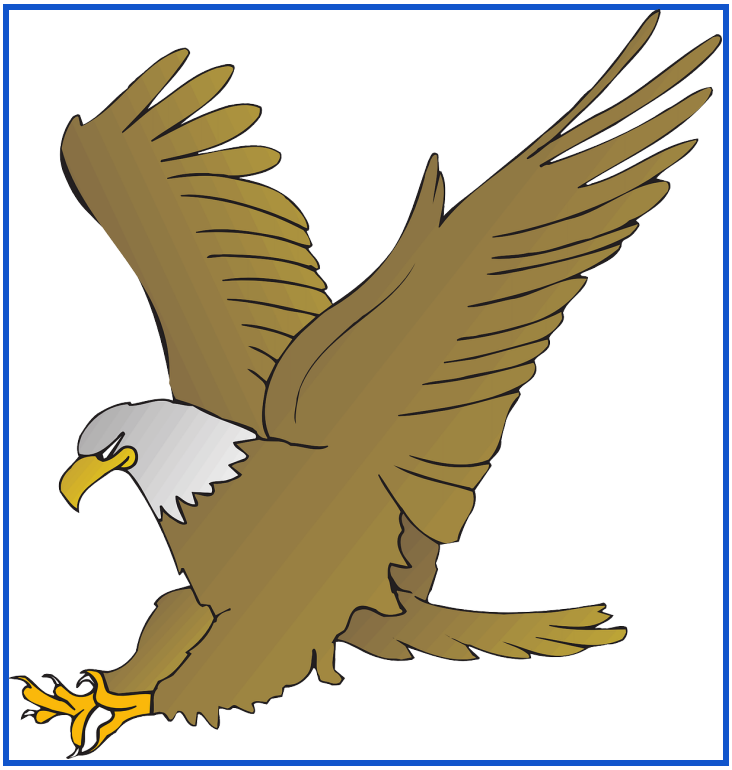
Gilford High School



Home of the Golden Eagles

Program of Studies 2022 - 2023

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, Printmaking and Mixed Media. 3D Design is a prerequisite for Hand Building, Wheel throwing, Advanced ceramics, Sculpture, Printmaking and Mixed Media. Photography classes have no prerequisites.

2D Design- ½ 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.

3D Design- ½ 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.

Drawing I- ½ 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 1-point 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. This course may be taken for Running Start Credit through LRCC (titled Introduction to Drawing).

Drawing II- ½ Credit Grades 11-12

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

Recommended: Grade of B or better in Drawing I. In this course students will continue to explore and build upon the techniques learned in Drawing I. 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 Art and Drawing I.

Painting I & II- ½ 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 B or better in 2DArt, 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, oil, and acrylic. Students will build upon their ability to observe and compose while exploring a variety of subjects. Students taking Painting II will be working on advanced projects under direction of the instructor building upon the skills developed in Painting I.

Hand Building- ½ Credit Grades 10-12

Essential Question: Through the traditional process of hand building in clay, the process used by our ancestors, and through the influence of modern culture, how will you the student be able to make a simple traditional form become a form that speaks of art today?

Recommended: Grade of C or better in 3D Design. This course will expose students to various methods of hand building with clay including coil, pinch and slab. Students will learn about various finishes and glazes, as well as creating surface textures and detail. Work will include both functional and non-functional pieces. Critiques will be held regularly.

Wheel Throwing- ½ 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 3-D 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.

Sculpture- ½ 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 B 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.

Advanced Ceramics- ½ Credit Grades 11-12

Essential Question: How will you as a student create a purposeful form, using slips, creating textures, and focusing on surface design, explore the relationship of form to function, and transformations of space, all the while demonstrating your own personal artistic goals?

Recommended: Grade of C or better in Hand Building or Wheel Throwing.

This course is a follow up to Hand Building or Wheel Throwing. Students will focus on personal style and a development of skills for both Hand Building and Wheel Throwing. Students will investigate purposeful form and various alteration techniques. Projects are designed to explore the relationship of form to functions, building processes to materials, and transformations of space. Students will be learning about advanced slip application, texture, and surface design. They will also develop a vocabulary specific to the medium and be aware of the safety issues involved in working with ceramic materials, techniques, and tools.

