Media means combining different art materials to create artwork (as opposed to working with a single material). In this course we will explore a variety of printmaking techniques including block print, monoprint, screenprint, and intaglio. We will use those techniques not just to make prints but also to create mixed media works of art that incorporate collage, painting, sculpture, found objects, printmaking and transfer techniques. Projects will emphasize use of the Artistic Thinking Process.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

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- I can ensure that all marks are purposeful and intentional throughout my project.

Presenting

- I can communicate my artmaking progress and process.

- I can give and receive feedback.
 - I can consider ways to grow and improve in my artmaking.
-

Jewelry

1/2 Credit, Grades 11-12

Essential Question: *How do jewelry artists use materials, tools, and techniques to express their ideas?*

Recommended: Grade of C or better in a previous high school level art class. This course will explore basic jewelry making techniques. Students will learn to work with metal wire, sheet metal, simple stone setting, how to use hand tools, how to solder and design jewelry. Projects will include the fabrication of rings, earrings, bracelets and pendants. Students will also learn how to take a project from a sketch to a final piece. The class will keep a digital design journal; learn about past and contemporary artists, and how to critique fine jewelry. Patience and attention to detail are extremely important.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

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- I can communicate my artmaking progress and process.
 - I can give and receive feedback.
 - I can consider ways to grow and improve in my artmaking.
-

Digital Photography

1/2 Credit, Grades 11-12

Essential Question: *How will you as a student use the elements of the camera, design, and Photoshop software to create art and learn how to manipulate images?*

This course teaches students how to capture an image in digital format. In Photography students will learn the functions of digital cameras and how to edit pictures **in the Adobe Creative Suite.** Students will learn how to acquire pictures, make adjustments, use the tool icons, layering, selections, the use of filters, and more. Students will learn to take pictures using an

understanding of photographic composition and investigate a variety of themes, subjects, and genres. The department has several digital cameras the students may share. If there is room and permission from the teacher and guidance, students may take the class a second time and will work with the teacher to create their own self-guided curriculum.

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

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Presenting

- I can communicate my artmaking progress and process.
- I can give and receive feedback.
- I can consider ways to grow and improve in my artmaking.

Studio Art

1/2 Credit, Grades 11-12

Essential Question: *How do you use your skill and technique as an artist to build a body of artwork that relates to a central theme?*

Recommended: A minimum of three intermediate art courses and a portfolio review. This course is recommended for the highly motivated student seriously interested in the study of art. The curriculum coincides with that of the College Board. Students will focus on the concentration component of the AP art portfolio. Classic as well as experimental media will be explored. Assessment will be based on mastery of concepts, composition, materials and techniques; imagination, interpretation; a sense of focus, style and personal direction. Sketchbooks/journals are required and critiques will be held on a regular basis. A significant amount of out of class work is expected. Students will be given the opportunity to have their artwork critiqued by representatives from various art colleges. At the conclusion of this class, each student will prepare an electronic portfolio that will be reviewed and evaluated by the instructor and members of the class

Course Competencies:

Responding and Connecting

- I can seek artists and artworks for inspiration from a variety of sources
- I can get inspiration from personal experiences.
- I can maintain evidence of exploration(electronically or in-sketchbook).
- I can design an original project in response to an overarching topic, concept or theme.
- I can research, experiment and practice with a variety of chosen media or techniques based on my design plan.

Creating

- I can use class time productively to make art that reflects my design.
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- I can intentionally choose the materials and tools I need for my plan.
- I can incorporate new techniques and make connections to previously made artwork/experiences.
- I can ensure that all marks are purposeful and intentional throughout my project.

Presenting

- I can communicate my artmaking progress and process.
- I can give and receive feedback.
- I can consider ways to grow and improve in my artmaking.

Performing Arts

Concert Choir

1/2 Credit, Elective, Grades 9-12

Essential Question: *What role do you play in the ensemble?*

The Concert Choir is a performing vocal ensemble. Students are expected to enroll in this course for trimesters 1 and 3. If full-year participation is not possible, students may enroll in one trimester and take Morning Choir the other. Concert Choir is a performing class and is intended to continue any previous vocal training a student has received. We will expand on music fundamentals and build skills including: proper vocal technique and posture, solfege, rhythms, basic music theory, tone-balance-blend, performance techniques and concert etiquette. Music studied will represent a wide range of vocal styles, and this study will culminate in concert performances. A minimum of two concerts will be scheduled each year, and participation is mandatory. Those enrolled will also be encouraged and eligible to participate in local and regional festivals and competitions, as well as extra community performances scheduled throughout the year. Concert Choir meets daily, and is open to all students. This course may be taken more than one (1) year.

Course Competencies:

1. Perform - Students create, perform and respond with understanding
 - a. Students will perform proficiently a varied repertoire of music of varying styles and time periods, both alone and with others (this includes participation).

- b. Students will also learn skills such as care of the voice and body, breathing and warm-up techniques, tone production and concert preparation & etiquette.
 - 2. Create - Students learn to apply skills and language to understand music notation
 - a. Students will read and write standard music notation and demonstrate competence in using that notation, including notes, rests, rhythms, articulations, dynamics, tempo and style.
 - b. Students will continue to develop skills that will help them to read music, not only for class but for auditions and other musical experiences.
 - 3. Respond and Connect - Analyze, relate, and evaluate music & performances
 - a. Students will demonstrate knowledge in analyzing, describing and evaluating music and music performances using correct terminology, with the ability to critically judge.
 - b. Students will demonstrate an understanding of music in relation to careers, history, culture, other arts and disciplines.
-

Performance Lab

1/2 Credit, Elective, Grades 10-12

Essential Question: *How does one develop a proficient level of music performance?*

Prerequisite: At least one year of Concert Choir or permission of instructor.

Performance Lab is a trimester course which offers smaller group instruction with attention to good vocality and personal musical development and confidence. A variety of appropriate music repertoire and related materials are designed to explore student self-improvement, knowledge and ability. (Participants must be able and willing to perform as solos as well as in ensembles with other class members, in such styles as classical, folk, jazz and musical theatre. A performance during Classical Night Club will be a requirement. This course is for serious musicians who want to further their musical development. Class size is limited.

Course Competencies:

- 1. Perform - Students create, then perform and respond with understanding.
 - a. Students will apply the skills and language of vocal performance to convey meaning and communicate ideas of completed works by selecting, analyzing, interpreting, realizing, developing and refining artistic works for presentation.
 - b. Students will perform proficiently on voice, alone and with others, a varied repertoire of music in different genres.
- 2. Create - Students learn to apply skills and language to understand and prepare for solo performance.
 - a. Students will apply the skills and language of vocal performance to conceive and develop artistic ideas and works by generating, conceptualizing, organizing, refining and completing artistic ideas.
 - b. Students will learn skills such as care of the voice and body, breathing and posture, warm-up techniques, tone quality, intonation, song interpretation, musical effect and solo performance preparation and etiquette.

3. Respond and Connect - Students analyze, describe and evaluate music and performances.

- a. Students will apply the skills and language of vocal performance to evaluate how artworks convey meaning by perceiving and analyzing artistic work, interpreting intent and meaning, and applying criteria to artistic work.
- b. Students will apply the skills and language of vocal performance to relate personal meaning and external context to specific works of performance art and during the art-making process by synthesizing and relating knowledge and experience to artistic ideas and work, and by applying societal, cultural and historical contexts to those works.
- c. Students will demonstrate knowledge in analyzing, describing and evaluating music and performances using correct terminology, developing the ability to adjudicate and critique a performance constructively yet respectfully.

Symphonic Band

1/2 Credit, Elective, Grades 9-12

Essential Question: *What role do you play in the ensemble?*

The Symphonic Band is an instrumental performing ensemble. Students are expected to enroll in this course for trimesters 1 and 3. If full-year participation is not possible, students may enroll in one trimester and take Morning Band the other. Symphonic Band is a performing class and is intended to continue the previous instrumental training a student has received. We will review many basics of music and build skills including: correct fingerings, proper breath support, posture, articulations, instrument care and maintenance, technical playing, rhythms, scales, dynamics, tone, balance, intonation and concert etiquette. In addition, students will study and perform music alone and with others ranging from various styles and time periods. A minimum of two concerts will be scheduled each year, and participation is mandatory. In addition to these concerts, students will be expected to participate in pep band, parades, graduation services, and possible other performances. Those enrolled will also be strongly encouraged and eligible to participate in local and regional festivals and competitions. This course may be taken more than one (1) year.

Course Competencies:

1. Performance -Students create, perform and respond with understanding

Students will play proficiently a varied repertoire of music, both alone and with others, of varying styles and time periods (this includes participation).

- a. Students will also learn skills such as caring and holding instruments, breathing, tone, technical playing, and concert preparation/etiquette.

2. Notation -Students are able to understand music notation

- a. Students will read and write standard music notation and demonstrate competence in using that notation, including notes, rests, rhythms, articulations, dynamics, tempo and style.

3. Evaluation and Relation -Analyze, describe, and evaluate music & performances

- a. Students will demonstrate knowledge in analyzing, describing and evaluating music and music performances using correct terminology, with the ability to critically judge.
 - b. Students will also demonstrate an understanding of music in relation to careers, history, culture, other arts and disciplines.
-

Guitar

1/2 Credit, Elective, Grades 10-12

Essential Question: *What are foundational techniques for the guitar upon which all intermediate and advanced methods of guitar playing are based?*

This course will cover beginning to intermediate folk and popular guitar styles and techniques. Students will learn how to read music, tablature, and how to correctly hold and perform on the acoustic guitar. This course is open to students who have little or no previous experience in playing guitar. Students do not need to own a guitar to enroll in this class.

Course Competencies:

1. Performance - Students will play proficiently using a varied repertoire of music, both alone and with others, of varying styles and time periods. Additionally, students will demonstrate playing with correct hand position, fingerings and tuning.
 2. Notation - Students will read standard music notation and demonstrate knowledge of reading guitar music and using the correct terminology.
 3. Evaluation and Relation - Students will create meaning and expression as well as demonstrate an understanding of music in relation to composition and arranging by different composers.
-

History of Rock & Roll

1/2 Credit, Elective, Grades 10-12

Essential Question: *How does studying the evolution of rock music teach us about America's history and culture?*

This course will introduce students to the history of rock and roll music as it evolved in the United States and spread throughout the world. Students will study the origins, characteristics and stylistic development of rock and roll music from the early 1890s to the present. The focus of the class will be on the evolution of rock styles, contributions of important performers, and musical techniques involved in the creation and performance of rock music. In addition to the historical perspective, class discussions and projects will also focus on sociological issues that have influenced the various developments within the genre.

Course Competencies:

1. History and culture - Recognize and discuss historically significant musical styles, forms, composers, events, and especially significant compositions/songs.
2. Society - Gain an understanding of the effect of rock music on culture and society.

3. Listening - Demonstrate the ability to hear and recognize in relatively simple examples some of the basic elements of music such as meter, dynamics, and texture, and to recognize the basic instruments typically used in this music.

Film History

1/2 Credit, Elective, Grades 11-12

Essential Question: *How do the film techniques used to tell a story differ from those used in literature?*

This course is designed to introduce students to the history of film making and acquaint students with a variety of film genres while also exposing students to stylistic innovations, narrative techniques, and cinematic technology. The threefold purpose of this class allows students to become familiar with the interpretive language of film; cultivate the reading of film as text; and create critical arguments regarding the analysis of those texts. Students should be prepared to read texts and write compositions that reflect the understanding and interpretation of the films they have screened for class. Finally, students should possess a work ethic that enables them to satisfactorily complete the assigned readings, writings and film screenings in a timely and successful manner.

Course Competencies:

1. History - The learner will develop and understand a basic knowledge of the history and importance of film.
 2. Analysis - The learner will discuss the films in class and write an analysis of these artistic products.
 3. Technology - The learner will be able to identify and discuss the characteristics of various technologies.
-

Music Theory & Keyboarding

1/2 Credit, Elective, Grades 10-12

Essential Question: *How is sound organized to create music?*

Music Theory & Keyboarding is a trimester course covering rudiments of music notation, basic rhythm, melody, harmony, and elements of form. Students will also learn basic piano playing skills and use keyboards as a tool for practical application of music theory learned in this class.

Course Competencies:

1. Performance - Students will play proficiently using a varied repertoire of music, both alone and with others, of varying styles and time periods. Additionally, students will demonstrate playing with correct hand position, fingerings and tuning.
2. Notation - Students will read standard music notation and demonstrate knowledge of reading guitar music and using the correct terminology.

3. Evaluation and Relation - Students will create meaning and expression as well as demonstrate an understanding of music in relation to composition and arranging by different composers.

Music Technology

1/2 Credit, Elective, Grades 10-12

Essential Question: *Why and how has technology become inextricably linked to the creation of and recording of music, even for acoustic or traditional styles of music?*

This is an introductory course in music technology, or "electronic music." Music technology is a "hands-on" creative music course exploring all the possibilities for music performance, arrangement, and composition made possible through the use of computer technology. Students will learn to operate synthesizers, both keyboard and modular, as well as develop and increase computer skills while learning to use music software programs such as Finale (notation), Audacity (digital recording), and Mix-Craft (multi-track acoustic recording, similar to Garageband). Students will be exposed to techniques and systems currently in use in the music industry. Students should be computer literate and have a basic knowledge of music notation.

Course Competencies:

1. Critical thinking, problem solving and decision making.
2. Communication, collaboration and creativity
3. Technology Operations and Concepts

Business & Information Technologies

Digital Connections

1/2 Credit, Required, Grades 9 - 12

Essential Question: How can you ethically use technology to support and enhance your life as a consumer, a citizen, and a lifelong learner?

Digital Connections is required of all freshmen and transfer students. Students will learn how to access the school's resources through the computer network and to manage their electronic files. Students will be exposed to and will experiment with a variety of technologies including, audio and digital storytelling production, multimedia presentations, desktop publishing, 3D modeling, computer programming, productivity software and other digital technologies. Students will also learn what it means to be a good digital citizen by learning about the social and ethical issues that technology presents in their everyday lives.

Course Competencies:

1. Technology Operations & Concepts:

Students will demonstrate knowledge and understanding of technology operations and concepts through the use of a variety of software productivity tools to create and maintain electronic

documents, spreadsheets, digital presentations, and to conduct online research.

2. Critical Thinking, Problem-Solving & Decision-Making:

Students will demonstrate the ability to use critical thinking skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

3. Communication, Collaboration & Creativity:

Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to group efforts by working effectively with others, sharing ideas and duties, and monitoring group progress. Students will demonstrate creative thinking and design skills through the development of innovative deliverables using a variety of technologies.

Design for Web and Applications 1/2 Credit, Elective, Grades 10-12

Prerequisite: Digital Connections

Essential Question: How do designers create UX (user experience) and UI (user interaction) for users for web and mobile devices?

Design for Web and Applications is an introductory course in which students will learn the theory and application of UX (user experience) and UI (user interaction). Students will build websites for desktop and mobile, and apps for mobile devices. In these units, students will employ effective design skills learned such as planning for purpose, developing content/story. Students will learn how to select an effective theme, color schemes, design navigation maps and site plans. Students will apply tools such as embedding relative and absolute links, images, rules, backgrounds, attributes, tables and forms as well as many other web page tools and techniques. Students will use Canva, Figma, Code.org and other applications. This class meets the ½ computer credit requirement.

Course Competencies:

1. Technology Operations and Concepts:

Students will demonstrate knowledge and understanding of technology operations and concepts through the use of web page development program tools, functions, features, HTML programming, and systematic tutorial project activities.

