Inter-Lakes High School
Program of Studies

For use by Parents and Students in Developing High School and Post High School Plans

2017-2018

Student Name: _________________________________
Special Notes for Parents:

1. Please be prepared to help your children structure regular study and homework time at home on a daily basis. The high school schedule includes a 36 minute daily “Office Hours” block. On Mondays, students meet with their Office Hours advisor who will help them to plan out the use of Office Hours for the rest of the week. Students can sign up to meet with teachers for extra help, assignment completion and/or competency recovery.

2. Research and experience tells us that the greatest predictor of college success is the degree of complexity of a person’s high school course of study. Simply put, people who are motivated and willing to work hard and challenge themselves are more likely to succeed.

3. Statistically, students who pursue post-secondary education are more likely to find a job, keep a job and have a higher level of income than those who do not pursue post-secondary education.

4. Students who do not choose to pursue a post-secondary education are strongly encouraged to attend a certificate program through either the J. Oliva Huot Technical Center in Laconia or the Winnisquam Agricultural Education Center in order to graduate from high school as a skilled worker in a trade such as construction, plumbing and heating, or health care.

5. Students who do not attend a certificate program or post-secondary education are often limited to service-sector jobs in chain restaurants and retail stores which typically have lower salaries and fewer fringe benefits such as health and dental insurance.

6. Please be aware that the information contained within this program of studies is subject to change based upon enrollment, staffing and budgetary constraints.

7. Please retain this booklet in case changes to your child’s schedule are necessary.

8. If you have any questions, please feel free to call 279 – 6162

Note: All information in this booklet is subject to Inter-Lakes School Board approval and changes may be made.
Glossary of High School Terms

**Advanced Placement (AP) Courses** - Participating in the AP Program gives students the opportunity to take college-level courses while still in high school. AP courses teach skills that can lead to success in college. Students will develop the writing skills, problem-solving techniques, and study habits. Taking rigorous AP courses demonstrates maturity, willingness to accept an intellectual challenge, and a commitment to academic excellence. All these traits help students stand out in the college admissions process.

**Block schedule** - A schedule in which courses run for ninety minutes per day for half a year as opposed to 45 minutes per day for the whole year. This schedule allows students to take 4 classes at a time rather than 6 or 7 and allows for more in-depth study of topics.

**Credit** - One credit is awarded for successful completion of each semester course, one-half credit is awarded for successful completion of each quarter course. 26 credits are required for graduation.

**Elective course** - A course that is not required for graduation. Elective (choice) courses make up about one half of the 26 credits needed for graduation. If a student takes a full schedule of 8 credits a year in grades 10 -12, they can graduate with 31.25 credits.

**Honors classes** - The designation of Honors in a course title means that the course is designed for students who are capable of sustaining a high level of productivity, are self-motivated and are capable of advanced independent work. Honors students are expected to make substantive and thoughtful contributions during class discussions and to complete a variety of tasks outside of class.

**Pre-requisite** - A class that must be taken before another class. For example, Algebra I must be taken before Algebra II.

**Required course** - A course that has to be taken by all students in order to graduate. Required courses make up about one half of the 26 credits needed for graduation.

**Semester class** - A class that runs for 90 days. First semester runs from September through the end of January. Second Semester runs from the end of January to June.

**Quarter class** - A class that runs for 45 days. First quarter ends at in early November, second quarter ends in late January, third quarter ends in early April and fourth quarter ends in June.

**Office Hours** - The high school schedule includes a 36 minute daily “Office Hours” block. On Mondays, students meet with their Office Hours advisor who will help them to plan out the use of Office Hours for the rest of the week. Students can sign up to meet with teachers for extra help, assignment completion and/or competency recovery.
Table of Contents

TITLE IX - NOTIFICATION STATEMENT ............................................................................ 7
ACCRREDITATION ................................................................................................................ 7

INTER-LAKES HIGH SCHOOL’S CORE VALUES ............................................................. 8
BELIEFS AND SCHOOL-WIDE LEARNING GOALS ....................................................... 8
We are a community of Critical Thinkers ...................................................................... 9
We are a community of Effective Communicators ......................................................... 10
GUIDELINES FOR EDUCATIONAL & CAREER GOALS LEADING ....................... 14
TO A MEANINGFUL AND PRODUCTIVE LIFE ......................................................... 14

INTER-LAKES HIGH SCHOOL GRADE 9 SCHEDULE ................................................. 15
  FRESHMEN ACADEMY ................................................................................................. 15

INTER-LAKES HIGH SCHOOL GRADES 10 - 12 SCHEDULE ..................................... 15

SUPPLEMENTAL PROGRAMS ......................................................................................... 15
AVID (Advancement Via Individual Determination) ......................................................... 16
Career and Technical Education ................................................................................ 16
Competency Pathway Program ................................................................................... 16
Extended Learning Opportunities ............................................................................... 17
Greater Meredith Career Partnership Program .......................................................... 17
GradPoint ..................................................................................................................... 17
Independent Study ...................................................................................................... 18
Learning Lab: ............................................................................................................... 18
Reciprocal Agreement with Moultonborough Academy: ............................................. 18
Running Start .............................................................................................................. 18

HIGH SCHOOL SUPPORT SERVICES ........................................................................ 19
ESL (English as a Second Language) ........................................................................... 19
HEALTH SERVICES ....................................................................................................... 19
LIBRARY MEDIA CENTER ............................................................................................. 19
SPECIAL EDUCATION ................................................................................................... 19
  COMPREHENSIVE GUIDANCE ACTIVITIES ............................................................ 20
  8th Grade ......................................................................................................................... 20
  9th Grade ......................................................................................................................... 20
  10th Grade ....................................................................................................................... 21
  11th Grade ....................................................................................................................... 21
  12th Grade ....................................................................................................................... 21

  CAREER CLUSTERS/PATHWAYS ............................................................................ 21
  CAREER PATHWAYS AND ELECTIVES AT INTER-LAKES HIGH SCHOOL ........ 21

THE COLLEGE ADMISSIONS PROCESS GUIDELINES AND CALENDAR ............... 24

CO-CURRICULAR ACTIVITIES ....................................................................................... 28

ATHLETIC PROGRAM .................................................................................................... 28
Inter-Lakes High School and Moultonborough Academy offer several cooperative sports teams. Currently, football, fall spirit, hockey and unified soccer, basketball and track are cooperative teams with Moultonborough Academy. For more information about cooperative teams contact the athletic director. ........ 28
ACTIVITIES, CLUBS AND ORGANIZATIONS ................................................................ 29
NATIONAL HONOR SOCIETY ..................................................................................... 29
INTRODUCTION

To Our Students, Parents and School Community:

Inter-Lakes High School is a community of critical thinkers, effective communicators and responsible and respectful individuals. All of our courses are designed to give students the opportunity to practice and improve their critical thinking and effective communication skills. In addition, we strive to create learning activities that give students the opportunity to apply their critical thinking and effective communication skills to generate positive change in themselves, in their school and in society.

The comprehensive program at Inter-Lakes High School is designed to give students ways of knowing, thinking about, making sense of, and experiencing the world through a variety of disciplines. Each department begins with a statement of the benefits or outcomes for students that will result from taking courses in that discipline.

We are living in exponential times. The amount of information available is doubling and tripling at amazing rates. A study done by the United States Department of Education concludes that the greatest predictor of success in both college and the workforce is the degree of complexity of your high school course of studies.

The students of today are our nation’s greatest resource. Challenge yourself to take the hardest courses that you can. Fill each of the 32 opportunities for credit afforded to you at Inter-Lakes High School.

Our job is to prepare you for careers that do not exist and to solve problems that have not yet arisen. Your ability to think critically and communicate your thoughts is what will give you the competitive edge; in your further education; in your career and in tomorrow’s world.

Keep that in mind as you plan and carry out your high school education. Please also keep in mind that school, like life, is what you make of it. Get in the habit of working hard; push yourself beyond your comfortable limits and participate in co-curricular activities so that you have a well-rounded experience.

This Program of Studies is not just a book that lists all the courses available at Inter-Lakes High School. It is a guide to help students and parents navigate through the high school years.

The Inter-Lakes School District recognizes that providing a quality education is a shared responsibility among parents, students and the school. Therefore, we strongly encourage parents to play an active role in the development of each student’s four-year course of study.

As the course of studies is chosen, plan not only for a single year, but look ahead and pencil a plan for all four years. Students and parents should study the opportunities available in this booklet in order to arrive at decisions that best meet individual needs. Teachers, counselors and administrators are ready to help. Do not hesitate to call on them for assistance. This document will carry you through and beyond your post secondary experience.

Sincerely,

Patricia Murphy  William R. Athanas  Christina Gribben  Holly Vieten
Principal  Assistant Principal  Guidance Director  Guidance

6
TITLE IX - NOTIFICATION STATEMENT

The Inter-Lakes School District does not discriminate on the basis of age, race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational programs or activities and employment policies (as required by Title IX or the Educational Amendments of 1972 and the Civil Rights Act of 1964). Inquiries regarding compliance may be directed to the Title IX Coordinator, Patricia Kennelly, Inter-Lakes Junior-Senior High School, Meredith, NH 03253 (603-279-6162).

ACCREDITATION

Inter-Lakes High School is accredited by the New England Association of Schools and Colleges (NEASC) and approved by the New Hampshire State Department of Education.

INTER-LAKES SCHOOL DISTRICT VISION,
MISSION AND CORE VALUES

VISION STATEMENT:

The Inter-Lakes School District, in partnership with its communities, will provide outstanding educational opportunities and resources for all students to achieve academic excellence in order to reach their highest potential and to succeed as responsible, contributing citizens in a global society.

MISSION STATEMENT:

Is to inspire and sustain learning and achievement by providing:

- quality teaching practices
- student-centered learning
- a safe environment
- community connections
- access to resources

CORE VALUES:

We believe that…

Personalizing each student’s education, while focusing on effective communication and critical and creative thinking, inspires learning and maximizes success.

The purpose of education is to produce responsible citizens through developing self-aware and self-reliant learners by extending beyond core academics to include the arts, cultural awareness, and physical, social, and emotional well-being.

People learn best when their intellectual, social, and physical needs are met, where students feel supported in a structured and collaborative environment.

Active commitment of family, community and schools is essential for a quality learning experience.
Quality learning requires the attraction and retention of exceptional teachers and staff members who are continually supported by relevant professional development and provided with necessary resources.

INTER-LAKES HIGH SCHOOL’S CORE VALUES, BELIEFS AND SCHOOL-WIDE LEARNING GOALS

The vision of Inter-Lakes High School is that every person will affect positive change in themselves, the school and society.

The mission of Inter-Lakes High School is to foster quality teaching and learning, promote social responsibility and encourage personal growth.

We will accomplish these goals by emphasizing relationships, rigor, relevance and reflection in an atmosphere of respect, integrity, dignity and ethical behavior:

- Relationships- knowing our students as learners so we can help them continually progress
- Rigor- student-centered learning that emphasizes independent inquiry, higher order thinking skills and active engagement in learning
- Relevance- helping students make interdisciplinary connections and connections to prior learning and real-life experiences
- Reflection- modeling continual growth

Inter-Lakes High School has identified the following School-Wide Learning Goals for all learners:

Academic:
- We are a community of critical thinkers
- We are a community of effective communicators

Civic and Social:
- Personal Competencies:
  - Time management
  - Preparation/Organization
  - Perseverance
  - Cooperation
  - Engagement
  - Reflection
We are a community of *Critical Thinkers*

School-wide Learning Goal

The critical thinker is able to develop solutions to problems by using a logical thought process.

**To attain Developing, Proficient, or Outstanding, all criteria up to and including that level must be successfully fulfilled.**

**Beginner**

☐ Demonstrates an understanding of the objective.

**Developing**

☐ Analyzes information and applies knowledge to make (some) connections between the key elements while completing the objective.

**Proficient**

☐ Provides a quality product that accomplishes the objective.

**Outstanding**

☐ Provides a sophisticated product that is innovative and/or extends knowledge/connections beyond the objective.

Student Self-Assessment

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Teacher Assessment

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
We are a community of *Effective Communicators*

**School-wide Learning Goal**

The effective communicator is able to clearly express ideas through speaking, writing, performing, and/or creating.

**To attain Developing, Proficient, or Outstanding, all criteria up to and including that level must be successfully fulfilled**

*Beginner*

☐ Minimal aspects of main idea are communicated; main idea is unclear and/or supported by few details.

*Developing*

☐ Conveys aspects of the main idea but lacks adequate detail and incompletely expresses the message to the intended audience.

*Proficient*

☐ Effectively conveys the message to the intended audience with adequate details that support the main idea and meet the criteria.

*Outstanding*

☐ Has a clear and compelling purpose and conveys the message to the intended audience in an engaging style with powerful details and a strong conclusion. The presenter is adept at responding to the reaction of the audience (if applicable.)

**Student Self-Assessment**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

**Teacher Assessment**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Grades 6-12 Personal Competencies
Factors which contribute to success in the classroom and beyond

<table>
<thead>
<tr>
<th>Personal Competency</th>
<th>Description</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>is punctual, meets deadlines, follows through with commitments, and uses time wisely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation/Organization</td>
<td>arrives ready and organized with all necessary materials (homework, utensils, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perseverance</td>
<td>problem solves, sees task through despite difficulty, works to finish a quality product</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>works positively and respectfully with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>follows directions, actively participates, initiates tasks and works independently, advocates for one’s self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>is self-aware, takes responsibility, takes feedback, and seeks improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
COURSE AND CREDIT REQUIREMENTS FOR GRADUATION

In addition to demonstrating mastery on each of the School Wide Learning Goals, the following courses must be successfully completed in order to graduate from Inter-Lakes High School: (These are minimum requirements).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 courses - Eng. 9: Freshman English or Freshman English Honors; Eng. 10: Soph. Survey or Soph. Survey Honors; Eng. 11: American Dream or AP 11 Lang &amp; Comp; Eng. 12: British Lit., World Lit. or AP 12 Lit &amp; Comp</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.375 credits: American &amp; State Government (.6875), AND Ancient &amp; Medieval History (.6875) AND US History I (1) and US History II (1), OR AP History (2)</td>
</tr>
<tr>
<td>Business</td>
<td>Economics (½) or Introduction to Business (1)</td>
</tr>
<tr>
<td>Science</td>
<td>2 courses: Physical Earth/Space Science AND Biology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 courses - Algebra IA AND Algebra IB OR Algebra I, Geometry, and Algebra IIA</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit: General PE I (½) and II (½)</td>
</tr>
<tr>
<td>Health</td>
<td>Health (½)</td>
</tr>
<tr>
<td>Information/Communication Technologies (ICT)</td>
<td>½ credit – Includes courses in Computer Applications, Intro to Computer Science, Foundations of Photography, Graphics, Yearbook, Stop Motion Animation, 3D Animation, Video Production, Robotics, Multimedia/Web Development, Woodworking, Architectural Design, Design Production, 3D Solid Modeling (*Technology requirement is embedded within the full year, two credit AP Computer Science course)</td>
</tr>
<tr>
<td>Open Electives</td>
<td>To total 26 credits</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26 Credits</td>
</tr>
</tbody>
</table>

The minimum number of credits required for graduation and the awarding of a high school diploma is 26. Each student will be required to schedule four (4) blocks each semester.
COURSE AND CREDIT REQUIREMENTS FOR GRADUATION FOR
THE CLASS OF 2019 and beyond

In addition to the requirements listed above, the New Hampshire Department of Education has changed the Minimum Standards for Public School approval to include:

Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than mathematics.)

