*  
WELCOME*

Our students today will have opportunities and challenges that will prepare them for tomorrow. Choosing a course of study for each student is an important step in preparing for that future. One way we can ensure that our students are successful is by working together to provide them with the very best educational experience. To aid in planning a four-year course of study, this *Program of Studies* includes a comprehensive list of all course offerings available to the students.

This *Program of Studies* will be distributed to students in grades 8 through 11. Eighth graders will have an informational session during their Careers class explaining graduation requirements, courses being offered, and career paths. Students in grades 9 through 11 will meet individually with me to discuss appropriate course selections, and evening appointments will be available for parents who wish to meet with me as well.

In addition to the courses offered at Canaan Memorial High School, students will have the opportunity to take classes at Colebrook Academy and Pittsburg High School to supplement their schedules and take courses that might not be offered at CMHS. Participating students can be scheduled for morning classes only this year. Credits and grades will transfer to CMHS and will count toward graduation. Core subject and elective courses are available. If you are interested in this opportunity, we can discuss this when we sit to do your course requests for next year.

The staff at CMHS recognize the need for students and parents to plan a high school program that enables each student to fulfill the graduation requirements in a manner that provides for individual interests, needs and career goals. It is also recognized that every student is on a pathway to a career – whether in the near or distant future. But how does a student get there, and will he or she be properly prepared? Has the student selected an education career plan suited to his or her interests and abilities? Will the student be able to enter a chosen career directly after high school, or will he or she need further training and/or higher education? These are all important questions for the student to consider before entering the highly competitive and technical workforce of the 21st century.

I encourage all students to reach well beyond the minimum graduation requirements and make the most of the educational opportunities that CMHS provides.

Best wishes for a successful school year,  
Kara Sweatt  
School Guidance Counselor  
(802) 266-8910 Ext. 2116  
klsweatt@canaanschools.org

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*SCHOOL GUIDANCE COUNSELOR OVERVIEW*

* As an information center, the School Guidance Office contains literature relevant to career planning, college selection, and financial aid/scholarships. Sources of information on schools, occupations, and the military are provided as well as assistance in selecting courses, occupations and post-secondary training. Students receive individual and group assistance regarding academic and vocational decisions. Begin planning early for your future!
* Students planning to attend college should select their course of study carefully (see the Post-Secondary Admissions Criteria, page 12) and seek the aid of the School Guidance Counselor. Senior packets will be handed out in the fall of the senior year which comprises important information on college selection, scholarships, to-do lists, etc.
* Students planning on participating in the Career and Technical Education program, now beginning in the sophomore year, should also select their course of study carefully, as most required classes will need to be completed in the Freshman and Sophomore years. This allows for the participation in the 2-year, all afternoon program and Work-Based Learning opportunities in their Senior year.
* Students planning on entering the Military upon graduation should meet with the School Guidance Counselor to make arrangements to meet a military recruiter of their choice.
* The School Guidance Counselor cooperates with parents, teachers, and local community agencies to help provide an appropriate education for each student. Referral services are also provided to the proper agencies when further assistance is deemed necessary.
* The School Guidance Counselor, in cooperation with the Principal, is responsible for the creation of the Master Schedule. Although students are asked to select their preferred classes, it is not guaranteed that a particular class will be offered as it is based on the minimum of 10 students enrolled.
* The School Guidance Counselor is responsible for the registration of students in online classes. Student progress will be monitored and exams given (if necessary).
* The School Guidance Counselor is responsible for the establishment of Work-Based Learning opportunities available to Juniors and Seniors. These are structured educational experiences outside of the school environment and can be pivotal in a student’s decision regarding a particular career.
* The School Guidance Counselor is responsible for administering standardized tests such as ASVABs, PSAT9, PSAT10, PSAT/NMSQT and SATs.
* The School Guidance Counselor is responsible for the creation, accuracy and disbursement of student transcripts.

*  
TO THE STUDENT AND PARENT(S)*

It is time to think about the courses of study you will be taking next year. As you continue in school, you will be building a background which will help you to earn your way to whatever future objective you are considering. It is important that you plan carefully, in accordance with your interests and abilities, so that your objective can be achieved. According to a recent survey, the National Association of Colleges and Employers, here are the skills they seek most in order of preference:

⚫ Communication Skills ⚫ Flexibility/Adaptability  
⚫ Strong Work Ethic ⚫ Computer Skills  
⚫ Teamwork Skills ⚫ Technical Skills  
⚫ Initiative ⚫ Detail-Oriented  
⚫ Interpersonal Skills ⚫ Organizational Skills  
⚫ Problem Solving Skills

Your school guidance counselor, parents, advisors, mentors and teachers stand ready to assist you. You can help yourself by considering the following points:  
  
 ⚫ What kind of grades are you presently earning?  
 ⚫ How much effort do you put into your studies?  
 ⚫ What subjects seem difficult to you?  
 ⚫ What subjects do you do well in?  
 ⚫ What are your goals upon graduation?  
 ⚫ What courses should you take in order to achieve your goals?  
 ⚫ Are you aware of what the subjects include before you select them?  
 ⚫ Do you know what the required subjects are for graduation?  
 ⚫ Are you making long-term plans instead of for one year at a time?

*  
STEPS IN CAREER PLANNING*

Take charge of your own planning since your career plans and decisions are most important to YOU. Think carefully and plan realistically. The steps listed below are just one approach to the important planning and decision making that everyone faces.

**STEP 1: Decide what you want from a job/career.** ⚫ Making money, having a steady job, being your own boss, helping others are   
 important factors to consider.  
 ⚫ What are your job preferences? Working indoors or outdoors? Working with people   
 or with machines or tools? Working with ideas or facts and figures?

**STEP 2: Identify jobs/careers related to your interests, abilities and experience.**Ask yourself: “What are my assets?”  
 The assets that will have the greatest impact on your future choices are:  
 ⚫ Education (now and in the future) ⚫ Health and Appearance  
 ⚫ Talents and Abilities ⚫ Family and Friends  
 ⚫ Motivation ⚫ Experiences

**STEP 3: Find out about the different kinds of training and education that are   
 available.**

Ask yourself: “Do I know what is offered at technical colleges, on-the-job training, 2- and   
 4-year colleges or universities, the military services, apprenticeships?”

**STEP 4: Learn more about the jobs/careers that seem to offer what you want.**

Ask yourself: ⚫ What are they really like?  
 ⚫ What would I actually do each day?  
 ⚫ How would these jobs/careers satisfy my needs and goals?  
 ⚫ Will these jobs/careers still be available when I am ready for work?  
 ⚫ Can I gain any experiences to help me decide about these jobs/careers?

**STEP 5: Set some job/career goals for yourself.**

Ask yourself: ⚫ What education, training or job/career would I like to have in 2, 5 or 10   
 years from now?   
 ⚫ How much responsibility would I like?  
 ⚫ Do I want to be in charge?  
 ⚫ Will I be willing to get extra training so I can get ahead?  
 ⚫ Is this job/career a stepping stone to a better or different job?

**STEP 6: Find out what you must do to reach these goals.**

Ask yourself: ⚫ Do I need part-time work experience, more education, training or   
 financial aid to reach my goals?  
 ⚫ What specific plans or decisions must I make?  
 ⚫ What must I do right now and in the future?   
The preceding steps in the career planning process may seem overwhelming as you look at them all together. However, you have many resources to help you. Your parents, teachers, school guidance counselor, friends and other important people in your life may be able to help you at various steps in your planning.

*  
STUDENT SUPPORT SERVICES*

Students are eligible to receive special education or related services if he/she is found to be eligible under the Individuals with Disabilities Act (IDEA) of Section 504 of the Rehabilitation Act.

Special Education Services under IDEA are offered to those students who meet eligibility standards as defined in the Vermont Special Education Rules, Rule 2362 as…”Any person three years of age or older, but less than twenty-one years of age, who has any of the following: autism spectrum disorder, deaf-blindness, emotional disturbance, hearing loss, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury or visual impairment and because of such impairment needs special education and educationally related services.”

In addition, if it is determined that a non-handicapped student’s needs would be more appropriately met in an alternative program, he/she will then be recommended for placement. Placement in special education programs requires parental consent and involvement.

Individual Education Program:  
  
An Individual Education Program (IEP) is developed to clearly outline educational goals and objectives for all students recognized as educationally handicapped. A student’s IEP outlines the scope of services offered to that student. Tutorial assistance, remedial instruction and related services including speech and language, psychological counseling, physical and occupational therapy, vocational rehabilitation, vision and hearing services are also available. With the emphasis on mainstreaming handicapped students into the regular education program, there is also a strong one-on-one model designed to assist the regular classroom teacher. With accommodations, these students can participate in a wide range of regular education programs reflective of their interests and long-term goals. The overall goal for each student is to maximize his/her opportunities upon graduation for college or vocational/technical school entrance, military service or employment.

Who is Eligible under Section 504?:

* A student who has a physical or mental impairment which “substantially” limits one or more major life activities.
* Children who have a record of having, or are regarded as having, a disability may not be discriminated against on the basis of their disability.
* A temporary disability

For students deemed eligible under 504, an Accommodation Plan will be developed by the 504 Team that outlines the specific accommodations and staff responsible, what the student and parent responsibilities are, and what related services, if any, need to be provided.

*  
ACADEMIC POLICIES*

Graduation Requirements:

|  |  |
| --- | --- |
| **Course** | **Credits** |
| English *(Required: American Literature)* | 4 |
| Mathematics *(Required: Personal Finance and   one senior year)* | 4 |
| Social Studies *(Required: US History)* | 3 |
| Science (*Required: Biology and Physical   Science, Chemistry or Physics)* | 3 |
| Physical Education | 1.5 |
| Visual Art | 1 |
| Music | 1 |
| Health | 0.5 |
| Computer Applications | 0.5 |
| Electives | 10 |
| Total Credits Required | 28.5 |

Grade Promotion:  
In order to be promoted from one grade level to the next, students must earn the minimum number of credits as specified below. It is important for students to understand that high school grade promotion is based solely on the accumulation of credits. For example, a student who earns 6 credits in the freshman year will not be promoted to sophomore. Students are promoted at the end of the school year; however, students who are retained will be promoted at the end of the first semester of the following school year if the necessary minimum number of credits have been achieved. Promotion impacts WIN and study hall assignments, class activities, and anything else that is grade dependent.

|  |  |
| --- | --- |
| End of Freshman Year | **7 credits** (to include English and Math) |
| End of Sophomore Year | **14 credits** (to include 2 English, 2 Math, 1 Science and 1 Social Science) |
| End of Junior Year | **22 credits** (to include 3 English, 3 Math, 2 Science and 2 Social Science) |
| End of Senior Year | **28.5 credits** (to include all courses required for graduation) |

Grading Procedures:

Students at CMHS receive numeric course grades twice each semester - 4 quarters. A student’s final course grade is comprised of an average of the two quarter grades and the final exam. Take note that the actual equation used to calculate the final grade can vary course to course as it is left up to teacher discretion. For example, one classroom teacher may weight each quarter as 45% and the final exam 10%, others may weight quarters 40% and the final 20%. Some teachers also give midterm exams and may have a final grade calculation of 40% each quarter, 10% midterm and 10% final. This information will be noted in course syllabi. Throughout the duration of a course, students and families can monitor grades on an on-going basis through Web2School, CMHS’ Student Information System. Questions about a specific final grade calculation should be directed to the teacher of the course in question.

Grading System:

The following scale is used:

A = Excellent A- (93-95) A (96-98) A+ (99-100)

B = Above Average B- (85-87) B (88-90) B+ (85-92)

C = Average C- (78-80) C (81-82) C+ (83-84)

D = Below Average D- (70-72) D (73-75) D+ (76-77)

F = Failure (0-69)

P = Pass

I = Incomplete An “Incomplete” is up to the discretion of the classroom teacher. It can be   
 given to a student, for example, who has not completed work after having   
 been absent for an extended period of time. It is the student’s   
 responsibility to make arrangements with teachers to make up missed   
 work. A student who receives an “I” in a class has until the next report   
 card to make it up. If it is not completed by that time, the current grade   
 will be recorded for the “I”. Incomplete grades will not impact a student’s   
 eligibility or honor roll status.

W = Withdrawn Students receive a “Withdrawn” when they drop a class after the   
 Add/Drop period has ended. If a student withdraws mid-year of a year-  
 long course, and is passing at the time of withdrawal, ½ credit will be   
 earned. Students will have 1 week (5 school days) after the start of a   
 semester to change their schedule. Students should know that a “W”   
 grade becomes part of their permanent record and is recorded on the   
 transcript. Withdrawn grades negatively affect GPA and class rank   
 because these calculations are based on a comparison between credits   
 attempted and credits completed.

## AF = Administrative Students who exhaust the school’s attendance policy will receive an Failure “Administrative Failure” regardless of what the grade is at that time, or ends up being, in the course. Students are expected to remain in the course for the remainder of its session regardless of when the “AF” is recorded. If it is in a year-long course, an “AF” will be noted for semester 1 which equates to a numeric grade of 50%. The student will be able to continue in the course and potentially earn credit if attendance improves and grades are strong enough in the second half of the year. The “AF” will be noted on the report card and final transcript. “AF” grades negatively affect GPA and class rank because these calculations are based on a comparison between credits attempted and credits completed and is calculated the same as a course grade of “F”.

Proficiency-Based Learning:  
In accordance with Vermont Law Act 77 and the Vermont Education Quality Standards, students in the Class of 2021 and beyond will be able to demonstrate proficiency in the following areas:

a) Literacy, including critical thinking, language, reading, speaking, listening, and writing.

b) Mathematical content and practices, including numbers, operations, and the concepts of algebra and geometry.

c) Scientific inquiry and content knowledge, including concepts of life sciences, physical sciences, earth and space sciences, and engineering design.

d) Global citizenship, including the concepts of civics, economics, geography, world language, cultural studies, and history.

e) Physical and Health education.

f) Artistic expression, including visual, media, and performing arts.

CMHS will emphasize and incorporate the VT Agency of Education’s five transferable skills in the teaching and learning process for each proficiency area.  These transferable skills are clear and effective communication, self-direction, creative and practical problem solving, responsible and involved citizenship, and informed and integrative thinking. All courses at CMHS have a set of essential standards that are taught and accessed; these are called course proficiencies.

## Honor Roll Status:

To receive **High Honors** for a term, all grades for the term must be 93 or higher; or an average of 95.

To receive **Honors** for a term, all grades for the term must be between 85 and 92; or an average of 87.

Course Weighting:

In order to recognize those students who have taken a more challenging course load, those courses that have been designated as Honors will be weighted heavier (1.05) than those courses that are considered Standard (1.0). Dual enrollment courses that earn college credit as well as high school credit are weighted even heavier than Honors courses (1.1). Courses that are modified or taken for credit recovery will be weighted less than a Standard course (.95).

Credits associated with a course also impact how the final grade is calculated into the weighted cumulative Grade Point Average (GPA) - a ¼, ½ credit or full credit course will be calculated differently.