2. Critical Thinking and Problem Solving:

Students will demonstrate critical thinking and problem solving skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate tools and resources.

3. Communication, Collaboration and Creativity:

Students will demonstrate effective communication through listening and speaking, reading, writing, media, and through legal and ethical application of technologies. Students will consistently contribute to collaborative efforts by working effectively with others, sharing ideas,

workloads, and monitoring group progress. Students will demonstrate creative thinking and design skills through the development of innovative deliverables using a variety of technologies.

Business Technology Applications

1/2 Credit, Elective, Grades 9 - 12

Essential Question: How do individuals, citizens, consumers, employees and businesses utilize business technologies to accomplish personal and organizational goals?

Business Technology Applications (BTA) is designed to help students develop business knowledge, skills, and behaviors. Throughout this course, students will utilize a variety of business software programs and business simulations to analyze various business scenarios and develop real-world business projects, investigate and employ new and emerging productivity technologies, build personal and digital presentation skills, and become familiar with business terminology and appropriate business behaviors.

The major goal of this course is to support future academic growth and strengthen career opportunities. This class meets the ½ computer credit.

Course Competencies:

1. Business Operations and Concepts :

Students will demonstrate an understanding of business concepts/operations by selecting and using a variety of applications. Students will practice and exhibit business strategies while efficiently using input technologies to streamline workflow.

2. Business Skills, Knowledge & Workplace Deliverables:

Students will demonstrate the ability to accurately process and solve a variety of business skills problems. Students will demonstrate an understanding of business terminology, processes, and appropriate behaviors while preparing a variety of documentation for business and personal use.

3. Communication, Collaboration and Creativity:

Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to group efforts by working effectively with others, sharing ideas and duties, and monitoring group progress. Students will demonstrate creative thinking and design skills through the development of innovative deliverables using a variety of technologies.

Video Game Development

1/2 Credit, Elective, Grades 11 - 12

Prerequisites: Digital Connections, Algebra I, Algebra I Honors and English 9, English 9 Honors

Essential Question: *Why is it important to understand the key components of how video games are designed and created as both a consumer and as a game designer?*

This course introduces students to the programming principles of interactive video games. Students will learn how to create 2D video games in a collaborative setting. Other topics include the history of video games, video game design and development, game theory, game genres, game engine architectures and the societal impact of video games on society. This course concludes with a capstone project involving a student-developed video game. This course is appropriate for a student interested in the game development field or computer science and satisfies the computer requirement for graduation. This course meets the ½ computer credit.

Course Competencies:

1. Technology Operations and Concepts:

Students will demonstrate knowledge and understanding of technology operations and concepts through the use of a variety of software productivity tools to create and maintain electronic documents, storyboards, digital presentations, and to conduct online research.

2. Critical Thinking, Problem Solving and Decision Making:

Students will demonstrate the ability to use critical thinking skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

3. Communications, Collaboration and Creativity:

Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to group efforts by working effectively with others, sharing ideas and duties, and monitoring group progress. Students will demonstrate creative thinking through the development of innovative deliverables using a variety of technologies.

Accounting I

1/2 Credit, Elective

Grades 11 - 12

Essential Question: *Why is it important to understand the basic accounting procedures and practices in the field of business?*

This course introduces the basic accounting concepts and career opportunities by progressing through the accounting cycle of a proprietorship. The course will also introduce students to a service business organized as a proprietorship. Reinforcement activities and business simulations will be used to apply standard accounting practices used in the business world. Prerequisites: Algebra I, Algebra I Honors, English 10, English 10 Honors

Course Competencies:

1. Cash Control Systems - Students will demonstrate knowledge of writing checks from a checking account, reconciling bank statements, and analyzing business transactions into debit and credit parts.

2. Journalizing and Posting - Students will demonstrate knowledge of journalizing and posting to a ledger and completing business transactions of a sole proprietorship service business.

3. Financial Statements -Students will demonstrate knowledge of preparing financial statements and financial worksheets for a sole proprietorship service business.

Accounting II

1/2 Credit, Elective, Grades 11 - 12

Essential Question: *Why is it important to understand the basic accounting procedures and practices in the field of business?*

This course continues with the concepts learned in Accounting I to complete the entire accounting cycle of a proprietorship. Reinforcement activities and business simulations will be used to apply actual accounting procedures. The course will also cover accounting for a merchandising business organized as a corporation. Prerequisites: Accounting I with a grade of C or Better

Course Competencies:

1. Cash - Students will demonstrate knowledge of Purchases and Cash Payments, Sales and Cash Receipts and transactions using a General Journal for a Merchandising Business Organized as a Corporation.

2. Payroll- Students will demonstrate knowledge of preparing and recording Payroll Records, Payroll and Payroll Taxes for a Merchandising Business Organized as a Corporation.

3. Financial Statements

Students will demonstrate knowledge of preparing Financial Statements and Closing Entries for a Corporation.

Business Dynamics

1/2 Credit, Elective, Grades 9 - 10

Essential Question: *Why are both good business practices and ethical behavior essential to succeed in business?*

Business Dynamics is a course designed to teach students about the world of business by focusing on the role of business in society. An introduction to the field of marketing with particular emphasis on how companies develop marketing programs that are responsive to consumers' needs and wants for products and services. This course is offered for 9th and 10th grade students only.

Course Competencies:

1. Business Topics & Concepts- Students will use primary and secondary source documents to interpret and demonstrate knowledge of fundamental business concepts
2. Critical Thinking, Problem-Solving & Decision Making- Students will demonstrate the ability to use critical thinking skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Educational theory will be applied to common business practices.

3. Communication, Collaboration & Creativity

Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to group efforts by working effectively with others, sharing ideas and duties, and monitoring group progress. Students will demonstrate creative thinking through the development of innovative deliverables using a variety of technologies.

Business Management I & II

1/2 Credit, Elective, Grades 11-12

Essential Question: *How can one be successful in owning a business or working in the business world?*

This course is recommended for students who are planning to major in business administration / management and/or accounting or who wish to own their own business. The course is designed to prepare students for college level studies in business management and/or lay the groundwork for managing and owning a small business. This includes running the school store, and entering a simulated stock market game.

Course Competencies:

1. Primary and Secondary Sources - Students will use primary and secondary source documents to interpret and understand business concepts.
2. Theory and Practice - Students will understand and be able to relate educational theory to common business practice.
3. Communication - Students will be effective presenters of oral and written material.

Entrepreneurship Essentials

1/2 Credit, Elective, Grades 11-12

Prerequisite: Business Dynamics

Essential Question: *What does one need to know about themselves, the industry and chosen market before starting a business?*

This elective course is designed to give students an introduction to entrepreneurship. Students will examine and develop the personal traits and behaviors fundamental to becoming an entrepreneur, and will be exposed to the first steps of the entrepreneurial process. During the

course, students will use the lean business model canvas to ideate and test a potential business opportunity using lean startup methodologies. They will develop business plan artifacts and an executive summary to support their idea. At the conclusion of the course students will present their opportunity pitch with the potential of moving their business idea forward in Entrepreneurship II.

Course Competencies:

1. Business Topics and Concepts

Students will demonstrate knowledge and understanding of the fundamental elements of entrepreneurship while assessing and growing their personal entrepreneurial mindset.

2. Critical Thinking, Problem Solving & Decision Making

Students will demonstrate the ability to use critical thinking skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate tools and resources.

3. Communication and Collaboration

Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to collaborative efforts by working effectively with others, sharing ideas, and monitoring progress.

Entrepreneurship II

1/2 Credit, Elective, Grades 11-12

Prerequisite: Entrepreneurship Essentials

Essential Question: *What does one need to know about themselves, the industry and chosen market before starting a business?*

This elective course will have students progress from Entrepreneurship Essentials and develop an abbreviated prototype to test the viability of their idea. Students will test and adjust the business model to validate potential, use marketplace data, create a narrative or story of a business idea and develop marketing and sales plans. They will implement the build-test-learn cycle throughout the lifecycle of starting up a business. Students will conclude with a formal pitch of their business model to a group of investors with the goal of putting their ideas into action.

Entrepreneurship II requires students to have the ability to work independently and collaboratively to solve problems, critically think, and professionally showcase innovative ideas, programs, products or services.

Course Competencies:

1. Business Topics and Concepts: Students will demonstrate knowledge and understanding of the elements of entrepreneurship, product positioning, pricing, marketing and finance.

2. Critical Thinking, Problem Solving & Decision Making: Students will demonstrate the ability to use critical thinking skills to plan, conduct research, manage projects, solve problems and make informed decisions using appropriate tools and resources.

3. Communication and Collaboration: Students will demonstrate effective communication through listening and speaking, reading and writing, and through legal and ethical application of technologies. Students will consistently contribute to collaborative efforts by working effectively with others, sharing ideas, and monitoring progress.

Personal Finance

1/2 Credit, Elective, Grades 11-12

Essential Question: *How can understanding effective personal finance strategies improve my life?*

Personal Finance is an elective for Seniors who want to learn how to handle their money as an adult. This course will give you the opportunity to learn about banking, 401K's, managing credit (including your credit score), and investing. Additionally, you will learn about financial pitfalls, taxes, insurance, and paying for college.

Course Competencies:

1. Primary and Secondary Sources
 2. Theory and Practice
 3. Communication
-

Intro to Programming - Java Honors

½ Credit, Elective, Grades 11-12

Essential Question: *How might you use computer programming in your future career?*

The course introduces the topics in the first half of an AP Computer Science A course. The class is intended for students who are thinking of majoring in computer science, electrical engineering, math or science in college.

Java-based programming is an object-oriented programming language. Topics include: Primitive Data Types, Using Objects, Boolean Expressions and if Statements, Iteration, Writing Classes, and Arrays. Students will learn program design and algorithm development, determine the output, value,

or result of program code given initial values. Students will learn to write, implement, and test program code, and analyze program code for correctness, equivalence, and errors.

Course Competencies:

1. Students will demonstrate the ability to manipulate the programming environment, design simple programs using stepwise refinement, expressions and simple control statements.
 2. Students will demonstrate the ability to write programs using functions, control statements, definite and indefinite loops, arrays and recursion.
 3. Students will demonstrate the ability to write programs using classes, methods, encapsulation, parameters, objects, and references.
-

Yearbook

1/2 Credit, Elective, Grades 11-12

Essential Question: *How do we produce a quality Yearbook considering time & financial restraints?*

Yearbook production is a two trimester course to be run 1st and 2nd trimester. It is designed to teach layout and design, creative copy, and basic and advanced photographic techniques. Regular assignments will be made in order to meet the various deadlines. It is expected that staff members will meet for occasional work sessions in the afternoon and the evening. Specific units that will be taught during the course include layout design, copy development, photographic techniques, marketing and sales techniques. Students may take both of these classes, or either one. You may take Tri 2 without taking Tri 1.

Course Competencies:

1. Production - Students will complete yearbook pages as assigned.
2. Marketing - Students will sell yearbooks, sell advertising for yearbooks, and create ads.
3. Finance - Students will track both production costs and sales income to determine margins.

Economics

By state requirement, all students have ½ credit in Consumer Economics or Economics for graduation.

Consumer Economics

1/2 Credit, Grades 10-12

Essential Question: *What does it mean to be an educated consumer?*

This course introduces the student to the basic principles of a free enterprise economic system, along with important aspects of Personal Finance. By understanding these principles, the student will be better able to function as a consumer, employee, and citizen. By applying these basic

principles, the student will be able to make better financial choices by understanding his rights and responsibilities. Computers are used for projects dealing with careers, taxes, budgeting, vacation planning, banking, investing, and insurance.

Course Competencies:

1. Primary and Secondary Source- Students will use primary and secondary source documents to interpret and understand Economic concepts.
 2. Theory and Practice - Students will understand and be able to relate educational theory to common economic practice.
 3. Communication - Students will be effective presenters of oral and written material.
-

Economics

1/2 Credit, Grades 10-12



Essential Question: *Does the free enterprise system work best in dealing with economic problems?*

Students will gain a thorough understanding of the following areas: American capitalism, laws of supply and demand, personal finance, various economic theories, and the impact on the individual of economic trends. This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. This class will help students continue to master the skills to write all high school and college level papers.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships with the study of Economics in regards to American capitalism, laws of supply and demand, personal finance, various economic theories, and the impact on the individual in regards to economic trends.
2. Use of primary and secondary source documents to interpret, support, and understand the study of Economics in regards to American capitalism, laws of supply and demand, personal finance, various economic theories, and the impact on the individual in regards to economic trends.
3. Ability to effectively present oral and written material in regards to the study of Economics in regards to American capitalism, laws of supply and demand, personal finance, various economic theories, and the impact on the individual in regards to economic trends.

English

English 9

1 Credit



Essential Questions: *How do we approach difficult decisions? What factors impact our decision making?*

Placement based on guidelines set by K-12/District English Committee. The English 9 program is structured to meet the needs of students who have successfully mastered many of the fundamental reading and writing skills at grade level. The course is designed for students to build independent understanding and analysis of complex texts. Students will be exposed to a variety of genres to develop comprehension skills and thematic understanding and employ effective speaking and listening techniques. Reading comprehension and writing sophistication will be strengthened through vocabulary study. There is a focus on a skills approach to writing and grammar that begins with reinforcing the fundamentals of different modes of writing. An initial focus will be on development of claim and supporting evidence which will become the framework for more extensive writing pieces. Throughout the course, students will compose extended writing pieces such as literary analysis, narrative, and research.

Course Competencies:

English 9 Part I and Part II

1. Reading Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex literary texts and multimedia sources.
2. Writing Students will develop skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge.
3. Communication Students will demonstrate the ability to speak purposefully and effectively; strategically making decisions about content, language use, and discourse style; Students will demonstrate the ability to listen and view critically for a variety of purposes; Students will demonstrate understanding of and apply the conventions of Standard English; Students will demonstrate knowledge of language & Vocabulary Acquisition and Use; Students will be able to show academic readiness by preparing and organizing class materials

English 9 Honors

1 Credits



Essential Question: *How do we approach difficult decisions? What factors impact our decision making?*

Placement based on guidelines set by K-12/District English Committee. Students must meet requirements that include indicators such as NWEA performance, writing sample, in addition to

teacher recommendation for enrollment. The English 9H program is designed to meet the needs of students who have been successful in the mastery of reading and writing skills at their grade level. It is an accelerated, challenging class that prepares students for a four-year college program. Students should be able to work independently on long-term, sustained assignments. The course is designed for students to continue to build upon previous independent understanding and analysis of complex texts, in a variety of genres, in order to deepen understanding. Students will be expected to employ effective speaking and listening techniques to present knowledge. Reading comprehension and writing sophistication will be strengthened through vocabulary study. An initial focus on writing will be on development of claim and use of evidence which will become the framework for more extensive writing pieces. Throughout the course, students will compose extended writing pieces such as literary analysis, narrative, and research.

Course Competencies:

English 9 Honors-Part I

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will focus on developing comprehension and building deeper thematic understanding within and across texts.

2. Writing- Students will develop skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on argument writing--developing a claim and supporting it with evidence. Students will also focus on using textual evidence to build and present knowledge.

3. Communication & Language- Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as effective application of conventions of standard English.

English 9 Honors- Part II

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will focus on integrating knowledge and ideas across formats and genres. Students will examine the connections between texts and the real world, both locally and globally.

2. Writing- Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on argument writing--developing a claim and supporting it with evidence. Students will also employ a variety of writing techniques and genres in order to build deeper understanding of a particular text or issue.

3. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice and employ effective presentation techniques, and continue to focus on vocabulary acquisition and use, as well as effective application of conventions of standard English.

1 Credit, Grade 10



Essential Question: *When faced with adversity, what causes some individuals to thrive while others struggle?*

These courses are designed to meet the needs of students who are strong in both reading and writing skills. In tenth grade, students will be expected to build upon skills already obtained in the ninth grade. Students will further develop the skills associated with writing formally and informally including practicing the literary analysis essay and applying literary concepts to novels and poetry. Students will demonstrate comprehension and application of grade-level vocabulary as well as conduct research for a paper focusing on a self-directed topic centered around the essential question. Part I will focus more heavily on fiction and literary analysis while Part II will cover more nonfiction, argument writing, and will culminate in a multigenre research project.

Course Competencies:

English 10- Part I and Part II

1. Reading Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex literary texts, nonfiction articles, and multimedia sources.
2. Writing Students will develop skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge.
3. Communication Students will demonstrate the ability to speak purposefully and effectively; strategically making decisions about content, language use, and discourse style; Students will demonstrate the ability to listen and view critically for a variety of purposes; Students will demonstrate understanding of and apply the conventions of Standard English; Students will demonstrate knowledge of language & Vocabulary Acquisition and Use; Students will be able to show academic readiness by preparing and organizing class materials

English 10 Honors

1 Credit, Grade 10



Essential Question: *When faced with adversity, what causes some individuals to thrive while others struggle?*

Recommended: Grade of A or B in English 9H or grade of A in English 9. The Honors curriculum is designed for students who are exceptionally skilled and who are able to accept a great deal of personal responsibility and independence in a course. This is a weighted course, and students

should understand that the material and assignments will be both challenging and demanding. In English 10 Honors, a variety of literary genres are covered with emphasis on independent critical thinking and analysis of thematic application(s) to real-world concepts. Students will conduct research on a self-directed topic related to the essential question. Part I will focus more heavily on fiction and literary analysis while Part II will focus on nonfiction and culminate in a multigenre research project.

Course Competencies:

English 10 Honors- Part I

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will demonstrate comprehension of key ideas and details that communicate theme(s) that are applicable to students' own lives. Students will examine fiction and nonfiction texts to identify and analyze how pieces represent common themes through the use of certain crafts and styles.
2. Writing - Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will apply an understanding of language to achieve a particular purpose in analyzing a represented concept in the literature, citing and embedding specific literary samples that demonstrate the portrayal of focused ideas in the piece(s).
3. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice advanced, specific, and varied word choices in writing. Students will orally present for a variety of purposes, both formal and informal. Students will demonstrate acquisition and effective usage of grade/text-appropriate vocabulary. Students will purposefully employ conventions of standard English.

English 10 Honors- Part II

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will demonstrate comprehension of key ideas and details, examine writer's craft and structure and integrate knowledge and ideas across formats and genres.
2. Writing - Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will apply an understanding of language to achieve a particular purpose in production and distribution of writing, use of evidence to build and present knowledge, text types and purposes and appropriate application of mechanics, usage, grammar, and spelling (MUGS).
3. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice comprehension and collaboration, speaking and listening, presentation of knowledge and ideas, vocabulary acquisition and use and conventions of standard English.

Unified Creative Writing

1/2 Credit, Grade 10, 11, 12

Essential Question: *How do we find our voice?*

The purpose of this class is to promote social inclusion through shared reading and writing experiences. The main focus will be poetry, but the class will be flexible depending upon personalized directions students may need to take. Students will participate in writing time, will read published works, and will create their own writings and personal expressions. Student generated work will not be workshopped, though constructive help and discussion will be part of the experience. There will be a public speaking component in which young writers share their work in a public reading, either reading work aloud or having someone else read for the writer. Grades will be given for participation, work completion, and willingness to work in diverse groups. Credit will range from pass/fail to credit, depending upon the student (to be determined by student/teacher/counselor). Partners will receive pass/fail elective credit. Any student interested in pursuing education is encouraged to sign up as a partner.

Course Competencies:

1. Reading
2. Writing
3. Communication & Language

English 11

1 Credit, Grade 11



Essential Question: *How do we form our identity?*

In Part I, students will study literature to investigate the big idea of our sense of self, as well as continue to develop reading comprehension, writing and grammar skills. As the concept is explored, students will read, write, listen and speak in order to examine the following essential questions: How do our experiences shape who we are and influence our view of the world? How does the world around us shape who we are? How do our beliefs evolve? How do our dreams shape us? How do our failures shape us?

In Part II, students will study literature to investigate the big idea of our place in the world. As the concept is explored, students will read, write, listen and speak in order to examine the following essential questions: How and why do we seek to belong? How and why do we seek meaning in our lives? How do we have a responsibility to ourselves, our families, our communities, and our world? How and why do we seek power? How does feeling/being powerless affect us?

Course Competencies:

English 11

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will integrate knowledge and ideas across formats and genres

(including non-print sources) using the thematic lens of identity. Further, students will examine the writer's craft to more deeply analyze the essential questions posed.

2. Writing - Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will compose a variety of genres: narrative, argument and expository while applying an understanding of language to achieve a particular purpose.

3. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will pursue a variety of listening opportunities for comprehension, collaboration, and presentation of knowledge and ideas. Additionally, students will continue to acquire vocabulary for usage in writing and speaking. Students will purposefully employ conventions of standard English.

English 11 Honors

1 Credit, Grade 11



Essential Question: *How do we form our identity?*

Recommended: Grade of A or B in 10 Honors English or A in English 10. This course is an accelerated, challenging class that is designed to prepare juniors who are planning to enter a competitive, rigorous four-year academic college program. Students should be able to work independently on long-term, sustained assignments. The workload is demanding, and students taking this course should have a true desire for the study of literature and writing. Skills needed for success include ability to read above grade level, ability to think analytically, and advanced proficiency in essay writing.

In Part I, we will study literature to investigate the idea of our sense of self. In Part II, we will study literature to investigate the idea of our place within the world. We will grapple with the essential questions of the course as we read, write, listen and speak about the overarching concept of identity.

Course Competencies:

English 11 - Honors

Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will integrate knowledge and ideas across formats and genres (including non-print sources) using the thematic lens of identity. Further, students will examine the writer's craft to more deeply analyze the essential questions posed.

1. Writing - Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will compose a variety of genre: narrative, argument and expository while applying an understanding of language to achieve a particular purpose.

2. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will pursue a variety of speaking and presenting opportunities for collaboration and presentation of knowledge and ideas. Additionally, students will continue to acquire vocabulary for usage in writing and speaking and focus on purposeful application of standard English conventions.

Introduction to Literature

1/2 Credit

Grade 12



This course delves into the reading and analyzing of literary works in order to develop an appreciation for the place literature has in its influence on culture and society. Selections will be taken from four literary genres: poetry, drama, the novel, and the short story. By becoming familiar with and applying key literary terms and various approaches to literary criticism to readings, students will be able to hone their abilities to write in an analytical manner while engaging with primary and secondary sources.

Course Competencies:

1. Reading - Students will investigate a range of text complexities in reading both advanced literary and informational texts. Students will focus on developing comprehension of sophisticated ideas and details and examining deeper and overlapping thematic understanding within and across texts. Students will examine and articulate aspects of the writer's craft.
2. Writing - Students will refine skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge, develop deeper analytical understanding of subtleties within a text. Students will explore and develop collegiate level skills in composition.
3. Communication and Language - Students will demonstrate advanced communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as highly effective application of conventions of standard English.

English Composition

1 credit, Grade 12



In this course, students will be presented with critical thinking strategies that will be used to effectively convey meaning and thought in analytical terms. Students will learn to write concisely through the use of the writing process and integration of information literacy and metaliteracy strategies.

Course Competencies:

1. Apply critical thinking strategies to gather, analyze, synthesize, and evaluate ideas
 2. Demonstrate the writing process (pre-writing, writing, and revising) in a critical and analytical manner
 3. Integrate and apply information literacy and metaliteracy strategies
 4. Demonstrate knowledge of the purpose and proper use of MLA and APA guidelines.
-

Contemporary Literature

1/2 Credit, Grade 12



Essential Question: *How is contemporary literature a reflection of our current world?*

This course is recommended for seniors who have taken English 11 (college prep) classes in the previous years. Students will be provided opportunities for critical thinking, analysis, and independent learning. Emphasis will also be placed on furthering writing and discussion skills. A variety of contemporary texts will be studied. In both content and structure, the course will require students to bridge the gap between literary texts and current events.

Course Competencies:

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will focus on developing comprehension of sophisticated ideas and details and examining deeper and overlapping thematic understanding within and across texts.
 2. Writing - Students will refine skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge, develop deeper analytical understanding, and make connections to the outside world.
 3. Communication & Language - Students will demonstrate communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as highly effective application of conventions of standard English.
-

Creative Writing- Poetry

1/2 Credit, Grade 12



Essential Question: *Who am I as a poet?*

This creative writing course is taught in a workshop format with a focus on poetry. Students will be introduced to poetic devices through a selection of poems. Student-generated writing, the main focus for the course, serves as the center for discussion, discovery, and exploration of literary technique and style. Grades are determined through a variety of formative and summative assessments.

Course Competencies:

1. Reading- Students will investigate a range of text complexities in reading poetry. Students will focus on developing comprehension of ideas and details and examining deeper and overlapping thematic understanding within poetry. Students will examine and articulate aspects of the writer's craft.
 2. Writing- Students will refine skills to produce poetry using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge, develop deeper analytical understanding of subtleties within published poems.
 3. Communication & Language - Students will demonstrate communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as application of conventions of standard English.
-

Creative Writing - Short Fiction

1/2 Credit, Grade 12



Essential Question: *Who am I as a writer?*

The course is taught in a workshop format with a focus on the short story. Students will be introduced to analysis skills (both close-reading and written academic expression) and will be exposed to a variety of short stories. Student-generated writing, the main focus for the course, serves as a center for discussion, discovery, and exploration of literary technique and style. Lessons include characterization, plotting, tension building, and narrative voice. Grades are determined through a variety of formative and summative assessments.

Course Competencies:

1. Reading- Students will investigate a range of text complexities in reading short fiction. Students will focus on developing comprehension of ideas and details and examining deeper and

overlapping thematic understanding within stories. Students will examine and articulate aspects of the writer's craft.

2. Writing- Students will refine skills to produce short fiction using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge, develop deeper analytical understanding of subtleties within published works.

3. Communication & Language - Students will demonstrate communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as application of conventions of standard English.

Reading & Writing for the Workplace I/II

1 Credit, Grade 12

Essential Question: *How do our skills transfer and interact with the global environment?*

This is a course intended for any student who needs additional instruction, help, or practice in reading and writing. The goal of the course is to prepare students for the literacy challenges they will face in the real world. Since the class is heavily formatted with a workshop setting in mind, students will be able to work at their own pace to improve their skills in a variety of areas.

Course Competencies:

1. Reading - Students will demonstrate the ability to read and understand written information in different types of workplace documents, e.g., work instructions, emails and memos, manuals, policies, and reports. Emphasis will be placed on developing skills to scan for information, skim for overall meaning, evaluate what is read, and integrate information from multiple sources.

2. Writing - Students will demonstrate the ability to use the written word to create a clear message in a variety of workplace documents.

3. Communication and Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice comprehension and collaboration, a variety of speaking and listening skills and apply the skills related to the presentation of knowledge and ideas. Additionally, students will employ purposeful use of standard English conventions.

AP English Literature & Composition

1.5 Credits, Grade 12



Essential Question: *How is all literature an exploration of one story?*

This course is recommended to students who have earned a grade of "A" or "B" in English II Honors or an "A" in English II (College Prep). Students who have not earned those grades should confer with their current English teacher or guidance counselor before registering for this course. Students will take all three parts of the AP curriculum; in essence, this is a year-long course. A summer reading and writing assignment is part of this curriculum, with the grade going into Part I. The course objectives are geared to prepare students for college level English study as well as the Advanced Placement Test in Literature and Composition, which is given by the College Board in the spring. Emphasis will include close-reading studies, as they apply to short fiction, poetry, the novel, drama and nonfiction. Students will write analytical essays in various forms of discourse based upon the significant themes encountered in their reading. Students will also take AP style tests (prompts, multiple choice), and will write college-level essays.

Course Competencies:

Reading - Students will investigate a range of college level text complexities in reading both literary and informational texts. Students will demonstrate understanding of thematic significance, examine how a writer's craft and structure contributes to a text overall and integrate knowledge and ideas across formats and genres.

Writing - Students will use skills learned to produce formal and informal college level writing assignments using appropriate writing techniques. Students will apply an understanding of language to achieve a particular purpose in production and distribution of writing, sophisticated use of evidence to build and present knowledge, examination and exploration of text types and how they align to purpose.

Communication and Language - Students will employ effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice independent comprehension of college level material, collaboration and navigation of shared learning experiences, formal and informal opportunities for speaking and listening, college level presentation of knowledge and ideas, sophisticated vocabulary acquisition and use and purposeful employment of conventions of standard English.

Mythology

½ credit, Grade 12

Essential Questions: *How is everyone's story, one story?*

This engaging class blends classical and world mythology, including Greek, Norse, and Egyptian mythology, as well as an examination of classical and contemporary folklore. During this course of study, students will examine ancient cultures and learn how their worldviews still shape our own. Students will also study the structure and characteristics of mythology, rites of passage, and the heroic quest. Organizational skills and extensive note taking are required. Students will

work on presentation skills, and this course will include a significant amount of reading, writing and critical thinking.

1. Reading - Students will investigate a range of text complexities in reading both literary and informational texts. Students will focus on developing comprehension of sophisticated ideas and details and examining deeper and overlapping thematic understanding within and across texts.
2. Writing - Students will refine skills to produce formal and informal writing assignments using appropriate writing techniques. Students will focus on using textual evidence to build and present knowledge, develop deeper analytical understanding, and make connections to the outside world.
3. Communication & Language - Students will demonstrate communication in a variety of forms and contexts with consideration for purpose and audience. Students will focus on presentation of knowledge and ideas, vocabulary acquisition and use, as well as highly effective application of conventions of standard English.

Journalism

½ credit, Grade 12

Essential Question: *How can I communicate accurate, engaging information effectively to a wide range of audiences?*

In this course, students will learn the importance of media content, quality, ethics, and bias in an ever-changing world. The course will not only examine current trends in the media, but also will work to produce original pieces of noteworthy journalism. Students in this class are expected to create news, feature, op-ed, and review articles for a school centered newspaper and to also help produce the Gilford Golden Eagle, a student-led, digitally produced news program.

1. Reading - Students will investigate a range of text complexities in reading nonfiction texts. Students will demonstrate comprehension of key ideas and details, examine writer's craft and structure and integrate knowledge and ideas across formats and genres.
2. Writing - Students will use skills learned to produce formal and informal writing assignments using appropriate writing techniques. Students will apply an understanding of language to achieve a particular purpose in production and distribution of writing, use of evidence to build and present knowledge, text types and purposes, and appropriate application of mechanics, usage, grammar, and spelling (MUGS).
3. Communication & Language - Students will demonstrate effective communication in a variety of forms and contexts with consideration for purpose and audience. Students will practice comprehension and collaboration, speaking and listening, presentation of knowledge and ideas, vocabulary acquisition and use and conventions of standard English.