Graphic Design- ½ 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 and the IPad Pro to create artwork. 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 or 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.

Printmaking- ½ Credit Grades 11-12

Essential Question: How is a specific printmaking process related to the visual elements of a print and how do you (as an artist) decide which printing process to use for a given visual problem?

This course runs every other year. It will be offered in 2022-23.

Recommended: Grade of B or better in a previous high school level 2D art class. A variety of printmaking techniques will be introduced including block printing, intaglio, etching, monoprint, and screen printing. Students are encouraged to pursue individual direction in style and subject matter.

Mixed Media- ½ Credit Grades 10-12

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

This course runs every other year. It is being offered in 2023-2024.

Recommended: Grade of B or better in a previous high school level art class. Mixed Media means combining different art materials to create artwork (as opposed to working with a single material). In this course we will explore, combine and experiment with a variety of media including collage, painting, sculpture, found objects, printmaking and digital processes. Projects may include but are not limited to wearable recycled art, artist books, screen printed posters/shirts, mosaic collage portraits, paintings over found/photographic images, assemblage boxes, paper sculpture, and digital art exploration. Art history and critiques will be integrated into the class.

Jewelry- ½ Credit Grades 11-12

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

Recommended: Grade of B 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 design journal; learn about past and contemporary artists, and how to critique fine jewelry. Patience and attention to detail are extremely important.

Digital Photography- ½ 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 on Adobe Creative. 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.

Studio Art- ½ 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

Performing Arts

Concert Choir- ½ Credit, Elective Grades 9-12

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

The Concert Choir is a full-year, 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.

Performance Lab- ½ Credit Elective Grades 10- 12

Essential Question: How does one develop a proficient level of music
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 theater. 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.

Symphonic Band- ½ Credit Elective Grades 9-12

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

The Symphonic Band is a full-year 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.

Guitar- ½ 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.

History of Rock & Roll- ½ 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.

Film History- ½ 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.

Music Theory & Keyboarding- ½ 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.

Music Technology- ½ 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.

Business & Information Technologies

Digital Connections- ½ 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.

Web Page Design- ½ Credit Elective Grades 10 – 12

Prerequisite: Digital Connections

Essential Question: How do individuals, organizations and businesses create an effective online presence through web design concepts?

Web Page Design is an introductory course in which students will learn how to build websites ranging from simple, personal sites to commercial and non-profit websites using a variety of web and graphic design authoring technologies. In these tasks, students will employ effective design skills learned such as planning for purpose, developing content/story, “hook”, “curb appeal”, all while considering user experience. 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. This class meets the ½ computer credit requirement.

Desktop Publishing- ½ Credit Elective Grades 10 – 12

Prerequisite: Digital Connections

Essential Question: Why is it important to understand publication-based software from the perspective of both a consumer and a business?

This course introduces the basic principles of electronic layout and design, desktop terminology, and importing text and graphics. Students will be creating publications in

both print and digital formats using desktop publishing software programs and applications. Meets Fine Arts Credit. This class meets ½ computer credit.

Business Technology Applications-½ Credit Elective Grades 9 - 12

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

Do you want to get "a leg up" on the competition in the business world? Do you want to make yourself indispensable in your career? If so, Business Technology Applications is the class for you! You will develop valuable business and technology skills that are in high demand in every industry. You will learn to: key with speed and accuracy without "hunting and pecking," streamline your work using voice recognition software technologies, use a variety of applications to create professional business documents, handle multiple workflow projects, sharpen your communication skills, develop your ability to collaborate and lead in team settings, and develop project management skills to meets deadlines and goals. This class meets the ½ computer credit.

Digital Media Applications- ½ Credit, Elective Grades 10 – 12

Prerequisite: Digital Connections

Essential Question: How can using a variety of multimedia software help you to continue to grow as a lifelong learner in a digital society?

The focus of this course is multimedia presentations with an emphasis on presentation skills. Students will learn how to use equipment such as video and digital cameras along with a variety of digital technologies including presentation software, video editing software, and audio editing software to create interactive multimedia presentations. This class meets ½ computer credit.