It is important for students and parents to know that this weighting is computed for determining class rank ONLY. Weighted averages are used solely for the purpose of ranking students to determine placement in their graduating class. It does not, in any way, change a student’s final course grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course | Credits | Weight | Final Grade | Course GPA |
| Standard | 1.0 | 1.0 | 86 | 86 |
| Standard | 0.5 | 1.0 | 86 | 43 |
| Honors | 1.0 | 1.05 | 86 | 90.3 |
| Honors | 0.5 | 1.05 | 86 | 45.15 |
| DE | 1.0 | 1.1 | 86 | 94.6 |
| Modified | 1.0 | 0.95 | 86 | 81.7 |

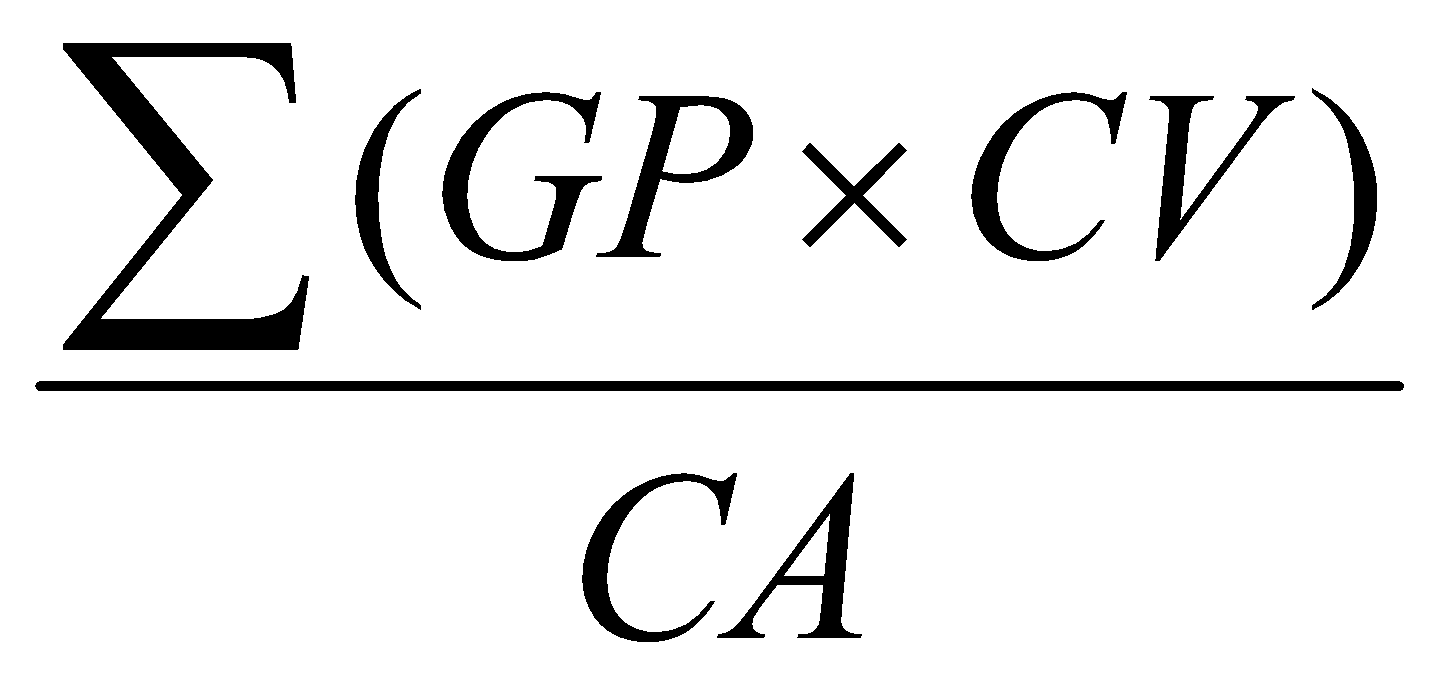
##### National Honor Society:

##### Sophomores, Juniors and Seniors are eligible for induction into the National Honor Society. Induction is based on scholarship, leadership, character, citizenship and service. Eligibility for scholarship will be determined by a cumulative average of 85 and carrying at least two honors classes. Leadership, character, citizenship and service will be evaluated by the NHS Committee consisting of faculty members. Any issue of a member who fails to maintain standards will be dealt with by the NHS Committee.

##### Valedictorian/Salutatorian:

In order to be eligible for Valedictorian or Salutatorian, a student must complete both his/her Junior and Senior years at CMHS. Students who transfer to CMHS during or after their Junior year will not be eligible for Valedictorian or Salutatorian. Students who participate in Vermont’s Early College program during their senior year are also disqualified for valedictory or salutatory status.

The Valedictorian is the student who has the highest overall weighted GPA in the graduating class, and the Salutatorian is the student who has the second highest overall weighted GPA in the graduating class. This is determined after quarter 3 of the senior year. Weighted GPA is based on the following formula:



where GP = grade points, CV = credit value (1.0 for regular courses and 1.10 for Honors or Dual Enrollment courses), and CA = credits attempted.

**  
*TRANSFER STUDENTS*

All high school course work earned at a previous school will be transferred onto a CMHS final transcript and the credits will be calculated. Middle school course work will not be calculated unless it was for high school credit. The transfer student will meet with the School Guidance Counselor during the registration process, review course work, and agree what requirements previous credits fulfill at CMHS. If necessary, the Guidance Counselor at the previous high school will be contacted for clarification. CMHS respects other schools’ grading systems; thus, if credit was awarded for a course with a grade below 70% (CMHS’ passing grade), credit will be transferred. Letter grades will be reassigned numeric grades using the criteria identified earlier in this *Program of Studies*. The middle number will be assigned. For example, if a student earned an A- at his/her former school, on his/her CMHS transcript, the final grade would be a 94%. All transfer grades will be calculated into class rank, honor roll and GPA.

**  
*POST-SECONDARY ADMISSION CRITERIA*

These are general requirements based on the competitiveness of the post-secondary institution. Be sure to check the specific academic requirements for the school(s) to which you are considering applying.

|  |  |  |
| --- | --- | --- |
| College / University Type | Pre-requisite High School courses | Standardized Test Scores |
| Highly Competitive College | 4 yrs of English  4 yrs of Math (including Calculus)  4 yrs of Social Science  4 yrs of Lab Science  3-4 yrs of the same World Language | SAT Avg: 1410-1600  ACT Avg: 32-36 |
| Very Competitive College | 4 yrs of English  4 yrs of Math  3 yrs of Social Science  3 yrs of Science (2 Labs)  2-3 yrs of the same World Language | SAT Avg: 1200-1390  ACT Avg: 28-32 |
| Competitive College | 4 yrs of English  3 yrs of Math  3 yrs of Social Science  3 yrs of Science (2 Labs)  2 yrs of the same World Language | SAT Avg: 1010-1190  ACT Avg: 20-27 |
| Community College /  Trade or Vocational School | 4 yrs of English  3 yrs of Math  2 yrs of Social Science  3 yrs of Science (1 Lab) | SAT Avg: Not Req’d  ACT Avg: Not Req’d |

**  
*NCAA FRESHMAN ELIGIBILITY STANDARDS*

If you plan on playing sports in college at the Division I or II level, you should be sure that your graduation plan meets, at minimum, the credit requirements listed below. Division I and Division II each use a sliding scale for GPA/Test Score requirements which shows required minimum core course GPA based on your test scores. For more information about participating in college athletics, go to <http://www.ncaa.org>.

**  
*DUAL ENROLLMENT  
Concurrent College and High School Credit Opportunities*

CMHS offers a number of dual enrollment (DE) course opportunities in which students can earn both high school and college credit. DE courses prepare students for collegiate-level academics. Students pursuing DE courses need to prepare for and complete an academic workload that is above and beyond traditional high school ones.

Vermont’s Dual Enrollment Program:   
***For Vermont Residents***  
(VT DE) allows high school juniors and seniors to take up to two college courses for free at participating postsecondary partner schools. These classes are weighted as heavier than Honors courses and are designated on transcripts with “DE” and then the name of the college. For example, DE (CCV) Law Enforcement in America indicates that was a dual enrollment class through Community College of Vermont (CCV) . Students can take courses during the summer of his/her junior year through the spring semester of his/her senior year. The program is only available to students who are Vermont residents.There are currently 19 participating colleges throughout the state. To find out more about this program, see http://[www.vtdualenrollment.org](http://www.vtdualenrollment.org).

Students are not allowed to enroll in more than 2 DE courses. Accommodations are allowable; however, DE coursework cannot be modified. If a student withdraws from a DE courses after the add/drop deadline at CMHS but prior to the college’s, the high school will enter a “W” and the course will remain on the high school transcript. Students who withdraw from a DE course will continue in a non-DE version of the course or an alternative option (like an independent study) which will be added to the schedule and transcript for credit. The student will have to complete withdrawal paperwork for the college and the institution will apply an appropriate grade to the student’s college transcript. A student who fails a RS DE course or withdraws from it after the add/drop deadline will have to reimburse the school district the $150 course fee.

Eligibility requirements for VT DE:

* Be enrolled as a junior or senior at CMHS
* Be a resident of the State of Vermont
* Not have taken more than 2 DE courses (available beginning the summer after the 10th grade year through the 12th grade year of high school)
* Earn a minimum score of 40 (math), 80 (reading) and 80 (writing) on the Accuplacer Assessment

Running Start**:**

The majority of DE opportunities are offered through White Mountain Community College’s (WMCC) Running Start (RS) program offered through the Community College System of NH (CCSNH). Students receive a college transcript showing credit for courses offered at CMHS. The courses are taught by high school teachers who meet the hiring qualifications for CCSNH faculty, and the course work and materials meet the college level content standards. These classes are weighted as Honors courses and are designated on transcripts with “RS”. Students enrolled in a RS course MUST engage in the college’s curriculum; however, the student may elect NOT to earn the credits.

The registration fee for each Running Start course is $150 and is paid for by the Canaan School District. At the beginning of the semester, a representative from White Mountains Community College meets with all students scheduled for Running Start courses and explains the advantages of taking RS, the registration process, costs, etc. There are $75 scholarships available to students who qualify for Free or Reduced Lunch and reside in New Hampshire.

Eligibility requirements for RS:

* Be enrolled as a junior or senior at CMHS. Sophomores can participate with approval from the teacher, guidance and college. Approval is based on preparedness for the course content and likelihood of taking additional courses in 11th and/or 12th grade.
* Maintain an 89 (B) weighted GPA
* Receive written approval from the previous year’s content-area teacher
* Submit a completed “habits of work” checklist

Because RS courses are taught by CMHS’ teachers, grades are recorded regularly like all courses and are included in quarterly report cards. DE courses, unlike RS, are taken independently of the school. FERPA regulations prevent the school from being able to communicate with the college about the student, his/her grades, his/her performance, etc. throughout the course duration. No grades will be known or shared until the course is completed.

College grades typically are alpha grades and individual colleges may follow a different grading scale than CMHS. Because of this, grades will be translated to numeric grades for reporting purposes as follows:

100 = A+ 96 = A 94 = A-

92 = B+ 89 = B 86 = B-

84 = C+ 81 = C 78 = C-

76 = D+ 73 = D 70 = D-

Grades below C- will be recorded; however, students and families should note that for transferability to college after high school, a grade of C or above should be earned.

Current WMCC Courses Offered:

|  |  |  |
| --- | --- | --- |
| Canaan Course Title | WMCC Course Number | WMCC Cr  CCredits |
| Accounting I | ACCT111W | 3 credits |
| Biology | BIOL111 | 4 credits |
| Business Software Applications | COMP110W | 3 credits |
| Business Ethics | MGMT112W | 3 credits |
| Calculus | MATH215 | 4 credits |
| Chemistry | CHEM111 | 4 credits |
| College Composition | ENGL120 | 4 credits |
| Dendrology & Intro to Tree/Shrub ID | FRST101W | 4 credits |
| Forensics | CRMJ108 | 4 credits |
| Forest Resources | FRST120 | 4 credits |
| Human Anatomy & Physiology | BIOL114 | 4 credits |
| Intro to Business Administration | BUS112W | 3 credits |
| Marketing | MGMT212W | 3 credits |
| Physics | PHYS112 | 4 credits |
| Pre-Calculus | MATH180 | 4 credits |
| Quantitative Reasoning | MATH120 | 4 credits |
| Statistics | MATH214 | 4 credits |
| Survey of American Literature | ENGL223 | 3 credits |
|  | Possible Credits | 66 credits |

Fast Forward Program**:  
*For Vermont Residents***The Fast Forward program allows Vermont resident students in CTE programs to get credit for college courses taken at regional CTE centers. Fast Forward is for Vermont students who have not yet graduated from high school and who are enrolled in a partner career technical education center program. The courses are taught at the regional CTE, and classes are scheduled during the regular school day. Each student is given two courses. Fast Forward helps students get high school and college credits (from either VTC or CCV), earn their degree faster, and start their career sooner.

Early College Program:  
***For Vermont Residents***  
Some colleges and universities in Vermont may develop an early admission program that allows high school seniors to take a full year of college-level classes while earning their high school diploma. The ECP simultaneously serves as a student's senior year of high school and a full year of college credit. Students enrolled in ECP are not eligible for Valedictorian or Salutatorian status (as described on page 6). Students may take a year-long course of study in any discipline. The following have been approved to offer an ECP for the upcoming year: Castleton State University, Community College of Vermont, Goddard College, Johnson State College, Lyndon State College, Norwich University and Vermont Technical College (Vermont Academy of Science and Technology (VAST). For more information, students should contact the approve college directly to apply.

**  
*EARLY GRADUATION POLICY*

The following policy was adopted by the Canaan School Board in November 1994:

Early graduation is not recommended, nor is it encouraged, for the majority of high school students. However, early graduation (fewer than four complete school years of attendance) may be considered for students attending Canaan Memorial High School.

The following policy shall be in effect regarding all student requests for early graduation from Canaan Memorial High School:

1. A student will be considered for early graduation from Canaan Memorial High School in fewer than four (4) academic years if he/she has met all graduation requirements.
2. Procedures to be followed:
   1. Requests to complete graduation requirements at the end of the eleventh grade MUST be made when registering for courses the preceding school year (10th grade). Courses will be scheduled once the request has been approved by the principal.
   2. Requests to complete graduation requirements at the end of the first semester of the senior year MUST be made when registering for courses the preceding school year (11th grade). Courses will be scheduled once the request has been approved by the principal.
   3. Approval for early graduation MUST be submitted in writing by the student’s parent or guardian, unless the student is 18 years or older and has written approval on file in the office to write his own notes. NO REQUEST will be considered without parent or guardian approval for students under 18 years of age.
   4. Early graduation candidates must develop a transition plan for presentation to and approval by the Canaan School Board. Input for this plan will come from the student, his/her parent(s), the guidance counselor and the principal. The principal will be responsible for inviting additional, appropriate faculty or agencies to help in developing this transition plan.
3. A diploma will be awarded in June following the completion of all graduation requirements.

There will be no exceptions to the above policy. Each step must be completed within the time guidelines for consideration for early graduation.