Mathematics

Algebra I

1.5 Credits, Grades 9-10



Essential Question: *How can algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Placement based on guidelines set by K-12/District Math Committee. Algebra I uses an investigative approach in learning algebra. Students will examine interesting questions and hands-on investigations that precede the introduction of formulas and symbolic representations. Students will also spend some time reinforcing the basic skills required to learn Algebra. A graphing calculator and graphing utilities are used to help students learn and understand concepts. Topics in this course include review of basic arithmetic, using proportional reasoning, solving linear equations and linear inequalities, fitting a line to data, writing and graphing equations of lines, solving systems of equations and linear inequalities, exponent rules, exponential functions, simplifying radical expressions, and solving radical equations.

Course Competencies:

Introduction to Algebra

1. Demonstrate an understanding of real numbers and their properties.
2. Demonstrate the ability to solve equations.
3. Demonstrate the ability to solve inequalities.

Algebra I - part I

1. Demonstrate an understanding of functions and relations.
2. Demonstrate the ability to write and plot linear equations.

Algebra I- part II

1. Demonstrate the ability to solve systems of equations and graph systems of linear inequalities.
2. Demonstrate the ability to use properties of exponents and understand exponential functions.
3. Demonstrate the ability to use properties of radicals and understand radical functions.

Algebra I- part III

1. Demonstrate the ability to work with polynomials and polynomial expressions.
 3. Demonstrate an understanding of quadratic functions and the ability to solve quadratic equations.
-

Algebra I CP

1.5 Credits, Grade 9



Essential Question: *How can algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Placement based on guidelines set by K-12/District Math Committee. The main goal of Algebra is to develop fluency in working with linear, quadratic, and radical functions. These topics are taught throughout the year and include the following units: solving equations and inequalities, identifying domain and range of relations and functions; solving absolute value equations and inequalities. The main focus of Algebra I-II CP will be linear equations and inequalities and their graphs, systems of equations and inequalities, exponent rules, and polynomials. In Algebra I-III CP students will work with polynomials, quadratics and their graphs, and radical expressions and equations.

Course Competencies:

Algebra I CP –part I

1. Demonstrate an understanding of real numbers and their properties.
2. Demonstrate the ability to solve equations, and demonstrate an understanding of ratios, proportions, and percents.
3. Demonstrate the ability to solve inequalities, absolute value inequalities and equations, and work with sets.

Algebra I CP - part II

1. Demonstrate an understanding of functions and relations.
2. Demonstrate the ability to write and plot linear equations, solve inequalities, absolute value inequalities and equations, and work with sets.
3. Demonstrate the ability to solve systems of equations and inequalities.

Algebra I CP - part III

1. Demonstrate the ability to use properties of exponents, and an understanding of exponential functions.
2. Demonstrate the ability to work with polynomials and polynomial expressions.
3. Demonstrate the ability to graph quadratic functions and solve quadratic equations.

Algebra I Honors

1.5 Credits, Grade 9



Essential Question: *How can algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Placement based on guidelines set by K-12/District Math Committee. This course is designed for students with strong mathematical ability. The depth and pacing of this course is at an honors level. The algebraic component for this trimester consists of equation manipulation, solving equations, absolute value, linear equations and inequalities, and graphs. The main focus of Algebra I-II will be systems of equations and inequalities, linear programming, exponent rules, arithmetic and geometric sequences, polynomials, quadratic and exponential functions and their graphs. In Algebra I-III students will work with radical functions, rational functions, and graphing data. Students will also be introduced to graphing technology throughout the year.

Course Competencies:

Algebra I Honors - part I

1. Demonstrate an understanding of real numbers and their properties.
2. Demonstrate the ability to solve equations, and an understanding of ratios, proportions, and percents.
3. Demonstrate the ability to solve inequalities, absolute value inequalities and equations, and work with sets.
4. Demonstrate the ability to work with relations and functions.

Algebra 1 Honors - part II

1. Demonstrate the ability to write and graph linear equations.
2. Demonstrate the ability to solve systems of equations and inequalities.
3. Demonstrate the ability to use properties of exponents and an understanding of exponential functions.

Algebra I Honors - part III

1. Demonstrate an understanding of Polynomial expressions and the ability to factor polynomial expressions.
 2. Demonstrate an understanding of quadratic functions and the ability to solve quadratic equations.
 3. Demonstrate the ability to simplify radical expressions and solve radical equations.
 4. Demonstrate an understanding of rational functions and the ability to solve them.
-

Introduction to Algebra II

1/2 Credit, Grade 10-12

Essential Question: *How can algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Prerequisite: Algebra I or Algebra I CP. This course uses an investigative approach in learning algebra. Students will examine interesting questions and hands-on investigations that precede the introduction of formulas and symbolic representations. Students will also spend some time reinforcing the basic skills required to learn Algebra. A graphing calculator is used to help students learn and understand concepts. Topics include: quadratic relations and functions, polynomials, and polynomial functions.

Course Competencies:

1. Demonstrate the ability to simplify expressions, and solve equations and inequalities
 2. Demonstrate an understanding of properties of equations, functions, and their graphs.
 3. Demonstrate an understanding of factoring and rational expressions.
-

Algebra II

1 Credit

Grades 10 - 12



Essential Question: *How can Algebra 2 be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Prerequisite: Algebra I CP and Geometry CP. This course is designed for the student with strong mathematical ability and motivation. The intent of this course is to augment knowledge and methods garnered in Algebra I and Geometry while simultaneously preparing the students for the rigors of more advanced mathematics. The first half of the course will place emphasis on quadratic relations and functions, polynomials, and polynomial functions as well as radical and rational exponents. The second half of the course will place emphasis on exponential and logarithmic functions, rational expressions, functions, and conic sections.

Course Competencies:

Algebra II - part I

1. Demonstrate an understanding of systems of equations
2. Demonstrate an understanding of quadratic relations and functions.
3. Demonstrate an understanding of graphing and solving polynomial functions.

Algebra II - part II

1. Demonstrate the ability to simplify and solve radicals and rational exponents.
2. Demonstrate the ability to simplify and solve exponential and logarithmic functions.
3. Demonstrate the ability to simplify, graph, and solve rational expressions and functions.

Algebra II Honors

1 Credit, Grades 10 – 12



Essential Question: *How can Algebra 2 be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Recommended: Grade of 80% or higher in Geometry Honors; grade of 80% or higher in Algebra I Honors or Algebra II Honors Prep.

This course is designed for the student with exceptional mathematical ability and interest. The intent of this course is to augment knowledge and methods garnered in Algebra I Honors and Geometry while simultaneously preparing the students for the rigors of more advanced mathematics. The first half of the course will place emphasis on quadratic relations and functions, polynomials, and polynomial functions as well as radical and rational exponents. The second half of the course will place emphasis on exponential and logarithmic functions, rational expressions, functions, and conic sections.

Course Competences:

Algebra II Honors- part I

1. Demonstrate understanding of quadratic relations and functions.
2. Demonstrate the understanding of graphing and solving polynomial functions.
3. Demonstrate the ability to simplify and solve radicals and rational exponents.

Algebra II Honors- part II

1. Demonstrate the ability to simplify and solve radical functions and their inverses.
 2. Demonstrate the ability to simplify, graph, and solve exponential and logarithmic functions.
 3. Demonstrate the ability to simplify and solve rational functions.
-

Algebra II Honors Prep

1/2 Credit, Grade 9



Essential Question: How can Algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?

Recommended: Ninth grade placement based on guidelines set by K-12/District Math Committee.

Prerequisite: This course is held during the first trimester and is intended for students who are taking Geometry Honors in the ninth grade or for Sophomores who are planning to move from College Prep to Honors. Topics in this course include quadratic functions and equations, radical expressions and equations, and rational expressions and equations.

Course Competencies:

1. Demonstrate the ability to graph and solve quadratic functions and equations.
 2. Demonstrate the ability to simplify, perform operations, and solve radical expressions and equations.
 3. Demonstrate the understanding of operations with rational expressions and solving rational functions.
-

Geometry

1/2 Credit, Grades 10 - 11

Essential Question: *How would I use my prior mathematical knowledge to explore, examine, analyze, and utilize new geometrical concepts and their applications in my world?*

Prerequisite: Algebra I. This course is intended for students that have a basic understanding of algebra. Students will learn how to apply geometric terms along with deductive reasoning to solve problems involving angle and segment measurements and parallel lines. These skills are then combined with knowledge of properties of polygons to solve problems involving various polygons. The focus then shifts to the Pythagorean Theorem, special right triangles and basic trigonometric ratios, and area and volume of two and three dimensional shapes.

Course Competencies:

1. Students will be able to use similar figures and the Pythagorean Theorem, Special Right Triangles, and Trigonometry to find missing measures.
2. Students will be able to formulate ideas that allow them to solve problems involving properties, and the area of 2-dimensional objects.
3. Students will be able to formulate ideas that allow them to solve problems involving properties, surface area and volume of 2 and 3-dimensional objects.

Geometry CP

1 Credit, Grades 10-12



Essential Question: How would I use my prior mathematical knowledge to explore, examine, analyze, and utilize new geometrical concepts and their applications in my world?

Prerequisite: Algebra I CP. This course uses a variety of approaches to expose students to the world of geometry. Students will apply prior topics from algebra including solving multi-step equations, working with radicals, and using the properties of linear equations to solve problems in this course. The focus of Geometry I is to learn how to apply geometric terms along with deductive reasoning to solve problems involving angle and segment measurements and parallel lines. These skills are then combined with knowledge of properties of polygons to solve problems involving various polygons. The focus then shifts to the Pythagorean Theorem, special right triangles and basic trigonometric ratios. Geometry II includes the area and volume of two and three dimensional shapes, the properties of circles with arcs and angles, and the continued study of probability and statistical reasoning.

Course Competencies:

Geometry CP - part I

1. Demonstrate the ability to solve problems using special right triangles as well as the three trigonometric ratios.
2. Demonstrate the knowledge of finding the area of two dimensional shapes.
3. Demonstrate the knowledge of finding the volume, and surface area of three dimensional shapes.

Geometry CP - part II

1. Demonstrate knowledge of foundational geometric terms as well as angle and segment measurements.
2. Demonstrate the ability to identify and solve problems involving parallel lines and polygons.
3. Demonstrate a continued understanding of possible outcomes using probability and use statistical reasoning to analyze data.

Geometry Honors

1 Credit, Grade 10-12



Essential Question: How would I use my prior mathematical knowledge to explore, examine, analyze, and utilize new geometrical concepts and their applications in my world?

Prerequisite: Algebra I-Honors. Ninth grade placement based on guidelines set by the K-12/District Math Committee. This course is designed for the student with exceptional mathematical ability and interest. This course uses a variety of approaches to expose students to the world of Geometry. Students will apply prior topics from Algebra including solving multi-step equations, working with radicals, and using the properties of linear equations to solve problems in this course. The focus of Geometry I is to learn how to apply geometric terms along with deductive reasoning to solve problems involving angle and segment measurements and parallel lines. These skills are then combined with knowledge of properties of polygons to solve problems involving various polygons. The focus then shifts to the Pythagorean Theorem, special right triangles, and basic trigonometric ratios. Geometry II includes the area and volume of two and three dimensional shapes, the properties of circles with arc and angles, and the continued study of probability and statistical reasoning.

Course Competencies:

Geometry Honors- part I

1. Demonstrate the ability to solve problems using special right triangles as well as the three trigonometric ratios.
2. Demonstrate the knowledge of finding the area of two dimensional shapes.
3. Demonstrate the knowledge of finding the volume, and surface area of three dimensional shapes.

Geometry Honors- part II

1. Demonstrate knowledge of foundational geometric terms as well as angle and segment measurements.
2. Demonstrate the ability to identify and solve problems using proofs involving parallel lines and polygons.
3. Demonstrate the ability to identify and solve problems using proofs involving similarity and congruence of triangles.

Introduction to Statistics

1/2 Credit, Grades 10 - 11

Essential Question: How can statistics be used to explore mathematical concepts, analyze and understand data, and solve real world problems?

Prerequisite: Algebra I. Students will examine interesting questions and hands-on investigations that precede the introduction of formulas and symbolic representations. Data will be collected, analyzed and projections of future occurrences will be predicted. This trimester course will focus

on categorical and quantitative data, descriptive statistics, confidence intervals, hypothesis testing, correlation and linear regression.

Course Competencies:

1. Demonstrate knowledge of how to perform samples, conduct surveys, and evaluate using measures of center
2. Demonstrate the ability to identify and solve problems using the normal distribution curve.
3. Demonstrate the ability to apply concepts in probability to solve real world problems.

Data Science

1/2 Credit, Grade 10, 11, 12

Essential Question: How would I use my prior mathematical knowledge to explore, examine, analyze, and utilize new statistical concepts and their applications in my world?

Data Science will introduce students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more.

Course Competencies:

1. Demonstrate the ability to apply data science skills by formulating statistical investigative questions, collecting and considering data, and analyzing data.
2. Demonstrate the ability to represent data by creating and analyzing data visualizations, and interpreting data visualizations
3. Demonstrate the ability to apply skills and representations, by making inferences based on analysis, and interpreting and communicating results.

Pre-Calculus I

1 Credit, Grades 11 - 12



Essential Question: How can Pre-Calculus be used to explore and analyze various types of functions and the role they play in building an understanding of the foundations of Calculus?

Prerequisite: Algebra II (B or better). The purpose of this class is to prepare students for introductory post-secondary mathematics programs. Many of these mathematical ideas will be put to practical use in the applied sciences, the natural sciences, and the social sciences. Topics to be studied in Part I include: higher order polynomials, rational functions and inequalities, exponential and logarithmic functions, conic sections, systems of equations, and matrices. Topics

to be studied in Part II include: the unit circle, triangle trigonometry, trigonometric equations, graphing trigonometric functions and trigonometric applications.

Pre-Calculus - Part I

Course Competencies:

1. Students will demonstrate an understanding of properties of functions and their inverses.
2. Students will demonstrate an understanding of graphing, solving and properties (including notation) of the polynomial systems and rational functions.
3. Students will demonstrate their understanding of exponential and logarithmic functions, transformations, and solving expressions with exponential and logarithmic components.

Pre-Calculus - part II

Course Competencies:

1. Students will demonstrate their understanding of angles and radian measure, trigonometric ratios, functions, right triangle trigonometric applications, and oblique triangle applications. Students will demonstrate their understanding of graphing trigonometric functions.
2. Students will demonstrate their understanding of verifying trigonometric identities including sum and difference, double-angle, half-angle, product-to-sum and sum-to-product formulas as well as solve trigonometric equations.

Pre-Calculus Honors

1 Credit, Grades 11-12



Essential Question: How can Pre-Calculus be used to explore and analyze various types of functions and the role they play in building an understanding for the foundations of Calculus?

Recommended: Grade of "B-" or better in Algebra II Honors or Mathematics Department approval. Pre-Calculus is a survey of many of the more important topics in modern mathematics. Topics in Part I include the following: algebraic manipulation, complex numbers, and rational, exponential, logarithmic, and polynomial functions. In Part II, topics include: trigonometric functions and their applications and trigonometric identities and conditional equations.

Note: The student cannot take Pre-Calculus Honors for credit if he/she has already received credit for Pre-Calculus II: Trigonometry.

Course Competencies

Pre-Calculus Honors - part I

1. Demonstrate an understanding of functions and their properties.
2. Demonstrate an understanding of polynomial and rational functions.
3. Demonstrate an understanding of exponential and logarithmic functions.