Video Game Development- ½ 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.

Accounting I- ½ 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

---

Accounting II- ½ 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

---

International Business Studies- ½ Credit Elective Grades 11-12

Essential Question: What global knowledge, understanding, and skills do you need to continuously develop in order to thrive and grow as an individual, citizen, consumer, and life-long learner in an ever-changing global society?

This elective course is designed to give students the opportunity to explore and learn about the expanding global economy and the financial, political, and cultural aspects associated with this expansion. Students will study international business topics such as international trade environments, international management, marketing, finance, and the future of international business using a variety of electronic resources and project-based assignments. A major goal of this course is to help prepare students for their lives as global citizens and consumers in an increasingly globalized society.

Business Dynamic- ½ Credit Elective Grades 9 - 10

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

This course is ideal for any student wishing to gain exposure to various careers and opportunities for the future. Students will be introduced to a variety of careers and activities involved in the ever-changing business community. Students will gain an understanding of the role of business in society, which may help them decide a possible career path or area of interest for the future. This course will also focus on personal

business issues dealing with such topics as consumerism, money management, banking and the Stock Market. This course is offered for 9th and 10th grade students only.

Business Management I & II- ½ 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.

Personal Finance- ½ 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.

Yearbook I & II- ½ Credit each 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.

Economics

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

Consumer Economics- ½ 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.

Economics- ½ 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.

English

English 9 Foundations- 1.5 Credits

Essential Question: How do we develop our sense of right and wrong?

Placement based on guidelines set by K-12/District English Committee. The English 9 Foundations program is designed to strengthen fundamental reading and writing skills to enable students to achieve mastery at grade level. The course is designed for students to build an understanding of complex texts. Students will be exposed to a variety of genres to work on comprehension skills and practice 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. A primary focus will be on development of claim and use of evidence which will become the framework for longer writing pieces. Throughout the course, students will compose extended writing pieces such as literary analysis and narrative.

English 9- 1 Credit

Essential Question: How do we develop our sense of right and wrong?

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

---

English 9 Honors- 1 Credit

Essential Question: How do we develop our sense of right and wrong?

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.

English 10 Foundations- 1 Credit

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

Foundations courses are appropriate for students whose general skill level is approximately at or near grade level in reading and writing. In tenth grade, students will be expected to build upon skills already obtained in the ninth grade. Students will develop writing skills focusing on the literary analysis essay and applying literary concepts to novels, plays and poetry. Students will demonstrate comprehension and application of grade-level vocabulary as well as 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 cover fiction as well as nonfiction and culminate in a multigenre research project.

English 10- 1 Credit

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 novel 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.

English 10 Honors- 1 Credit

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.

Unified Creative Writing- ½ 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). Any student interested in pursuing education is encouraged to sign up as a partner.

English 11 Foundations- 1 Credit

Essential Question: How do we become ourselves?

This course is intended for students who will benefit from skills reinforcement and have pursued Foundations level English courses in the past.

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?

English 11- 1 Credit

Essential Question: How do we become ourselves?

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?

English 11 Honors- 1 Credit

Essential Question: How do we become ourselves?

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.

Introduction to Literature- ½ 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.

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.

Contemporary Literature- ½ Credit Grade 12

Essential Question: How do we define a hero in contemporary society?

This course is recommended for seniors who have taken Honors or English 11 (college prep) classes in the previous years. It is designed for the student pursuing a four-year degree. 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 prepare seniors for the demands and expectations of college. Students will write a personal resume and compile a portfolio to use as part of the college application process. Polishing vocabulary and grammar will be emphasized to prepare for Freshman College English.

Creative Writing- Poetry ½ Credit Grade 12

Essential Question: What makes a word perfect vs. a word that is just good enough?
With a strong accent on college preparation, the course is taught in a workshop format. Students will be introduced to formal explication skills and will be exposed to both classical and modern poetry. 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 quizzes, tests, portfolios, and student writing. Tests are typically take-home and require writing skills designed as preparation for freshman English at the college level. Students will take part in a public reading of their work and will submit their work for publication. Juniors may take this course only as a second English.