Courses that include mathematics graduation competencies include:


In addition, the following programs at the Huot Vocational Center include mathematics graduation competencies:

Culinary Arts, Health Science, Plumbing and Heating, Computer Integrated Manufacturing, Introduction to Engineering, Principles of Engineering, Biotechnology

(These are minimum requirements).

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 courses - Eng. 9: Freshman English or Freshman English Honors; Eng. 10: Soph. Survey or Soph. Survey Honors; Eng. 11: American Dream or AP 11 Lang &amp; Comp; Eng. 12: British Lit., World Lit. or AP 12 Lit &amp; Comp. (NOTE: Students shall engage with and apply English graduation competencies during every year they are enrolled in high school even if graduation competencies for English have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than English.)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 courses - Algebra IA AND Algebra IB OR Algebra I, Geometry, and Algebra IIA. (NOTE: Students shall engage with and apply mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for mathematics have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than mathematics.)</td>
</tr>
</tbody>
</table>

The minimum number of credits required for graduation and the awarding of a high school diploma is 26. Each student will be required to schedule four (4) blocks each semester.
Recent educational research shows that the greatest predictor of success in the workforce and in both 2 and 4 years colleges is the degree of complexity of your high school course of studies. Students who meet 4 year college entrance requirements will have the greatest degree of choice in post-secondary plans. We urge students to consider this carefully in selecting their program.

Most four-year colleges prefer applicants who have completed a four-year college preparatory program with a “B” average or better. However, many colleges will accept students of average grade performance who have shown qualities of character and leadership or who have demonstrated aptitude in some particular field, for example, music or art. Colleges consider academic records, high school grades, SAT and/or ACT scores, faculty recommendations, school and community involvement, extra-curricular activities, part-time work, home responsibilities, and volunteer work in community projects when making acceptances.

Inter-Lakes High School strongly encourages students to have a solid academic program during their four years of high school which includes the following courses:

- 4 credits in English
- 3-4 credits in Mathematics
- 3-4 credits in Science
- 3-4 credits in Social Studies
- 2-4 credits in the same Foreign Language

Successful completion of the courses listed above will provide students the maximum potential to develop strong critical thinking and effective communication skills. In addition this course of studies allows students to demonstrate initiative, motivation, self-direction and the ability to be an independent learner.

**SUMMARY:**

Whichever direction you decide to follow; skilled worker, 2 or 4 year college or the military, it is important that you consult with your parents and guidance counselor frequently in order to make sure that your program will prepare you for your future educational goals and life’s work. Please keep in mind that it is unlikely in today’s economy to make a successful living if your education ends with your high school diploma. As such it is our goal to ensure that every student graduates Inter-lakes High School with a post-secondary plan in place.
INTER-LAKES HIGH SCHOOL GRADE 9 SCHEDULE

FRESHMAN ACADEMY

Freshman Academy was created in order to increase personalization, allow for flexible use of time and decrease issues of transitioning from the Middle Tier to the High School level.

Students in grade 9 follow the Freshman Academy schedule, which is a modified traditional schedule consisting of 60 minute periods that meet either 4 or 5 days per week for the entire year. For the last period of the day, freshman will take one 90 minute elective each quarter or semester within the 4 x 4 schedule.

Freshman Academy Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hour</th>
<th>Days</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>1 hour</td>
<td>4 - 5 days per week (all year)</td>
<td>1.375 credits</td>
</tr>
<tr>
<td>Science</td>
<td>1 hour</td>
<td>4 - 5 days per week (all year)</td>
<td>1.375 credits</td>
</tr>
<tr>
<td>Am &amp; State Gov.</td>
<td>1 hour</td>
<td>4 - 5 days per week (Semester 1)</td>
<td>.6875 credit</td>
</tr>
<tr>
<td>Ancient &amp; Medieval History</td>
<td>1 hour</td>
<td>4 - 5 days per week (Semester 2)</td>
<td>.6875 credit</td>
</tr>
<tr>
<td>Math</td>
<td>1 hour</td>
<td>4 - 5 days per week (all year)</td>
<td>1.375 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 hour</td>
<td>2 days per week (all year)</td>
<td>.50 credit</td>
</tr>
</tbody>
</table>

INTER-LAKES HIGH SCHOOL GRADES 10 - 12 SCHEDULE

Students in grades 10 – 12 follow a 4 x 4 block schedule. There are four 90 minute class periods per day. Courses are either 90 days in length or 45 days in length. Ninety day courses are known as semester courses and are one credit courses. Forty-five day courses are known as quarter courses and are half credit courses.

SUPPLEMENTAL PROGRAMS

Inter-Lakes High School encourages learning in multiple settings. In certain situations, students are allowed to create academic programs which take into consideration their unique educational and career goals, special interests and abilities, and their desire to successfully complete all graduation requirements. Requests for adjustments or modifications in programs may be made with the permission of parents, and administrators, and in consultation with guidance counselors.

Requests of this type must be
- in writing and submitted to a guidance counselor.
- discussed with appropriate teachers.
- presented to the Administration for final approval.
PROGRAMS INCLUDE:

AVID (Advancement Via Individual Determination)

AVID is open to students who have traditionally been under-represented in the four year college population. Criteria for acceptance include average to high standardized test scores and a 2.0-3.5 GPA. In addition, students who are accepted into the AVID program must show the desire and determination to attend a four year college and be either the first in their family to attend college, a member of a minority group, from a low income family or in a special set of circumstances that warrants extra support in school. An application and interview are necessary for acceptance into the AVID program.

AVID is offered as a one-credit elective course that prepares students for success in honors and AP courses and for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking skills, note taking, and research.

The AVID curriculum, which is based upon the following books in the AVID library—the College Path, the Student Success Path, and the Writing Curriculum—lays the groundwork for the lessons taught in the AVID elective.

Career and Technical Education

The Career and Technical Education programs are designed for students who want to receive specialized job training for post high school employment or to gain valuable experience that will help them pursue a two or four year college degree.

Career and Technical Education programs are given priority to Juniors and Seniors (some availability to Sophomores) through the J. Oliva Huot Technical Center in Laconia and the Winnisquam Agricultural Center in Winnisquam. Students will receive two and one quarter credits for each course they complete.

All Inter-Lakes High School students satisfactorily completing one year of an Area Vocational Center program shall have their Inter-Lakes High School Diploma requirement reduced by one and three-quarter (1.75) credits for each year of participation for a total not to exceed three (3) years and five and one-quarter (5.25) credits.

A student satisfactorily completing an Area Vocational Center program designed for one-half year shall have his/her diploma requirement reduced by three-quarters (.75) of a credit. This reduction in credits may only be applied to the student’s elective credits.

Competency Pathway Program

Inter-Lakes High School has developed the Competency Pathway Program in order to progress towards meeting the following goals from Core value 1 – Personalized Learning of the Inter-Lakes School District Strategic Plan:

- Blend a variety of content learning opportunities.....allowing students to progress through graduation competencies at their optimal pace;
- Promote the use of a wide variety of rigorous learning opportunities to meet learner needs, interests and/or learning style for all students;
Personalize/customize instruction based on a growth model with individually designed and paced learning activities to achieve high level learning goals; Design/develop learning activities that provide opportunities for students to progress through the curricular competencies by working individually or in flexible groups.

Students must complete an application/interview process for admittance into the program and there is a mandatory parent/student meeting for program entrance. Goals will be identified upon entering the program and a timeline/plan of action will be developed. The grade for competency based credit will be Pass/Fail and will not be used in GPA calculations. The transcript will clearly reflect that the credit was competency based.

The Competency Pathway Program is an excellent option for students who have credit deficits and/or attendance difficulties.

**Extended Learning Opportunities**

Contingent upon the prior approval of the principal, students can earn credit through extended learning opportunities such as independent study; correspondence, internet-based and/or on-line courses offered through an accredited institution; private instruction; internships; community service; work experience learning, and college coursework. The awarding of credit will also be contingent upon the (1) student’s demonstration of competencies, as approved by a certified educator; and (2) that the student’s acquisition of knowledge and skill development is at least commensurate to knowledge and skill development in courses offered at the high school.

Students may earn up to five credits toward graduation via the extended learning opportunities cited above. No more than two credits may be earned per year through an extended learning opportunity option.

**Greater Meredith Career Partnership Program**

The Greater Meredith Career Partnership Program (GMCPP) is a collaborative effort between the Inter-Lakes School District and The Greater Meredith Program. GMCPP strives to provide quality internship, job shadow, job bank and volunteer experiences for students as well as relevant guest speakers for classroom teachers. Internships are typically reserved for juniors and seniors who can provide their own transportation and who are academically prepared to participate. In this program, students can gain “real-world” experience and exposure to a possible future career. Students can also earn high school credit based on the number of logged hours of participation. The goals of this program are to connect students and businesses, help students discover potential careers and provide relevance to high school courses.

**GradPoint**

GradPoint is a research-based comprehensive computer-based curriculum. GradPoint can be used for credit recovery, remediation, or enrichment. GradPoint also contains modules for preparation and practice for the GED, ACT and SAT tests. Students must have the approval of their guidance counselor, the principal, and their parents to take courses through GradPoint.
Independent Study

A student applying for Independent Study develops a topic or project, identifies a teacher or mentor who has knowledge in the subject area and who is willing to act as a supervisor, and then submits a written plan for approval to the principal, the appropriate subject area teacher, and his or her guidance counselor.

A minimum of one hour per week consultation or supervision between advisor and student will be established at the beginning of the course of the Independent Study. There will be at least two check points or progress report dates during each marking period of the semester in which the Independent Study is done. At these times evidence of progress will be reported.

An Independent Study will be graded by the guidelines decided upon by the supervising teacher. The location for the student to work on their Independent Study will be determined by the supervising teacher in conjunction with the guidance department.

Learning Lab:

Learning Lab allows for personalized/customized learning to take place within the traditional school schedule. Teachers will assist students to develop individually designed learning activities to achieve personalized/customized learning goals. Potential learning goals include enrichment, extended course support, credit and/or competency recovery and on-line learning such as GradPoint or VLACS.

Reciprocal Agreement with Moultonborough Academy:

Inter-Lakes High School maintains a reciprocal arrangement with Moultonborough Academy that allows Inter-Lakes High School students to take courses at Moultonborough Academy and vice-versa. Arrangements to take courses at Moultonborough Academy must be made through guidance. In addition, Inter-Lakes High School and Moultonborough Academy offer several cooperative sports teams. For more information about cooperative teams contact the athletic director.

Running Start

Running Start is a joint higher education initiative that allows Inter-Lakes High School the opportunity to collaborate with the Community College System of New Hampshire to offer college courses for dual-credit. Dual credit means that while students are earning credits that fulfill their high school graduation requirements, they are simultaneously earning college credits through Lakes Region Community College (LRCC) Laconia. A 3-5 credit Running Start course costs $150.00. We are currently offering Running Start courses Accounting I, Principles of Marketing, Personal/Business Finance, Early Childhood Development, J. Olivia Huot Technical Center Running Start courses include: Automotive, Business, Culinary Arts, Careers in Education, Health Science, Multi-Media, Manufacturing, Engineering Technology and Building Construction.
HIGH SCHOOL SUPPORT SERVICES

ESL (English as a Second Language)

Instruction in English as a Second Language (ESL) is offered to non-English language background students. At the beginning of the school year, or when they register, language minority students are assessed in their English reading, writing, speaking and listening skills to determine their level of English language proficiency. ESL instruction is geared to the level of proficiency identified. The goals of ESL are to help students obtain fluency and to support them in their content area classes during the process of acquiring proficiency in English.

HEALTH SERVICES

Services provided in the Health Office include maintenance of immunization and health records, individual health counseling, first aid, health education, and screening for vision and hearing.

LIBRARY MEDIA CENTER

The mission of the Media Center is to ensure that the students and staff are effective users of ideas and information. The Media Center provides a wide range of resources and information to satisfy the educational needs and interests of students. The Media Center is the laboratory where students may explore subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically and creatively.

Students have access to the Media Center before and after school and with their classes. Students may also come to the Media Center on individual passes. Classroom teachers and the Librarian coordinate instruction on the accessing and applying information and research.

The school Media Center provides a setting where students can develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

SPECIAL EDUCATION

The Special Education Department’s mission is to help all students succeed in high school. The Special Education Department provides support to students in a variety of ways, including working with classroom teachers and para-educators to develop modifications and accommodations, providing after school homework support, coordinating peer tutoring and mentoring programs, and providing transition services and community/vocational programs. For more information contact the Special Education Department.
GUIDANCE DEPARTMENT PROGRAM AND SERVICES

The Inter-Lakes Guidance and Counseling Program is an essential part of the educational process for all students. The program is designed to meet students’ needs by helping them to acquire skills which are necessary to meet the expectations of all their life roles—educational, personal, social, and career.

Guidance activities are conducted on a regular and planned basis with the goal of providing all students with experiences to help them grow and develop to their fullest potential, and to become responsible, contributing members of the community. Responsive services are also provided to students. These include a full range of activities such as crisis intervention, informal assessment, resource information and referral, consultation, and individual and group counseling. In this context, school counselors provide direct services to students, as well as work in consultative collaborative relationships with parents, school staff, and members of the community.