IT SHOULD BE NOTED THAT EARLY GRADUATION MAY NOT BE POSSIBLE BECAUSE A SCHEDULE CANNOT BE DEVELOPED.

**  
*PERSONALIZED LEARNING*

Virtual Learning Academy Charter School (VLACS): ***For New Hampshire Residents***The Virtual Learning Academy Charter School is New Hampshire’s first statewide, online school that is available, free of charge, to all middle and high school students who live in New Hampshire. The Academy also serves out of state students on a tuition basis. The Academy has been approved as a public charter school by the New Hampshire Board of Education and is also a 501(c)(3) non-profit organization. An independent Board of Trustees governs the school.

CMHS’ students who are residents of NH can enroll in a VLACS course at any time during their academic career. Grades earned in VLACS courses are calculated into a student’s GPA based on the level of difficulty indicated by VLACS. Students can elect to take AP courses from VLACS and these would be Honors. Regular VLACS courses and competency courses are Standard. VLACS courses will be noted on students’ schedules and ultimately on their final transcripts. Students taking a VLACS course will be assigned to the library.

estart and early college:

VLACS also offers some courses as Running Start or “early college” and estart courses. These would be weighted heavier than Honors courses. The cost for these courses is $150. Students can submit receipt of payment to the school district for reimbursement. Monies may also be available to cover the cost of books and/or other materials. A student who fails a RS DE course or withdraws from it after the add/drop deadline will have to reimburse the school district the $150 course fee. estart courses produce credits from community colleges around the state. The “early college” courses produce credits from various NH institutions like White Mountains Community College, New Hampshire Technical Institute and Southern New Hampshire University.

## Work-Based Learning:

Among the Flexible Pathway options there are opportunities for students to participate in work-based learning (WBL) experiences. Work-based learning experiences involve student interactions with industry or community professionals in real, virtual, online, or simulated work environments that expose learners to postsecondary options, provide opportunities for skill development and proficiency attainment, and allow students to reinforce and deepen their school-based learning.

These opportunities particularly help students make the connection between academic principles and real-world applications. For many, understanding “Why do I need to know this?” provides motivation for more learning.

WBL experiences are available to all students as a way to explore academic and career areas of interests. Depending on what tasks and learning objectives are a part of the WBL, students can be paid or not paid for their WBL program. Students and their families will be responsible for transportation to the WBL.

Students who are interested in WBL should notify the School Guidance Counselor of his/her intentions when registering for courses in the semester prior to when the internship is to begin. They may work together to identify and secure a WBL site. Prior to beginning the WBL experience, an agreement between the school, the WBL site, the student and parents will be completed and a supervisor at the WBL site identified. WBL will be closely monitored by the School Guidance Counselor. Grades for WBL will be based on weekly activity logs, twice a semester evaluations and reflective essays.

Middlebury Interactive Languages:

CMHS students can immerse themselves in language and culture through the Middlebury Interactive Languages program. This interactive, online program offers courses in Spanish, French, Chinese, German and Latin. The curriculum was developed by Ph.D.-level academics and linguistic experts and uses teaching methodology from Middlebury College’s renowned Language schools. Students taking one of these courses will be assigned a full block in the library and can earn 1 high school credit. Speaking and listening labs are incorporated into the course as well as contact with an instructor. Prerequisite: Computer Applications

Northeast Kingdom Learning Services (NEKLS) & the High School Completion Program (HSCP):

HSCP allows our students to carve out their own path to high school graduation by working collaboratively with CMHS and NEKLS, Inc. to create a plan that meets Vermont state graduation requirements as well as individual student goals. Starting with the student’s CMHS’ transcript as a baseline, students can integrate courses, learning competencies, projects, employment, college courses, etc. to ultimately earn their CMHS diploma.

To be in the program, students must be at least 16-years-old, pass HSCP testing standards, still be connected academically in some way to CMHS, and be recommended by the school. If a student or the family is interested in HSCP as a means to earn the diploma, a meeting should be scheduled with the School Guidance Counselor to complete a referral form. This form is reviewed by a team which can include the Superintendent, Principal, School Guidance Counselor, Director of Student Services and Learning Plan Manager.

Because of the individual nature of these learning plans, it is possible for students to meet their graduation requirements earlier than other seniors in June. If this happens, students are still required to continue any courses at CMHS they are enrolled in. During the time they had been in HSCP, students will work with the School Guidance Counselor to explore and secure a Work-based Learning experience.

Virtual High School:

CMHS students have the opportunity to participate in online courses through Virtual High School (VHS). Students can take these online courses for the purposes of enrichment, not to fulfill requirements, unless extenuating circumstances exist. They are assigned to the library and work independently. Courses must be pre-approved by the School Guidance Counselor, who also monitors the course. These courses are typically worth ½ credit and do not require an entire semester to complete; thus, students can enroll and finish (2) ½-credit VHS courses in a semester. The add/drop period for these courses is the same as a regular course. VHS’ course offerings can be viewed at http://[www.virtuallearning](http://www.virtuallearning).org

**  
*SCHEDULING*

Course Load:

## All high school students are required to take 8 courses per year (4 per semester). Free blocks are never permitted. If no class is available for a student to take, s/he may take an online course for enrichment, explore a Work-Based Learning experience, create an independent study, arrange to volunteer in some capacity at school, etc. Extra courses taken outside the school day do not count toward the 8 required courses.

Making Up Credits:

The Master Schedule is created each year to ensure that students will be able to take courses in the sequence that is recommended. It is not created to make sure that students can make up failed courses. Students who fail a course that is required for graduation have two options in order to make up the course. The first is to retake the course or take a similar section of the course such as taking American Literature - Standard to make up for failing American Literature - Honors. Students who plan to retake courses should understand that when they fail a required course it may be difficult to make up the credit by simply retaking the class. When students fail a course, they risk extending their date of graduation.

The Credit Recovery Program:

The School Guidance Counselor will identify who is eligible for the Credit Recovery Program (CRP) (50 average or above) at the conclusion of each semester. Parents and students must be willing to participate as the student will be redoing this course work along with the other four courses they are enrolled in. They will be doing this before school, during WIN, or after school. Participation in the CRP must be done in the semester after the failure occurred. The teacher can choose to engage in a CRP or deny it. The CRP could involve the teacher re-teaching the concepts that the student struggled with to cause the failure. The student may have to just retake the final, retake some quizzes/tests, or redo some homework assignments. There is a 3-6 week time limit on this recovery, dependent on the student’s final average. A student with a final grade of 50 – 59 will have a maximum of 6 weeks to complete the CRP. A student with a final grade of 60 – 69 will have 3 weeks to complete the CRP. Upon successful completion of the work, the student’s final grade will be a 70. If the course is an honors course, the CRP grade will be weighted as standard. Grades from the CRP will not be used to determine a student’s revoked or probationary status.

Selecting Courses:

Canaan Schools offers three course pathways: Standard, Honors and Career and Technical Education. It is important to understand that if students are planning to attend or are thinking they might attend a two- or four-year college, they should seriously consider taking the most challenging courses when possible. Honors courses are designed to prepare students for the course work they will face in a college environment. Many colleges have course requirements for acceptance and students should make themselves familiar with these requirements. Students who are not prepared academically risk not being accepted into college, or they may be accepted but have to take pre-college courses that do not count for college credit.

The importance of following the recommended course sequence cannot be overstated. The Master Schedule is created each year so that as students move from one year to the next they will be able to take the required courses that are recommended for the next year. Students should take courses in the year they are recommended, not out of sequence because they failed a course or they wanted to complete all of their graduation requirements.

Be aware of which courses are required to graduate. Although the Guidance Office tracks student progress in earning graduation requirements, students should be very aware of which courses are required and where they stand in accumulating those required credits. Students can get this information in the Guidance Office at any time throughout the school year or on the school’s Student Information System.

### Add/Drop Policy:

CMHS does not encourage students to change courses except when a course is judged inappropriate in terms of achievement level or skill needed. All requests must be initiated with the guidance office or at the recommendation of the teacher. Schedule change requests at the beginning of the semester will be considered, but not guaranteed. The Add/Drop period is limited to the first 5 class days after the course start date. If a student withdraws from a course within those 5 days, no record of his/her having taken the course will appear on their permanent record. Dropping a course beyond this period will result in a “W” and will be noted on the student’s transcript. A student who is not passing at the time of withdrawal will receive a Withdrawal Failure (WF) for the course dropped and will receive a zero calculated into their GPA. All Add/Drop paperwork requires signatures from all teachers involved (the teacher being dropped and the teacher being added), the parent, the student, director of student services (if applicable) and the principal.

Schedule changes which involve staying in the same course but moving to a different section (i.e., standard to honors) are permitted at any time with teacher approval and/or recommendation.

**  
*COURSE SEQUENCE*

Below is a recommended sequence in which to take courses during each year of high school. It is important to follow this sequence as closely as possible for the following reasons:

*Graduation within Four Years* – The course sequence is designed to help students understand which required courses they need to take and in which year they should take them. If a student fails a course, it can be difficult to make the course up the following year. The Master Schedule changes each year and is created so that students can meet their requirements in the year they have been identified to do so. A student who gets out of sequence taking his/her required courses may find that s/he is not able to retake a failed course the following year because it is only offered at a time during the school day when s/he is required to take something else.

*Preparation for Post-Secondary Education* – The course sequence also makes suggestions regarding additional courses to take in order for students to be prepared to enroll in a two- or four-year college program when they graduate. Although the majority of a student’s required coursework is completed within the first two years of high school, students should not take a “light” course load for their last two years. Many colleges are finding that students who do not take challenging courses during their junior and senior years are not as well prepared for the rigors of post-secondary education. Some schools are not accepting students who take light course loads in their last two years of high school or are having students take pre-placement tests and/or take pre-college courses at the college to increase their skill levels. Plan ahead!

*Preparation for Career and Technical Education* – The course sequence also makes suggestions to ensure the ability of students to participate in the CTE programs. Because these programs meet two full blocks each semester, now beginning in the sophomore year, it is even more important that students interested in enrolling in these programs follow the recommended course sequence in order to also get the required coursework completed. CMHS offers five CTE programs: Advanced Integrated Manufacturing; Building Construction and Restoration Carpentry; Business Administration and Technology; Diversified Agriculture and Natural Resources; and Fire and Emergency Medical Services. It is possible to participate in more than one CTE program; however, that may have an impact on any embedded credits.

**  
*STANDARD TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Freshman | Sophomore | Junior | Senior |
| ENGLISH *(4 credits required)* | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits required) (one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | Algebra II OR Geometry | **Personal Finance** |
| SCIENCE  (*3 credits required) (Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science | Choice |  |
| SOCIAL STUDIES (*3 credits required) (US History)* | World History | **US History** | Choice |  |
| ART (*1 credit required)* |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit required)* | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits required)* | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits required)* |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits required)* |  | **Health** |  |  |
| ELECTIVES (*10 credits required)* | Choice (2) | Choice (1) | Choice (4) | Choice (6) |

**  
*HONORS TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Freshman | Sophomore | Junior | Senior |
| ENGLISH *(4 credits required)* | **American Literature - Honors** | British Literature - Honors | RS College Composition | RS Survey of Literature |
| MATH (*4 credits required) (one senior year) (Personal Finance)* | Algebra I - Honors OR Geometry Honors | Algebra II -Honors OR Geometry -Honors | RS Pre-Calculus | RS Statistics, RS Quant Reasoning OR  RS Calculus |
| SCIENCE  (*3 credits required) (Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science | RS Chemistry RS Physics, RS Anatomy OR  RS Biology | RS Chemistry RS Physics, RS Anatomy OR  RS Biology |
| SOCIAL STUDIES (*3 credits required) (US History)* | World History | **US History** | Psychology |  |
| ART (*1 credit required)* |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit required)* | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits required)* | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits required)* |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits required)* |  | **Health** |  |  |
| ELECTIVES (*10 credits required)* | Choice (2) | Choice (1) | Choice (4) | **Personal Finance** Choice (4) |

**  
*ADVANCED INTEGRATED MANUFACTURING TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | **Personal Finance** | **Embedded AIM Math** |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science | Choice |  |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Choice |  |
| ART (*1 credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits*) |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Woodworking AND Choice | Woodworking OR Choice | AIM | AIM  AND Choice (1)  WBLx2 |

*ADDITIONAL PROGRAM INFORMATION*

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Credits | Industry Credentials | Dual Enrollment | Student Org |
| Math Career | Woodworkers Career Alliance, Game of Logging, OSHA-10, Welding, CPR/First Aid/AED, NIMS Machine Level, Conover Workplace Readiness |  |  |

**  
*BUILDING CONSTRUCTION & RESTORATION CARPENTRY TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | **Personal Finance** | **Embedded BT Math** |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science | Choice |  |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Choice |  |
| ART (*1 credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits*) |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Choice of (2): Woodworking, Construction & Design OR Home Repair & Maint | Woodworking OR Construction & Design OR Home Repair & Maint | Building Trades | Building Trades AND Choice (1)  WBLx2 |

*ADDITIONAL PROGRAM INFORMATION*

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Credits | Industry Credentials | Dual Enrollment | Student Org |
| Math Career | OSHA-10, First Aid/ CPR, EMP, Game of Logging, DOT Flagging Cert, CDL Basics, NSTMOP, Welding |  |  |

**  
*BUSINESS ADMINISTRATION AND TECHNOLOGY TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | Algebra II OR Geometry | **Embedded Bus Math** |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science | Choice |  |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Choice |  |
| ART (*1 credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits*) |  | **Bus Soft Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Choice (2) | Choice | BAT | BAT  AND **Personal Finance**  WBLx2 |

*ADDITIONAL PROGRAM INFORMATION*

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Credits | Industry Credentials | Dual Enrollment | Student Org |
| Math | MS Powerpoint Cert, G Suite Cert, Conover Credential Workplace Readiness, Knowledge Matters-Personal Finance, AED/CPR/First Aid | Business Software Apps (3cr) Intro to Bus Adm (3cr) Intro to Bus Logic (3cr) Accounting I (3cr) Marketing (3cr) | Future Business Leaders of America (FBLA) |

**  
*DIVERSIFIED AGRICULTURE AND NATURAL RESOURCES TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | Algebra I OR Choice | **Personal Finance** |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science |  | **Embedded DAg Science** |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Choice |  |
| ART (*1 credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits*) |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Choice of (2) | Choice | Diversified Agriculture  AND Choice | Diversified Agriculture AND WBLx2 |

*ADDITIONAL PROGRAM INFORMATION*

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Credits | Industry Credentials | Dual Enrollment | Student Org |
| Science Career | Game of Logging, NSTMOP, CDL License, Welding, CPR/First Aid, SOLO Wilderness First Aid | Dendrology and Intro to Tree and Shrub Identification (4cr) Forest Resources (4cr) | Future Farmers of America (FFA) |