Creative Writing- Short Fiction- ½ Credit Grade 12

Essential Question: How do we distill all of the same literary power of an extended work into a shorter piece?

With a strong accent on college preparation, the course is taught in a workshop format with a focus on the short story. Students will be introduced to formal analysis skills (both close-reading and written academic expression) and will be exposed to classic short stories from the past as well as modern short fiction. 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 quizzes, tests, and student writing. Tests are given in a variety of formats as preparation for freshman English at the college level. Juniors may take this course only as a second English.

Literature & Writing- ½ Credit Grade 12

Essential Question: What does it mean to be a hero across time and culture?

This course will address those writing, discussion, critical thinking, analysis, and organizational skills needed to meet the demands of higher education, and is designed for the student who would benefit from additional concentration on these skill areas. Part I and II cover the critical essay, advanced vocabulary and grammar, the novel, memoir, drama and short fiction. Additionally, seniors will write a personal resume and compile a portfolio to use as part of the college application process.

Reading & Writing for the Workplace- 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.

Introduction to Philosophy- ½ Credit Grade 12

Essential Question: Can we ever truly know anything?

This course explores two philosophical areas of study: Ethics and Epistemology. In particular, students will focus on what it means to know something (as opposed to believing) and how people determine what is morally right (or wrong). Students will be expected to read and actively discuss works from a variety of ancient and 17th-18th century philosophers. This course requires strong reading skills and the willingness to actively participate in class discussions that delve into deep philosophical questions such as: Does free will exist? How do you know you're not dreaming right now? Can we be certain of anything? The class will culminate with a final project that asks students to combine their knowledge of the Philosophical Method, Epistemology, and Ethics.

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. 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. Students will be required to take the Advanced Placement exam given by the College Board in May at a cost determined by that organization. If the student does not take the exam, he/she will lose the Advanced Placement designation of the course and will lose the weighted credit. This program is designed for the student capable of handling difficult college level material as a high school senior. 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.

Mathematics

Introduction to Algebra, Algebra I & II- Credits1.5 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.

Algebra I College Prep- 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-2 CP will be linear equations and inequalities and their graphs, systems of equations and inequalities, exponent rules, and polynomials. In Algebra I-3 CP students will work with polynomials, quadratics and their graphs, and radical expressions and 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 good 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-2 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-3 students will work with radical functions, rational functions, and graphing data. Students will also be introduced to graphing technology throughout the year.

Introduction to Algebra II- ½ 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.

Algebra II College Prep- 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 GeometryCP. This course is designed for the student with good 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.

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.

Algebra II Honors Prep- ½ 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.

Geometry- ½ 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.

Geometry College Prep- 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.

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 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.

Introduction to Statistics- ½ Credit Grades 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.

Data Science- ½ Credit Grade 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.

Pre-Calculus I & II- 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 (C 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 Honors I & II- 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.

Senior Math- ½ 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: Recommended as a prerequisite for Quantitative Reasoning. . This is a survey course, focusing primarily on the algebra skills needed to enter the workforce or community colleges. Students will develop facility 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.

Quantitative Reasoning- ½ 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.

Statistics- ½ 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 (C 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.

Finite Math- ½ 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: 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.

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.

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.

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

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 language.

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.

Advanced Conversational Spanish- ½ 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.

Technology Education

Aviation and Space Technology- ½ 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.

Architectural Design- ½ 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."

CAD - Computer Aided Design- ½ 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.

Introduction to Engineering- ½ 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.

Material Design- ½ 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.

Robotics Technology- ½ 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.

Technology in Society- ½ Credit Elective Grades 9-12

Essential Question: How can we analyze the effects of using new technologies and mitigate those effects we determine to be negative?

This class explores the positive and negative effects of the use of technology. Students will explore the political, economic, social, and environmental impacts technology can have on us as we try to live a normal life. This course teaches critical thinking skills as they relate to the creation and use of technology. Students will be prepared to analyze issues, consider their validity, formulate positions, and defend these positions.