Unless otherwise instructed *in writing* by a parent or guardian, services available through the Guidance and Counseling Program will be provided to all students through self-referral, staff referral, and/or parent referral. All information shared in a counseling relationship is treated with the deepest respect. Counselors have an ethical responsibility and a professional duty not to divulge information learned in a private interaction unless there are special and compelling circumstances, or a legal mandate to do so. Specifically, counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse, and neglect; to warn potential victims of intent to harm. Counselors are also required to uphold all school rules and school district policies, including those related to school conduct. It is the goal of all counselors in the Inter-Lakes School District to encourage family involvement in the Guidance and Counseling Program. All counselors in the Inter-Lakes School District adhere to the ethical standards of the American School Counselor Association.

INTER-LAKES HIGH SCHOOL
COMPREHENSIVE GUIDANCE ACTIVITIES

<table>
<thead>
<tr>
<th>8th Grade</th>
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<tbody>
<tr>
<td><strong>1st semester</strong></td>
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<td>Sept.-Jan.</td>
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<td>February</td>
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<td>February</td>
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<td>Mid-March</td>
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<td>March 1</td>
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<table>
<thead>
<tr>
<th>9th Grade</th>
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<tbody>
<tr>
<td><strong>September</strong></td>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td><strong>Fall/Spring</strong></td>
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</table>
10th Grade
January  Sophomore Guidance Night for Students & Parents
February Huot Technical and Winnisquam Agricultural center visits
February PPSAT or ACT “Plan” for all interested sophomores
March  Counselors meet with all sophomores, discuss PPSAT or PLAN results, review four-year plan

11th Grade
September Junior Informational letter and timeline sent to parents
Sept-Nov Guidance Office College Fair visits by college representatives
October St. Paul’s Summer School Program Information Night
October PSAT administration
December Meet with all juniors and parents to discuss PSAT results, plan for senior year
January ASVAB Administration
June College Prep Workshop by NH Higher Education Assistance Foundation

12th Grade
September Senior Informational letter/timeline sent to parents
Sept/Oct Senior Interview with senior and parents
Sept-Nov Guidance Office College Fair visits by college representatives
November SAT administration
December Financial Aid Night presentation for seniors and parents (NHHEAF)
January File the FAFSA Night (NHHEAF)
February Local Scholarship Information sent out
April College Financial Aid Package review (NHHEAF representatives)
May Panel Discussion by Alumni
June Scholarship Awards Night

CAREER CLUSTERS/PATHWAYS

The United States Department of Education in conjunction with schools, educators, employers, industry groups, and state legislators have identified sixteen career clusters or pathways. Career clusters or pathways link what students learn in school with the knowledge and skills they need for success in college and careers.

Students at Inter-Lakes High School are encouraged to explore information about career clusters that interest them and participate in the academic and technical course electives that fall within each career cluster.
<table>
<thead>
<tr>
<th>Arts, A-V Technology &amp; Communications</th>
<th>Business and Administration</th>
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</thead>
<tbody>
<tr>
<td>Writing Workshop</td>
<td>Psychology</td>
</tr>
<tr>
<td>Poetry</td>
<td>Sociology</td>
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<tr>
<td>Film Critique</td>
<td>Introduction to Business</td>
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<tr>
<td>Creative Writing</td>
<td>Multi-Media Development</td>
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<tr>
<td>Art I &amp; II</td>
<td>Web Design and Development</td>
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<tr>
<td>Ceramics I &amp; II</td>
<td>Introduction to Economics</td>
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<tr>
<td>Storytelling</td>
<td>Personal and Business Finance</td>
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<tr>
<td>Foundations of Photography</td>
<td>Accounting</td>
</tr>
<tr>
<td>Intermediate Photography</td>
<td>Principles of Marketing</td>
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<tr>
<td>Advanced Photography</td>
<td>Robotics</td>
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<tr>
<td>3-D Comp. Animation with Blender</td>
<td>Business Management</td>
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<tr>
<td>Game Design and Development</td>
<td>Business Technology</td>
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<tr>
<td>Intro to Video Production</td>
<td>Entrepreneurship</td>
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<tr>
<td>Yearbook</td>
<td>Spanish IA, IB, II, III, IV &amp; V</td>
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<tr>
<td>Graphics I - III</td>
<td>French IA, IB, II, III, IV &amp; V</td>
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<tr>
<td>Interior/Textile Design</td>
<td>Education and Training</td>
</tr>
<tr>
<td>Chorus</td>
<td>Creative Writing</td>
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<tr>
<td>Band &amp; Honors Band</td>
<td>Advanced Mathematics Courses</td>
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<tr>
<td>Multi-Media Communications I &amp; II **</td>
<td>Sociology</td>
</tr>
<tr>
<td>Electronic Music</td>
<td>Financial Literacy</td>
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<tr>
<td>Guitar</td>
<td>Child Growth &amp; Development</td>
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<td></td>
<td>Early Childhood Education I &amp; II**</td>
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<td>Spanish IA, IB, II, III, IV and V</td>
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<tr>
<td></td>
<td>French IA, IB, II, III, IV and V</td>
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<tr>
<td>Agriculture and Natural Resources</td>
<td>Storytelling</td>
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<tr>
<td>Chemistry/Advanced Chemistry</td>
<td>Finance</td>
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<tr>
<td>Advanced Biology</td>
<td>Introduction to Business</td>
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<tr>
<td>Sociology</td>
<td>Personal and Business Finance</td>
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<tr>
<td>Physics</td>
<td>Accounting</td>
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<tr>
<td>Introduction to Woodworking</td>
<td>Business Management</td>
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<tr>
<td>Agricultural Science *</td>
<td>Principles of Marketing</td>
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<tr>
<td>Natural Resources *</td>
<td>Financial Literacy</td>
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<tr>
<td>Plant Science Applications*</td>
<td>Financial Services</td>
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<tr>
<td>Introduction to Engineering **</td>
<td>Business Technology</td>
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<tr>
<td>Food and Nutrition I &amp; II</td>
<td>Entrepreneurship</td>
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<tr>
<td>Architecture and Construction</td>
<td>Transportation and Distribution</td>
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<tr>
<td>Geometry</td>
<td>Automotive Technology I &amp; II**</td>
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<tr>
<td>Electronics I &amp; II</td>
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<tr>
<td>Architectural Design and Drawing I &amp; II</td>
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<td>Introduction to Woodworking</td>
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<tr>
<td>Design Production I &amp; II</td>
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<tr>
<td>Building Construction I &amp; II **</td>
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<tr>
<td>Plumbing and Heating I &amp; II **</td>
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<tr>
<td>Introduction to Engineering Design **</td>
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<tr>
<td>Principles of Engineering **</td>
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<tr>
<td>Open Engineering **</td>
<td></td>
</tr>
<tr>
<td>Art I &amp; II</td>
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</tbody>
</table>
Government and Public Administration
Sociology
Psychology
Ancient and Medieval History
Introduction to Economics
Introduction to Business
Personal and Business Finance
Entrepreneurship
Spanish IA, IB, II, III, IV & V
French IA, IB, II, III, IV & V

Manufacturing
Design Production I & II
Electricity/Electronics I & II
Robotics
3D Solid Modeling
Manufacturing Technology I & II**
Introduction to Engineering Design**
Principles of Engineering **
Open Engineering**
Business Technology **
Business Management **

Human Services
Sociology
Psychology
Child Growth & Development
Financial Literacy
Spanish IA, IB, II, III, IV & V
French IA, IB, II, III, IV & V
Psychology of Building Relationships

Hospitality and Tourism
Psychology
Sociology
Foods & Nutrition I and II
Introduction to Business
Business Management
Accounting I
Entrepreneurship
Principles of Marketing
Web Design and Development
Multimedia Development
Spanish IA, IB, II, III, IV & V
French IA, IB, II, III, IV & V
Culinary Arts I & II **

Retail/Wholesale Sales and Service
Introduction to Business
Entrepreneurship
Sociology
Psychology
Web Design and Development
Multimedia Development
Principles of Marketing
Business Technology **

Information Technology
Creative Writing
Multimedia Development
Web Design and Development
Advanced Placement Computer Science Principles
Robotics

Law and Public Safety
Law Enforcement**
Physics
Chemistry/Advanced Chemistry
Human Anatomy and Physiology
Sociology
Psychology
Advanced Biology
Forensic Science
Psychology of Building Relationships

Health Sciences
Advanced Mathematics Courses
Chemistry/Advanced Chemistry
Advanced Biology
Human Anatomy and Physiology
Physics
Health Science and Technology I & II**
Psychology of Building Relationships

Scientific Research and Engineering
3D Solid Modeling
Architecture Featuring Green Methods
Chemistry/Advanced Chemistry
Advanced Biology
Biotechnology**
Introduction to Engineering Design **
Principles of Engineering **
Open Engineering**
Physics
Statistics

* Winnisquam Agricultural Center
  Winnisquam, New Hampshire
** Huot Technological Center
  Laconia, New Hampshire
THE COLLEGE ADMISSIONS PROCESS
GUIDELINES AND CALENDAR

What are your options after graduating from high school? What do you need to do to prepare for the next step? Here are some guidelines to help you through the maze of information available to you. Think of university, college, and technical school options as a step-by-step process which begins *early* in your high school career. Consider this time line:

**Grade Nine:**
- Investigate career information in areas that interest you and match your abilities.
- Plan the courses you should be taking throughout high school (four year plan) to prepare for those careers.
- Participate in an interest inventory or occupational search in your career area.
- Discuss career interests and post-secondary possibilities with your parents.
- Meet and talk with your guidance counselor about your interests and your future goals. Take your parents with you to this meeting.
- Do your very best in all your courses each and every year in high school.

**Grade Ten:**
- Make certain your high school course selections are appropriate for your college/career interests. Review this information with your guidance counselor.
- Talk to professionals in the workplace through job shadowing.
- Take the PSSAT or ACT PLAN in March for practice in taking college admissions tests and to identify your strengths and weaknesses. Talk to your counselor about this test.
- Begin to look at college catalogs and online websites and other college information including financial aid material. These resources are available to you in the guidance office.
- Continue to talk with your parents and your counselor about your interests and your plans.
- Apply for a summer job or meet with the Greater Meredith Career Partnership Program advisor about the possibility of an internship or job shadow during 11th grade. Check with your counselor for possibilities.

**Grade Eleven:**
**Fall**
- Make certain your high school course selections are appropriate for your college/career interests and that you are meeting high school graduation and college admissions requirements.
- Take the PSAT in October.
- Confer with your counselor about your PSAT scores and the implications for your college/career plans and interests.
- Continue to talk with your parents and counselors about your future plans. Start to develop a list of possible post-secondary schools; the
counseling office and school library has books and computer materials to help you.

- Attend any college fairs in the community or high school.
- Begin researching private sources of financial aid in print and on the Internet.

**Spring**

- Begin the application process if you intend to seek appointment to one of the military academies or apply for an ROTC scholarship. Take the ASVAB (Armed Services Vocational Aptitude Battery) when offered at your school in January.
- Take the admissions tests: SAT I, SAT Subject, ACT; check with your counselor for the appropriate choice(s) for you. Register for these tests online at collegeboard.com or actstudent.org.
- Begin to narrow your list of choices for a post-secondary school. If the institutions that you are considering require the SAT Subject tests, take them in May or June, while the course material is still fresh in your mind.
- Schedule visits to the schools that are high on your list. Try to visit when the school is in session so you can talk to students and professors as well as admissions officers. If you expect to seek financial assistance, speak to someone in the financial aid office also.
- Develop a resume. Begin to plan for portfolios, audition tapes, writing samples, or other evidence of talent maybe required for admission or for scholarships.

**Summer**

- Request application materials for admissions and financial aid from schools to which you intend to apply.
- If you are seeking an athletic scholarship, make contact in person or by mail with the appropriate coaches at schools of your interest; include a resume of your accomplishments.
- Write letters requesting application information from any private scholarship sources you have identified.
- Visit the schools that interest you the most.

**Grade 12**

**Fall**

- Make sure your high school course selections are appropriate for your college/career interests, and that you are meeting high school graduation and college admissions requirements. Review courses with your counselor during individual planning conferences.
- Confer with your counselor about your current plans for post-secondary education. Evaluate those plans in light of your high school grades and SAT/ACT scores.
- Discuss possibilities for financial aid in a conference with your counselor and your parents. Attend any financial aid workshops at your school or in the region; generally scheduled in December.
- Request application materials for admissions and financial aid from schools to which you intend to apply, if you have not already done so.
• If you are requesting college admission on an Early Action or Early Decision basis, be sure that your application materials are submitted by the deadline.
• Attend college/career fairs and meet with post-secondary-school representatives who visit your high school.
• If you have not already done so, visit schools you are considering to confirm your top choices. Make arrangements in advance for a personal interview with an admissions counselor, a financial aid administrator, and a professor in the academic department representing your intended major.
• Take or re-take the SAT or the ACT. If you intend to do so, check with your counselor before deciding whether or not to re-take an admissions test.
• Be aware of admission and financial aid application deadlines and meet them. Don’t procrastinate.
• Keep accurate records of all applications and supporting materials you submit.
• Be aware of application deadlines for any private scholarships you intend to seek and meet them. Keep records of your applications and letters.
• Devote time, energy, and thought to writing and re-writing any required essays.
• Give recommendation forms to teachers, counselors, and other persons from whom you are seeking references at least a month before they are due.
• Follow-up with your references to make sure they have remembered to send your letters. Be sure to send a thank you note to those writing you a letter of recommendation.
• If you are seeking appointment to one of the military academies, make sure your file is current with the persons or organizations from which you are seeking a nomination.
• If you are seeking an athletic scholarship, send a copy of your game schedule to the appropriate coaches at schools of your interest; ask your high school coaches about contacts they might have.
• Finalize any portfolios, audition tapes, writing samples, or other evidence of talent that are required for admission or for scholarship.
• If admission interviews are required or recommended, schedule them.
• Submit your family’s financial information on the FAFSA as soon after October 1st as possible. Financial aid forms are available in your guidance office.

Winter
• Confirm that all school admissions application materials, including recommendations, have been sent on schedule.
• Continue to seek and apply for private scholarships. The Internet is a valuable resource for scholarship information. Check with your guidance counselor for specific information.
Spring

- Make your final decision about which post-secondary institution you will attend. Notify the school of your choice in writing by the appropriate deadline. Decline other offers of admission in writing.
- Review your financial aid award letter with your parents; be sure that you understand the terms and conditions that accompany each kind of aid. Sign your financial aid award letter and any other items requiring your signature and return it. Schedule an appointment with the financial aid administrator at the school if you have questions or wish to discuss the contents of the award letter.
- Notify the financial aid office of any outside scholarships or grants, or any other kinds of student aid from private sources that you have received since you submitted your aid application(s).
- Be aware of any summer orientation sessions that you must attend at the school in which you will enroll, and make your summer plans accordingly.
- Graduate!
CO-CURRICULAR ACTIVITIES

Co-curricular activities include the athletic program, clubs and organizations. A wide range of activities are offered as part of the co-curricular program at Inter-Lakes High School. Each student is urged to participate in the total school program, which includes involvement in some of the activities. Each individual must decide to what extent he/she is able to participate in school activities without interfering with his/her studies.