**  
*FIRE AND EMERGENCY SERVICES TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature** | Choice | Choice | Choice |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I OR Pre-Algebra | Algebra I, Geometry OR Algebra II | **Personal Finance** | **Embedded FES Math** |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology** | Physical Science |  | **Embedded FES Science** |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Choice |  |
| ART (*1 credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** |  |  | **Embedded FES PE** |
| COMP APPS (*0.5 credits*) |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Choice (2) | Choice (2) | FES AND Choice | FES  AND Choice (1)  WBLx2 |

*ADDITIONAL PROGRAM INFORMATION*

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Credits | Industry Credentials | Dual Enrollment | Student Org |
| Math Science PE | Nat’l Firefighter I, Nat’l EMT | Firefighter I (6cr) EMT (5cr) |  |

**  
*HEALTH SCIENCES TRACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required | Freshman | Sophomore | Junior | Senior |
| ENGLISH (*4 credits*) | **American Literature - Honors** | British OR World Literature - Honors | RS College Composition | RS Survey of Literature |
| MATH (*4 credits*) (*one senior year) (Personal Finance)* | Algebra I - Honors OR Geometry - Honors | Algebra II – Honors OR Geometry - Honors | RS Pre-Calculus | RS Statistics RS Quant Reasoning OR RS Calculus |
| SCIENCE (*3* *credits*)  *(Biology AND Physical Science, Physics OR Chemistry* | **Biology - Honors** | Physical Science - Honors | RS Chemistry RS A&P OR Intro to Human Body | RS Biology |
| SOCIAL STUDIES (*3 cr*) *(US History)* | World History | **US History** | Psychology |  |
| ART (*1credit*) |  | Modern Art OR Ancient Art |  |  |
| MUSIC (*1 credit*) | General Music, Band OR Chorus |  |  |  |
| PE (*1.5 credits*) | **PE I** | PE II OR IS PE |  |  |
| COMP APPS (*0.5 credits*) |  | **Comp Apps** |  |  |
| HEALTH (*0.5 credits*) |  | **Health** |  |  |
| ELECTIVES (*10 credits*) | Choice (2) | Choice | LNA ProgramAND Choice (2) | **Personal Finance** DE Med Term EMT Course WBLx2 |

**

*COURSE LISTING*

***ART***

*Introductory Classes. There are two high school courses aimed at introducing students to the subject of art through hands-on experiences which prepares them for studying it at a higher level.*

**COURSE TITLE**: *NEW ART CLASS* ( credit)  
**Prerequisites**: None  
**Grade Placement**: 9 – 12  
**Description**: *This is a new course offered 2021-2022.*

*Foundations Classes. There are four comprehensive courses aimed at introducing students to all the categories of study in the arts: elements & principles, media & processes, art history, art criticism and art production. Students will use a variety of art media, as they learn skills and exercise their creativity. Projects will be based on concepts from the historical eras and cultures. Media and processes will include but not be limited to drawing, painting, printmaking, photography, ceramics, and sculpture. A major focus will be on developing a visual vocabulary, including the principles and elements of art, that students can use to describe, analyze, interpret and critique works of art. All of the classes cover the same basic concepts and major media; however, each class covers a different set of time periods or cultures, and the application of media will differ. A student may use any of the Foundations of Art classes as a prerequisite for upper level classes. If a student chooses to take more than one Foundations of Art class, additional classes will count as electives. Students may choose to take any of the art courses for standard or honors level credit.* ***Foundations classes beyond the initial art class may be used to fulfill a Social Science credit.***

**COURSE TITLE:** *Ancient Roots of Modern Art* *Standard, Honors* (1 Credit)  
**Prerequisites:** None  
**Grade Placement:**  9 – 12  
**Description**: This Foundations of Art class covers painting, sculpture, architecture and other media from the following historical eras: Prehistoric, Ancient Egyptian, Aegean, Greek, and Roman. The focus will be on how the ideas of ancient peoples have been built upon over time and are still being used by modern and contemporary artists. *This course is offered every other year; next offered Fall 2022*.

**COURSE** **TITLE**: *Artifacts of World Cultures* *Standard, Honors* (1 Credit)  
**Prerequisites:** None  
**Grade Placement:**  9 -12  
**Description**: This Foundations of Art class covers painting, sculpture, architecture and other media from native cultures with a focus on understanding how their world view has shaped their art as they have maintained and/or adapted their culture over time. Cultures considered include those of Asia, Africa, Australia, and the Americas. *This course is offered every other year; next offered Spring 2021*.

**COURSE TITLE**: *Art Illuminates the Dark* *Standard, Honors* (1 Credit)  
**Prerequisites:** None  
**Grade Placement:**  9 – 12  
**Description**: This Foundations of Art class covers painting, sculpture, architecture and other media from the following historical areas: Early Medieval, Gothic, the Italian Renaissance, Fifteenth Century Art in Northern Europe, Art of Sixteenth Century Europe, Baroque, and Rococo. Even the so-called Dark Ages produced amazing works of art. From painting illuminated manuscripts to the construction of light fi led cathedrals, the artists of these time periods demonstrated advanced skills and shed light on their subjects during some very adverse and challenging times. *This course is offered* e*very other year; next offered Fall 2021.*

**COURSE TITLE**: *Domination of the Idea* *Standard, Honors* (1 Credit)  
**Prerequisites**:None **Grade Placement:**  9 – 12  
**Description**: This Foundations of Art class covers painting, sculpture, architecture and other media from the following modern historical periods: New Styles in Nineteenth Century Art, Art of Later Nineteenth Century, Art of the Early Twentieth Century, and Modern Art Movements to the Present. Beginning with Picasso, artists rejected traditional views and were driven by new ideas and experimentation. Along with industry and technology, art shaped the fast paced, idea driven world of today in which creativity and invention are highly prized. *Course offered every other year; next offered Spring 2022*.  
  
*Studio Art Classes. There are three upper level are classes offered: Drawing, Painting & Sculpture; Pottery & Photography; and Advanced Studio. Students must have passed one or more of the Foundations of Art classes in order to enroll in an upper level art class.*

**COURSE TITLE:** *Drawing, Painting & Sculpture**Standard, Honors* **(**1 Credit)  
**Prerequisites:** Any of the Foundations of Art classes  
**Grade Placement**: 10 – 12  
**Description:** Drawing, Painting & Sculpture is an in-depth study of the three mediums, their histories and their masters. The focus is primarily on relating the principles and elements of art to observational and abstract work, both our own and that of well-known artists. Realistic subject matter will include the genres of still life, landscape, and portraiture. The first term will be dedicated to building perceptions of edges, space, relationships, lights & shadow and gestalt (perception of the whole), through drawing exercises. Artistic development and psychobiology of the brain is discussed in order to understand ourselves and the way we perceive the world around us. During subsequent terms, there will be an increased emphasis on creativity and pursuit of individual interests as the class explores collage, printmaking, painting and sculptural processes. Students will complete a presentation or publication project each term relating to “My History as an Artist, art history and art criticism”. *Course is offered every other year; next offered during the 2021-2022 school year.*

**COURSE TITLE**: *Pottery & Photography* *Standard, Honors* (1 Credit)  
**Prerequisites:** Any of the Foundations of Art Classes  
**Grade Placement**: 10 – 12  
**Description**: The focus of this class will be on the processes used in: low-fire pottery, black and white film photography, and digital photography. Emphasis will be placed on developing vocabulary, skills, and craftsmanship. The historical roles of each medium will be discussed along with their relationship to chemistry and physical science. Three-dimensional drawing, process documentation, and procedural writing, historical research, and art criticism will also be a part of the class. Students will be encouraged to embrace new ideas and materials, to think of unique solutions to visual problems, to use the processes to achieve goals, and to evaluate finished products. *Course is offered every other year; next offered during the 2021-2022 school year.*

**COURSE TITLE**: *Advanced Studio* (1 Credit)  
**Prerequisites:** Students will have taken a minimum of two art classes.  More consideration will be given to students who have taken all Foundations and Upper Level courses.

* Students must submit three works for review by the instructor prior to being admitted to the class.  At least one of these works must have been completed independent of previous coursework.  These works should show substantial skill, self-direction, and creativity.
* Students must have a reputation for being self-motivated, responsible, and articulate.
* Students will have to complete a contract and have it signed by their parents or guardians and the instructor.
* Admittance to the class is not guaranteed.  It will be based on the instructor’s evaluation of the student, the number of other students in the classroom, and the availability of supplies.

**Grade Placement:**  11 - 12   
**Description**: This course is for self-motivated, serious art students who wish to pursue studies in art further than other course have allowed. College bound students may use this time to accumulate work for a college portfolio. Other students may have a particular media that they want to explore in-depth. Projects and topics of study are proposed by the students, although some assignments may be given. In addition to studio projects, students will submit weekly sketchbook and writing assignments. Writing topics will include art processes, art history, art criticism, current events, and moral/ethical questions in art. Emphasis is placed on skill, creativity, problem solving, experimentation, self-direction and self-critique. The product of the semester’s work will be an exhibition which communicates a progression of skills and ideas.

***BUSINESS***

## COURSE TITLE: Accounting I Honors, RS (1 HS /3 College Credits)

**Prerequisites:** None  
**Grade Placement:**  11-12 (10 with instructor permission)  
**Description:** Students will learn basic double-entry accounting and produce a worksheet, Income Statement, and Balance Sheet. A computer tutorial will enhance the students’ mastery of the subject. This course is offered as a component of the Business Administration and Technology program or a stand-alone class.

**COURSE TITLE**: *Business Logic & Ethics*   *Honors, RS* (1 HS / 3 College Cr)**Prerequisites:** None  
**Grade Placement:**  11-12 (10 with instructor permission)  
**Description:** This course will incorporate logic and problem solving with various business applications to deal with ethical issues. Case problems will be systematically analyzed to better understand the concepts involved in making business management decisions. This course is offered as a component of the Business Administration and Technology program or a stand-alone class.

**COURSE TITLE**: *Business Software Apps*  *Standard, RS*  (½ HS / ½ College Credit)  
**Prerequisites:** None  
**Grade Placement:**  10  
**Description:** Reinforcement of keyboarding skills and operative parts of the computer are stressed with emphasis on correct techniques. Students will be exposed to the basic formatting skills needed to produce personal and business documents. Production work is varied to introduce and reinforce skills in proofreading, vocabulary, being on task and time management. Students will be exposed to the four applications of Office 2016: Word (word-processing), Excel (Spreadsheets), Access (databases) and PowerPoint (presentations). Little, if any work, will be done outside of class time, therefore, attendance is ***very*** ***important***. Grades will be determined based on completion of time sheets, work average, and test and quiz averages. This course is offered as a component of the Business Administration and Technology program or a stand-alone class.

# **COURSE TITLE:** *Intro to Business Admin Standard, RS* (1 HS /3 College Credits) **Prerequisites:** None **Grade Placement:** 11-12 (10 with instructor permission) **Description**: This course consists of 3 modules: 1) Entrepreneur - This module will give students an overview of themselves to find a better fit in deciding a business career. 2) Overview of Business - This module will focus on how a business is established. The art of work teams will be practiced and used in decision making. 3) Business Career Goals - This module will contribute toward giving the student an ability to choose a business career. The importance of planning will be discussed. This course is offered as a component of the Business Administration and Technology program or a stand-alone class.

**COURSE TITLE:** *Marketing* *Standard, RS*  (1 HS /3 College Credits)  
**Prerequisites:**  None  
**Grade Placement:**  11-12 (10 with instructor permission)  
**Description**: The focus will be on both marketing theory and practice. The text will introduce consumerism, pricing, motivation, and sales promotion. The student will be responsible for writing a marketing plan for the school store and implementing parts of the plan. This course is offered as a component of the Business Administration and Technology program or a stand-alone class.

**COURSE TITLE**: *Publication Design* *Standard*  (1 Credit)  
**Prerequisites:**  None   
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Maximum Enrollment:** 12 students (seniors have priority)  
**Description**: This course involves students in the process of creating a publication. It integrates graphic design, desktop publishing, digital photography, finance, online activities and public relations. The major production is the yearbook and/or supplement to the yearbook. Due to the nature of the product, students taking the course are expected to be responsible and self-motivated. Students who do not complete work assigned will receiving a failing grade for that work. This is a FULL year class - both semesters are required. No partial credit will be given to students who drop the class at the semester change.

***ENGLISH***

**COURSE TITLE:**  *American Literature* *Standard, Honors*  (1 Credit) **Prerequisites:**  None  
**Grade Placement:**  9  
**Description:** This course will explore the richness of American literature as well as the stories that caused them to be written. The class will explore Native American and early colonial writings and then branch out into the giants of the 19th and 20th centuries before ending with modern American classics. There are too many works to list here, but among the titles considered for this course are *The Crucible, The Scarlet Letter,* various short works and poetry by Poe and others*, The Great Gatsby, To Kill a Mockingbird, Of Mice and Men, The Grapes of Wrath, The Old Man and the Sea, Our Town, Death of a Salesman*, and *The Things They Carried*. Non-fiction reading will come in the form of articles, research, etc. The reading list may change according to the wishes of the class and the availability of texts. A major emphasis will be placed on critical reading and writing. Students will be expected to achieve the standards for 9th grade writing as set forth in the Common Core Standards. Students will be exposed to various types of writing, including informational/explanatory, argumentative, and narrative. There will be instruction on English mechanics and vocabulary will be geared toward SAT preparation. Frequent homework will be assigned, along with long-term projects. Consequently, students need to be motivated learners. Students are expected to come to class prepared, to do all assigned work, and be ready to learn and to participate. The honors class differs from the standard in terms of the amount and depth of reading, vocabulary and writing assignments. Some literature selections will differ between honors and standard.

**COURSE TITLE:** *British Literature* *Standard, Honors*  (1 Credit)  
**Prerequisites:**  None  
**Grade Placement:**  11 - 12  
**Description:** This anthology course, required of all sophomores, will examine various forms of British literature from *Beowulf* to the Beatles and beyond. This will also allow students insight into the events that shaped history and caused these treasures to be written. The course will begin with *Beowulf,* the Anglo-Saxon epic believed to be the first poem ever written in English. From there the class will follow the chronological development of English literature through *The Canterbury Tales* and the various plays of Shakespeare. Non-fiction reading will come in the form of articles, research, etc. The reading list may change according to the wishes of the class and the availability of texts. A major emphasis will be placed on critical reading and writing. Students will be expected to achieve the standards for 10th grade writing as set forth in the Common Core Standards. Students will be exposed to various types of writing, including informational/explanatory, argumentative, and narrative. There will be daily instruction on English mechanics and vocabulary will be geared toward SAT preparation. Frequent homework will be assigned, along with long-term projects. Consequently, students need to be motivated learners. Students are expected to come to class prepared, to do all assigned work, and be ready to learn and to participate. The honors class differs from the standard in terms of the amount and depth of reading, vocabulary and writing assignments. Some literature selections will differ between honors and standard.

**COURSE TITLE:** *Media Writing*  *Standard, Honors* (1 Credit)  
**Prerequisites:**  None  
**Grade Placement:** 11 – 12  
**Description:** This course provides an introduction to the principles of writing and organizing stories for publication in print and electronic mediums. Students will develop and compose news stories, learn and adhere to industry-standard style guidelines, conduct meaningful and appropriate research, and understand how the ethics, laws, and culture of journalism influence media coverage. Basic media-writing skills will enhance a student’s ability to procure employment in print, broadcast, public relations, and corporate communication professions.