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- ½ Credit Elective Grades 10-12

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. Communication skills, personal development skills, knowledge of the workplace, as well as setting future goals are emphasized in this class. A portion of the class is devoted to family life and choices in adulthood, such as marriage and parenting. This course is designed for 10th-12th grade students.

Wellness I- ½ 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, nutrition concepts, substance abuse, safety and first aid, mental health and human sexuality. Guest speakers from the community are invited to present on a variety of wellness related topics.

Wellness II- ½ Credit Grades 11-12

Essential Question: What are common trends in wellness today and how do they affect personal wellness?

Juniors and Seniors who have not had Wellness I are welcome to take this course to fulfill graduation requirements. Students have the unique opportunity to explore wellness and health in a comprehensive manner. Wellness II is a student-based course that incorporates all aspects of health: physical, social, emotional, mental and spiritual. Students will develop a personalized health management plan unique to their life experience. CPR certification is offered. Relevant health topics, as well as past models of health and wellness, are examined. Students will take part in meaningful physical fitness/sport activities, as well as classroom instruction in advanced health topics and current trends. This course is designed to be highly interactive with student participation the main focus for assessment.

General Physical Education- ½ 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: Fitness, tennis, archery, walking/hiking, pickleball, weight training, badminton, golf, recreational activities and table tennis.

Team Sports: Lacrosse, touch football, ultimate frisbee, volleyball, basketball, soccer, floor hockey, team handball, softball, speedball and international games (rugby, cricket).

FitnessGram Assessments: Weekly physical fitness.

Selections will include both team and lifetime activities/sports. Students will participate in new activities every week. Each trimester students will have the opportunity to complete the FitnessGram Assessment to use as a goal setting tool to increase physical fitness. Everyone is expected to dress in proper attire for physical education.

Lifetime Activities- ½ 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.

Personal Fitness- ½ 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 (guest instructors e.g. self-defense, Zumba, yoga, and kickboxing), Yoga, fitness DVDs,fitness apps, fitness room, recreational activities and writing personal fitness programs.

Team Sports- ½ 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: touch football, speedball, ultimate frisbee, indoor soccer, lacrosse, basketball, floor hockey, team handball, softball.

Conditioning for Maximum Performance- ½ 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. 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. These will be achieved through weekly upper/lower body strength training, plyometric jump training, sport/flexibility yoga, personal workouts and endurance training.

Unified Physical Education- 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 fitness training 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.

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?

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.

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.

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.

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.

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.

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.

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.

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.

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.

Anatomy & Physiology H- ½ 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.

Biotechnology Applications- ½ 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.

Physics- 1 Credit Grades 11

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.

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.

Environmental Science- ½ 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.

Forensics- ½ Credit Grade 11, 12

Essential Question: How are the police able to utilize scientific methods to further criminal investigation?

Forensics is a science that helps police units identify a variety of things involved with a crime such as exonerating or convicting a suspect involved in crime, revealing a victim's cause of death, or determining criminal involvement at the scene of a crime. Students interested in a career involving the sciences behind criminal justice will learn more about the methods a C.S.I. agent or medical examiner would use in the field.

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.

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 on the College Board website.

Social Studies

World Society Part I & II- 1 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.

World History I & II- 1 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 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.

Geography- ½ 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.

Civics- ½ 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.

Principles in Democracy- ½ 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.

US History I- ½ 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.

American Society I- ½ 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.

Foundations of US History I- ½ 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.

US History- II & 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.

American Society- 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, and would benefit from a more structured approach to learning historical concepts.

Foundations of US History- 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.

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. A summer assignment is a requirement of this course.

This course will not run in the 2022/2023 school year.

Contemporary Mass Media- ½ Credit Elective Grade 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.

Debate & Rhetoric- ½ 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.

Middle Eastern Studies- ½ Credit Elective Grades 11-12

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

This course alternates yearly and **will run in 2022/2023.** 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.

East Asian Studies- ½ Credit, Elective Grades 11-12

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

This course alternates yearly and **will run in 2023/2024.** 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.

Sociology- ½ 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.

Psychology Human Behavior- ½ 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.

Psychology: Human Development- ½ 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.

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 for '22-23 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.