In order for students to participate in co-curricular activities, they must meet all eligibility rules and they must be present for the entire school day on the day of the activity. Exceptions to this are tardies and dismissals that are due to bereavement, pre-approved family functions or appointments that cannot be scheduled outside of the school day. Students who miss a portion of the school day due to illness will not be allowed to participate in co-curricular activities that day in order to ensure their health and safety. If an activity is to take place on a non-school day, these rules apply to the last school day prior to the activity. Students who are suspended from school on the day of an activity or the last school day prior to an activity may not participate in or attend the activity.

ATHLETIC PROGRAM

The Inter-Lakes athletic program offers students a wide variety of opportunities for students to represent Inter-Lakes High School in competition with other schools.

The Inter-Lakes Athletics Program includes: V (Varsity)  JV (Junior Varsity)

<table>
<thead>
<tr>
<th>Season</th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Soccer (V, JV)</td>
<td>Soccer (V, JV), Spirit (V)</td>
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<tr>
<td></td>
<td>Golf (V)</td>
<td>Golf (V)</td>
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<tr>
<td></td>
<td>Football (V, JV)</td>
<td>Volleyball (V, JV, Freshman)</td>
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<td></td>
<td>Unified Soccer (both Boys and Girls)</td>
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<tr>
<td>Winter</td>
<td>Alpine Ski (V)</td>
<td>Alpine Ski (V)</td>
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<tr>
<td></td>
<td>Nordic Ski (V)</td>
<td>Nordic Ski (V)</td>
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<td></td>
<td>Basketball (V, JV)</td>
<td>Basketball (V, JV)</td>
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<tr>
<td></td>
<td>Ice Hockey (V)</td>
<td>Unified Basketball (both Boys and Girls)</td>
</tr>
<tr>
<td>Spring</td>
<td>Baseball (V, JV)</td>
<td>Softball (V, JV)</td>
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<tr>
<td></td>
<td>Track (V)</td>
<td>Track (V)</td>
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<tr>
<td></td>
<td>Tennis (V)</td>
<td>Tennis (V)</td>
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<tr>
<td></td>
<td>Lacrosse (JV)</td>
<td>Lacrosse (JV)</td>
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<tr>
<td></td>
<td>Unified Track (both Boys and Girls)</td>
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</tbody>
</table>

Reciprocal Agreement with Moultonborough Academy:

Inter-Lakes High School and Moultonborough Academy offer several cooperative sports teams. Currently, football, fall spirit, hockey and unified soccer, basketball and track are cooperative teams with Moultonborough Academy. For more information about cooperative teams contact the athletic director.
ACTIVITIES, CLUBS AND ORGANIZATIONS
The following list indicates the various clubs and activities that are planned to be included in the co-curricular program. The amount of student interest and participation, as well as availability and interest of faculty members, will be considered in the offering of these activities. Students who desire to initiate an activity not listed are encouraged to contact the administration.

Student Council       Class Officers       Outing Club
Yearbook             National Honor Society   Newspaper
Intra-Mural Floor Hockey Granite State Challenge Math Team
Destination Imagination LifeSmarts        Band
Drama                Future Business Leaders of America Russian Club
Chorus               Teens Against Destructive Decisions Interact Club

NATIONAL HONOR SOCIETY
Students must meet a minimum GPA of 3.667 (A-) in order to be eligible for the process of applying for membership in the National Honor Society.

Staff members will review the students who meet the GPA requirement and nominate students who meet the requirements for character.

The Faculty Council will then review the nominations and invite appropriate candidates to apply.

The Faculty Council will identify inductees based upon a review of completed applications and evidence of scholarship, character, leadership and service.

CO-CURRICULAR ELIGIBILITY
Inter-Lakes School District Policy 5140, Co-Curricular eligibility states:

Participation in co-curricular activities is a privilege. Eligibility for participation in co-curricular activities is based on overall academic performance. In order for students to be eligible for participation in co-curricular activities, they must meet initial eligibility requirements by being enrolled in a minimum of three (3) (block) classes. The student must also have passed a minimum of three (3) courses the previous marking quarter. In order to maintain their eligibility, students must be enrolled in a minimum of three (3) courses, conform to the rules of the school, and work to their fullest potential in all their classes.

A student who had an “IE” or two or more NYC’s” at the time mid-term progress reports are issued shall be placed on academic probation. Guidance department personnel shall submit a list of such students to the athletic director and/or co-curricular advisor(s). The athletic director shall notify the student athlete, parent, teacher, and coach that the student has been placed on academic probation. The co-curricular advisor(s) shall also notify the student and parent of the probation.

The teacher has the discretion to place a student on probation at any time for behavioral issues (e.g., repeated tardiness, disruptive behavior, refusal to conform to classroom rules, etc.).
The teachers shall explain to the student the reason for the unacceptable grade, the specific performance that needs to improve, and the length of time in which the student must improve his/her performance. In no instance shall the probationary period exceed three (3) weeks. A student may continue to participate in co-curricular activities while on probation.

If satisfactory performance is achieved within the probationary period, the student will be taken off probation. If satisfactory performance is not achieved within the prescribed time period, the student will be declared ineligible and may not participate in any co-curricular activities until the teacher determines that the student is again demonstrating satisfactory performance.

A student who drops a course will be considered to be not working to his/her potential and will be declared ineligible unless the teacher, guidance counselor, and principal agree that it is in the student’s best interest to drop that course.

1. Students may appeal any and all eligibility rulings to the principal whose decision is final.

2. All student athletes must sign an Athletic Conduct Code contract with his or her coach (Inter-Lakes School Board Policy 5131.7).

3. Coaches and advisors are responsible for ensuring that all students participating in co-curricular activities are, in fact, eligible to participate at that time.

**FRESHMAN ACADEMY CO-CURRICULAR ELIGIBILITY**
Any freshman who receives passing QUARTER grades in ALL of their classes is eligible to participate in co-curricular activities. Any freshman who receives a failing quarter grade in any class is subject to an academic eligibility review. Possible results of the eligibility review include co-curricular probation or ineligibility for co-curricular activities.

Minimum requirements for participation are for students to pass the equivalent of four (4) of the following five-day-per-week course combinations.

- Math AND Physical Education
- Science AND Physical Education
- English AND Physical Education
- Ancient & Medieval History OR American & State Government AND Physical Education
- Elective

Eligibility is determined by the QUARTER grade.

**GENERAL INFORMATION**

**CONCERN/COMPLAINT PROCESS**
When conflicts arise or when things do not seem fair or make sense, we encourage you to call to set up an appointment directly with the teacher. If no satisfaction can be found through a meeting with the teacher, please call the assistant principal regarding behavioral issues and the principal regarding academic issues.
CUMULATIVE GRADE POINT AVERAGE (GPA)
GPA is computed on the entire class for grades 9 - 12. Each letter grade is given a point value on the four point scale (A = 4.0, B = 3.0, C = 2.0) The student’s total grade point value is divided by the total number of eligible credits. AP and Honors courses, listed below, have a full point weight value (A = 5.0, B = 4.0, C = 3.0) All other courses have un-weighted point values. Courses not included in GPA are Work Experience and Driver Education. Cumulative GPA is figured four times each year, at the end of each quarter, and is based on the final grade for each course.

Weighted courses are:

CLASS RANK
Inter-Lakes High School does not rank students. This decision was made after carefully considering the pros and cons of class rank at a high school whose graduating class is consistently at or below one hundred students. Due to the small size of our graduating classes, class rank does not adequately reflect the potential of our students nor does it fairly evaluate them, since:

- Ranking students in a class of less than 100 students is misleading.
- Many of our students differ in GPA by 1/1000th of a point.
- Therefore “ranking” is not a realistic picture of our students.
- Colleges re-compute their own GPA based on academic and non-academic coursework.

We can and do identify the percentile in which each student’s GPA falls.

NEW HAMPSHIRE SCHOLARS
Inter-Lakes High School participates in the NH Scholars Initiative, which focuses on encouraging high school students to take a rigorous course of studies to strengthen the chances for success in college and the work force. Students who complete the courses listed below will earn the NH Scholars designation on his or her diploma and transcript and will be recognized at graduation.

Specific course requirements are:
4 English
3 Math – including Algebra I
3.5 Social Studies
2 World Languages
4 Science – Earth, Space Science, Biology, Chemistry and at least one of the following:
   Physics, Advanced Biology, Advanced Chemistry, Human Anatomy and Physiology,
   AP Environmental Science (taught at Moultonborough Academy), Forensic Science,
   Huot Health Science II, Huot Biotechnology
EARLY GRADUATION
Students may apply for early graduation subject to the following policy:

A. Would be approved for early graduation if one of the following conditions were met:

1. The student was a transfer student with the appropriate number of credits as defined by the state graduation requirements,
2. An external independent course(s) needed to comply with state graduation requirements could be arranged and successfully completed. Or,
3. Other extenuating circumstances necessitate early graduation.

B. Procedure for Three-Year Early Graduation:

1. Request to be made in writing and presented to the building principal no later than October 1st of a student’s junior school year, except in the case of a student transfer during the junior or senior school year. This request should include
   a) A statement of intent defining a student’s career and educational goals as well as stating the educational and/or economic needs that would be met by an early graduation.
   b) A completed time line that would define the manner in which graduation requirements will be met.

C. Procedure for Three-and-a-Half-Year Early Graduation:

1. Request to be made in writing and presented to the building principal no later than the end of student’s junior school year, except in the case of a student transfer during the senior school year. This request should include
   a) A statement of intent defining a student’s career and educational goals as well as stating the educational and/or economic needs that would be met by an early graduation.
   b) A completed time line that would define the manner in which graduation requirements will be met.

The request will be acted upon by the building principal and is subject to review by the Superintendent.

EARNING CREDIT
To earn credit in any course, an average of 70 percent or above is necessary.

HONOR ROLL CRITERIA AND REQUIREMENTS
A student must be enrolled in a minimum of three courses in order to be considered for the honor roll. Any student with more than one C or with any letter grade of NYC or IE or Incomplete will be excluded from the honor roll. In and Out of School Work Experience and Driver’s Education do not count towards honor roll status.

- High Honors 3.833 and above
- Honors 3.50 – 3.832
- Honorable Mention 3.00 – 3.499
NUMERICAL EQUIVALENTS FOR GRADES

A+ = 97-100   C+ = 77-79
A  = 94-96    C  = 74-76
A- = 90-93   C- = 70-73
B+ = 87-89   NYC = 60-69
B  = 84-86   IE = 59 and below
B- = 80-83

REPLACING FAILURE GRADES FOR CREDIT (Summer School)
Any student wishing to complete course work at an accredited institution for credit toward the removal of a failure grade from his/her record must have remained enrolled in and completed the semester/quarter course at Inter-Lakes High School and must achieve at least a grade of “C” in the accredited program.

The grade, which will appear on the student’s report card, will be the average of the grade achieved at Inter-Lakes High School and the grade achieved at the accredited institution. The “four point” system (A=4, B=3, C=2, D=1, F=0) will be used to calculate this average.

GradPoint/Competency – Students may demonstrate competency in order to recover credits for failing grades. The grade which will appear on the report card and transcript as “P” in either GradPoint (subject) or Competency Credit (subject).

REPORTING GRADES
Inter-Lakes High School uses an on-line grade book called the Alma parent portal. Progress reports will be posted in the middle of each marking period. Report cards will be posted at the end of each marking period.

The school year consists of two semesters. Each semester will have the following breakdown:

Week Five: Progress Reports
Week Nine: Report Cards
Week Thirteen: Progress Reports
Week Eighteen: Report Cards

SCHEDULE CHANGES
Students may consider adding or dropping courses, during the first week of the semester. Students must have approval and written permission from a parent or guardian, teacher and guidance counselor in order to change courses. Any student who withdraws from a credit course after the first ten (10) days of a marking period does so with the understanding that his permanent record indicates this fact with either a WP (withdrew passing) or a WF (withdrew failing.) No change in program may take effect until all signatures and authorizations have been submitted to the Guidance Office.

STUDENT WITHDRAWAL FROM SCHOOL
A student cannot withdraw from school and re-enroll in the same semester without permission of the principal.

TRANSFER STUDENTS
Students who transfer into Inter-Lakes High School will have their credits evaluated by a guidance counselor upon enrollment.
PROGRAM OF STUDIES

DEPARTMENT OF ART

The study of visual arts at Inter-Lakes High School values self-expression, individualism, and originality. Art courses focus on enhancing the senses, inspiring creativity, problem solving and communication. Visual art courses expose students to various cultures and build bridges to their personal world. Courses focus on studio activities to strengthen aesthetic experiences, increase perceptual awareness and develop fundamental art skills. Through visual expression ideas, insights, and perspectives are developed allowing students to record events and tell stories. Students keep a portfolio of their work as a self and teacher evaluative instrument.

Art I 1/2 Credit Gr. 9-12

This course directs the student in the creative process and technical skills basic to the visual arts. A wide variety of art media is introduced during the study of drawing, printmaking, sculpture, and painting through the time-line of art history. From the caves of Lascaux to Van Gogh and the streets of Paris, the elements (line, shape, form, space, color, and texture) and principles (balance, emphasis, movement, rhythm, variety, harmony, and proportion) of design are utilized, giving students insights into creating well-composed works of art.

Art II 1 Credit Gr. 10-12

Prerequisite: Art I and Ceramics

This course directs the students in advanced techniques to assist them in the production of college ready portfolios. In Art II, drawing, which is a fundamental discipline in the visual arts, will be explored. Skills of observation and eye-hand coordination will be applied in various styles and techniques. Subjects will vary to include objects, the figure, landscape, still-life and portrait. Students will work in drawing mediums including colored pencil, charcoal, pastel and ink. Printmaking will also be presented to examine different ways of producing an image. Painting will be utilized with emphasis on paint handling, craftsmanship, color theory, 2D composition and theme. Sculpture will explore working and visualizing in the 3rd dimension. Through the application and integration of multimedia and diversified subjects, students will explore their self-awareness. The artists as craftsman will also be explored through various mediums.