**COURSE TITLE:** *World Literature* *Standard, Honors* (1 Credit)  
**Prerequisites:**  None  
**Grade Placement:** 11 – 12  
**Description:** This elective upper class course is designed to expand students' literary horizons beyond their English and American heritage to include the study of masterworks of world literature.  Students will come to a greater appreciation of and reverence for “foreign” cultural traditions, values, and attitudes, while at the same time identifying those elements which bind all humans together.  Students will utilize critical reading and thinking skills, increase their knowledge of vocabulary, develop expository writing skills, produce a research paper, and engage in team learning activities. Students will read a variety of texts, both fiction and nonfiction, from global authors both modern and historical.  Reading selections will come from Africa, the Middle East, Latin America, East Asia, and Eastern Europe.  The reading list may change according to the wishes of the class and the availability of texts. A major emphasis will be placed on critical reading and writing. Students will be expected to achieve the standards for 11-12th grade writing and reading as set forth in the Common Core Standards.  Frequent homework will be assigned, along with long-term projects. Consequently, students need to be motivated learners. Students are expected to come to class prepared, to do all assigned work, and be ready to learn and to participate. The honors class differs from the standard in terms of the amount and depth of reading and the amount and length of writing assignments. Some literature selections will differ between honors and standard.

**COURSE TITLE:** *Technical Composition* *Standard, Honors* (1 Credit)  
**Prerequisites:**  Successful completion of two other English courses.   
**Grade Placement:**  11 – 12 (10 with instructor permission)  
**Description:** This course will focus on language skills for the workplace and is designed for students pursuing a technical course of study.    Readings will be primarily nonfiction, with a focus on news related to the workplace, technical manuals, and workplace communications. Basic and more advanced communication skills are emphasized and incorporated into projects using a wide variety of computer applications and Internet navigation. Oral presentations will be required. Technical reading and writing and media literacy will be emphasized along with workplace writing and employment applications.  All students will work towards achieving competency in writing as described in the Common Core State Standards for 11th and 12 grades.  The types of writing emphasized include informational/explanatory.  There will be daily instruction on English mechanics and vocabulary. Homework will be assigned, along with long-term projects. Consequently, students need to be motivated learners. Students are expected to come to class prepared and ready to learn and to participate.

**COURSE TITLE:** *College Composition* *Honors, RS* (1 HS / 4 College Credits)  
**Prerequisites:**  Two years of English, preferably at the honors level, and recommendation from previous year’s English teacher  
**Grade Placement:**  11 – 12 (10 with instructor permission)  
**Description:** In this course students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process through drafting, revising and editing. Research and documentation strategies are emphasized. This course may be taken at the honors high school level and student will not receive college credit.

**COURSE TITLE**: *Survey of American Lit*  *Honors, RS* (1 HS / 4 College Credits)  
**Prerequisites:**  Successful completion of Running Start College Composition  
**Grade Placement:**  11 – 12 (10 with instructor permission)  
**Descsription:** An overview of how America’s best-known thinkers, authors and poets have reflected and influenced culture, this course takes an historical approach to studying literature from colonial to contemporary times. This course may be taken at the honors high school level and student will not receive college credit.

***FAMILY & CONSUMER SCIENCES***

**COURSE TITLE:** *Family* *Standard* (1 Credit) **Prerequisite:** None  
**Grade Placement:** 9 - 12   
**Description:** The objective of this course is to enhance student’s knowledge about infant and child development, family through the life stages, and to provide an introduction to basic parenting skills. This class will include presentations, class discussions, videos, and activities including the empathy belly and real care babies. Family is a good course for anyone interested in being a teacher, day care worker, nurse, doctor, or parent. Topics covered: Family & life (Different types of families, Marriage and Building relationships), Financial responsibility (Supporting yourself and your family, Managing your money, Establishing a home and Being a responsible consumer), Pregnancy (Different stages of pregnancy, Pregnancy options and Birth) and Child development (Parenting decisions, Child growth & development, Nurturing children and Healthy environments).

**COURSE TITLE:** *Foods* *Standard, Advanced* (1 Credit)  
**Prerequisite:** None   
**Grade Placement:** 9 - 12   
**Description:** Discover how to select and prepare delicious foods that not only taste superb, but also meet your body’s nutritional needs.  Knowledge gained in this course will help you prepare to cook for yourself when you live on your own or to provide for your family. For this class, one needs to be able to work with a partner, do independent work while not cooking in the kitchen, cook on a budget, and be open to tasting different foods. Most work is done during class.

**COURSE TITLE:** *Health* *Standard*  (1 Credit)  
**Prerequisite:** None  
**Grade Placement:** 10  
**Description:** This course deals with physical, emotional, social and mental well-being. It looks at you as a healthy, whole person. The main topics discussed are: family health, mental health, nutrition, prevention of disease, personal health habits, consumer health, substance abuse, and birth control information. Expectations of the class include: class participation, personal reflection, fitness days, and public speaking. Students can expect out of class homework each week. This is a required class for graduation.

***MATHEMATICS***

**COURSE TITLE**: *Life Skills Math* *Modified* (1 Credit)   
**Prerequisite:** Life Skills Math should not be taken for credit after a student passes Algebra 1 or Consumer Math. It is an introductory course for students that need remediation of basic math skills.  
**Grade Placement:** 9 – 12  
**Description**: Life Skills Math provides learners with math skills related to activities of daily living. Students will participate in a simulation of real-life mathematical issues, including earning money through a job, writing checks and paying bills with other forms of payment. Topics explored include identifying numbers as they relate to daily living, basic computations, understanding money value concepts, budgeting, measurement, time management, graphic representation, and elapsed time.

**COURSE TITLE**: *Pre-Algebra* *Standard* (1 Credit)  
**Prerequisite:** None  
**Grade Placement:** 9 - 12 but typically taken during the 9th grade year  
**Description:** This course is a prerequisite for Algebra 1. Topics covered include operations with fraction, decimals, radicals, linear equations in one and two variables, applications, graphing, elementary geometry, proportions and ratios, including percent problems, and problem-solving skills

**COURSE TITLE**: *Algebraic Concepts*  *Standard* (1 Credit)  
**Prerequisite:** None  
**Grade Placement:** 9 - 12 but typically taken during the 9th or 10th grade years  
**Description**: This course is designed for students who need a review of the basic skills necessary to be successful in Algebra 1. Topics covered include operations with fraction, decimals, radicals, linear equations in one and two variables, applications, graphing, elementary geometry, proportions and ratios, including percent problems, and problem-solving skills.  This course is recommended for those who feel they need to build up their math skills before taking the required Algebra 1 course.

COURSE TITLE: *Algebra I* *Standard* (1 Credit)

Prerequisite: Score of 60 or better on the Algebra readiness exam, Pre-Algebra or a score of 232 on NWEA testing

Grade Placement: 9 – 12  
Description: This first-year algebra course is designed to help students develop an understanding of variables, linear and quadratic functions, exponents and exponential functions, radicals, factoring, and polynomials. Special emphasis is placed on graphing and problem solving. Not recommended for college bound students.

COURSE TITLE: *Algebra I* *Honors*  (1 Credit)

Prerequisite: Score of 70 or better on the Algebra readiness assessment, Pre-Algebra with a score of 85% or better or a score of 238 on NWEA testing

###### **Grade Placement**: 9 – 12 **Description**: This is a fast paced first-year Algebra course designed to help students develop an understanding of variables, exponents, radicals factoring, polynomials, and rational expressions. Special emphasis is placed on graphing and problem-solving skills.

###### **COURSE TITLE**: *Algebra II* *Standard* (1 Credit)

**Prerequisite:** Algebra I Standard or Algebra I Honors  
**Grade Placement**: 9 - 12  
**Description:** This course is a continuation of Algebra. The concepts of Algebra I are applied and expanded. Additional topics will include in-depth work with quadratics, polynomial functions, their properties, and applications. Trigonometric functions, logarithms, conic sections, sequences and series, rational equations, probability and statistics will be explored. Not recommended for college bound students. *Course Offered: Every other year; anticipated to be offered during the 2021-2022 years*

### **COURSE TITLE**: *Algebra II* *Honors* (1 Credit)

**Prerequisite:** Algebra I Honors. A student who takes a full year or two semesters to complete Algebra I is not eligible for Algebra II Honors  
**Grade Placement**: 9 - 12  
**Description:** This course is a continuation of Algebra I Honors. The concepts of Algebra I are applied and expanded. Additional topics include working with basic functions, their properties, and applications, trigonometric functions, analytic geometry, systems of equations, polynomials, relations and functions of the first, second, and third degree, real exponents, logarithms, conic sections, sequences and series, probability and statistics. *Course Offered: Every other year; anticipated to be offered during the 2021-2022 years*

### **COURSE TITLE**: *Career Math Standard* (1 Credit)

**Prerequisite:** Algebra I recommended  
**Grade Placement:** 9 – 10  
**Description:** Career Math is designed to help students extend their knowledge of mathematics and develop appropriate consumer and career mathematical skills. Course content will cover such topics as basic operations, ratio, percent, algebra and geometry concepts, probability, measurement and many consumer topics.

### **COURSE TITLE**: *Geometry Standard* (1 Credit)

**Prerequisite:** Algebra I recommended  
**Grade Placement**: 9 – 12  
**Description:** The concepts of two and three-dimensional geometry are integrated throughout the course. A major goal of the course is to help students develop logical methods of thinking. The topics also include coordinate geometry, geometric figures, triangles, surface area, volume, circles and trigonometry. *Course Offered: Every other year; anticipated to be offered during the 2021-2022 years*

### **COURSE TITLE**: *Geometry Honors* (1 Credit)

**Prerequisite:** Algebra I Honors   
**Grade Placement**: 9 – 12  
**Description:** This course places equal emphasis on geometric theory and application. The concepts of two and three-dimensional geometry are integrated throughout the course. A major goal of the course is to help students develop rigorous and logical, systematic methods of thinking. Therefore, proofs, and constructions are emphasized. The topics also include basic figures, proofs, coordinate geometry, constructions, and trigonometry. *Course Offered: Every other year; anticipated to be offered during the 2021-2022 years*

**COURSE TITLE:** *Personal Finance*  (1 Credit)  
**Prerequisites:**  None   
**Grade Placement:**  11 – 12  
**Description**: Understanding and managing personal finances are crucial to a student’s future financial success. This course will present students with essential knowledge and skills they will need to make informed decisions about real world financial issues. Topics such as income and careers, checking and saving accounts, credit and debt, budgets, insurance, and more will be covered in this course.

**COURSE TITLE**:*Pre-Calculus* *Running Start* (1 HS / 4 College Credits) **Prerequisite:** Algebra I, Algebra II and Geometry Honors  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** This course develops those topics required to prepare a student for a Calculus course. There is a strong emphasis on the algebra of functions, especially as they apply to trigonometry. Topics include geometric concepts, trigonometry, identities, vectors, exponents and logarithms, graphing techniques, analytic geometry, complex numbers, limits and continuity, and sigma notation. Applications and pattern recognition will be emphasized.

**COURSE TITLE**:*Calculus* *Running Start* (1 HS / 4 College Credits) **Prerequisite:** Pre-Calculus or Instructor recommendation  
**Grade Placement**: 11 – 12 (10 with instructor permission)  
**Description:** Topics covered include trigonometry, logarithms, analytic geometry, limits and continuity, differentiation of all types of Algebraic functions, inverse functions, concepts of integration, including basic tools for integrating on both the open and closed interval. Strong emphasis will be placed on the application of these skills.

###### **COURSE TITLE**:*Quantitative Reasoning* *Running Start* (1 HS/4 college credits)

**Prerequisite:** Algebra I, Algebra II and Geometry Honors  
**Grade Placement**: 11 – 12 (10 with instructor permission)  
**Description:** Quantitative Reasoning is a course for students that do not see themselves going into a math/science related college program. This course covers a variety of topics which will provide a foundation for further courses in mathematics as well as other academic areas. Topics covered include set theory, logic, algebra, linear equalities and inequalities, the metric system, financial math, probability, and an introduction to trigonometry.

###### **COURSE TITLE**: *Statistics* *Running Start* (1 HS / 4 College Credits)

**Prerequisite:** Algebra I and Algebra II. For Running Start, per WMCC, Quantitative Reasoning is strongly recommended, but not necessary for Canaan.  
**Grade Placement**: 11 – 12 (10 with instructor permission)  
**Description:** This introductory statistics course will cover topics such as methods of obtaining, analyzing and presenting data, elementary probability, probability distributions, confidence intervals, hypothesis testing, linear regression and correlation. A TI-84 Graphing Calculator is required. *Course Offered: Every other year; anticipated to be offered during the 2021-2022 years.*

***MUSIC***

**COURSE TITLE**: *Band* (½ Credit)  
**Prerequisites:**  1 or more years of instrumental experience and/or demonstrated minimum competency with teacher approval.  
**Grade Placement:** 7 - 12   
**Description:** Band is an instrumental ensemble open to students with experience on flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, electric bass and/or percussion. Students study all aspects of music performance - repertoire, theory, and technique, culture - and interpret a wide variety of musical styles. Venues include formal concerts in winter and spring, trips and local events such as the Memorial Day Parade. The band strongly encourages members to participate in music festivals such as NE District and All-State. Subject to teacher approval, weekly one on one 15-minute lessons are required as part of the overall grade. Exceptions may be made for students to join band in between semesters if their attitude and skill level permits. 1 FULL Year (students may not drop after the first semester). At the end of each semester, ¼ credit will be awarded. No partial credit will be given to students who drop the class.

**COURSE TITLE:** *Chorus*  (½ Credit)  
**Prerequisites:** None  
**Grade Placement:** 7 - 12   
**Description:** Chorus is a vocal ensemble open to students with or without prior experience. Students study all aspects of music performance - repertoire, theory, solfege, technique and culture - and interpret a wide variety of musical styles, including classical, jazz and pop. Vocal technique and good habits get special attention. Venues include formal concerts in winter and spring, “coffee shop” opportunities, trips and local events. The chorus strongly encourages members to participate in music festivals such as NE District and All-State. Subject to teacher approval, private lessons are available to any student requiring extra help. Exceptions may be made for students to join chorus in between semesters if their attitude and skill level permits. 1 FULL Year (students may not drop after the first semester). At the end of each semester, ¼ credit will be awarded. No partial credit will be given to students who drop the class.

**COURSE TITLE:** *General Music*  (1 Credit)  
**Prerequisites:**  None  
**Grade Placement:** 9 - 12   
**Description**: This course is designed for students who are interested in music. During this course you will get a multi-faceted look at music. We will explore music history, music theory, listening, composing, music technology and performance. Additionally, as a member of this class you will get the opportunity to perform vocally and instrumentally in traditional and non-traditional ways with your classmates. Graded work will include tests, individual and group projects and participation.