Pre-Calculus Honors - part II

1. Demonstrate an understanding of basic trigonometric functions and applications.
 2. Demonstrate an understanding of trigonometric identities and conditional equations.
-

Senior Math

1/2 Credit, Grade 12

Essential Question: *How can algebra be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Prerequisite: Algebra IB (B or Better), Algebra II-I, or with permission of instructor. This is a survey course, focusing primarily on the algebra skills needed to enter the workforce or community colleges. Students will develop skills in simplifying and evaluating polynomial and rational expressions, as well as solve linear equations and inequalities, quadratic equations, and systems of linear equations. Emphasis will be placed on applying these skills in solving real world problems.

Course Competencies:

1. The student will demonstrate the ability to simplify expressions and solve equations.
 2. The student will demonstrate the ability to graph linear equations and inequalities and find solutions for systems of equations and inequalities.
 3. The student will demonstrate the ability to use exponent rule and simplify and factor polynomials.
 4. The student will demonstrate the ability to simplify radicals and solve quadratic equations.
-

Quantitative Reasoning

1/2 Credit, Grade 12



Essential Question: *How can algebra and geometry be used to relate quantities and numbers and utilize concepts and skills to model and solve real world applications?*

Prerequisite: Senior Math (C or better), Algebra II (with permission of instructor)

This course is designed to expose the student to a wide range of general mathematics. Problem-solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics, and selected subtopics related to the student's major field of study.

Course Competencies:

1. The student will demonstrate the use of number theory and number systems to solve real-world problems.
 2. The student will demonstrate the ability to use mathematical modeling to interpret data.
 3. The student will demonstrate the ability to use geometry and measurement to solve real-world problems.
 4. The student will demonstrate the ability to interpret data through statistics and probability.
-

Statistics

1/2 Credit, Grade 12



Essential Question: *How can statistics be used to explore mathematical concepts, analyze and understand data, and solve real world problems?*

Prerequisite: Algebra II (B or better). This course is an application-based course in which statistical analysis of experiments will be explored. Data will be collected, analyzed and projections of future occurrences will be predicted. This trimester course will focus on categorical and quantitative data, descriptive statistics, probability, random variables, probability models, confidence intervals, hypothesis testing, correlation and linear regression. This course can be taken for Running Start Credit.

Course Competencies:

4. Students will collect, categorize and make inferences from data using appropriate statistical analysis methods.
 5. Students will calculate probabilities using probability rules, sample spaces, and Venn Diagrams.
 6. Students will demonstrate an understanding of random variables and probability models.
 7. Students will demonstrate an understanding of confidence intervals, hypothesis testing, and relationships between variables.
-

Finite Math

1/2 Credit, Grade 12



Essential Question: *How can Finite Math be used to explore mathematical concepts, analyze and understand data, and solve real world problems.*

Prerequisite: Algebra II (C or better). Students will study mathematical topics typically found in an introductory college course in Finite/Discrete Mathematics. Students will learn about matrices, linear programming, mathematical modeling, mathematics of finance, probability, fundamental counting principles, data, and statistics.

Course Competencies:

1. Demonstrate the ability to use linear programming and matrices to solve real world problems.
 2. Demonstrate the ability to use the mathematics of finance and apply them to calculate loan payments, present, and future value of annuities and other investments.
 3. Demonstrate the ability to use counting techniques, probability, data, and simple statistics and apply them in solving real world problems.
-

AP Calculus

1.5 Credits, Grade 12



Essential Question: How would I use my prior mathematical knowledge to explore, examine, and analyze the change that occurs in quantities involved in various real world applications?

Recommended: Grade of "A-" or better in Pre-Calculus Honors or by Mathematics Department approval. The course covers the standard topics of elementary calculus: limits; continuity; derivatives of functions and their applications to graphing; finding extreme values, and relating rates; and integrals and their applications to determining areas, volumes, and length of curves. Related topics include indefinite integrals, techniques of integration, numerical approximations. This course will prepare the student for the Advanced Placement Calculus Exam in Mathematics to be taken in the spring.

Course Competencies:

AP Calculus part I:

1. Students will demonstrate their understanding that the meaning of limits includes the difference quotient, bounded and unbounded behavior, the connection of limits to continuity, limits involving infinity, and continuity of functions and relation to limits.
2. Students will demonstrate their understanding that derivatives can be represented in terms of rate of change, slopes of tangent lines, and local linear approximations.
3. Students will demonstrate their understanding of the definition of the derivative by applying the rules of differentiation--fundamental, product, quotient, chain, implicit, and trigonometric differentiation.

AP Calculus part II:

1. Students will demonstrate their understanding of the definition of the derivative by applying the rules of differentiation--inverse trigonometric functions, exponential and logarithmic functions.
2. Students will demonstrate their understanding by applying the derivative to: related rates, local or relative extrema, absolute extrema, first and second derivative tests and concavity, and applications of the above.

3. Students will demonstrate their understanding that the definite integral is a limit of Riemann Sums and the net accumulation of change. Students will compare and contrast Riemann Sums, Trapezoidal Rule, and Simpson's Rule.

AP Calculus part III:

1. Students will demonstrate their understanding that the relationship between derivatives and the definite integral as expressed in the Fundamental Theorem of Calculus.
2. Students will demonstrate their understanding of the antiderivative and slope fields derived from differential equations. Students will demonstrate their understanding area in a plane and volume plus the length of curves.
3. Students will demonstrate their understanding of both the derivative and integral by constructing dynamic models that represent a concept in both fields which will support their mathematics within 2 percent of their experiment. The students will present their findings and run the experiments to an audience of students that will take AP Calculus next year.

Modern Language

The Modern Language Department encourages students to experience other languages and cultures as a means of developing a deeper understanding of this increasingly interdependent world. The department recognizes that the acquisition of a second language is an asset in today's global society and encourages students to consider study of a modern language. In addition, travel opportunities may be offered as an extension to the curriculum.

Spanish I and French I

1 Credit, Elective, Grades 9 - 12



Essential Question: *Why learn another language?*

In level one, students will study the basics of the French or Spanish language using all four skills: listening comprehension, speaking, reading, and writing, with in-class emphasis on the first two. Specific areas of study include pronunciation, vocabulary, basic structures, and culture. To supplement the units of study, a variety of cultural activities is incorporated into the program as well as individual research projects, language activities, films, slides and recordings. Students use the modern language for basic communication as soon as possible, and many activities are conducted entirely in the target language.

Course Competencies:

Spanish I:

1. Communication: (writing & speaking) - Students will demonstrate an ability to write and speak in Spanish in order to be understood. Grammar and Vocabulary: Students will demonstrate knowledge of the words and structures that make up the mechanics of the language.

2. Comprehension: (Reading, Listening and Culture) - Students will listen and read in Spanish, responding appropriately in order to demonstrate understanding. Students will learn about language, traditions and different ways of thinking in the Spanish speaking world.

French I:

1. Communication: (Writing and Speaking) Students will demonstrate an ability to write and speak spontaneously and creatively about a variety of topics.
2. Comprehension: (Listening, Reading and Culture) Students will demonstrate the ability to understand conversations and writings as presented in a variety of media including print, video, audio, and real-life situations. Students will likewise demonstrate an understanding of the culture of the French-speaking world, and will connect knowledge of French to other disciplines.

Spanish II and French II

1 Credit, Elective Grades 9 - 12



Essential Question: *What strategies can I use to communicate more effectively?*

This course reviews Level I and further develops the four basic skills. It also encourages original expression in the language and promotes more in-depth projects and discussion of life in French or Spanish speaking countries and of their influence on the United States. Individual research projects are assigned, and students' experiences with the language involve interaction with each other in situations and activities which develop their proficiency in using the target language spontaneously. Much instruction is given in the modern language. Recommended: Grade of C or better in French I or Spanish I

Course Competencies:

Spanish II:

1. Communication: (writing & speaking) Students will demonstrate an ability to write and speak in Spanish in order to be understood. Students will demonstrate knowledge of the words and grammatical structures that make up the mechanics of the language.
2. Comprehension: (Reading, Listening and Culture) Students will listen and read in Spanish, responding appropriately in order to demonstrate understanding of new vocabulary. Students will learn language through reading and listening, learn about traditions and different ways of thinking in the Spanish speaking world.

French II:

1. Communication: (Writing and Speaking) Students will demonstrate an ability to write and speak spontaneously and creatively about a variety of topics.

2. Comprehension: (Reading, Listening and Culture) Students will demonstrate the ability to understand conversations and writings as presented in a variety of media including print, video, audio, and real-life situations. Students will likewise demonstrate an understanding of the culture of the French-speaking world, and will connect knowledge of French to other disciplines.

Spanish III and French III

1 Credit, Elective, Grades 10 – 12



Essential Question: *How can I sound more like a native speaker?*

Recommended: Grade of C or better in Level II. This course expands structural concepts and vocabulary, reviews material and adds new vocabulary as needed. Students may read works of French and Spanish literature for exposure to customs particular to the cultures. Current events supplements will be used. Students will frequently write short compositions and undertake independent projects. At this level of proficiency, students are expected to continue to use the target language as a means of creative self-expression. The majority of the class is conducted in the target language.

Course Competencies:

Spanish III:

1. Communication: (Writing & Speaking) Students will be able to communicate successfully in basic survival situations. Using the vocabulary learned, students will demonstrate knowledge of the grammatical structures that make up the mechanics of the language.
2. Comprehension: (Reading, Listening and Culture) Students will listen and read in Spanish, responding appropriately in order to demonstrate understanding. Students will learn about language through reading and listening, learn about culture, traditions and different ways of thinking in the Spanish speaking world.

French III:

1. Communication: (Writing and Speaking) Students will demonstrate an ability to write and speak spontaneously and creatively about a variety of topics.
 2. Comprehension: (Listening, Reading and Culture). Students will demonstrate the ability to understand conversations and writings as presented in a variety of media including print, video, audio, and real-life situations. Students will likewise demonstrate an understanding of the culture of the French-speaking world, and will connect knowledge of French to other disciplines.
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Spanish IV and French IV

1 Credit, Elective, Grades 11 – 12



Essential Question: *How will learning a language open doors of opportunity?*

Recommended: Grade of B- or better in Level III. Level IV will emphasize and refine all four skills: listening, speaking, reading, and writing. Students read representative works of Spanish literature. Students also have an opportunity to view and discuss feature length films. Students are encouraged to make frequent use of foreign language newspapers, websites and magazines. Communicative activities and instruction are used to increase student proficiency. English is spoken as infrequently as possible at this level.

Course Competencies:

Spanish IV:

1. Communication: (Writing & Speaking) Students will be able to communicate successfully in survival situations. Using the vocabulary learned, students will demonstrate an ability to write creatively using grammatical structures that make up the mechanics of the language.
2. Comprehension: (Reading, Listening and Culture) Students will listen and read in Spanish, responding appropriately in order to demonstrate understanding. Students will learn about language through reading and listening, learn about culture, traditions and different ways of thinking in the Spanish speaking world.

French IV

1. Communication: Students will demonstrate an ability to write and speak spontaneously and creatively about a variety of topics.
2. Comprehension: Students will demonstrate the ability to understand conversations and writings as presented in a variety of media including print, video, audio, and real-life situations. Students will likewise demonstrate an understanding of the culture of the French-speaking world, and will connect knowledge of French to other disciplines.
3. Vocabulary and Grammar: Students will develop and demonstrate knowledge of grammatical structure. Students will demonstrate knowledge of the relationship of one grammatical structure to other grammatical structures. Students will also demonstrate knowledge of increasingly complicated grammatical structures in addition to regular and irregular verbs in all tenses as put forth by the curriculum. Students will likewise demonstrate increasingly complex vocabulary that includes figurative and colloquial speech.

Advanced Conversational Spanish

1/2 Credit, Elective, Grade 12

Essential Question: *How will learning a language open doors of opportunity?*

Recommended: Grade of B or better in Level IV. A skill-based course for students at the advanced beginner/low intermediate level who wish to focus on the Spanish language.

Conversational Spanish will help students develop a practical understanding of the Hispanic world through communicative activities and current events. Students will frequently read foreign language newspapers, magazines and websites with class discussions held to improve their abilities to speak in Spanish. The class is conducted entirely in Spanish as a portion of the students' grades will be based on their speaking Spanish in class.

Course Competencies:

1. Communication: (Writing & Speaking) Students will be able to communicate successfully in basic survival situations. Students will demonstrate knowledge of new vocabulary words and grammatical structures that make up the mechanics of the language.
2. Comprehension: (Reading, Listening and Culture) Students will listen and read in Spanish, responding appropriately in order to demonstrate understanding. Students will learn about language through reading and listening, learn about culture, traditions and different ways of thinking in the Spanish speaking world.

Technology & Engineering Education

Aviation and Space Technology

1/2 Credit, Elective, Grades 9-12

Essential Question: *What are the various power systems used in aviation and space transportation and how can those technologies be spun-off for other uses?*

Students will model the principles of flight with a variety of lab activities and work with simulators. They will analyze the various power systems and disassemble/reassemble an internal combustion engine (small gas engine). Students will then design/build/launch model rockets, experiment with orbital mechanics through computer simulations, and explore new efforts to launch people into space.

For additional information, see the Aerospace Dimensions Modules from the Civil Air Patrol.

Course Competencies:

1. Theory - Students use and document the engineering design process when solving aviation and space related problems.
2. Skills Application- Student demonstrates flight with model aircraft, disassembles, reassembles and analyzes small engine performance, and designs and launches model rockets.
3. Class participation/Teamwork/Safety- Student applies effective safety practices in the lab, including selection and use of materials and tools and demonstrates respect and responsibility while managing personal time, conduct and planning.

Architectural Design

1/2 Credit, Elective, Grades 9-12

Essential Question: *What are the 10 Patterns of Home and how do they influence residential construction?*

Students will design their "Dream House," and produce a set of drawings using architectural CAD. Using the 10 Patterns of Home and the engineering design process students produce a plan that is functional and pleasing to the eye. They will build a 3D model of their "Dream House."

Course Competencies:

1. Theory- Students use and document the engineering design process when solving architectural problems.
 2. Skills Application- Students use basic design tools in the CAD program to define through CAD drawings and a 3D model, the following: foundation, first floor, second floor, and roof.
 3. Class participation/Teamwork/Safety- Student applies effective safety practices in the lab, including selection and use of materials and tools and demonstrates respect and responsibility while managing personal time, conduct and planning.
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CAD - Computer Aided Design

1/2 Credit, Elective, Grades 9-12

Essential Question: *How can computers be used to design and fabricate project parts and assemblies?*

Students will work at their own pace to learn the CAD program and then use CAD to design and make a toy with moving parts. Students will use various machines available in the lab to make some of the parts of their design.

Course Competencies:

1. Theory- Students use and document the engineering design process when solving computer design problems.
 2. Skills Application- Students use CAD software to design projects that can be fabricated by a variety of machines and processes.
 3. Class participation/Teamwork/Safety- Student applies effective safety practices in the lab, including selection and use of materials and tools and demonstrates respect and responsibility while managing personal time, conduct and planning.
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Introduction to Engineering

1/2 Credit, Elective, Grades 9-12

Essential Question: *How can the engineering design process be used to solve real life problems?*

The Introduction to Engineering course is for students who wish to know more about engineering. Students will solve problems individually and in teams to design and build solutions to real life problems. Students use the engineering design process throughout the course and document all their work in their engineering design journals. Students Capstone Project is to modify a power wheels car for a student with limited mobility.