Ceramics I 1/2 Credit Gr. 9-12

This course directs the students in techniques used to create pottery including hand building (pinch, slab, and coil pots). The methods applied to create a pot (preparations of the clay, forming, decorating, bisque firing, glaze application, and glaze firing) are practiced and implemented in the students’ creations. Ceramics through history, terminology, and safety considerations are also presented in this course. Throwing techniques will be demonstrated.
Ceramics II  1/2 Credit  Gr. 10-12
Prerequisite: Ceramics I and teacher permission

This ceramics course will continue to explore hand-building techniques as well as decorative techniques such as graffito. The use of ceramics in different cultures will be explored. Wheel throwing techniques will also be practiced. Students will explore and produce works based on a theme. Students will also expand their repertoire from functional works (bowls, cups) to non-functional works (e.g. sculpture, wall hangings).

Portfolio Art  1 Credit  Gr. 10 -12
Prerequisite: Art II

This course directs the student in the in-depth techniques of mediums used to produce art. The students will be encouraged to continue to use and refine their observational skills. Drawing techniques such as contour, gesture, line variation, proportion and value will be explored through various assignments. Color theory will be studied and applied as well. Students will be introduced to diverse mediums in each discipline, including brush, pen and ink, charcoal, conte, and pastel for drawing, and watercolor and acrylic mediums for painting. Subject matter will include still life, landscape, and the figure.
DEPARTMENT OF BUSINESS AND COMPUTERS

The Business/Computer Department is dedicated to preparing students for the business world of today and tomorrow. Course selections evolve in order to provide access to the latest advances in the field while building a firm business and technology foundation based on best practices.

Business/Computer courses will foster collaboration and an understanding of our diverse world. Students will be expected to apply business, computer technology, and communication principles and knowledge in order to develop critical thinking, and problem solving skills. These courses allow students to begin to build a knowledge base in the areas of business and computer technology; providing opportunities to discuss strategies behind today’s interactive marketplace, and preparing them for post-secondary education as well as entry-level careers upon graduation.

The table below provides the recommended Business/Computer course sequence for the following career paths:

<table>
<thead>
<tr>
<th>The <strong>Business Management</strong> path is recommended for students who want to learn more about the field of business. This path provides a foundation for students who are planning a post-secondary major in Business.</th>
<th>The <strong>Office Technology</strong> path is recommended for students who want to learn the skills required for becoming an office assistant. This path prepares a student to qualify for an administrative assistant or general office position or attending college.</th>
<th>The <strong>Media Technology</strong> path is a recommended path for students who want to learn more about the field of web based technology and game design/ development. This path provides a foundation for students who are planning a post-secondary major in Multimedia or Web Design.</th>
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</thead>
<tbody>
<tr>
<td><strong>Business Management</strong></td>
<td><strong>Office Technology</strong></td>
<td><strong>Media Technology</strong></td>
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<tr>
<td>• Intro to Business</td>
<td>• Intro to Business</td>
<td>• Multimedia Dev</td>
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<tr>
<td>• Intro to Econ</td>
<td>• Intro to Econ</td>
<td>• Web Design</td>
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<tr>
<td>• Entrepreneurship</td>
<td>• Web Design</td>
<td>• Personal &amp; Bus. Finance</td>
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<tr>
<td>• Accounting I</td>
<td>• Personal &amp; Bus Finance</td>
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<tr>
<td>• Principles of Marketing</td>
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</table>
Introduction to Business  1 Credit  Gr. 9-12

This course is recommended for students who want an introduction into the dynamic world of business. This foundation course introduces the many disciplines of business, including economics, accounting, marketing, business law, human resource management, personal finance, ethical/responsible practices, and office technology. Students will also learn about common business structures employed in the Lakes Region and about competing in the global marketplace. This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA* and engage in competitive events. This course fulfills the state mandate for economics education. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

* Future Business Leaders of America, a national student organization

Introduction to Economics  1/2 Credit  Gr. 9-12

This course focuses on the study of economic issues and the methods by which societies deal with them. The role of economics systems–especially the United States Free Enterprise System–and how they function in the world will be explored. Topics include the individual’s role as producer, consumer, and citizen. The study of current events is an integral part of the course for applying economic concepts to current economic issues. This course fulfills the state mandate for economics education.

Personal and Business Finance  1 Credit  Gr. 9-12

Students will study topics such as establishing and prioritizing financial goals, earning an income, saving/investing money, protecting assets (insurance needs), using credit wisely, and implementing a budget. Students will evaluate different kinds of housing, insurance, and credit options. In addition, students will better understand their rights and responsibilities as consumers. This course integrates project-based learning methodologies through software that simulates managing one’s career and finances. It allows students to apply personal finance concepts in a realistic, fun, engaging and safe manner. Students will have the opportunity to participate in LifeSmarts.org. This course is recommended for college-bound students and those planning to major in business. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

Entrepreneurship  1 Credit  Gr.9-12

The major vehicle to wealth in the United States is small business ownership. This course is designed for students who have an interest in developing the skills, attitudes, and knowledge necessary to start and/or operate a successful business. It is designed to take students from the idea-generation phase through to the creation of their own hypothetical business (i.e., lawn care business, hair stylist salon, a Subway sandwich franchise, or importing/exporting business). This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA and utilize their business plans from this course to engage in a statewide competition. Community resources and field trips will be an integral part of the course.
<table>
<thead>
<tr>
<th>Course</th>
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<th>Grade Level</th>
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<tbody>
<tr>
<td>Business Management</td>
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<tr>
<td>Principles of Marketing</td>
<td>1</td>
<td>Gr. 9-12</td>
</tr>
<tr>
<td>Multimedia Development (Course 1)</td>
<td>1/2</td>
<td>Gr. 9-12</td>
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</table>

**Business Management**  
Students will learn introductory business administration skills. All of us can benefit from having some managerial tools in our arsenal of skills. Planning, Organizing, Staffing and Leading are functions of management that transfer to everyday life. We also better our employability by going over communication and decision making. We look at motivation and leadership traits and techniques. Finally we will explore managing conflict, stress, change, culture and diversity. Students in this course will be members of Future Business Leaders of America and may attend the necessary regional events.

**Accounting I**  
Anyone can benefit from understanding how to keep track of the flow of money. Accounting is often referred to as the language of business. This course is for students who are contemplating careers in accounting, business administration/management, economics, or finance. This course will introduce students to the procedures necessary to record, classify, and summarize business transactions. Students will develop skills in maintaining financial records for service and merchandising and sole proprietorship businesses. Students are encouraged to participate in FBLA and utilize their skills from this course to engage in a statewide competition. Community resources and field trips will be an integral part of the course. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**

**Principles of Marketing**  
Marketing is everywhere! In the course of a day a United States Citizen is exposed to more than 2,000 marketing attempts. This course is recommended for those students that have an interest in learning more about the world of marketing and advertising. Students learn about the elements of marketing a product or service. We will evaluate marketing techniques employed by high profile organizations and apply the learning to create their own marketing plans. This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students are encouraged to participate in FBLA* and utilize their marketing plans in order to engage in competitive events. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**  
*Future Business Leaders of America, a national student organization

**Multimedia Development (Course 1)**  

- **Prerequisite:** Computer Applications

Students will be introduced to the fundamentals of multiple timeline animation concepts using web-based programming tools such as Adobe Creative Suite. In this course, students will incorporate external multimedia objects—sounds, movies, and graphics—into projects to create simple animations, movies, and complex web pages or games. This course allows the student to create a portfolio useful for college and/or industry opportunities.
Web Design and Development (Course 2) 1/2 Credit  Gr. 9-12

Prerequisite: C or better in Multimedia Development

Students will learn to create websites using multiple forms of media. The course topics will include website planning, layout, and estimating; website design and management; multimedia presentations; and graphic, animation, and video concepts. Commercial publishing and advertising techniques will also be addressed. Students will create and maintain an interactive website. This course allows the student to create a portfolio useful for college and/or industry opportunities.

DEPARTMENT OF ENGLISH

The English Department is committed to ensuring that each graduate of Inter-Lakes High School has mastered the basics of reading and writing. To make that goal possible, students must choose a required English class consistent with their academic year. Freshmen may choose from Freshman English and Freshman English Honors. Sophomores may choose from Sophomore Survey and Honors Sophomore Seminar. Juniors may choose from The American Dream and AP English 11. Seniors may choose from Survey of British Literature, World Literature, and AP English 12.

The Honors Program
This program is designed for students of high ability who are self-motivated and capable of advanced independent work. Honors students are expected to make substantive and thoughtful contributions to class. A summer reading list is required of English honors students, and this reading will be tested within the first week of the semester. The grade will count significantly toward the first marking period.

Entrance as a freshman into the honors English program is contingent upon recommendation by the eighth grade teachers and/or by the high school English faculty. A student considering this level of English should meet the following criteria: student has maintained an “A” in 8th grade reading and writing classes and has a passion for both disciplines; student has been punctual with all work during the 8th grade year and is willing to handle multiple assignments in one night; student has had no cheating or plagiarism incidents during the 8th grade year; and student is socially mature, demonstrating a polite and constructive attitude among peers as well as an investment in his/her own learning.

Students who do not choose honors level English as freshmen are not prohibited from joining at another time. It is entirely possible that a student will develop readiness or interest in the future. The faculty strongly recommends that a student maintain a minimum of a B- in order to continue at the honors or AP level.

English 180 1 Year (2 Credits)
Prerequisite: RIT scores typically below 220, NECAP scores, teacher input

This 2 credit course meets New Hampshire state standards and Inter-Lakes High School standards for English while incorporating the Scholastic Read 180® Program to increase students’ individual reading levels. Periodic Scholastic Reading Inventory (SRI) tests will be given throughout the year to ensure that students’ reading levels are, in fact, improving.
GRADE 9 OFFERINGS:

English 9: Freshman English 1.375 Credits Gr. 9

Freshmen English will focus on different types of literature including short stories, drama, poetry, and the novel. Writing assignments will relate to the literature, and students will be encouraged to write creatively and analytically about topics given. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the year. Emphasis upon oral communication skills will be practiced in class discussions and presentations.

English 9: Freshman English Honors 1.375 Credits Gr. 9
Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of A in 8th grade English.

Freshmen English Honors is a course designed for self-motivated students who are capable of sustaining a high level of productivity. A summer reading list is required, and students will be tested on this reading within the first week of the semester. This course will focus on different types of literature, including short stories, drama, poetry, and the novel. Students should expect lengthy reading assignments. Writing assignments will relate to the literature, and students will be encouraged to write creatively about topics given. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the year.

GRADE 10 OFFERINGS:

English 10: Sophomore Survey 1 Credit Gr. 10

The focus of this course will be on literature examining the ideals of tolerance and human dignity. Writing assignments will relate to the reading, and students will be expected to write analytically through several essay formats. Students will also write a research-based thesis paper. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon communication skills will be practiced in class discussions and presentations.

English 10: Honors Sophomore Seminar 1 Credit Gr. 10
Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B in 9th grade English.

This honors level course is designed for those students who are capable of sustaining a high level of productivity, are self-motivated, and are capable of advanced independent work. A summer reading list is required, and students will be tested on this reading within the first week of the semester. Novels and Shakespearean plays will be read and analyzed, and there will be strong focus on PSAT/SAT vocabulary. The students should have proficient writing skills and will work toward developing more sophisticated voices and styles in their writing. Students will write literature-based essays, narratives, formal expositions, and a research-based thesis paper. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations.
GRADE 11 OFFERINGS:

**English 11: The American Dream**  
1 Credit  
Gr. 11

The focus of this course is to examine America’s literary heritage. Students will be expected to make observations concerning the influences upon and the differences among the various literary periods through the study of essays, short stories, novels, and poetry. Lengthy reading assignments are a part of homework. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon oral communication skills will be practiced in class discussions, presentations, and the persuasive speech.

**AP English 11 - Language and Composition**  
2 Credits  
Gr. 11  
2 Semester Course

Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B in 10th grade English.

Advanced Placement Language and Composition provides the able, academically motivated student the opportunity to sample a college level course in the high school English classroom. The course will stress critical thinking, reading, and writing. Readings will range from poetry and short fiction to non-fiction prose and the novel, and these will be covered in class using the Socratic Seminar method of discussion in which all class members are required to participate. We will study the various rhetorical modes of discourse including narration, description, exposition, and persuasion. Advanced Placement level courses require diligence and hard work as they mirror college-level expectations and curriculum. Students will be given timed exams throughout the course in preparation for the national exam in May. A summer reading list is required, and students will be tested on this reading within the first week of the semester.

Note: All students who take an AP course must take the AP Exam as a course requirement.

GRADE 12 OFFERINGS:

**English 12: Survey of British Literature**  
1 Credit  
Gr. 12

This course will survey literature from the Medieval through the Victorian period. Students will study social and historical events that influenced thought and expression. Advanced writing assignments will relate to the reading, and students will be expected to write creatively on topics given. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations.
English 12: World Literature 1 Credit  Gr. 12

World Literature is a survey course incorporating short stories, poetry, novels, essays, and memoirs from authors around the globe. Classic, as well as modern pieces, will be studied so that students will be exposed to an expansive time line of world literature typically not covered in traditional American and British literature survey courses. Works from Africa, the Middle East, and Asia will be the focus of study. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations. Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.

English 12: Honors Senior English 1 Credit  Gr. 12

Honors Senior English is a course designed for self-motivated students who are capable of sustaining a high level of productivity. A summer reading list is required, and students will be assessed on this reading within the first week of the semester. Students will analyze literature through lenses that may include Formalist, Historical, Gender, Psychological, Sociological, Mythological, Deconstructionist, and New Criticism. Rigorous reading assignments are a component of nightly homework. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations.

AP English 12-Literature and Composition 2 Credits  Gr. 12  2 Semester Course
Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B in 11th grade English.

Advanced Placement English provides the able, academically-motivated student the opportunity to sample a college level course in English. The goal of AP is to develop independent readers and thinkers, and to train students to become skilled in the reading of poetry, drama, and prose. The Literature and Composition course will stress careful reading and critical analysis of imaginative literature. Students will make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work’s meaning and value. Lengthy reading assignments will be given and students are expected to contribute to the daily discussion. Assigned writings will be required and graded on the writer’s ability to write in order to understand, explain, and evaluate a literary work. Students must adhere to the required format and use acceptable grammatical structures. Practice and timed AP exams will be given. All seniors who see themselves as motivated and capable of contributing to the discussion and handling the reading and writing requirements are encouraged to take this course. A summer reading list is required, and students will be tested on this reading within the first week of the semester.