***PHYSICAL EDUCATION***

Students are required to earn 1.5 credits of Physical Education in order to graduate. These credits can be earned in the following manner:

1. Students are required to take a minimum of 1 credit in the PE classroom. Courses available are listed below.
2. Students who successfully complete an entire sports season will be granted .25 credits per sport, up to a MAXIMUM of .50 credits in 4 years. Students must complete a Student-Athlete PE application to be signed by the parent, coach and Athletic Director.

**COURSE TITLE:** *Adaptive PE I* (1 Credit)  
**Prerequisites:**Be recommended by a Case manager, Specialist, or Director of Student Services  
**Grade Placement:** 9 – 12  
**Description:**AdaptedPhysical Education is an academic course designed to expose students to various activities and sports (at an adapted level based on the student’s needs) that promote an active, healthy lifestyle as well as are aligned with the *Society for Health and Physical Education (SHAPE)* academic standards.  Students will explore the history, strategies, skills and rules of various recreational activities such as: Locomotor, Spatial awareness, sports skills, and health related fitness.  Other sports and activities may be introduced as time, equipment and class size allow. Also, students will understand and employ ways to improve health related physical fitness. Students will become familiar with the components of health-related physical fitness which include cardiovascular endurance, flexibility, body composition and muscular strength and endurance.  The “*Fitnessgram”or (Brockport Fitness test)* battery of tests and various technology products will be used to let students self-assess their health related fitness levels on a monthly basis. Students will be expected to dress in appropriate clothing for physical activities unless otherwise directed by the instructor.  Most units will entail some skills recognition assessments, written assessments. Other assignments may include: Internet research, fitness journaling, and best course of action mini-reports related to the PE subject area. Class participation, social maturity and a positive attitude are paramount for being successful in this class. Outside class work will be 3hrs. per week maximum. “*Fitness for Life, 6th ed.*”will be furnished by the instructor so students can refer to them for clarification and to study for written assessments if appropriate with the students’ needs. If a student could not perform book work, alternate cognitive assignments will be created based on the level of the student.

**COURSE TITLE:** *Adaptive PE II* (1 Credit)  
**Prerequisite:   S**uccessful completion of Adaptive PE I, or Be recommended by a Case manager, Specialist, or the Director of Student Services  
**Grade Placement:** 9 – 12  
**Description:**AdaptedPhysical Education 2 is an academic course that builds on mastering the *SHAPE* standards indicated in APE - I as well as the principles, strategies and teachings learned in Adapted Physical Education 1.  Outside class work for this particular course will be no more than 3 hours per week. Unit study guides and a textbook entitled *Aerobic Fitness Everyone* will be furnished by the instructor so students can refer to them for clarification and to study for written assignments. If a student could not perform book work, alternate cognitive assignments will be created based on the level of the student. All course materials will be adapted based on the class, or the individual student.

**COURSE TITLE**:  *Advanced PE Fitness Goal Model*  (½ Credit)  
**Prerequisite:   S**uccessful completion of PE I or equivalent  
**Grade Placement:** 9 - 12, maximum class size of 12  
**Description:**Advanced Physical Education/Fitness Goal Model is an academic course designed to afford students to engage in, improve and study personal health related fitness levels. Students will take various health related fitness tests to get personal baseline fitness data and then use this baseline data to set personal fitness goals.   Students will be expected to always be working to improve their health-related fitness levels throughout the course. A fitness plan will be formulated and accurate records of the planned workouts toward progress and goal attainment will be paramount to student success. Use of various physical education technology such as heart rate monitors, body fat analyzers smartphone apps, and pedometers will be used to track biofeedback throughout the fitness plan/recording process.  Basic nutrition will be studied to afford students the opportunity to enhance their success. Students will also keep a nutrition log to compare their health-related fitness results with their chosen diet.

**COURSE TITLE:** *Advanced PE Sports Skills Model* (½ Credit)  
**Prerequisite: S**uccessful completion of PE I or equivalent  
**Grade Placement:** 9 – 12  
**Description:** Advanced Physical Education/Sports Skills Model is an academic course designed to afford students to engage and study various sports (at an upper intermediate level) that promote an active healthy lifestyle. Students will explore the history, strategies, skills and rules of various recreational sports such as: Ultimate Frisbee, team handball, orienteering, badminton, Pickleball, volleyball, pillo-polo, archery, and indoor soccer. Other sports and activities may be introduced as time, equipment and class size allow. Students will be expected to work toward improving skills in all sports studied as well as design and run class tournaments. Students will also design a system to keep statistical records of chosen activities and report out on these statistics. Students will be required to choose one sport or recreational activity of their choice and produce a report on its development through history and its impact on modern cultures as well as present a lesson on skill improvement/development for a chosen sport or activity. Unit study guides will be furnished by the instructor so students can refer to them for clarification and to study for written assessments.

**COURSE TITLE:** *Fitness and Safety* (½ Credit)  
**Prerequisite:** None  
**Grade Placement:** 9 – 12  
**Description:** Fitness and Safety students will learn about physical fitness, the important role that exercise plays in our lives and how we can safely incorporate exercise into our daily routine. Concepts covered are related to nutrition, proper stretching and cooling down, strength and cardiovascular training, prevention and first aid for sports injuries, and fitness for special populations.

**COURSE TITLE:** *PE I*  (1 Credit)  
**Prerequisite:** None  
**Grade Placement:** 9 – 12  
**Description:** Physical Education is an academic course designed to expose students to various activities and sports (at an intermediate level) that promote an active, healthy lifestyle as well as are aligned with the *Society for Health and Physical Education (SHAPE)* academic standards. Students will explore the history, strategies, skills and rules of various recreational sports such as: Ultimate Frisbee, team handball, archery, orienteering, badminton, Pickleball and volleyball. Other sports and activities may be introduced as time, equipment and class size allow. Also, students will understand and employ ways to improve health related physical fitness. Students will become familiar with the components of health-related physical fitness which include cardiovascular endurance, flexibility, body composition and muscular strength and endurance. The “*Fitnessgram”* battery of tests and various technology products will be used to let students self-assess their health-related fitness levels on a monthly basis. Students will be expected to dress in appropriate clothing for physical activities unless otherwise directed by the instructor. Most units will entail some skills recognition assessments, written assessments and group project work. Other assignments may include: Internet research, fitness journaling, and best course of action papers related to the PE subject area. Class participation, social maturity and a positive attitude are paramount for being successful in this class. Outside class work will be 3hrs. per week maximum. Unit study guides and a textbook entitled “*Fitness for Life*”will be furnished by the instructor so students can refer to them for clarification and to study for written assessments.

**COURSE TITLE:** *PE II* (1 Credit)  
**Prerequisite:** Successful completion of PE I, or Principal’s and instructor’s permission  
**Grade Placement:** 9 – 12  
**Description:** Physical Education II is an academic course that builds on mastering the *SHAPE* standards indicated in PE I as well as the principles, strategies and teachings learned in Physical Education 1. Outside class work for this particular course will be no more than 3 hours per week. Unit study guides and a textbook entitled *Aerobic Fitness Everyone* will be furnished by the instructor so students can refer to them for clarification and to study for written assignments.

**COURSE TITLE:** *PE Independent Study* (½ Credit)  
**Prerequisite:** Successful completion of PE 1; or 1 transfer credit from another school.  
**Grade Placement:** 9 – 12  
**Description:** This course is for any student in grade 9-12 who wishes to pursue physical education credit through an Independent Study. Students who enroll in this course will have the opportunity to earn a .5 of the 1.5 Physical Education credits required for graduation. An independent focus on mastering various *SHAPE* academic standards is the expectation for choosing this option through some of the following suggested options include:

* Tae-Kwon-Do
* Join & regularly utilize the Colebrook gym
* Attend Basic Training (if joining the military)
* Dance lessons
* Complete the Senior Project
* Weight-lifting
* Join the local swim team
* Participate in one or more Pittsburg-Canaan Athletic Team\*
* Take a 2nd PE class with the PE teacher

The above options would be graded on a pass/fail basis; no number grade will be recorded. Activity type and duration of participation in activity will require verification from an approved course mentor. This course requires the student to develop a learning contract and design an independent project, and in some cases identify a member of the community to work with. This contract requires the approval of the PE teacher and the principal. \*Students participating in one or more Pittsburg-Canaan Athletic Team will also be required to read and answer discussion questions from the book, Aerobic Fitness Everyone. *Length of Course****:*** *Project must equate to eight weeks minimum of engagement in physical activity.*

***SCIENCE***

**COURSE TITLE:** *Advanced Topics in Forensics*  (1 Credit)  
**Prerequisites:** Running Start Forensics and instructor’s permission  
**Grade Placement:** 11 – 12  
**Description:** Offender profiling, also known as criminal profiling, is an investigative tool used by law enforcement agencies to identify likely suspects (descriptive offender profiling) and analyze patterns that may predict future offenses and/or victims (predictive offender profiling). In Advanced Topics in Forensics, students will learn the methodology of profiling various types of offenders and victims.

**COURSE TITLE:** *Biology* *Standard* (1 Credit)  
**Prerequisite:**  None  
**Grade Placement:** 9 - 12   
**Description:** Biology is the study of all living things, how they are different, reproduce, grow and live in their surroundings. Weekly laboratory activities will be conducted to reinforce topics studied in the classroom. *Course Offered: Every other year; next offered 2022-2023*

**COURSE TITLE:** *Biology* *Honors* (1 Credit)  
**Prerequisite:** Instructor permission  
**Grade Placement:** 9 - 12   
**Description:** This biology class is for students who are considering attending a two or four-year post-secondary institution. Topics of study include biochemistry, genetics, evolution, and ecology~~.~~ Weekly laboratory experiments will be conducted to reinforce lecture topics. *Course Offered: Every other year; next offered 2022-2023*

**COURSE TITLE:**  *Biology* *Running Start* (1 HS / 4 College Credits)  
**Prerequisite:** Biology and Physical Science Honors and instructor’s permission  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** This college-level biology course will cover the fundamental concepts of the molecular basis of life, cell theory, cell division, cellular respiration, photosynthesis, DNA and RNA, basic genetics, a survey of life and an introduction to taxonomy, evolution and basic ecology. Weekly laboratory experiments will be conducted to reinforce topics covered during lecture. *Course Offered: Every other year; next offered 2022-2023*

**COURSE TITLE:** *Chemistry Running Start* (1 HS / 4 College Credits)  
**Prerequisite:** Physical Science, Algebra I and Algebra II and instructor’s permission  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** Chemistry is the study of matter. In this course, the student will gain insight to the atomic structure of matter; the periodic table; how to write and name chemical formulas; the mole, various types of chemical reactions and their reaction rates; stoichiometry, chemical bonding; and acids, bases and pH. Weekly laboratory experiments will reinforce concepts presented during lecture. *Course Offered: Every other year; next offered 2022-2023*

**COURSE TITLE:** *Current Events in Science* (1 Credit)  
**Prerequisite:** None  
**Grade Placement:** 10 - 12   
**Description:** This course will be based around what the hot topics are in science in the news, in politics, and locally. The topics covered in this course will be very flexible, determined by what’s happening in the world and student interest. This course will have a heavy emphasis on discussion, debate, and presentations. In-depth topic analysis will be accomplished through student research and discussions. Whenever possible, we will also conduct experiments that correspond to the material we are studying. *Course Offered: Every other year; next offered 2022-2023*

**COURSE TITLE:** *Ecology*  (1 Credit)  
**Prerequisite:** Biology   
**Grade Placement:** 10 - 12   
**Description:** This science unit helps students understand how human activity impacts ecosystems and explore evidence-based solutions geared toward lessening this impact. Specifically, the course will introduce students to the environmental problems that we face including human population growth, air pollution, water pollution, loss of biological diversity and energy usage, and discusses potential solutions to these problems. We also investigate local environmental issues as well as learning how ecosystems work and how organisms interact with each other and their environment. *This is a new course offered 2021-2022.*

**COURSE TITLE:** *Forensics – Fact or Fiction* (1 Credit )  
**Prerequisites:** None  
**Grade Placement:** 9 – 12  
**Description:** Have you ever wondered if what you see on television shows which deal with forensic science is fact or fiction? This course will help you to be able to differentiate between science and Hollywood. Students will learn about various forensic techniques and then apply their knowledge to discern whether or not what is being represented on a television show is what crime scene investigators and forensic scientists actually do in trying to solve a crime.

**COURSE TITLE:** *Forensic Science* *Running Start* (1 HS / 4 College Credits)  
**Prerequisites:** None  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** Forensics, when applied to criminal matters, is the application of the sciences to the study of crime. Another term used for forensics is criminalistics. This course is designed to introduce the student to the world of forensic science. It will provide the learner with an insight to the professionals and the techniques they use to solve crime on a daily basis. Weekly laboratory experiments will be conducted to demonstrate topics taught in the classroom.

**COURSE TITLE:** *Human Biology (A&P) Running Start* (1 HS / 4 College Credits)  
**Prerequisite:** Biology Honors, Intro to the Human Body and instructor permission  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** This course is designed for students interested in health/medical science careers. Topics will include anatomical terms and positions; cell biology: biochemistry; and an exploration of each body system. Students will dissect a dogfish shark, rat, fetal pic, and a cat in order to gain insight to the comparative anatomy of vertebrates. Weekly laboratory experiments will be conducted in order to reinforce lecture topics. *Course Offered: Every other year; anticipated to be offered 2022-2023*

**COURSE TITLE***: Intro to Diversified Agriculture & Natural Resources*  (1 Credit)  
**Prerequisites:** None   
**Grade Placement:** 9 - 12   
**Description:** Introduction to Diversified Agriculture is a one semester course that gives students an opportunity to begin gaining understanding of opportunities in Agriculture and Natural Resources. Students will learn basic concepts through lecture, assignments, and participating in many of the projects that the Diversified Agriculture and Natural Resources class will be engaged with. As an introductory, one block course, student’s time on these projects will not be as lengthy; however, they will be expected to learn and comply with all safety rules and procedures. Students will also begin to develop an understanding of the FFA organization and its role in the Agriculture/Natural Resource classroom through the activities it offers on a local, state and national level.