Course Competencies:

1. Theory- Students use and document the engineering design process when solving engineering problems. Engineering design is a specific problem-solving method that students will use fluently to solve technological problems.
 2. Skills Application- Students use the prototyping process to apply a wide variety of strategies to solve problems and adapt those strategies to new situations.
 3. Class participation/Teamwork/Safety- Student use the prototyping process within a team for research and development as a means for solving design problems and works safely and effectively with others to strengthen group performance by sharing ideas and workloads.
-

Material Design

1/2 Credit Elective, Grades 9-12

Essential Question: *How can I safely use tools and materials to produce useful products that satisfy human needs and wants?*

Students will design and construct projects using wood, metal, and/or plastic. Students will analyze the design and manufacturing process as they create useful products for themselves and others. Students produce a "class project" (an American Flag display case for the families of deceased veterans) and then have time to produce one or more personal projects of their choosing.

Course Competencies:

1. Theory- Students use and document the engineering design process when solving material design problems.
 2. Skills Application- Students use shop tools and materials effectively and efficiently in the prototyping process.
 3. Class participation/Teamwork/Safety- Student applies effective safety practices in the lab, including selection and use of materials and tools and demonstrates respect and responsibility while managing personal time, conduct and planning.
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Robotics Technology

1/2 Credit, Elective, Grades 9-12

Essential Question: *How can robotic equipment be used safely to make our lives easier?*

Working with a partner, students build a robot and write programs to make it move. Students will learn about and use sensors and motors to allow their robot to complete simple tasks such as grasping objects and moving them from place to place.

Course Competencies:

1. Theory- Students use and document the engineering design process when solving robotic problems.
2. Skills Application- Students use shop tools and materials to fabricate and program robotic devices to satisfy human needs and wants.
3. Class participation/Teamwork/Safety- Student applies effective safety practices in the lab, including selection and use of materials and tools and demonstrates respect and responsibility while managing personal time, conduct and planning.

Wellness & Physical Education

Wellness courses are designed to provide all students a unique view of their own personal health and decision making. Physical Education provides our students with an opportunity to develop fundamental skills, strategies, tactics and knowledge of rules of a variety of sports and lifetime activities. More importantly the program emphasizes fitness principles that will help students maintain an active and healthy lifestyle. We strive to meet the individual needs and interests of all our students. All students are required to earn 1.5 credits in Physical Education and .5 credit in Wellness in order to be eligible for graduation.

Interpersonal Relationships

1/2 Credit, Elective, Grades 11-12

Essential Question: *What are common characteristics of positive, healthy relationships and why are they essential to living a productive and satisfying life?*

InterPersonal Relationships (IPR) is an elective geared toward providing the student a highly interactive way to learn about the power of personal relationships. Students will practice skills and access resources necessary to prepare for current or future roles as individuals, partners, and employees. Topics include: personality traits, handling emotions, stress management, self care, communication, conflict resolution, friendships, dating, love and commitment.

Course Competencies:

1. Skills and Knowledge: Students will identify positive skills for developing healthy relationships with family, friends, partners and coworkers. Students will demonstrate an understanding of how human beings relate to one another as they assess communication skills, conflict resolution skills, healthy dating expectations, human growth and development stages as well as workplace etiquette.
2. Personal Development: Students will be able to identify factors that influence self-esteem, develop personal goals, improve decision making and assertiveness skills. Students will assess and reflect upon the unique components of their own personality in order to promote healthy relationships in their future. Students demonstrate/models positive behavior and attitude at all times.
3. Innovation and Collaboration: Students will use a range of self directed creative techniques to explore topics related to personal development. Students will demonstrate the ability to work effectively with peers during project based assignments and classroom discussions.

Wellness I

1/2 Credit, Grades 9-10

Essential Question: *What is wellness and what is its importance in living a long, productive life?*

This course is required for high school graduation. Students will embark on a wellness journey that encompasses many relevant topics with the emphasis on informed decision making. Topics include, but are not limited to: personal wellness, stress management, mindfulness, nutrition

concepts, substance abuse, mental health and human sexuality. Guest speakers from the community are invited to present on a variety of wellness related topics.

Course Competencies:

1. Cognitive: Students will demonstrate an understanding of health promotion and disease prevention. Students will analyze the influence of culture, media, and other factors on health. Assessment will be in the form of tests, quizzes and projects.
2. Innovation and Collaboration: Students will use a wide range of creative techniques to address a problem. Students will demonstrate the ability to work effectively with peers during project based assignments and other tasks.
3. Communication and Engagement: Students show a willingness to learn by demonstrating knowledge using various forms of communication, being active members of the class, participating in discussions, and asking for clarification if needed. In addition students demonstrate/model positive behavior and attitude at all times.

Wellness II

1/2 Credit, Grades 10-12 (Recommend Wellness I)

Essential Question: *What is wellness and what is its importance in living a long, productive life?*

Students have the unique opportunity to continue to explore wellness in a more comprehensive in depth course, building on the concepts from Wellness I. Wellness II is a student-based course that incorporates all dimensions of health: physical, social, emotional, mental and spiritual. Students will develop a personalized health management plan unique to their life experience. Students will take part in exploring mindfulness activities, self care strategies, lifelong fitness activities, as well as classroom instruction in advanced health topics and current trends. CPR certification is offered. This course is designed to be highly interactive with student participation the main focus for assessment.

Course Competencies:

1. Cognitive: Students will demonstrate an understanding of health related topics and disease prevention. Students will analyze the influence of culture, media, and other factors on health. Assessment will be in the form of tests, quizzes and projects.
2. Research and Collaboration: Students will be tasked with researching health topics, determining the validity of a source and accessing current wellness information. Students will demonstrate the ability to work effectively with peers during project based assignments.
3. Presentation and Engagement: Students show a willingness to learn by demonstrating knowledge using various forms of communication, being active members of the class, participating in discussions, and demonstrating presentation skills using school wide rubrics. Students demonstrate/model positive behavior and attitude at all times

General Physical Education

1/2 Credit, Elective, Grades 9-12

Essential Question: *How will my participation and understanding of team sports, lifetime activities, and fitness principles help me to maintain an active and healthy lifestyle?*

Students are introduced to a wide range of activities that may include:

Individual Sports/Activities: tennis, archery, walking/hiking, pickleball, badminton, golf, recreational activities and table tennis.

Team Sports: Lacrosse, flag football, ultimate frisbee, volleyball, basketball, soccer, team handball, softball, speedball and Tchoukball.

Personal Fitness: Students will be introduced to personal fitness topics such as; cardiovascular endurance, flexibility and strength training.

Course Competencies:

1. Movement:

To understand the necessary fitness principles to achieve a healthy lifestyle.

- Students will recognize the value of personal fitness through team sports, personal fitness and leisure activities. This will be achieved through pre and post assessment, personal fitness plan and participating fully in remote learning or in-person class.

2. Social Development and Self Direction:

- Student follows personal goals and is able to reflect on their improvements in fitness
- Students will develop self-management skills to complete tasks without direct oversight
- Students demonstrate/model positive behavior and attitude at all times

3. Cognitive:

Applies knowledge of concepts, principles, strategies

- Completes project based assignments and quizzes digitally or in person
- Demonstrates understanding of strategies in a variety of physical activities

Lifetime Activities

1/2 Credit, Elective, Grades 10-12

Essential Question: *How will my participation and understanding of lifetime activities help me to maintain an active lifestyle?*

This course is designed for students who want to focus more in depth on the skills and strategies of the following lifetime activities: volleyball, tennis, pickleball, badminton, table tennis, hiking, golf, weight training, international and recreational games.

Course Competencies:

1. Physical Fitness/Movement:

To understand the necessary fitness principles to achieve a healthy lifestyle.

- Students will recognize the value of personal fitness through team sports, personal fitness and leisure activities. This will be achieved through pre and post assessment, personal fitness plan and participating fully in remote learning or in-person class.

2. Social Development and Self Direction:

- Student follows personal goals and is able to reflect on their improvements in fitness
- Students will develop self-management skills to complete tasks without direct oversight
- Students demonstrate/models positive behavior and attitude at all times

3. Cognitive:

Applies knowledge of concepts, principles, strategies

- Completes project based assignments and quizzes digitally or in person
- Demonstrates understanding of strategies in a variety of physical activities

Personal Fitness

1/2 Credit, Elective, Grades 10-12

Essential Question: *How do I develop an appropriate personal fitness program and find the motivation to continue after high school?*

This course is designed for the student who desires individual fitness. Students will improve their fitness level while participating in a variety of exercise programs which may include: hiking, biking, snowshoeing, strength training, fitness classes, Yoga, fitness DVDs, fitness apps, fitness room, recreational activities and writing personal fitness programs.

Course Competencies:

1. Movement :

Demonstrate competency in a variety of motor skills and movement patterns

The student is expected to demonstrate the above movement patterns with maximum effort and with the intent to increase physical fitness, including weekly exercise routines designed by the student to address personal fitness weaknesses.

1. Social Development and Self Direction:

- Student follows personal goals and is able to reflect on their improvements in fitness
- Students will develop self-management skills to complete tasks without direct oversight, including weekly student designed personal workouts
- Students demonstrate/models positive behavior and attitude at all times

3. Cognitive:

- Written weekly exercise routine designed by the student to address personal fitness weaknesses
- Written projects and presentations.

Team Sports

1/2 Credit, Elective, Grades 10-12

Essential Question: How do team sports prepare an individual for life?

This course is designed for the student who enjoys team sports. The sports may include: Flag football, speedball, ultimate frisbee, soccer, lacrosse, basketball, team handball, softball, volleyball.

Course Competencies:

1. Movement:

To understand the necessary fitness principles to achieve a healthy lifestyle.

- Students will recognize the value of personal fitness through team sports, personal fitness and leisure activities. This will be achieved through pre and post assessment, personal fitness plan and participating fully in remote learning or in-person class.

2. Social Development and Self Direction:

- Student follows personal goals and is able to reflect on their improvements in fitness
- Students will develop self-management skills to complete tasks without direct oversight
- Students demonstrate/models positive behavior and attitude at all times

3. Cognitive:

Applies knowledge of concepts, principles, strategies

- Completes project based assignments and quizzes digitally or in person
- Demonstrates understanding of strategies in a variety of physical activities

Conditioning for Maximum Performance

1/2 Credit, Elective, Grades 10-12

Essential Question: How can I move effectively and efficiently as I train my body to perform at a high fitness level?

This class is designed for the high school athlete and/or student who wishes to train his/her body in an intense exercise program.

Course Competencies:

1. Movement:

- Students will learn functional and fundamental movement patterns with a focus on proper technique. The class will include 10 physical skills all athletes and high level exercise participants should possess: Cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. This will be achieved through weekly upper/lower body strength training, plyometric jump training, sport/flexibility yoga, personal workouts and endurance/cardiovascular training.
- The student is expected to demonstrate the above movement patterns with maximum effort and with the intent to increase physical fitness

2. Social Development and Self Direction:

- Student follows personal goals and is able to reflect on their improvements in fitness
- Students will develop self-management skills to complete tasks without direct oversight,

including weekly student designed personal workouts

- Students demonstrate/models positive behavior and attitude at all times

3. Cognitive: Conditioning Techniques/Assessments/Fitness Plans

- Written weekly exercise routine designed by the student to address personal fitness weaknesses. Students will follow their fitness routine which is designed to take 30-40 minutes
- Presentation - Student will choose a training technique and follow rubric provided

Unified Physical Education/Wellness

½ Credit, Elective, Grades 10-12

Essential Question: How will my participation and understanding of unified physical education and wellness principles help me to maintain an active and healthy lifestyle?

This program will provide students with a comprehensive wellness education program. Students will work towards achieving lifelong personal wellness habits by participating in fitness training, sports, games and learning positive health skills daily. Mentors will be provided opportunities to develop mentoring skills by practicing various techniques to help themselves and classmates develop habits of healthy living.

Course Competencies:

1. Movement: students are expected to participate to the best of their ability, try a variety of motor skills and movement patterns, and identify the value of personally participating in physical activities.
2. Self Direct/Social Development: exhibits positive social behavior
 - Demonstrates and models positive behavior and attitude
 - Provides useful ideas when participating in the group
 - Displays teamwork through willingness to work with all classmates
3. Cognitive: reflective writing or expression in relation to units as well as demonstrating understanding of healthy lifestyle choices.

Sports Performance

½ Credit, Elective, Grades 10 - 12

Essential Question: How do I develop as an athlete and as a person to improve physically, mentally and emotionally and have the motivation to continue being active after high school?

This class is equal parts cognitive and movement. The cognitive will cover; The History of Sport, Managing Self, Sport Psychology, Sport Sociology, Coaching, Leadership and Community. The movement part will be personal fitness and games/sports.

Course Competencies:

1. Movement: Demonstrate competency in functional fitness training and a variety of sports/activities. The student is expected to demonstrate the above with maximum effort and with the intent to increase physical fitness.

2. Social Development and Self Direction: Students are expected to be respectful to the teacher and fellow students at all times. Students will develop self management skills and be expected to be self-motivated. This includes working with and independent of other students and participating fully in remote learning or in-person classes

3. Cognitive:

- Written weekly assignments
- Written projects and presentations

Science

The Science program is designed to provide students with the skills and knowledge necessary for understanding the world around us through the lens of scientific theory and applied technology. For students to be successful in the twenty-first century, they need a firm foundation in the sciences with the ability to problem solve, communicate, and collaborate effectively. The curriculum as a whole addresses how we have come to know what we know about the world around us, and how that knowledge can be applied to improve that world. Graduation requirements call for a student to earn a minimum of three credits in science. It is recommended that students planning to attend a postsecondary school take 4 credits of science. Students are encouraged to take additional courses that meet their needs and interests.

Physical Science Foundations

1 Credit, Grade 9

Essential Questions: *How can physical laws be used to describe, explain, and explore the world around us? How do scientists and engineers answer questions and solve problems?*

Placement based on guidelines set by K-12/District Science Committee. This freshman course is a study of basic concepts within the physical sciences and provides students with the science and engineering skills necessary for further study in life science, chemistry, physics and earth science. Emphasis is on learning about natural phenomena regarding matter and energy through observation and experimentation. In addition, students will have the opportunity to design solutions to problems through the engineering design cycle. This course is designed for the student who needs reinforcement of basic concepts in a highly structured format. Emphasis is on individual learning needs and application of physical science to daily life.

Course Competencies:

1. Scientific Literacy - Students will demonstrate an ability to read, comprehend, and write about scientific material.

2. Scientific Application - Students will demonstrate the ability to safely and effectively investigate, solve, analyze, and evaluate scientific problems through the scientific process and engineering design cycle.

Physical Science
1 Credit, Grade 9



Essential Questions: *How can physical laws be used to describe, explain, and explore the world around us? How do scientists and engineers answer questions and solve problems?*

Placement based on guidelines set by K-12/District Science Committee. This freshman course is a study of basic concepts within the physical sciences and provides students with the science and engineering skills necessary for further study in life science, chemistry, physics and earth science. Emphasis is on learning about natural phenomena regarding matter and energy through observation and experimentation. In addition, students will have the opportunity to design solutions to problems through the engineering design cycle. This is a college preparatory course in which students are expected to apply mathematics towards solving problems in science.

Course Competencies:

1. Scientific Literacy - Students will demonstrate an ability to read, comprehend, and write about scientific material.
 2. Scientific Application - Students will demonstrate the ability to safely and effectively investigate, solve, analyze, and evaluate scientific problems through the scientific process and engineering design cycle.
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Physical Science Honors

1 Credit, Grade 9



Essential Questions: *How can physical laws be used to describe, explain, and explore the world around us?*

How do scientists and engineers answer questions and solve problems?