Note: All students who take an AP course must take the AP Exam as a course requirement.
ENGLISH ELECTIVES

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<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Argument and Debate</td>
<td>1/2</td>
<td>10-12</td>
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<tr>
<td>Prerequisite: Sophomore English</td>
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Argument and Debate is for the student ready to apply research skills and intentionally apply the three modes of persuasion: Ethos, Pathos, and Logos. Students develop critical thinking and analytical skills, as well as the occasional improvised argument. The course will be guided by National Forensic Speech and Debate topics. Students are expected to self-direct their own research in class and out of class. The teacher will serve as guide and mentor. Assessments in the course are performance based and will rely heavily on Speaking and Listening competencies.

By the end of the quarter, students taking Debate will be able to: pick a topic and argue both sides, understand components of argumentation, design a speech and deliver and evaluate a debate performance.

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<tr>
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<tbody>
<tr>
<td>Art History</td>
<td>1</td>
<td>11-12</td>
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This course is designed to introduce students to the painting, sculpture and architecture that composes the history of Western art. While we will study the visual arts from the Greco/Roman and Medieval Periods, close attention will be paid to art from the Renaissance through the Post-Impressionists. No prior experience in studio art or art history is necessary, but an interest in learning about painting, sculpture and architecture through class discussion and writing is required.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Creative Writing</td>
<td>1/2</td>
<td>10-12</td>
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<tr>
<td>Prerequisite: Sophomore English</td>
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This elective course is designed for those students who have a serious interest in writing. Students will be exposed to a variety of types including poetry, essay, short story, vignette, screen writing, and creative advertising. Students will become familiar with writing as a process involving rewriting, deep revision, and publication. Pieces of writing will be submitted for publication, and students will create a literary anthology.

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<tbody>
<tr>
<td>Film Critique</td>
<td>1/2</td>
<td>11-12</td>
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</table>

This elective course will explore film as a distinct genre. Students will view classic titles as well as contemporary films, which will be analyzed for purpose, effect, target audience, and various techniques. In their exploration, students will develop a deeper understanding of film as an art form. Both oral and written critiques will be required; additionally, students will read published critiques and reviews and will be expected to attend films shown at local theaters. Students will keep a response log, take quizzes, and participate in class discussion.

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<tr>
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<tr>
<td>Mass Media I and II</td>
<td>1/2</td>
<td>11-12</td>
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</table>

Mass Media is a course designed for students who are interested in understanding all aspects of print and digital media. Continued discussion of the importance of mass media and dissemination of information will be assessed. Critical reading of a variety of texts, as well as news and literary non-fiction writing will be a focus. Students will work toward a school-wide publication.
Philosophy 1/2 Credit  Gr. 10-12
Prerequisite: Sophomore English

Students will be introduced to philosophical thinking in general. The intent is for students to enhance their exposure to classical and modern thinkers, formulate their own questions, and grapple with contemporary issues. Potential questions to drive our discourse include: What is knowledge? Does it come from reason or from experience? Are human actions free or determined? What are good and evil and can one exist without the other? This is a research and discussion course where students will be introduced to philosophies and are expected to explore their ramifications in writing and discussion.

Poetry 1/2 Credit  Gr. 11-12

This course will explore poetry from a number of time periods and by authors from a variety of cultures. Selections and themes will be dictated by student interest whenever possible. Students will be expected to critique poetry orally and through written examination. An essay will be required after each unit of study, and a response journal will be kept by each student. Students will write various types of poetry and compile their own portfolios.

Story Telling 1/2 Credit  Gr. 11-12

Through the art of storytelling, this course aims to create a forum for “Speaking and Listening”. Weekly, the class will provide tools for storytelling including story craft, rhetoric, and performance tools in the style of TED Talks, Storycorps, and The Moth. Oral presentation, poise, and stage presence are key features of this course. Students will draft and deliver narratives as well as deliver on the spot stories.

Women’s Literature ½ Credit  Gr. 11 – 12

This course will explore the issues that women have faced through studying novels, short stories, poetry and essays written by women. Students will explore significant works that reflect the variable conditions of women’s lives and critical issues related to women. Reading assignments will be given daily, and students will be expected to engage actively in and facilitate class discussions. Writing assignments will include journal responses, personal narratives, and formal literary analyses.

Writing Workshop 1/2 Credit  Gr. 10-12
Prerequisite: Sophomore English

This elective course is designed for those students interested in improving their writing skills. Students will develop a systematic writing process that can be applied to essays, reports, literary analysis, technical writing and any other form of nonfiction writing that requires effective communication. Pieces of writing will range from single paragraph descriptions to multi page essays and reports.
The Family and Consumer Science field draws from broad and diverse disciplines to develop and provide the content and programs that help individuals become more effective critical thinkers and problem solvers and prepare them for careers in the food service and hospitality industries. Family and Consumer Science education addresses STEM education through project based learning in: 1) food science and innovation, 2) nutrition and wellness for individuals and families, 3) interior/textile design 4) early childhood education and parenting,

**Child Growth and Development** 1/2 credit Grades 9-12

This course is highly recommended for students interested in a career in Elementary Education, Early Childhood Education, working with small children, or for students interested in learning effective parenting skills. The emphasis of this class is on parenting, pregnancy and the newborn. The child is studied from conception through infancy. Social, emotional, physical and mental development through the first year of life is examined. Special topics include: sexually transmitted diseases, birth control, genetic disorders, and community resources. Activities include wearing the Pregnancy Simulator and caring for the infant Simulator.

**Foods and Nutrition I- Quick and Easy Meals** 1/2 credit Grades 9-12

This course emphasizes the basic principles of food safety, basic food preparation, and nutrition. Current nutritional information is studied and forms the basis of cooking lab activities and classroom activities. Students will prepare food in class that will focus on nutritional quality and proper handing techniques. Students will learn to create and cook appetizing meals while acquiring new skills in the areas of meal preparation, planning and nutrition. While students learn the fundamentals of cooking techniques, they will also learn how to create balanced, nutritious meals and explore the science of cooking.

**Foods and Nutrition II-Regional and International Foods** 1/2 credit Grades 9-12

Regional and international foods introduce students to foods associated with different regions of the United States as well as foods from many other areas around the world. The basic principles of food safety and food preparation are necessary to ensure the twice a week cooking labs meet safety expectations.

**Interior/Textile Design** 1/2 credit Grades 9-12

This course will serve as an introduction to math and art principles related to interior design. Topics include residential, office, retail and hospitality design needs and space planning. Design principles, building codes and standards, the Life Safety Code and textile materials and components will be studied. Course work will include the use of a design software program, note taking, writing assignments and projects. Self-management and organization are an important component of the program due to the large percentage of individualized work. A final culminating project will be due at the end of the quarter.
Financial Literacy offers students practical information designed to help them acquire the skills necessary for living independently. Topics will be personalized based on the needs of the students enrolled in the class. Life topics include budgeting and financial planning, credit and credit ratings, borrowing money and interest rates, stress management, daily care/household management (cooking, ironing, sewing, laundry, etc) and relationships.

DEPARTMENT OF HEALTH

The mission of all health classes at Inter-Lakes High School is to provide students with the knowledge and life skills necessary to achieve quantity and quality of life. This will be accomplished by helping all students become health literate in a safe classroom environment. A focus on social and emotional development will naturally occur as this is what young people are most effected by and concerned with throughout high school. In order to accomplish this mission the health teacher will work to develop a positive relationship with all students.

Contemporary Health (required) 1/2 Credit Gr. 9-12

Contemporary Health is a high school quarter course which includes classroom experiences that help students acquire the knowledge, attitudes and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors and promoting the health of others. In this course of study, emphasis is placed on personal, social and mental health in today’s society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety. Students will be provided with instruction that is clearly relevant to today’s rapidly changing world. Assignments and projects will be designed to enable students to connect what they learn in school to other aspects of their lives, including their futures.

Psychology of Building Relationships 1/2 Credit Gr. 10-12

Prerequisite: Successful completion of Contemporary Health, enjoy reading, discussion, independent work and have a desire to build positive relationships in all aspects of life.

This class is an elective. It does not serve as a replacement for Contemporary Health. It does not fulfill the health credit needed for graduation.

This course is being offered to high school students who desire to know and understand more about various relationships and developing quality relationships. Relationships with other people have a great impact upon every aspect of your life. The essence of relationships is communication, perception and awareness. This course will help students develop better skills for communication to peers, parents and significant others. Topics such as creating respect, establishing personal boundaries, exploring dating trends and staying true to self in a relationship will be explored. Thought provoking books, videos, guest speakers, writing and discussion will be the format for this course.
DEPARTMENT OF INDUSTRIAL/TECHNOLOGY EDUCATION

The Technology Education Department at Inter Lakes H.S. offers all students the opportunity to experience and understand the role of technology in today’s society. Students will use a variety of tools, machines and materials to plan, design and produce products and services. Through this process, students will develop career skills, knowledge and interests, while experiencing the importance of critical thinking and effective communication to compete in today’s evolving global economy. The initiative of Science, Technology, Engineering and Math (S.T.E.M.) will be emphasized throughout the curriculum.

The Technology courses are grouped into 4 thematic areas –

**Communications** - Graphic Arts, Photography, Digital Art, Computer Animation, Introduction to Video Production and Yearbook

**Manufacturing** - Woodworking, Design Production and Architectural Design, 3D Solid Modeling

**Energy/Power** - Electricity/Electronics, and Power and Energy

**Computer Engineering Programming** - Robotics, Game Design and Development, Introduction to Computer Science and AP Computer Science

Students are encouraged by the Technology Education Department to enroll in a number of these courses to gain a broad background in various technologies to become creative, productive and responsible citizens in an ever changing world.

**Graphic Arts I** 1 Credit Gr. 9-12

This introductory course explores the basics of graphic design and visual communication through the study of printing processes, the elements of design, page layout, typography, and the exploration of the creative process. Utilizing Adobe CC Software, students will demonstrate an understanding of graphic design concepts through the creation of visual arts and communication. An average of C or better is needed to advance to Graphic Arts II.

**Graphic Arts II** 1 Credit Gr. 10-12

Prerequisite: Graphic Arts I

This intermediate course reviews the basics of graphic design and begins to explore the complex world of visual communication through a variety of creative, constructive and research based projects. Graphic Arts II students will have the opportunity to transfer and synthesize knowledge they have gained in Graphic Arts I. Students will utilize those skills learned through the Adobe CC software and the printing production technologies to further develop their understanding of industry standards and applications. Students will maintain a job-like atmosphere which reflects a creative in-house production site working on team driven products and jobs. Students will be responsible for experiential learning by doing outside community jobs for local businesses and for in-house ILSD jobs. **Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.**
Graphic Arts III 1 Credit Gr. 10-12
Prerequisite: Graphic Arts I and Graphic Arts II

This culminating course reviews the concepts and skills developed and practiced in Graphics I and II. The focus of this course shifts to emphasize college and career readiness in the field of graphic design while continuing to explore the complex world of visual communication through a variety of creative, constructive, and research based projects. Students will maintain a job-like atmosphere which reflects a creative in-house production site working on team driven products and jobs. Students will be responsible for experiential learning doing outside community jobs for local businesses and for in-house ILSD jobs.

Foundations of Photography 1 Credit Gr. 9-12

This introductory course explores the basics of traditional black and white and digital photography. Students will have the opportunity to learn about photographic composition, camera controls, image processing and the science behind the technology of photography. In addition, students will gain an understanding of how photographers use pictures to communicate ideas and emotions along with exploring the history of the media.

Intermediate Photography 1 Credit Gr. 10-12
Prerequisite: C or better in Foundations of Photography

Students will have the opportunity to work at improving their ability to print black and white and digital images while experimenting with alternative photographic processes (cyanotypes, hand coloring, liquid emulsion, and Polaroid transfers). In addition, students will learn greater exposure control and have the opportunity to learn to manipulate artificial light (flash). They will also work on developing a portfolio of images with a unified theme while taking an in-depth look at the history of photography and methods used by art critics to evaluate the photographic image.

Advanced Photography 1 Credit Gr. 10-12
Prerequisite: Teacher Recommendation

This course will give students the opportunity to work in an intensive studio environment, enabling them to produce a portfolio of images that will aid them in their further pursuit of education and employment. Students will be required to produce a variety of photographic images, which will include but not be limited to photo journalism, commercial photography, photo essays, fine art, and digital imaging. In addition, students will continue experimenting with advanced and alternative photographic processes while fine tuning their ability to communicate visually.

Digital Art 1/2 Credit Gr. 9-12

This course provides students with the opportunity to learn about the arts through an exploration of art history, themes, styles and techniques. Students will experience traditional and contemporary art styles through a computer based, digital exploration. Adobe Creative Suite Software, digital drawing tablets, computers, light tables and other contemporary tools will be utilized to create original artwork.
This course is designed to provide students with a foundation in the art of 3-D computer animation (think: Toy Story, Spiderman 3 and Final Fantasy). Students will be working with Blender (open-source software), which they may also download at home. The course will emphasize the use of critical thinking and communication skill through the development and production of a short animation. Additionally, students will explore traditional animation and film techniques while learning vocabulary of 3D software.

Introduction to Video Production
1/2 Credit
Gr. 9 – 12

This is a project-based course that provides an introduction to basic video theory and production techniques. Classes will focus on mastering technical elements of production, script writing, story boarding, filming and the use of digital editing software. Students will then develop ideas individually or within a group, compose a script, plan, film, edit and present their video project.

Yearbook
1 Credit
Gr. 11 - 12

The Yearbook course is designed to give students the opportunity to explore the publishing world firsthand. Students will be responsible for organizing, designing, marketing, advertising sales and meeting production deadlines. The course will cover a wide range of topics, including graphic design, desktop publishing, photography, journalism and business.

Introduction to Woodworking
1 Credit
Gr. 9-12

The main focus of this course is to study the wood products industry and its related employment and career opportunities. Both mass production and custom woodworking methods will be applied to various woodworking projects. Furniture, cabinet making and architectural millwork are some of the major areas of woodworking to be explored in this course. This is a great course for entry-level students. Opportunities for students to apply design skills learned in Architectural Design and Design Production courses will be offered.