**COURSE TITLE:** *Introduction to the Human Body*  (1 credit)   
**Prerequisites:** Biology and Physical Science  
**Grade Placement:** 10 - 12   
**Description:** This introductory course in to the human body will provide the student with a basic understanding of the organization of the human body and how the body works. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. *Course Offered: Every other year; anticipated to be offered 2022-2023*

**COURSE TITLE:** *Marine Science* *Standard* (1 Credit)   
**Prerequisites:**  Physical Science or Biology  
**Grade Placement:** 10 - 12   
**Description:** This new, robust high school course blends Life, Earth and Physical Science and includes STEM pedagogical strategies that help students understand integrated science content in the context of the ocean - Earth’s greatest resource. We will apply our knowledge of Biology to marine life, understanding how the ocean works and how life forms function in this other world, classifying organisms, understanding the different types of life, as well as understanding the physical aspects of the ocean, like tides, currents, dead zones, etc. Our goal is to explain the scope and methodology of marine science and the role that scientific investigations play on the search for scientific understanding of the sea. *This is a new course offered 2021-2022.*

**COURSE TITLE:** *Paleontology*  *Standard* (1 Credit)   
**Prerequisites:**  None  
**Grade Placement:** 9 - 12   
**Description:** From cephalopods and the agnathia to the wooly mammoth and the Dinosauria, Paleontology offers high school students the opportunity to learn about the prehistoric creatures that roamed the earth before modern man, as well as fossils, plants and paleontology as a field of study. We will examine the biology, ecology and Earth sciences from times long before humans. Dinosaurs will only be a portion of the topics. Others would be previous climate changes and climate disasters, evolution, extinctions and the variety of plants and animals from all different periods. *This is a new course offered 2021-2022.*

**COURSE TITLE:** *Physical Science*  *Standard* (1 Credit)   
**Prerequisites:**  Pre-Algebra  
**Grade Placement:** 9 - 12   
**Description:** Physical Science is the science of matter and energy. This course will be divided into a half semester of conceptual chemistry and a half semester of conceptual physics. Students will gain an insight into atomic theory; the periodic table; writing and naming chemical compounds; balancing chemical equations; properties of gases and fluids; and Newton’s Laws of Motion. Weekly laboratory experiments will be conducted to reinforce lecture topics. *Course Offered: Every other year; next offered 2021-2022*

**COURSE TITLE:** *Physical Science*  *Honors*  (1 Credit)  
**Prerequisites:** Algebra I Honors and Instructor’s permission  
**Grade Placement:** 9 - 12   
**Description:** Physical Science is a combination of two branches of science – Chemistry and Physics. Chemistry is the study of the properties, composition, structure, and interactions of matter. Physics is the study of the relationship between matter and energy. Students should take Algebra 1 before taking this course. Transposing formulas, solving equations, and using dimensional analysis are major components in the physics portion of honors physical science. The table below contains an outline of the units and topics that will be studied throughout the school year. Please note that these topics of study and important concepts may be adjusted by the teacher at any time in order to accommodate student learning. *Course Offered: Every other year; next offered 2021-2022*

**COURSE TITLE:** *Physics* *Running Start* (1 HS / 4 College Credits)  
**Prerequisites:** Physical Science, Algebra I and Algebra II and instructor’s permission  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** Physics is the branch of science which studies the relationship between matter and energy. Topics that will be discussed in this course include mechanics, thermodynamics, wave phenomena, sound, light, relativity and how these principles affect our society and the world as a whole. A knowledge and understanding of the principles of physics not only leads to a profound understanding of the physical world, but also supplies the student with an insight to develop new and innovative ideas. Weekly laboratory experiments will be conducted to reinforce lecture topics. *Course Offered: Every other year; next offered 2021-2022*

***SOCIAL STUDIES***

**COURSE TITLE:** *American History and Film* (1 Credit)  
**Prerequisites:** US History 1875-1975  
**Grade Placement:** 11-12  
**Description:** This course will look at United States history and American culture, and how they are portrayed on film. Coursework will involve watching films, conducting research, engaging in historical analysis, and presenting findings in a variety of ways. Students taking this course should feel comfortable reading, researching, presenting, and writing as successful completion of this class will rely on their ability to read film criticism, conduct research, and present the findings both in writing and orally.

**COURSE TITLE:** *Psychology* (1 Credit)  
**Prerequisites:** Earned at least 2 social studies credits. Recommended NWEA reading level of at least 220  
**Grade Placement:** 11-12  
**Description:** This course is designed to provide a general overview of major psychological themes and their place in history. The course will look at various aspects of psychology including research and theory. Upon completion of this course, students should have an understanding of: statistics and their application in the field of psychology; what psychology is and the goals of psychologists; what memory is and how it is different from thought; basic physiology, as it relates to psychology, and how it affects behavior; basic psychological theories pertaining to personality development; and methods of psychological testing. Grades will be based on quizzes, tests, essays, reports and general course work. *Course Offered: Every other year; next offered 2022—2023. This class is limited to 20 students*

**COURSE TITLE:** *US History 1875—1975* *Standard, Honors* (1 Credit)  
**Prerequisites:** Earned at least 1 social studies credit. Recommended NWEA reading level of at least 220 for Honors level  
**Grade Placement:** 10-12   
**Description:** This course is designed to focus on the past events in American history. The class is chronological in nature and uses traditional classroom tools such as textbooks and supplemental worksheets. There will be outside readings to complete as well. Students are expected to participate fully in class through note taking, discussion, and the occasional group project. Homework is assigned on a regular basis. Grades will be based on quizzes, tests, essays, reports and general course work. This course is a graduation requirement.  *This class is limited to 20 students.*

**COURSE TITLE:** *World Events & Geography*  (1 Credit)  
**Prerequisites:** None  
**Grade Placement:** 9 - 12   
**Description:** This class is intended as an introductory social studies course with an emphasis on basic social studies knowledge including geography, economics, and causes of conflict.  The target audience for this course is students new to the Canaan Schools system or those that need reinforcement/review of social studies concepts previously taught in Canaan’s grades seven and eight. This course will look at world events through the filter of geography using the themes of location, place, movement, human-environmental interaction, and regions. Students will use maps, conduct research, and share their findings through a variety of assessments. Students will be expected to write essays, give presentations, as well as demonstrate geographic understanding through general coursework including map work, quizzes, and tests.

**COURSE TITLE:** *World History to 1500* (1 Credit)  
**Prerequisites:** None  
**Grade Placement:** 9 – 12  
**Description:** This course will look at world events starting with early man and continuing through the Renaissance. The class will focus on the development of culture and how early cultures evolved into civilizations. This course will concentrate on the origins of early man and his forerunners, early civilizations, kingdoms and empires, the achievements of the classical world, and the transition to the early modern world. Students’ grades will be based on reading, quizzes, tests, essays, a research paper, and other projects. *This class is limited to 20 students.*

***WOOD & CONSTRUCTION TECHNOLOGY***

**COURSE TITLE:** *Construction and Design*  (1 Credit)  
**Prerequisites:** None. However, this course is recommended if you are interested in enrolling in the Building Trades CTE Program.  
**Grade Placement:** 9 – 12  
**Description:** Through the use of computer-aided drafting, field trips to construction sites and examination of trade journals and drawings, students will learn the varied construction industry. Students will study architectural styles and the evolution of technology in construction. Students will design, estimate and schedule phases of the Building Trades project. Upon completion of the course, students will be able to read and interpret blueprints, understand permits, building codes and develop the skills necessary to plan a building project. The following areas will be emphasized:

* Project planning
* Construction estimating
* Heavy equipment / Site selection
* Permits / Zoning / Building codes
* Architectural drafting
* Residential and Commercial construction
* Internet resources
* Mechanical and Electrical systems

**COURSE TITLE:** *Home Repair and Maintenance*  (1 Credit)  
**Prerequisites:** None. However, this course is recommended if a student is interested in enrolling in the Building Trades CTE program.  
**Grade Placement:** 9 - 12   
**Description:** This course is designed to give students the basic skills necessary to make minor repairs around the home. Through a series of projects and exercises, students will learn the use of portable power tools and hand tools. Students will demonstrate basic knowledge of plumbing and electrical systems in the home. This course will cover topics from changing a furnace filter, sharpening a lawn mower blade to patching holes in drywall.

The following areas will be emphasized:

* Home safety
* Portable power and hand tools
* Electrical systems
* Plumbing and Heating Systems
* Painting and interior finishes
* Building Materials and fasteners
* Weatherization and energy savings

Upon completion of this course, students will have the knowledge of what is necessary to maintain and repair the various systems in a home.

Through this course students will be exposed to some of the many trades in the construction industry. Carpenter, Plumber and Electrician are some of the skilled trades students will be introduced to.

Students will be graded on bringing a job to completion in an efficient and craftsmen like matter. It is to be understood that the completed job must be at an industry standard that is to be determined by the instructor. Students are graded along the way to job completion and not just on the finished product. Task will be graded during the job process, which includes safety, material use, time management and problem-solving ability.

Students will be responsible to follow all class rules and class policy that are distributed at the beginning of the school year and reviewed with the instructor, students and parents. Everyone must recognize that the shop is much different than a classroom and proper attitude must be maintained at all times.

**COURSE TITLE:** *Woodworking I* (1 Credit)  
**Prerequisites:** None. However, this course is recommended if you are interested in enrolling in either the Advanced Integrated Manufacturing or Building Trades Program.  
**Grade Placement:** 9 – 12  
**Description**: This hands-on course is designed to give students the basic skills and knowledge necessary to create a project out of wood. Through a series of projects and lessons, students will learn the use of hand and power tools and finishing methods. The following areas will be emphasized:

* Shop safety
* Machine/Tool safety
* Fraction and ruler skills
* Creativity

### **COURSE TITLE**: *Woodworking II* *(*1 Credit*)* **Prerequisites**: Woodworking I with an 85 or better (or approval of teacher)

**Grade Placement:** 9 - 12   
**Description**: This hands-on course is a continuation of Woodworking I. In this class student will learn basic drafting skills to help them read prints and sketch a basic design to create a project out of wood. Students will be required to design and construct their own project. The projects will require more difficult construction methods such as doors & drawers. As in Woodworking I, the following areas will be emphasized:

* Shop safety
* Machine/Tool safety
* Fraction and ruler skills
* Basic Drafting skills
* Creativity

**COURSE TITLE:** *Woodworking III* (1 Credit)  
**Prerequisites:** Woodworking II and must pass Woodworking I and II with an 85 or better (or approval of teacher)  
**Grade Placement:** 9 - 12   
**Description:** This hands-on course is a more detail oriented course in woodworking and a continuation of Woodworking II. Students will be expected to create their own drafted print with sizes and construction methods of an item they will then produce. This item will be a more complex item than in previous courses. Also, students may be required to build and display one item that will be auctioned off at the end of the course. The following areas will still be emphasized:

* Shop safety
* Machine/Tool safety
* Fraction and ruler skills
* Drafting skills
* Creativity

***OTHER***

**COURSE TITLE:** *Driver’s Education*  (½ Credit)  
**Prerequisites:** Must be 15 ½ years old by June 1st for NH students. Must be 15 years old by April 1st for VT students.   
**Description:**  Vermont driver’s education is an essential first step to lifelong driving skills. Driving is one of the first major responsibilities in a teenager’s life. Driver’s education teaches basic traffic laws, rules of the road, basic motor vehicle operation, driver awareness, and drug and alcohol effects on driving. This course is offered each spring.

**COURSE TITLE:** *Licensed Nursing Assistance* (1 Credit)  
**Prerequisites:** Be 16-years-old when the course starts. Students must do the following for the nursing home for acceptance: write a short essay on “why I want to be an LNA, pass a test that indicates ability to read and write English and has decision-making/judgement skills, provide 3 letters of references (unrelated) who can vouch for character, reliability and integrity, have a physical done by a medical provider and undergo a tuberculin skin test.  
**Grade Placement:** Juniors or Seniors only  
**Description:** This 5-day/week LNA licensure program will take place at the Coos County Nursing Home in West Stewartstown, New Hampshire. Students will be scheduled for their block one class. Students will get 60 hours of theory (lecture), 70 hours of clinical (hands on) for sufficient course hours to test and apply for LNA licensure with the state of New Hampshire. The school district will pay for all costs associated with the course including the workbook, criminal record check, the state exam and licensing fees. The cost of the medical physical is the student’s own responsibility. Students are also responsible for transportation back and forth from the nursing home and school. *Enrollment maximums will vary year-to-year. Students from Colebrook Academy and Pittsburg High School participate as well.*

**

*REGIONAL CAREER AND TECHNOLOGY EDUCATION OFFERINGS*

***CANAAN MEMORIAL HIGH SCHOOL:***

***ADVANCED INTEGRATED MANUFACTURING*** (4 Credits/Year)  
*Embedded High School Credits* – Students will have the opportunity to earn one (1) math credit and (1) career credit.  
**Prerequisites:** None, although successful completion of Woodworking I is recommended.  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** Manufacturing in the United States – and the world - has changed rapidly over the past decade as machines and computers have taken over jobs and responsibilities traditionally held by workers. This program focuses on helping students understand and succeed in this rapidly changing sector of the world economy by teaching them critical thinking, problem solving and teamwork skills. Programming will take students all the way through the stages of production, manufacturing, and distribution. They will work with a variety of materials including wood, metal and plastics to design and then produce. Diverse methods of design will be utilized including software technologies, electronics and coding. Production methodologies will include 3D printing, machining and laser engraving/cutting.

Through mentorship opportunities, job shadowing and interaction with industry representatives, students will be exposed to multiple career paths and post-secondary courses of study. This is a two-year career and technical education program that provides foundational skills and knowledge coupled with co-operative work experience, job shadow opportunities and college exploration. This program enables students to gain the necessary background to obtain entry-level employment in these fields and/or pursue post-secondary education through both classroom  
and hands on experience in activities that are geared towards today's workforce jobs. Students will earn one math credit and one career credit upon successful completion of the program.

*Industry Recognized Credentials*: AIM offers the students opportunity to receive a number of IRCs. These real-world, adult-level IRCs give many of our students a noticeable advantage when entering the workforce or college.

* Woodworkers Career Alliance (WAC)
* Game of Logging (Chainsaw Safety) Levels 1, 2, 3, and 4
* OSHA-10
* Welding (30 hours through White Mountains Community College)
* CPR/First Aid/AED
* NIMS Machine Level
* Conover Workplace Readiness

The following areas are emphasized:

* Shop safety
* Machine/Tool use and safety
* Fabrication Equipment use and safety
* Fraction and ruler skills
* Creativity

Students will be graded on completed projects as well as in an efficient and craftsman like manner. It is to be understood that the completed job must be at an industry standard that is to be determined by the instructor. Students are graded along the way to job completion and not just on the finished project. Task will be graded during the job process, which includes safety, material use, time management and problem-solving ability. Students will be responsible to follow all the class rules and class policy that are distributed at the beginning of the school year and reviewed with the instructor and students’ parents. Everyone must recognize that a machine shop is much different than a classroom and proper attitude and safety must be maintained at all times.

***BUILDING CONSTRUCTION & RESTORATION CARPENTRY*** (4 Cr/Yr)  
*Embedded High School Credits* – Students will have the opportunity to earn one (1) math credit and (1) career credit.  
**Prerequisites:** Recommended courses to be taken prior are Home Repairs and Maintenance, Woodworking I and Construction & Design  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** This is a two-year half-day program. It is a hands-on course geared towards giving students entry-level job skills in carpentry and related trades in the construction industry. This course covers all aspects of building renovations with all class time spent on the jobsite. Students will take part in a project from deconstruction to detailed finish work. This program will introduce students to the field of historic preservation and related topics.

Upon completion of this course students will be prepared to enter a construction trade or continue post-secondary education at a technical college or university. Through an agreement with Vermont Technical College program completers are guaranteed admission into the Construction Management and Practices Program at VTC.

*Industry Recognized Credentials*: During the program students will have the opportunity to obtain nationally recognized certifications and attend trainings in the following areas.