Placement based on guidelines set by K-12/District Science Committee and concurrent enrollment in Algebra I Honors or Geometry Honors. This freshman course is a study of basic concepts within the physical sciences and provides students with the science and engineering skills necessary for further study in life science, chemistry, physics and earth science. Emphasis is on learning about natural phenomena regarding matter and energy through observation and experimentation. In addition, students will have the opportunity to design solutions to problems through the engineering design cycle.

Physical Science Honors is a more rigorous study of physical science concepts. Students electing to take this course must be able to demonstrate a high level of critical thinking and possess strong mathematical skills. Coursework will be challenging, fast paced and will require a high level of student responsibility. It is strongly recommended that students be enrolled in Algebra I Honors or be in a Geometry course.

Course Competencies:

1. Scientific Literacy - Students will demonstrate an ability to read, comprehend, and write about scientific material.
2. Scientific Application - Students will demonstrate the ability to safely and effectively investigate, solve, analyze, and evaluate scientific problems through the scientific process and engineering design cycle.

General Biology

1 Credit, Grade 10

Essential Questions: General Biology- Part I: *"What processes have led to the distribution and diversity of life on Earth?"* General Biology- Part II: *"How do cells give organisms their traits?"*

General Biology I focuses on the characteristics of life, how scientists study life, ecological relationships, evolution, and biological classification. General Biology II explores cellular structures and their functions, the genetic code, and heredity.

General Biology courses are designed for the student who needs reinforcement of basic concepts in a highly structured format. Emphasis is on individual learning needs, and the applications of biology to daily life.

Course Competencies:

1. Concepts in Biology - Students will demonstrate knowledge and comprehension of life science.
2. Application of Concepts - Students will demonstrate the ability to apply their knowledge and comprehension of life science.

Biology

1 Credit, Grade 10



Essential Questions: Biology- Part I: *What processes have led to the distribution and diversity of life on Earth?* Biology- Part II: *How do cells give organisms their traits?*

Biology I and Biology II are taken by most tenth graders and are college preparatory lab sciences. Biology I focuses on the characteristics of life, how scientists study life, ecological relationships, evolution, and biological classification. Biology II explores cellular structures and their functions, the genetic code, and heredity.

Course Competencies:

1. Concepts in Biology - Students will demonstrate knowledge and comprehension of life science.
 2. Application of Concepts - Students will demonstrate the ability to apply their knowledge and comprehension of life science.
-

Biology Honors

1 Credit, Grade 10



Essential Questions: Biology- Part I Honors: *What processes have led to the distribution and diversity of life on Earth?* Biology- Part II Honors: *How do cells give organisms their traits?*

Prerequisite: B or better in all freshman honors science courses. Biology I and Biology II Honors are taken by tenth graders who are recommended for it by their ninth grade science teachers. They are college preparatory lab sciences. Biology I Honors focuses on the characteristics of life, how scientists study biology, ecological relationships, evolution, and biological classification. Biology I Honors explores cellular structures and functions, the genetic code, and heredity.

Biology Honors students are expected to handle material in greater depth, and take more responsibility for their own learning. They should have well-developed reading skills, writing skills, and critical thinking ability.

Course Competencies:

1. Concepts in Biology - Students will demonstrate knowledge and comprehension of life science.
 2. Application of Concepts - Students will demonstrate the ability to apply their knowledge and comprehension of life science.
-

Intro to Chemistry

1 Credit, Grades 11-12

Essential Questions: *How does the structure of matter influence the properties of matter? What are the ways in which we describe the changes that matter undergo?*

Prerequisite: Passing grades in all freshman science. This course is designed to help juniors and seniors fulfill the chemistry credit requirement for graduation, but is not considered a college preparatory course. The curriculum for Intro to Chemistry I addresses the structure and properties of matter and how they are connected to one another. Topics covered include atomic structure, atomic theory, the periodic table and its properties, compound structure and properties, states, classification, and properties of matter. The curriculum for Intro to Chemistry II examines the various ways matter can undergo change and how that change can be analyzed. Topics include measurement, chemical reactions, phase changes, and other physical changes. This

course does not involve difficult mathematics and where possible, group or class projects will be used to reinforce concepts.

Course Competencies:

Intro to Chemistry Part I:

1. Structure: Students will demonstrate knowledge and understanding of the structure of matter including atoms. Students will describe how matter is classified based on chemical bonds and will explain atomic structure using concepts of mass, charge, and electron location.
2. Properties: Students will demonstrate knowledge and understanding of how the atomic structure gives rise to the properties of elements and consequently their position on the periodic table. Students will determine these properties through the scientific method.

Intro to Chemistry Part II:

1. Change: Students will demonstrate knowledge and understanding of the various ways in which matter can undergo change, either physically or chemically.
2. Application: Students will demonstrate knowledge and understanding of the various ways used to describe a change in matter.

Chemistry

1 Credit, Grades 11-12



Essential Questions: Chemistry- Part I: *How does the structure of matter influence the properties of matter?* Chemistry - Part II: *What are the ways in which we describe the changes that matter undergo?*

Prerequisite: Completion of Algebra I and Physical Science. This course covers all of the major principles and theories usually covered in a rigorous first year chemistry course. Topics covered in Chemistry I include the scientific method, atomic theory, periodic relationships, and chemical bonding. Topics covered in Chemistry II include nomenclature, measurement, moles, chemical reactions, and stoichiometry. Laboratory work and mathematical problem solving comprise an integral part of this program. Safe laboratory practices and attitudes are essential. A calculator with scientific notation and logarithmic functions is required. Chemistry is taken by most juniors and is a college preparatory lab science.

Course Competencies:

Chemistry Part I:

1. Structure: Students will demonstrate knowledge and understanding of the structure of matter including atoms. Students will describe how matter is classified based on chemical bonds and will explain atomic structure using concepts of mass, charge, and electron location.
2. Properties: Students will demonstrate knowledge and understanding of how the atomic structure gives rise to the properties of elements and consequently their position on the periodic table. Students will determine these properties through the scientific method.

Chemistry Part II:

Concepts: Students will demonstrate knowledge and understanding of various chemical concepts and theories such as kinetic theory, molecular structure, chemical reactions, and nomenclature.

Stoichiometry: Students will demonstrate knowledge and understanding of the mole concept and its use in stoichiometric calculations. Students will solve problems involving percent composition, empirical formulas, mass-mass problems, percent yield, and energy.

Chemistry Honors

1 Credit, Grades 11-12



Essential Question: Chemistry I: *How does the structure of matter influence the properties of matter?*
Chemistry II: *What are the ways in which we describe the changes that matter undergo?*

Recommended- B or better in both Honors Biology and Honors Geometry. This honors course covers all of the major principles and theories usually covered in a rigorous first year chemistry course. Topics covered in Chemistry Honors I include the scientific method of matter, atomic theory, periodic relationships, and chemical bonding. Topics covered in Chemistry Honors II include nomenclature, measurement, moles, chemical reactions, and stoichiometry.— Laboratory work and mathematical problem solving comprise an integral part of this course.

Chemistry Honors students are expected to handle material in greater depth, and take more responsibility for their own learning. They should have well-developed reading skills, writing skills, math skills and critical thinking ability. A calculator with scientific notation and logarithmic functions is recommended.

Course Competencies:

Chemistry H part I:

1. Structure: Students will demonstrate knowledge and understanding of the structure of matter including atoms. Students will describe how matter is classified based on chemical bonds and will explain atomic structure using concepts of mass, charge, and electron location.
2. Properties: Students will demonstrate knowledge and understanding of how the atomic structure gives rise to the properties of elements and consequently their position on the periodic table. Students will determine these properties through the scientific method.

Chemistry H part II:

1. Concepts: Students will demonstrate knowledge and understanding of various chemical concepts and theories such as kinetic theory, molecular structure, chemical reactions, and nomenclature.
2. Stoichiometry: Students will demonstrate knowledge and understanding of the mole concept and its use in stoichiometric calculations. Students will solve problems involving percent composition, empirical formulas, mass-mass problems, percent yield, and energy.

Anatomy & Physiology H

1/2 Credit, Grades 11-12



Essential Question: *How do the form and function of humans allow us to maintain homeostasis?*

Prerequisite: C or better in Biology I and II Honors or B or better in Biology I and II and C or better in Chemistry. This one-trimester lab science course is designed for students who might be interested in pursuing a career in the life sciences at a postsecondary institution. It involves an intensive study of the levels of organization of the human body and of the structures and functions of selected body systems. Topics of study include homeostatic control mechanisms, disease states, and adaptive physiological responses to stress, exercise, and nutrient intake. Emphasis is placed on application of knowledge to demonstrate understanding.

Course Competencies:

1. Anatomy - Students will demonstrate knowledge and understanding of the structures of the human body.
2. Physiology - Students will demonstrate knowledge and understanding of the functions of the human body.

Biotechnology Applications

1/2 Credit, Grades 11-12

Essential Question: *How can DNA and biotechnology be used to answer scientific questions?*

Prerequisite: C or better in Biology I and II (or Biology I and II Honors) and C or better in Chemistry. This one-trimester lab science course will offer an in-depth exploration of the structure and function of DNA and how biotechnology can be used to answer scientific questions. Students will participate in Barcoding Life's Matrix, a program that involves students in performing DNA barcoding (while learning about the science behind the techniques) to contribute to a database of DNA barcodes used by scientists worldwide. Students will be exposed to techniques that are frequently used in life science career fields from biology to medicine to environmental studies.

Course Competencies:

1. Molecular Biology Concepts- Students will demonstrate knowledge and comprehension of molecular biology.
2. Applications of Concepts- Students will demonstrate the ability to apply their knowledge and comprehension of molecular biology.

Physics

1 Credit, Grades 11-1



Essential Question: *How can physical laws be used to describe, explain, and explore the world around us?*

Recommended: Completion of Algebra II and concurrently taking Trigonometry. Physics I and II provide for a continuation of the study of the relationship between matter and energy that was studied in physical science and chemistry, and cover the major principles and concepts found in a first year physics course. These courses are designed for the college preparatory student who wishes to attend a four year college or university, but is not necessarily planning on a career in science or engineering. Students should possess effective critical thinking skills, a strong work ethic, good mathematical reasoning abilities, and proficient reading and writing skills. Topics covered in Physics I include measurement, speed, velocity, acceleration, gravitation, vectors, and projectile motion. Topics covered in Physics II include force, work, power, momentum, and energy.

Course Competencies:

1. Science Literacy - Students will demonstrate an ability to read, comprehend, and write about scientific material. Students will also apply the skills of the scientific method in their writing (investigate, analyze, solve, conclude, and evaluate).
2. Application - Students will demonstrate an ability to apply through calculations physics theories, laws, and equations to scenarios real or imagined.

Physics I & II Honors

1 Credit, Grades 11-12



Essential Question: *How can physical laws be used to describe, explain, and explore the world around us?*

Recommended: Completion of Pre-Calculus or Trigonometry. Physics Honors I and II are designed for the college preparatory student who wishes to pursue a career in science or engineering. In Physics Honors the principles of physics will be covered in greater depth with more mathematical applications than the college prep level of physics course. Students electing to take Physics Honors should be able to demonstrate a high level of critical thinking, possess a strong work ethic, have advanced mathematical reasoning abilities, and should take a greater responsibility for their own learning. They should also have well-developed reading and writing skills. Demonstrations, discussions, activities, laboratory work, and projects comprise an integral part of each course. Topics covered in Honors Physics I include measurement, speed, velocity, acceleration, gravitation, vectors, projectile motion, force, and several mini lesson topics taught by students. Topics covered in Honors Physics II include work, power, momentum, energy, sound, and light.

Course Competencies:

1. Science Literacy - Students will demonstrate an ability to read, comprehend, and write about scientific material. Students will also apply the skills of the scientific method in their writing (investigate, analyze, solve, conclude, and evaluate).
2. Application - Students will demonstrate an ability to apply through calculations physics theories, laws, and equations to scenarios real or imagined.

Environmental Science

1/2 Credit, Grades 11-12



Essential Question: *In what ways does the human race impact the environment?*

Prerequisite: Freshman Science and Biology. This one trimester science course is designed as a project based and academic based program for students interested in human impact and interaction with the environment. Throughout the course, students will make observations about the environment around them, assess the human implications for environmental problems, learn how they can directly affect the environment (positively and negatively), and how they can have effects on future generations. Students will occasionally be performing their own research and presenting it to the class. This course seeks to provide students with many different techniques for learning.

Course Competencies:

1. Concepts in Environmental Science: The student will demonstrate knowledge and comprehension of basic scientific principles related to environmental science. These will be demonstrated by engaging in, for example: defining, describing, labeling, matching, recalling, recognizing, recording, drawing, discussing, contrasting, observing, and measuring.
2. Application of Concepts: The student will demonstrate the ability to apply their knowledge and comprehension of basic scientific principles related to environmental science. This will be demonstrated by engaging in, for example: classifying, interpreting, analyzing, designing, developing, diagramming, evaluating, creating, integrating, organizing, planning, revising, inferring, predicting, assessing, concluding, critiquing, justifying, ranking, and supporting.

Forensic Science

1/2 Credit, Grades 11-12



Prerequisite: Biology I & II (any level) - This one trimester science course is designed to give students the opportunity to learn about the techniques used at crime scenes and the methods forensic scientists use in the lab.

Course Competencies:

1. Concepts in Forensic Science: The student will demonstrate knowledge and comprehension of basic scientific principles related to forensic science. These will be demonstrated by engaging in, for example: defining, describing, labeling, matching, recalling, recognizing, recording, drawing, discussing, contrasting, observing, and measuring.
 2. Application of Concepts: The student will demonstrate the ability to apply their knowledge and comprehension of basic scientific principles related to forensic science. This will be demonstrated by engaging in, for example: classifying, interpreting, analyzing, designing, developing, diagramming, evaluating, creating, integrating, organizing, planning, revising, inferring, predicting, assessing, concluding, critiquing, justifying, ranking, and supporting.
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AP Biology

1.5 Credit, Grades 11-12



Essential Questions: AP Biology- part I: *How do the interactions of components of biological systems lead to complex properties?* AP Biology- part II: *How have micro- and macro evolutionary processes led to the diversity of life on Earth?* AP Biology- part III: *How do the form and function of plants and animals allow them to maintain homeostasis?*

Prerequisite: B or better in Biology Honors and Chemistry, or permission of instructor. Advanced Placement Biology is a college-level course aligned with a national curriculum approved by the College Board. Emphasis will be placed on developing enduring conceptual understandings of the big ideas in biology (evolution as a driving force on the diversity and unity of life, living systems' use of free energy and molecular building blocks, living systems' storage, reception, transmission, and response to information essential to life's processes, and the complex interactions of biological systems). Through an extensive, inquiry-based laboratory experience students will learn and employ methods of scientific investigation and analysis to help deepen their understanding and to facilitate making connections among ideas in biology and other scientific disciplines. To achieve Honors/AP weight for this course, students must complete all three trimesters and take the AP Biology examination in May. More information regarding the course can be found in the [AP Biology Course and Exam Description](#) - by College Board.