Design Production I
1 Credit
Gr. 9-12

This course covers the complete process of mass production. Students will actually design and produce various products. Through the use of drafting equipment, computers, 3D printing, machinery and materials, the students will develop problem solving abilities as well as design and production skills needed to compete in a mass production environment. Possible products are: jewelry boxes, holiday ornaments, clocks and furniture. Business and marketing aspects of the various products will also be covered.

Design Production II
1 Credit
Gr. 10-12
Prerequisite: C+ or better in Design Production I is required

This course of study will continue where Design Production I left off. Computer-aided design and board drafting will be employed to design and produce advanced projects such as kitchen cabinets, display cases, and lighting fixtures. Mass production techniques such as jigs and fixtures, quality control, quality assurance, and manufacturing to tolerances will be studied in depth. The use of SolidWorks software and a 3D Printer will also be employed in the design process.
3D Solid Modeling presented by STEM 101 1 Credit Gr. 10-12

This course centers around the use and application of SolidWorks software. The use of this software will be to create original designs of products to be produced with a 3D Printer. STEM literacy for all students will be a primary goal of this course. The main focus of this course is to prepare all students to be competent, capable citizens in a technology-dependent society by establishing foundations for engineering pursuits. Project Based Learning will be utilized to allow the students to identify design problems and create products or solutions.

Architectural Design and Drawing I 1 Credit Gr. 9-12

All the basic information and skills needed to plan and design a residential structure will be instructed in this course. Each student will learn how to draft and design a custom built house. The entire process including lot development, foundations, structures, exterior and interior finishes will be covered in this course. The building process from planning to construction that meets International Code will be studied in detail. This course would be ideal for any student wishing to study construction, carpentry, architecture or real estate. The concept of “going green” building techniques and environmentally responsible land use will be key items to demonstrate applications of math and science in the building trades. This course will also provide great insight for all future home owners. Graphisoft ArchiCAD and EcoDesigner software will be utilized to complete many of the design units.

Architectural Design and Drawing II 1 Credit Gr. 10-12

Prerequisite: Architectural Design and Drawing I with a C+ or better grade

Architectural Design II will offer students a more in depth study of Residential Architecture. Each student will design a custom built house. The students will then build a 3/4 scale model of the custom design. It will be the student’s job to present the exterior and interior of their house design. The presentation will be accomplished by completing a rendering, set of blue prints, 3/4 scale model and a power point presentation. Construction labs and computer assignments will also be utilized to provide hands on experiences in the building trades. Further development of computer skills will be developed using Auto Cad Revit, Graphisoft and EcoDesigner software.

Electricity/Electronics 1 Credit Gr. 9-12

The exciting world of Electricity and Electronics is introduced to the student through a series of hands on experiences such as labs and projects. The course begins with discovering the basic laws of electricity. These laws are then studied on the component level of electric circuits. The theories and uses of circuits, rectifiers, amplifiers, oscillators, and semiconductor devices will be explored through the assembly of electronic kits. Diagnostic tools such as multi-meters and oscilloscopes will be used to troubleshoot and repair electronic projects. This course will help the student understand the function, maintenance and safety aspects of working with electricity and electrical products. Career awareness in the vast field of electricity/electronics is also explored in this course.

Electricity/Electronics II 1 Credit Gr. 10-12

Prerequisite: C or better in Electricity/Electronics

This course of study in Electronics Technology will continue where Electricity/Electronics I left off. The course content will mainly focus upon the application of principles and skills learned in Electricity/Electronics I. Computer aided instruction including SolidWorks software and a 3D Printer will be utilized to design and build various projects. Advanced levels of electronic
assembly kits will also be used to study subjects such as lasers, magnetism, and various communication technologies. This technical education class is aimed at building critical thinking and effective communication skills which are critical for future employment or education opportunities in the electricity/electronics field.

Robotics

1/2 Credit
Gr. 10-12

Prerequisite: Computer Applications

This is a course in computer programming using robotics. LEGO™ robotics systems will be used to explore problem solving, logical design, and physical design. Students will work in teams to design and manipulate robots in response to a series of challenges presented to the class. Students will create challenges and design robotic applications to solve them. The use of SolidWorks Software and a 3D Printer will be utilized to design robotic applications.

Game Design and Development

1 credit
Gr. 9-12

This course is designed to provide students with a foundation in computer programming concepts through video game design and development. Students will participate in a collaborative environment, which will combine their programming knowledge with reading, writing, mathematic and scientific skills. The course will explore all phases of game design and development including, problem identification, analysis, criteria definition, design, coding, testing, debugging and delivery.

AP Computer Science Principles

1 Credit
Grades 10-12

Prerequisite: Algebra 1

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems and discussing and writing about the importance of these problems and the impacts to their community, society and the world.

Note: All students who take an AP course must take the AP exam as a course requirement.
DEPARTMENT OF MATHEMATICS

The Inter-Lakes High School Mathematics Department is committed to the school’s vision and mission and encourages students to take a rigorous selection of courses that will prepare them for life beyond high school. Courses are focused on developing a broad and rich understanding of mathematics that will encourage continued study of higher mathematics and also provide a strong foundation for those students directly entering the work force. Courses offerings are based on Common Core standards. The courses continue to evolve to best meet the needs of today’s students.

NOTE: Beginning with the Class of 2019- Students shall engage with and apply mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for mathematics have been demonstrated. Such engagement may occur through integration of graduation competencies in courses focused on content areas other than mathematics.

Courses that include mathematics graduation competencies include:


In addition, the following programs at the Huot Vocational Center include mathematics graduation competencies:

Culinary Arts, Health Science, Plumbing and Heating, Computer Integrated Manufacturing, Introduction to Engineering, Principles of Engineering, Biotechnology

THE SEQUENCE OF MATH COURSES
Algebra IA 1.375 Credits Gr. 9

This course covers the first half of Algebra I. It is intended for students who score below 50% on standardized math tests and provides more time to practice algebra skills and apply algebraic concepts. Students who complete this course will go on to Algebra IB in which they will cover the remaining topics for Algebra I and complete the graduation requirement for Algebra I.

Algebra IB 1.375 Credits Gr. 10

This course covers the second half of Algebra I. It continues the practice of providing more time for students who need to practice algebra skills and apply algebraic concepts. Students who complete this course will complete the graduation requirement for Algebra I and will be prepared to go on to Geometry.

Algebra I 1.375 Credits Gr. 9-12

Prerequisite: An average of C or above in previous math course and teacher recommendation. Recommended score of 50% or above on standardized math tests

This course meets the requirements identified in the Common Core State Standards for High School Algebra I and includes: Relationships Between Quantities and Reasoning With Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. The course will extend and solidify the algebraic concepts covered in 8th grade Math and will ensure that students have an in-depth knowledge of Algebra to provide the foundation for success in future high school math classes.

Honors Algebra I 1.40 Credits Gr. 9-12

Prerequisite: An average of B- or above in previous math course and teacher recommendation. Recommended score of 70% or above on standardized math tests

This highly challenging course in high school Algebra covers the same topics as Algebra I in a more rigorous manner requiring an increased level of independent work.

Geometry 1 Credit Gr. 10-12

Prerequisite: An average of C or above in Algebra IB or Algebra I.

This course meets the requirements identified in the Common Core State Standards for High School Geometry and includes: Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Three Dimensions, Geometry in the coordinate system, Circles, and Probability.

Honors Geometry 1 Credit Gr. 10-12

Prerequisite: An average of B- or above in Algebra I and teacher recommendation.

This course covers the same topics as Geometry in a more rigorous manner requiring an increased level of independent work.

Intermediate Algebra 1 Credit Gr. 10-12

Prerequisite: Successful completion of Algebra I or IA/IB and Geometry.

This course strengthens and extends topics in Algebra, allowing more time to practice and master concepts required for success in Algebra IIA.
Algebra II A 1 Credit  Gr. 10-12  
Prerequisite: An average of C or above in Geometry and teacher recommendation.

This course meets the first half of the unit requirements identified in the Common Core State Standards for High School Algebra II and includes: Quadratic, Polynomial, Rational, and Radical Relationships.

Honors Algebra II A 1 Credit  Gr. 10-12  
Prerequisite: An average of C or above in Honors Geometry and teacher recommendation.

This course covers the same topics as Algebra II in a more rigorous manner requiring an increased level of independent work.

Algebra II B 1 Credit  Gr. 10-12  
Prerequisite: An average of C or above in Algebra II A and teacher recommendation.

(Formerly: Advanced Algebra and Trigonometry) This course meets the second half of the unit requirements identified in the Common Core State Standards for High School Algebra II and includes: Exponential and Logarithmic Functions, Trigonometric Functions, Statistics and Probability and Conic Sections.

Honors Algebra II B 1 Credit  Gr. 10-12  
Prerequisite: An Average of B- or above in Honors Algebra II A and teacher recommendation.

This course covers the same topics as Algebra II B in a more rigorous manner requiring an increased level of independent work.

Pre-Calculus 1 Credit  Gr. 11-12  
Prerequisite: An average of B- or above in Honors Algebra II B and teacher recommendation.

This course is a demanding and mathematically rigorous course specifically intended to prepare students for Advanced Placement Calculus. It provides a thorough treatment of polynomial, exponential, logarithmic, trigonometric, piecewise, and rational functions.

Advanced Placement Calculus 2 Credits  Gr. 11-12  
Prerequisite: An average of B- or above in Pre-Calculus and teacher recommendation.

Advanced Placement Calculus covers the theory and practical applications of both Differential and Integral Calculus, and prepares students to take the AP test in May. The course must move at a pace consistent with this schedule. Advanced Placement Calculus will be offered over two (2) semesters. (Note: The required technology graduation requirement is embedded within this full year, two credit course.)

Note: All students who take an AP course must take the AP exam as a course requirement.
Statistics  1 Credit  Gr. 12
Prerequisite: Algebra IIA

This is a Running Start course for seniors focusing on statistics and probability. Analysis of single and bivariate data, algebraic and graphical analysis, sample statistics, probability, probability distributions, sample variability, sample distributions, the Central Limit Theorem, estimation and hypothesis testing, correlation and regression are covered. Emphasis is on applications throughout the course. Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program.

DEPARTMENT OF MUSIC

The Inter-Lakes Music department strives to provide a positive and supportive learning environment with a series of high quality music courses that will give students the opportunity to explore, engage, perform, and be enriched by music. Participation in music courses will build a foundation for life-long contributions to the cultural enlightenment of themselves, their family and their community.

Band  1 Credit  Gr. 9-12
Prerequisite: Ability to play a band instrument.

Band is a musical performance organization. Performances will include Concerts, Festivals, Parades, Graduation and community-related functions. Along with in-school band rehearsals, there will be after school rehearsals and Concerts that will be required. The acquisition of playing skills is an important aspect of being in band. Students will learn playing skills necessary to perform high level concert band repertoire. Creating a greater sense of community is another important role of the band. Cooperation between band members is vital to the band’s overall performance. After taking this course, students will be aware of many new musical and life skills.

This class will run as a split block, alternating with chorus rehearsals. It may be taken for the full year, one semester or one quarter.

Honors Band  1 Credit  Gr. 9-12
Prerequisite: Ability to play a band instrument. Proof of private lesson instruction or additional study outside of school. Contract with student, parent and Miss Eynon

Honors weighted Band is offered to those students who commit to in-depth private instrumental study, may play in more than just High School Band, have aspirations to pursue performance in college or after high school, and a desire to make a greater commitment to his or her playing abilities and performance opportunities. Students are expected to look for opportunities to further skills by auditioning for New Hampshire All State, participating in Solo and Ensemble, and auditioning for solos with the Band.

Honors Band is not a separate class from Band, just a weighted category within Band Class. It will run as a split block, alternating with chorus rehearsals. It may be taken for the full year, one semester or one quarter.
Chorus 1 Credit Gr. 9-12

The Inter-Lakes High School Chorus encourages any student interested in improving his/her musical and singing skills to get involved. This course will emphasize music fundamentals, including vocal technique, solfeggio, basic music theory and performance techniques. No previous singing experience is required. The Chorus performs in Music Department Concerts twice a year, as well as Graduation. Along with in-school chorus rehearsals, there will be after school rehearsals and Concerts that will be required. Some of the members of the chorus will have the opportunity to participate in outside festivals.

This class will run as a **split block, alternating with band rehearsals**. It may be taken for the full year, one semester or one quarter.

**Honors Chorus** 1 Credit Gr. 9-12

**Prerequisite:** Proof of private lesson instruction or additional study outside of school. Contract with student, parent and Miss Eynon

Honors weighted Chorus is offered to those students who commit to in-depth private vocal study, may sing in more than just High School Chorus, have aspirations to pursue performance in college or after high school, and a desire to make a greater commitment to his or her singing skills. Students are expected to look for opportunities to further skills by auditioning for New Hampshire All State, participating in Solo and Ensemble, and performing outside of the school Chorus.

Honors Chorus is not a separate class from Chorus, just a weighted category within Chorus Class. It will run as a **split block, alternating with chorus rehearsals**. It may be taken for the full year, one semester or one quarter.

Guitar Class 1/2 Credit Grades 9-12

This class gets you started in the world of guitar by learning the basics of playing the guitar. Guitars, books, and necessary materials will be supplied to you. In this course you will learn the major parts of the guitar, how to tune a guitar, hold it properly, use a flat pick, and read guitar music notation and tablature (TAB). You will also have the opportunity to perform individually or in a guitar ensemble. No experience is necessary, but if you already know how to play, you too are welcome.

Electronic Music 1/2 Credit Grades 9-12

May be taken for music credit or tech credit.

This class will teach you how to create music using a computer. Students will learn how to use a powerful yet easy-to-use multi-track recording studio on computers that enables you to record audio, arrange loops, remix tracks, compose with virtual instruments, score and edit video and add effects to create your own compositions. This is a great way to explore your musical creativity in a whole new way.
DEPARTMENT OF PHYSICAL EDUCATION

It is the mission of the Inter-Lakes Physical Education Department to provide students with a variety of knowledge, activities, and programs that will empower them to make informed decisions regarding the importance of living an active lifestyle.

The Physical Education Department goals are twofold: first, to develop and promote lifetime fitness concepts, and second, to expose students to a variety of activities that encourage lifetime fitness. To attain these goals the National Association for Sport and Physical Education Standards and the New Hampshire Physical Education Guidelines will be used throughout the instruction of the classes.

NOTE: Students must take 1 credit of Physical Education in order to graduate.