* OSHA 10
* First Aid / CPR
* EMP essential maintenance for lead paint
* Chainsaw Safety GOL game of logging
* DOT Flagging certification
* CDL Basics Commercial Driver License
* National Safe Tractor and Machinery operation Program NSTMOP
* National Center for Construction Education & Research IRC
* Welding 30 Hours White Mountain Community College

Student accreditation will also be obtained through the National Center for Construction Education & Research. Students will earn national certification in the Core Curriculum for Introductory Craft Skills.

## The following areas are emphasized

* Safety
* Principles of new construction
* Building remodeling and restoration
* Carpentry tools and equipment use
* Building materials and hardware
* Residential plumbing, electrical, heating

Students will be graded on bringing a job to completion in an efficient and craftsmen like matter. It is to be understood that the completed job must be at an industry standard that is to be determined by the instructor. Students are graded along the way to job completion and not just on the finished product. Task will be graded during the job process, which includes safety, material use, time management and problem-solving ability.

Students will be responsible to follow all class rules and class policy that are distributed at the beginning of the school year and reviewed with the instructor and students’ parents. Everyone must recognize that a jobsite is much different than a classroom and proper attitude must be maintained at all times.

A Carpentry and Building Construction textbook will be utilized in conjunction with the NCCER Core Curriculum.

*Minimum requirement of 5 students for the program to run.*

***BUSINESS ADMINISTRATION AND TECHNOLOGY***(8 HS / 15 College Credits)  
*Embedded High School Credits* – Students will have the opportunity to earn one (1) english credit.  
**Prerequisites:** Successful completion of Computer Applications and Personal Finance.  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:**  The Business Administration and Technology program provides students with the opportunity to study entrepreneurship, accounting, marketing, technology, financial literacy, and more. According to the Bureau of Labor Statistics, employment of business and financial operations occupations is projected to grow 7% from 2018-2028, faster than the average for all occupations, adding about 591,800 new jobs. The knowledge and skills students gain from this program, through hands-on learning and dual-credit opportunities, will prepare them for employment and college. Program graduates will build a firm foundation for success in the workforce or at a postsecondary institution.

Students enrolled in this program will be members of Future Business Leaders of America (FBLA), an organization whose mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. Business students will also be actively involved in the school store. This business learning opportunity teaches students about cost and profit, customer service, how to make change, order and check in merchandise, accounting, marketing, the importance of advertising, and much more.

**YEAR 1:** *9 college credits from White Mountains Community College (WMCC)*

RS Business Software Applications   
RS Intro to Business Administration   
RS Intro to Business Logic & Ethics   
Future Business Leaders of America (FBLA)  
School Store

*Industry Recognized Credentials*:

* Knowledge Matters Personal Finance Certification
* Conover Credential Workplace Readiness Certification
* G Suite Certification
* CareerSafe OSHA Certification

**YEAR 2:** *6 college credits from White Mountains Community College (WMCC)*

RS Accounting I   
RS Marketing   
Internship/Work-Based Learning  
Future Business Leaders of America (FBLA)  
School Store

*Industry Recognized Credentials*:

* Microsoft Office Specialist (MOS) PowerPoint Certification
* American Red Cross AED/CPR First Aid Certification

***CRIMINAL JUSTICE and/or PROTECTIVE SERVICES***

We have initiated a collaborative relationship with White Mountains Community College, Border Patrol and Protection and other law enforcement agencies to expose our students to careers in protective services. Currently this is primarily criminal justice. Ideally, a full multi-disciplined CTE program can be developed in consultation with the above-mentioned professionals as well as fire science, security and medical experts. A Protective Services CTE program prepares students for careers in firefighting, security, emergency medicine, law enforcement and corrections. With further education and experience, students are can find opportunities in occupations such as Fire Marshal or fire line officer, police department administrator or police line officer, industrial security administrator, corrections, EMS or commercial security administrator.

One course that may be offered this year (based on student interest) is Terrorism. This course may be open to the general community and there will be a cost for both high school students and community members. This class will most likely be offered in the evening at CMHS one night a week with much work done independently.

**COURSE TITLE:** *TERRORISM*  (1 HS / 3 College Credits)  
**Prerequisites:** WMCC: ENGL120W (Can be done simultaneously)  
**Grade Placement:** 11 - 12 (10 with instructor permission)  
**Description:** This course will provide the student with an in-depth, historical look at Terrorism and its origins. The various types of terror and their history will provide the student with the necessary background to understand the evolution of Terrorism both in the present and future. Terrorist groups, events, and the Patriot Act of 2001 will be discussed.

***DIVERSIFIED AGRICULTURE & NATURAL RESOURCES*** (8 HS/5-9 College Cr)  
*Embedded High School Credits* – Students will have the opportunity to earn one (1) science credit and (1) career credit.  
*Embedded Dual Enrollment Credits* – Students will have the opportunity to earn eight (8) college credits through WMCC’s Running Start program. These are ***Dendrology and Intro to Tree and Shrub Identification (4 cr) and Forest Resources (4 cr).***.  
**Prerequisites:**  None, although Intro to Diversified Agriculture is recommended.  
**Grade Placement:**  11-12 (10 with instructor permission)   
**Description:**  Diversified Agriculture and Natural Resources is a two-year career and technical education program that provides both classroom and hands on experience in activities that are considered part of modern day agriculture and natural resource work.Curriculum content is closely aligned with national standards as assessed at a number of annual statewide Career Development Events (CTEs). This content will be covered throughout the year in a realistic workplace environment to develop entry level workplace skills and/or to go on to a post-secondary education. Students enrolled in this class should be prepared to work outside in any type of weather and have appropriate outdoor gear and attitudes. Students will also take part in activities that encourage communication, decision making skills, and entrepreneurial business concepts. Safety in all aspects of the class will be emphasized. Though attending for a semester only is allowed, successful program completers will attend for two blocks, full year, for two years. Eight total credits will be awarded upon successful completion of the full two-year program. Students will earn one science credit and one career credit upon successful completion of the program. There are a number of real-world, relevant learning opportunities provided, including:

*Experiential, Hands-on Learning* **–** The majority of our time will be spent working and learning on the Canaan Community Forest. Activities such as ***maple syrup production, sawmill operation, Christmas tree propagation, and wreath production, vegetable and small animal farming, and marketing of value-added products*** will introduce students to a variety of agricultural fields with a wide variety of potential employment or educational opportunities. Safety is a constant focus as students could be working with chainsaws, a tractor, and a number of other tools on a daily basis.

*Industry Recognized Credentials (*IRCs**)**

* Game of Logging (Chainsaw Safety) Levels 1, 2, 3, and 4
* Tractor Safety, OSHA-10
* Welding
* CPR/First Aid
* SOLO Wilderness First Aid.

*Career Development Events (CDEs)* **–** The FFA sponsors a number of annual state level competitions. Students who perform well may be invited to participate at the national level. In the fall, there is the ***Land Judging Contest*** where students identify sites suitability for farming and/or development, gaining knowledge of what farmers, soil scientists, civil engineers, and developers must consider each day. ***Winter Forestry and Dairy Competitions*** take place at the ***VT Farm Show*** in January. ***Winter Forestry*** involves hands-on and written assessment of student knowledge of tree and tree pest identification, as well tree farm and sugar bush management, and maple syrup grading. The ***Dairy Competition*** assesses student knowledge in bacteriology, milk quality, identification of diary versus non-dairy products, and various international cheeses. The final CDEs are held in May at the FFA State Convention. Events include an ***Agriculture Mechanics*** competition where student knowledge of ***small engine repair, tractor operation, and welding*** are tested. ***Spring Forestry*** assesses student knowledge of ***VT trees and plants, topological maps, map and compass orientation, log and lumber scaling, and various wood products and tools.*** Individual students also get to compete in events such as ***expository speech, parliamentary procedure, and job skills readiness***.

*Minimum requirement of 5 students for the program to run.*

***FIRE & EMERGENCY SERVICES***  (4 credits/year)  
*Embedded High School Credits* – Students will have the opportunity to earn one (1) math credit, (1) science credit and (1) PE credit.  
**Prerequisites:**  Algebra I, Physical Science and Biology  
**Grade Placement:** 11-12 (10 with instructor permission) **Description:**  Students in Emergency Services are provided with the basic instruction required for entry-level work or post-secondary training in the fields of Emergency Medical Services and Fire Science.  Students will learn to demonstrate problem-solving and critical thinking skills to analyze, synthesize and evaluate situations independently and in teams. They will apply emergency service response skills to manage an incident scene as a First Responder.  Students will make informed, healthy choices that positively affect the health, safety and well-being of themselves and others.

Initial exploration of Emergency Service will include classroom work (lectures, readings, skills -practicals) and visits with local experts in the field.  Students may participate in a ride-along with local first responders and fire departments per the authority of the department chief’s permission and school administration.

This program offers three options for students.

**Option #1:**Students engage in the two year program, starting as a junior, and become a program completer of both Fire Science and EMS programs.  This includes achieving the industry recognized credentials of the National Fire Protection Association’s Firefighter I, as well as the National Registry of Emergency Medical Technicians, Emergency Medical Technician credential.

**Option #2:**Students engage in either the Fire Science or Emergency Medical Technical program as separate technical education programs.  This can afford a student to take either program as a junior or senior while also blending and exploring another portion of a CTE program and/or internship experience.  This is not a FES program completer track but may lead to an industry recognized credential in either EMS or Firefighting.

**Option #3:**Students engage in both the EMS and Fire Science programs but concentrate specifically in one or the other program to achieve an industry recognized credential.  This option allows students to engage fully in one discipline while exploring the other by being an active student in the entire program. This is also not a program completer track, but may lead to an industry recognized credential in EMS or Firefighting

Career Opportunities/Possibilities:

* Urban firefighter
* Wildlands firefighter
* Emergency dispatcher
* Paramedic
* Emergency medical technician
* Urban search and rescue
* Swift water response
* Fire suppression system
* Design and installation
* Arson investigator
* Fire marshal
* Flight paramedic
* Emergency department technician
* Wilderness EMT
* Technical rescue specialist
* Emergency equipment sales and repair

*Minimum requirement of 5 students for the program to run.*

***HEALTH SCIENCES*** (16 College Cr / Certs)  
**Prerequisites:**  Biology, Algebra I, Geometry and/or Algebra II and Physical Science.  
**Grade Placement:**  11-12 (10 with instructor permission)   
**Description:**  According to the US Bureau of Labor Statistics, employment among healthcare occupations is projected to grow nearly 14% from 2018-2028, much faster than the average for all occupations, adding about 1.9 million new jobs. As new developments allow for treatment of more medical conditions, additional health professionals will be in demand. It’s predicted that Registered Nurses (with a 2018 median pay of over $71,000) will be needed to meet the demand for services. Colleges throughout the country recognize the value and knowledge high school students can attain through a Health Science program and career sequence.

Students engaged in this career sequence commit to two years of classroom, hands-on and field-based training. This comprehensive curriculum allows students to explore the diversity of career options and opportunities available within the career field. They earn college credits, state licensure, and state and national certifications. Through collaboration with community agencies and employers (both profit and non-profit), students gain hands-on, clinical experience. This piece will be tailored to individual student need and interest.

Lastly, health science students practice essential work readiness traits including communication, collaboration, goal setting, teamwork and problem solving. They are prepared, both academically and professionally, with the background necessary to enter the workforce as a competent and skilled individual or to use the knowledge and confidence gained from this course to competitively and confidently pursue further training/post-secondary education within the healthcare field.

In addition to the coursework listed below, students also earn Healthcare Provider certification for CPR and First Aid, HIPPA compliance training and blood-borne pathogen certification. Students will focus on portfolio development.

**YEAR 1:** *8 college credits from WMCC, NH State LNA license*

Intro to the Human Body  
RS A & P   
RS Chemistry   
CCNH LNA course   
Internship

**YEAR 2:** *8 college credits from WMCC, EMT certification*

RS Biology   
DE Medical Terminology (online through CCV)   
Emergency Medical Technician course  
Internship x 2

***COLEBROOK ACADEMY:***

***AUTOMOTIVE TECHNOLOGY I*** (2 Credits/Year)  
**Prerequisites:** Successful completion of Introduction to Technology and Small Gas Engines.  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** If you are interested in the fast growing automotive and transportation industry, this is the course for you. This career pathway includes jobs in the following areas: auto technician, truck and diesel technician, collision technician, motorcycle and boat maintenance, as well as many engineering and fabrication industries. This is the first in a two-year program designed for juniors and seniors. This program follows an ASE certified curriculum for maintenance and light repair. Students will have an opportunity to work on projects for customers in a working auto repair shop. First year students will learn about safe tool usage and shop practices as well as preventative maintenance, braking and suspension systems. This course will prepare students to take the ASE certification tests in brake and suspension systems. CTSO Affiliate: Skills USA.

*Maximum enrollment of 5 student. As space is limited, students must submit an application to the Guidance Office by March of their sophomore year.*

***AUTOMOTIVE TECHNOLOGY II*** (2 Credits/Year)  
**Prerequisites:** Successful completion of Automotive Technology I.  
**Grade Placement:** 11 – 12 (10 with instructor permission)  
**Description:** This course will complete an ASE certified curriculum and will cover two sections – electrical fundamentals and engine performance. The electrical section will include fundamentals and auto systems troubleshooting. The engine performance section will include engine rebuilding and the latest in computerized engine scanner diagnostics and check engine codes. The second-year student will also have the opportunity to learn welding and fabrication skills. Auto II students are encouraged to take part in the Skills USA competitive events. Skills USA and its partners provide scholarships to winning teams. Students are also encouraged to take part in local shops and dealerships in the community. Upon completion of this two-year program, students will be able to receive credit through WMCC for the work they have completed in this high school program.

***PITTSBURG HIGH SCHOOL:***

***CAREERS WITH YOUTH AND IN EDUCATION I*** (2 HS / 4 College Credits)  
**Prerequisites:** Successful completion of Early Childhood Development, Parenting and Families Today, Entrepreneurship and Business Ethics.  
**Grade Placement:** 11 – 12   
**Description:** This course is designed for students who are interested in pursuing a career in education or a related field working with children. Students will study the psychology and sociology of child development and growth. They will study basic teaching skills such as classroom management, lesson planning, and guidance and discipline techniques. Also introduced are writing and following lesson plans and participating in reflective writing. Students will teach in elementary classrooms, observe classroom instruction and children at work and play. They will compile a portfolio demonstrating proficiency in each program competency.

***CAREERS WITH YOUTH AND IN EDUCATION II*** (2 HS / 4 College Credits)  
**Prerequisites:** Successful completion of Careers with Youth and in Education I  
**Grade Placement:** 11 – 12   
**Description:** This course is designed for students who have mastered or become proficient in the basic teaching skills taught in the first year. In addition to classroom instruction, students will student-teach and observe elementary classrooms and participate in an internship in another education facility. Students will learn how to plan curriculum – Understanding by Design, Responsive Classroom, Instructional Practices, Differentiated Instruction and Special Education. They will be required to compile a portfolio demonstrating proficiency in each competency as well as taking on the role of a preschool teacher for one week.