Course Competencies:

1. Concepts in Biology - Students will demonstrate knowledge and comprehension of life science.
 2. Applications of Biology - Students will demonstrate the ability to apply their knowledge and comprehension of science.
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AP Chemistry I, II & III

1.5 Credit, Grade 12



Essential Question: *How can an advanced understanding of chemistry help you to become a more informed citizen better prepare you for a challenging career?*

Prerequisite: B or better in Chemistry H and Algebra II H. The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year and has been designed to meet the curricular requirements set forth by the Advanced Placement Program. The first trimester will address the topics introduced in Honors Chemistry with greater depth and rigor typical of a college level course (stoichiometry, gas laws, solutions, atomic theory). The second trimester will introduce more complex topics such as equilibrium, acid base chemistry, thermodynamics, and electrochemistry. The third trimester will cover kinetics, nuclear chemistry, molecular geometry and organic chemistry. Mathematics will be used throughout the course; therefore, strong mathematical skills are essential. The laboratory experiments will be more sophisticated and require greater skill than those encountered in Chemistry Honors. A considerable amount of student study time is required including the completion of a summer assignment. To achieve Honors/AP weight for this course, students must complete all three trimesters and take the AP Chemistry examination in May. More information regarding the course can be found in the [AP Biology Course and Exam Description](#) by College Board.

Course Competencies:

AP Chemistry- Part I & II:

1. Concepts: Students will demonstrate knowledge and understanding of chemical concepts
Application: Students will demonstrate the ability to use models, apply mathematics in solving problems, collect and analyze data, and engage in scientific questioning.

AP Chemistry- Part III:

1. Concepts: Students will demonstrate knowledge and understanding of chemical concepts
2. Application: Students will demonstrate the ability to use models, apply mathematics in solving problems, collect and analyze data, and engage in scientific questioning. Synthesis: Students will demonstrate their ability to synthesize chemical information acquired throughout the year by completing practice AP exercises.

Social Studies

World Society Part I & II

1/2 Credit, Grade 9



Essential Question: *What factors contributed to the development of civilization in world history?*

Students will study the cultural, economic, political, and social patterns of global history. Within the context of the course, students will work with historical documents (both primary and secondary) that will be used to develop writing skills that will relate to academic and career writing. This course is designed to provide more structure and teacher assistance for the student.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the cultural, economic, political and social developments of various world civilizations.
2. Use of primary and secondary source documents to interpret, support, and understand developments of the cultural, economic, political and social developments of various world civilizations.
3. Ability to effectively present oral and written material in regards to the cultural, economic, political and social developments of various world civilizations.

World History I

1 Credit, Grade 9



Essential Question: *What factors contributed to the development of civilization in world history?*

World History Part 1

Students will study the cultural, economic, political, and social patterns of global history. Within the context of the course, students will work with historical documents (both primary and secondary) that will help students learn the skills to write all high school and college level papers. This course is geared towards the more independent learner. This course is required to receive the Gilford High School Diploma with Distinction.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the cultural, economic, political and social developments of various world civilizations.
2. Use of primary and secondary source documents to interpret, support, and understand developments of the cultural, economic, political and social developments of various world civilizations.
3. Ability to effectively present oral and written material in regards to the cultural, economic, political and social developments of various world civilizations.

World History Part II

Essential Question: *What factors contributed to the development of civilization in world history?*

Students will study the cultural, economic, political, and social patterns of global history. Within the context of the course, students will work with historical documents (both primary and secondary) that will help students learn the skills to write all high school and college level papers.

This course is geared towards the more independent learner. This course is required to receive the Gilford High School Diploma with Distinction.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the cultural, economic, political and social developments of various world civilizations.
2. Use of primary and secondary source documents to interpret, support, and understand developments of the cultural, economic, political and social developments of various world civilizations.
3. Ability to effectively present oral and written material in regards to the cultural, economic, political and social developments of various world civilizations.

Geography

1/2 Credit, Elective, Grades 9-11



Essential Question: *Does the geography of a region impact its success?*

This project-based elective course will cover the basic elements in the study of geography: map skills, climate patterns, population distribution, and apply them to regions of the world. Cultural geography is also a major focus. This information will assist students in their study of history.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the study of geography in such topical areas such as map skills, climate patterns, population distribution, and regions of the world.
2. Use of primary and secondary source documents to interpret, support, and understand developments in the study of geography in such topical areas such map skills, climate patterns, population distribution, and regions of the world.
3. Ability to effectively present oral and written material in regards to the study of geography in such topical areas as map skills, climate patterns, population distribution, and regions of the world.

Civics

1/2 Credit, Grade 10



Essential Question: *Is the American system of government effective?*

An understanding of the federal, state, and local governments is the objective of this course. Federal and state constitutions will be examined, as well as the branches of government, the

day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. The American form of government will be contrasted with those of other countries. The class will help students continue to master the skills to write all high school and college level papers. This course is geared towards the more independent learner. This course meets the state graduation requirement for ½ credit in government and civics. This course is required to receive the Gilford High School Diploma with Distinction. Per RSA 189:11, students are also required to pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services with a 70 percent or better, in order to graduate from high school.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.
 2. Use of primary and secondary source documents to interpret, support, and understand developments of the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.
 3. Ability to effectively present oral and written material in regards to the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.
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Principles in Democracy

1/2 Credit, Grade 10



Essential Question: *Is the American system of government effective?*

This course will review the organization and powers of the federal, New Hampshire, and local governments. The course will also examine the current issues that relate to the role and responsibilities of government, including the legal process. Within the context of the course, students will work with historical documents (both primary and secondary) that will be used to further writing skills that will relate to academic and career writing. This course is designed to provide more structure and teacher assistance for the student. This course meets the state graduation requirement for government and civics and cannot be taken if a student has earned credit in government and vice versa. Per RSA 189:11, students are also required to pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services with a 70 percent or better, in order to graduate from high school.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships of the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.
2. Use of primary and secondary source documents to interpret, support, and understand developments of the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.
3. Ability to effectively present oral and written material in regards to the federal, state, and local governments, the branches of government, the day-to-day workings of government, individual rights under the Constitution, and interrelationships of branches and levels of government. As well as, how the American form of government compares with other countries.

US History I

1/2 Credit, Grade 10



Essential Question: *Is America the land of opportunity?*

This course will study US History from the Revolutionary era through the Antebellum period (1750-1860). This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. The class will help students continue to master the skills to write all high school and college level papers. This course is geared towards the more independent learner. This course is required to receive the Gilford High School Diploma with Distinction.

Course Competencies:

1. Cause & Effect- Students will interpret and understand cause-effect relationships in US history for the period 1750-1860.
2. Primary & Secondary Sources- Students will use primary and secondary source documents to interpret and understand developments in US history for the period 1750-1860.
3. Presentation- Students will be effective presenters of oral and written material.

American Society- Part I

1/2 Credit, Grade 10

Essential Question: *Is America the land of opportunity?*

This course will examine the cultural, economic, political, and social development of the United States from the revolution era through the Antebellum period (1750-1860). Within the context of the course, students will work with historical documents (both primary and secondary) that will be used to further skills that will relate to academic and career writing. This course is

designed for students who may be considering college and would benefit from a more structured approach to learning historical concepts.

Course Competencies:

1. Cause & Effect- Students will interpret and understand cause-effect relationships in US history for the period 1750-1860.
2. Comp Primary & Secondary Sources- Students will use primary and secondary source documents to interpret and understand developments in US history for the period 1750-1860.
3. Presentation- Students will be effective presenters of oral and written material.

Foundations of US History- Part I

1/2 Credit, Grade 10

Essential Question: *Is America the land of opportunity?*

This course will study US History from the Revolutionary era through the Antebellum period (1750 -1860). Within the context of the course, students will learn fundamental skills to further their reading and writing abilities. This course is designed to provide a structured learning environment with teacher assistance for the student.

Course Competencies:

1. Cause & Effect- Students will interpret and understand cause-effect relationships in US history for the period 1750-1860.
2. Primary & Secondary Sources- Students will use primary and secondary source documents to interpret and understand developments in US history for the period 1750-1860.
3. Presentation- Students will be effective presenters of oral and written material

US History- Part II & Part III

1 Credit, Grade 11



Essential Question: *Is America the land of opportunity?*

These courses will study US history from the period of western expansion through the 1940's (1860-1940). United States History III will study US history from the period of The Great Depression to the current era (1930-2000s). They are designed for motivated students who work well independently. We will build on skills and content covered in United States History I. These courses are designed for motivated students who work well independently, and can handle challenging readings and vocabulary. These classes will help students continue to master the skills to write all high school and college level papers. This course is geared towards the more independent learner. This course is required to receive the Gilford High School Diploma with Distinction.

Course Competencies:

US History Part II:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1860-1940.
2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1860-1940.
3. Presentation: Students will be effective presenters of oral and written material.

US History Part III:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1940-present.
2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1940-present.
3. Presentation: Students will be effective presenters of oral and written material.

American Society- Parts II & III

1 Credit, Grade 11

Essential Question: *Is America the land of opportunity?*

These courses will examine the cultural, economic, political, and social development of the United States from the period of western expansion through the 1940's (1860-1940). American Society III will examine the cultural, economic, political, and social development of the United States from the period of The Great Depression to the current era (1930-2000s). These courses will build on skills and content covered in American Society I. Within the context of the courses, students will work with historical documents (both primary and secondary) that will be used to further skills that will relate to academic and career writing. These courses are designed for students who may be considering college, but would benefit from a more structured approach to learning historical concepts.

Course Competencies:

American Society- Part II:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1860-1940.
2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1860-1940.
3. Presentation: Students will be effective presenters of oral and written material.

American Society- Part III:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1940-present.

2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1940-present.
3. Presentation: Students will be effective presenters of oral and written material.

Foundations of US History- Parts II & III

1 Credit, Grade 11

Essential Question: Is America the land of opportunity?

These courses will examine the cultural, economic, political, and social development of the United States from the period of western expansion through the 1940's (1875s-1940). Foundations of US History III will examine the cultural, economic, political, and social development of the United States from the period of The Great Depression to the current era (1930-2000s). These courses will build on skills and content covered in Foundations of US History I. Within the context of these courses, students will learn fundamental skills to further their reading and writing abilities. These courses are designed to provide a structured learning environment with teacher assistance for the student.

Course Competencies:

Foundations of US History- Part II:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1875-1940.
2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1875-1940.
3. Presentation: Students will be effective presenters of oral and written material.

Foundations of US History- Part III:

1. Cause & Effect: Students will interpret and understand cause-effect relationships in US History for the period 1940-present.
2. Primary & Secondary Sources: Students will use primary and secondary source documents to interpret and understand developments in US History for the period 1940-present.
3. Presentation: Students will be effective presenters of oral and written material.

AP US History

1.5 Credit, Elective, Grades 11- 12



Essential Question: *Is America the land of opportunity?*

This course is recommended for students who have earned a grade of "B" or better in US History I. This is a full year college level course in American History which focuses on the cultural, economic, philosophical, political and social patterns of development from the Colonial era to the present. Students are also prepared for the AP exam given each May.

This course will run in the 2025/2026 school year.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships with the study of US History from the pre-colonial era through the present day.
2. Use of primary and secondary source documents to interpret, support, and understand the study of US History from the pre-colonial era through the present day.
3. Ability to effectively present oral and written material in regards to the study of US History from the pre-colonial era through the present day.

Contemporary Mass Media

1/2 Credit, Elective, Grades 11-12

Essential Question: How does mass media shape society and how does society shape the development of mass media?

This elective course will provide students with insight into the influence Mass Media (*advertisements, social media, the news, and pop cultural art*) has on society. The course will use discussions, group and individual projects, and various activities to learn about the major concepts around mass media.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships in contemporary mass media.
2. Use of primary and secondary source documents to interpret, support, and understand the implications of contemporary mass media.
3. Ability to effectively present oral and written material in regards to contemporary mass media.

Debate & Rhetoric

1/2 Credit, Elective, Grades 11-12

Essential Question: *Is there a right or wrong side to an issue?*

This is an elective course in which students will be given an opportunity to learn about strategies of public speaking and the debate process. Debates will examine controversial topic events of the 21st century. Debates, public speaking, and group discussion will serve as the assessments of this class, and the units of study will center around current issues in American society.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships in regards to aspects of debate and rhetoric.
2. Use of primary and secondary source documents to interpret, support, and understand the source material in relation to arguable topics presented in debate class.
3. Ability to effectively present oral and written material in regards to topics examined in the class.

Middle Eastern Studies

1/2 Credit, Elective, Grades 11-12



Essential Question: *How are Middle Eastern countries and cultures unique?*

This course alternates yearly and **will run in 2025/2026**. This elective course provides students with the opportunity to learn more about the region of the Middle East. A goal of the course is to examine the culture and history of this region. This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. This class will help students master the skills to write all high school and college level papers.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships in regards to the culture and history of the Middle East.
2. Use of primary and secondary source documents to interpret, support, and understand the culture and history of the Middle East.
3. Ability to effectively present oral and written materials in regards to the culture and history of the Middle East.

East Asian Studies

1/2 Credit, Elective, Grades 11-12



Essential Question: *How are East Asian countries and cultures unique?*

This course alternates yearly and **will run in 2024/2025**. This elective course provides students with the opportunity to learn more about the region of East Asia. A goal of the course is to examine the culture and history of this region. This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. This class will help students master the skills to write all high school and college level papers.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships in regards to the culture and history of East Asia.
 2. Use of primary and secondary source documents to interpret, support, and understand the culture and history of East Asia.
 3. Ability to effectively present oral and written materials in regards to the culture and history of East Asia.
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Sociology

1/2 Credit, Grade 11-12

Essential Question: *What causes human individuals, groups, and communities to think and act in the diverse ways that they do?*

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Life is social whenever we interact with others. Over time, patterns of interaction become embedded in the structure of society. Sociologists and the study of sociology investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships between humans and human groupings.
 2. Use of primary and secondary source documents to interpret, support, and understand how humans interact and create institutions to organize society..
 3. Ability to effectively present oral and written material that shows understanding and synthesis of ideas, sociological theories, and ideas.
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Psychology: Human Behavior

1/2 Credit, Elective, Grade 12



Essential Question: *Do humans possess free will?*

This senior level elective covers the study of consciousness, the brain, and cognition. Focus will also be given to the diagnosis and treatment of mental illness. This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. This class will help students master the skills needed for success in psychological courses as well as in preparation for those interested in taking the AP Psychology exam.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships.

2. Use of primary and secondary source documents to interpret, support, and understand the topics in relation to topics.
3. Ability to effectively present oral and written material in regards to topics examined in the class.

Psychology: Human Development

1/2 Credit, Elective, Grade 12



Essential Question: *Are humans a product of nature or nurture; or a combination of both?*

This senior level elective covers life-span development from conception through adulthood. Focus will be on prenatal care, childhood development, adolescence, adulthood, and geriatric stages. Theories of personality development are also a major focus of the class. Some of the resources used in the course are parenting journal articles and personality theories. This course is designed for motivated students who work well independently, and can handle challenging readings and vocabulary. This class will help students master the skills needed for success in psychological courses as well as in preparation for those interested in taking the AP Psychology exam.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships.
2. Use of primary and secondary source documents to interpret, support, and understand the topics in relation to topics.
3. Ability to effectively present oral and written material in regards to topics examined in the class.

AP World History

1.5 Credit, Elective, Grades 11-12



Essential Questions: *What factors contributed to the development of civilization in world history? In what ways has the state of civilization improved or regressed over time?*

This course will run in the 2024/2025 school year

This course is recommended for students who have earned a grade of "B" or better in all required social studies courses. This is a full year college level course in World History which focuses on the cultural, economic, philosophical, political and social patterns of global history. Students are also prepared for the AP exam given each May. A summer assignment is a requirement of this course.

Course Competencies:

1. Ability to recognize, interpret, and present cause and effect relationships in world history.
2. Use of primary and secondary source documents to interpret, support, and understand the topics in relation to world history.
3. Ability to effectively present oral and written material in regards to topics related to world history.