General PE/Fitness I 1/2 credit Grade 9
Students in 9th grade will take a full year of PE, meeting twice a week. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. Students will engage in physical fitness activities daily during class. Students will be given the opportunity to participate in a variety of individual, group, and team activities. Each activity will include skill development, rule knowledge, and the value of teamwork, cooperation, and sportsmanship. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. Activities may include, but are not limited to: fitness, volleyball, basketball, flag football, badminton, pickle ball, floor hockey, lacrosse, tennis, track and field, dance, soccer, outdoor activities and games.

General PE II Fitness II 1/2 credit Grade 10-12
Students in 10-12th grade are required to take a quarter long class of PE, meeting every day for 9 weeks. Students will be given the opportunity to choose from a variety of individual, group and team activities. An encompassing emphasis will be placed upon fitness and the benefits of possessing a healthy lifestyle. An emphasis will be placed upon respect and responsibility within a competitive atmosphere. Activities may include, but are not limited to: fitness, volleyball, basketball, flag football, badminton, pickle ball, floor hockey, lacrosse, tennis, track and field, dance, soccer, outdoor activities and games.

DEPARTMENT OF SCIENCE

The Science Department offers a curriculum that prepares all students for responsible decision-making in a rapidly changing and increasingly technological world. An appreciation and curiosity of science is fostered. Information is presented in a variety of ways, including lecture, demonstrations, and laboratory activities. Problem solving and critical thinking are an integral part of the curriculum, as well as use and communication of scientific concepts.

A. Required Courses
   1. Physical Science with Earth/Space Science
   2. Biology

B. Electives (See each course for pre-requisites)
   • Advanced Biology
   • Advanced Chemistry
Physical Science with Earth/Space Science  1.375 Credits  Gr. 9

This course is designed to introduce students to basic topics in physics and chemistry and to apply these topics to Earth and space. Physics topics include motion, forces, and energy. Chemistry topics include matter and its interactions. Through hands-on activities, students are guided to practice and develop both processing and critical thinking skills essential for success in today’s society.

Biology  1 Credit  Gr. 10

Students will develop a broad understanding of biological principles and how various organisms operate within these principles. Emphasis will be given to investigating the mechanisms of change, the types of changes that take place, and how these changes affect various plants and animals.

Chemistry  1 Credit  Gr. 10-12

Prerequisite: Physical Science with Earth/Space Science, Biology and Geometry or Algebra IIA (either may be taken concurrently)

This course presents the study of matter and its interaction, with an emphasis on critical thinking and organization. This is achieved through laboratory and written work and the application of the problem solving skills learned in class. This course requires that the students be willing to look beyond the obvious and to actively use previously learned skills.

Physics I  1 Credit  Gr. 11-12

Prerequisites: Honors Algebra IIB or Algebra IIB; Chemistry

This college preparatory class focuses on developing an understanding and appreciation of the physical laws that govern the world around us. Students will study these relationships through discussions, demonstrations, reading, problem solving and hands-on investigation. The use of mathematics, including trigonometry and algebra, is essential to the study of Physics and will be necessary to strengthen understandings and support conclusions. As this course is an introductory course, the primary emphasis will be on mechanics, concepts relating to motion, forces, momentum and energy.

Advanced Biology  1 Credit  Gr. 10-12

Prerequisite: An average of B or above in Biology and Chemistry

The students will expand upon the basic knowledge acquired from previous science courses. The major focuses of this course are an in-depth look at cell processes, genetics, biochemistry, and evolution.
Environmental Studies 1 Credit Gr. 11-12
Prerequisite: Biology and Physical Science with Earth/Space Science

This course is designed to be an introductory course in Environmental Studies. Current issues in Environmental Studies will be explored. Many local environments will be studied, including topics like: fundamental principles of ecology, interdependence of Earth’s systems, human population dynamics, renewable and nonrenewable resources, and energy issues for the future.

Advanced Chemistry 1 Credit Gr. 10-12
Prerequisite: Chemistry, Algebra IIB (may be taken concurrently)

This course will present the required subject matter of chemistry in an organized, logical and workable sequence and will delve further into the principles of chemistry. Students who wish to enroll in this course must have demonstrated a high degree of proficiency in the first year of chemistry. Advanced Chemistry is a particularly valuable course for those students planning to major in the sciences in college.

Advanced Chemistry II 1 Credit Gr. 11-12
Prerequisite: Advanced Chemistry (and all of its prerequisites)

This course is a continuation of Advanced Chemistry I. Topics covered in the second semester include intermolecular forces, chemical kinetics and equilibria, electrochemistry, as well as continued studies of acids and bases.

Human Anatomy and Physiology 1 Credit Gr. 11-12
Prerequisite: An average of B or above in Biology and Chemistry.

This course is primarily concerned with the structures and the interrelated functions of those structures within the human body. Cells, tissues, organs and organ systems will be studied from the gross structures down to the chemical level. Special emphasis will be placed on applying acquired knowledge to real life with lab experiences. An ongoing dissection is an integral part of the course. This course is for motivated students who are interested in human biology or those who are planning to major in biological or medical science in college.

Human Anatomy and Physiology II 1 Credit Gr. 11–12
Prerequisite: Human Anatomy and Physiology

This course is a continuation of Human Anatomy and Physiology. Topics covered in the second semester include the lymphatic, digestive, urinary and reproductive systems, as well as genetics.

Forensic Science 1 Credit Gr. 11 – 12
Prerequisite: Biology and Physical Science with Earth/Space Science

This inquiry based course is an introduction to the field of forensic science. Forensic Science is the scientific method of gathering and examining evidence and the application of science to law. Many disciplines of science, like biology, chemistry and physics are applied throughout this course. Topics addressed will include evidence collection, fingerprinting, fiber analysis, blood spatter patterning, toxicology and DNA analysis.
DEPARTMENT OF SOCIAL STUDIES

The ILHS social studies department curriculum is designed to provide students with the opportunity to acquire, analyze and evaluate information about the past and present in order to be prepared to function in society. Students are required to take classes to learn about the development of the United States and the rest of the world. Students have the opportunity to pursue electives in the social sciences, including history, geography, sociology and psychology.

American and State Government .6875 Credit Gr. 9

American and State Government students will increase their understanding of our national, state, and local government. A study of the United States Constitution and the New Hampshire State Constitution will occur. Critical thinking skills will be enhanced by analyzing and interpreting documents, developing, and defending opinions, and working collaboratively. Students will demonstrate their knowledge through class activities, projects, essays, participation, homework, and written evaluations.

Inter-Lakes School District requires successful completion of American and State Government for graduation and before taking U.S. History I.

Ancient and Medieval History .6875 Credit Gr. 9

Ancient and Medieval History students explore the developments of human civilization from ancient times through the Reformation. The ancient civilizations of Egypt, Mesopotamia, Greece and Rome will be examined, as well as the importance of the development of Christianity. The various aspects of the Middle Ages - feudalism, rise of Islam, Crusades, and the Renaissance will then be studied, culminating with the Reformation. This course will include at least one major current event unit to develop an awareness of World Geography and current events. Students will demonstrate their knowledge through class activities, projects, essays, participation, homework, and written evaluations.

U. S. History I: The Nineteenth Century 1 Credit Gr. 10-12

Prerequisite: American and State Government

United States History students will explore the major events in United States and New Hampshire History from the Federalist Era through the turn of the Twentieth Century. Various topics will be studied including the formation of political parties, the Louisiana Purchase, the War of 1812 and the Mexican War. Students will also trace the development and expansion of America, while examining the forces, values, individuals, ideas and institutions that have shaped our country. The course will also include the rise of Sectionalism, and an analysis of the Civil War and Reconstruction. Students will also focus on the Second Industrial Revolution and the Progressive Era. As time permits current events will also be discussed. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments.

U.S. History II: The Twentieth Century 1 Credit Gr. 10-12

Prerequisite: U.S. History I

United States History students will explore the major events in United States and New Hampshire History from Imperialism to contemporary times. Students will develop an understanding of modern America. The causes and effects of Imperialism, World War I, the Roaring Twenties and the Great Depression will be investigated. Students will explore the developments of World War II and post war policies. The Vietnam Era and the challenges
facing modern America will also be examined. As time permits, current events will also be discussed. Course work includes reading assignments, essays, class participation, projects, activities, and written assessments.

**United States History - Advanced Placement**  
2 Credits  
Gr. 11-12  
2 Semester Course  
Prerequisite: Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B in 9th grade Social Studies and English.

This Advanced Placement Course in U. S. History is designed to provide motivated students with analytical skills and factual knowledge necessary to deal critically with the problems and issues in American history. It seeks to prepare students for college by making demands upon them equivalent to those made by an introductory U.S. History college course. Students will be expected to learn to assess historical material and to weigh the evidence based upon contemporary historical scholarship. Development of the skills necessary to arrive at conclusions based on informed judgment and to present reasons and evidence clearly and effectively in essay format will be emphasized. This Advanced Placement Course in U.S. History is offered over two (2) semesters.  
**Note:** All students who take an AP course must take the AP exam as a course requirement.

**Sociology**  
1 Credit  
Gr. 11-12  
The aim of this introductory sociology course is to begin to understand human behavior, relationships, and culture. Students will examine the concepts and theories used by social scientists and relate these to our everyday lives. Topics of study include culture, values and norms, socialization, deviance and conformity, criminal behavior and race and class issues. Evaluation will be based on class participation, readings, projects and written assignments.

**Psychology**  
1 Credit  
Gr. 11-12  
Psychology students study topics such as sensation, perception, motivation, emotion, consciousness, sleep, dreams, learning, memory, intelligence, gender and mental illness. Students are encouraged to relate the issues and perspectives studied to their own experiences. Students have the opportunity to demonstrate their knowledge and skills through verbal and written expression, including a semester research project.

**Explorations in History/Current Events**  
1 Credit  
Gr. 11-12  
Prerequisite: Successful completion of US 1 or at least one semester of AP US

For students interested in furthering their knowledge and skills in the social studies, this is a student-designed course that offers students the opportunity to explore topics, themes and/or concepts related to history and/or current events. Students will choose their own topic(s) and design their own plan for learning. The teacher’s role will be to approve the student’s plan and support the student in their learning adventure. Possible topics include, but not limited to those listed below:

- Technology that changed history
- History’s Mysteries and Conspiracy Theories.
- History Through Pop Culture
- Civil/Human Rights and Activism
- Genocides of the 20th and 21st century
- Social Issues of the 20th and 21st century
DEPARTMENT OF WORLD LANGUAGE

The World Language Department introduces students to the Spanish and French languages and cultures. The courses are dedicated to providing the skills necessary for succeeding in today’s global world, using the national standards of Comparisons, Communities, Communication, Cultures and Connections.

Any student who elects a world language should do so with the intent of taking at least a three semester sequence (through Level II) in that language. While two years of a world language is acceptable, three years is preferred by some colleges and universities.

A student must achieve a C or above in one level of language (French or Spanish) for the semester before advancing to the next level.

Beginning with the Class of 2018, students who take a course in French 1A or Spanish 1A while in 8th grade will receive a high school credit.

**French IA**  
1 Credit  
Gr. 9 - 12  
Prerequisite: None. It is suggested, however, that students who score below the 40th percentile on standardized reading comprehension tests work on basic English skills before beginning the study of French.

The student will be introduced to the four basic language skills: listening, speaking, reading, and writing. The emphasis will be on listening and speaking. Oral practice will be accomplished through a variety of drills, conversations, and dialogues. There will be an introduction to French culture via maps, stories, dialogues, videos, pictures, cooking, and songs.

**French IB**  
1 Credit  
Gr. 9 - 12  
Prerequisite: Minimum grade of C in French IA and Teacher Recommendation

The emphasis of this course is on listening and speaking skills with a continuation of grammatical structures and increased vocabulary. Oral practice will be accomplished through a variety of drills, conversations and dialogues. The culture of France will continue to be studied.

**French II**  
1 Credit  
Gr. 10 - 12  
Prerequisite: Minimum Grade of C in French IB and Teacher Recommendation

The emphasis in French II will be on reading and writing skills. Culture and vocabulary will be presented in various reading selections. Grammatical structures will be learned from oral and written drills. The listening and speaking aspects of language learning will be reinforced by these methods. Continued study of culture will occur through the use of maps, videos, cooking, etc.
French III  
1 Credit  
Gr. 10-12  
Prerequisite: Minimum Grade of C in French II and Teacher Recommendation  

French III reinforces and expands the structural concepts and vocabulary studied in French II. There is an intensive review of grammar, and emphasis is placed on understanding the language when spoken at a normal pace. French is spoken almost exclusively in the class to reinforce and improve listening and speaking skills. Reading and writing skills are emphasized and reviewed by the use of grammar drills, and texts.

French IV  
1 Credit  
Gr. 11-12  
Prerequisite: Minimum Grade of C in French III and Teacher Recommendation  

French IV reinforces and expands the structural concepts and vocabulary studied in French III. There is an intensive review of grammar, and emphasis is placed on understanding French when spoken at a normal pace. The students use French almost exclusively in the class to reinforce and improve speaking skills. Grammatical structure and vocabulary will be increased and strengthened via reading and composition. Culture continues to play a major role in the course with the focus on French history and current events in the Francophone world.

French V  
1 Credit  
Gr. 11-12  
Prerequisite: Minimum Grade of C in French IV and Teacher Recommendation  

Skills will be reinforced and reviewed, and results will be accomplished by an in-depth study of literature and composition. Grammatical structure and vocabulary will be increased and strengthened via reading and composition. Culture continues to play a major role in the course with the focus on modern France and Francophone countries.

Spanish IA  
1 Credit  
Gr. 9-12  
Prerequisite: None. It is suggested, however, that students who score below the 40th percentile on standardized reading comprehension tests work on basic English skills before beginning the study of Spanish.  

The emphasis in this course will be on speaking and listening comprehension. Students will learn new vocabulary through a variety of methods. Some basic grammatical structures will be introduced. There will be an introduction to reading and writing. Students will also investigate the cultures, geography and history of Spanish speaking countries.

Spanish IB  
1 Credit  
Gr. 9-12  
Prerequisite: Minimum Grade of C in Spanish IA and Teacher Recommendation  

The emphasis of this course is on listening and speaking skills with a continuation of grammatical structures and increased vocabulary. Oral practice will be accomplished through a variety of drills, conversations, and dialogues. The culture of Spanish-speaking countries will continue to be studied.

Spanish II  
1 Credit  
Gr. 10-12  
Prerequisite: Minimum Grade of C in Spanish IB and Teacher Recommendation  

The emphasis in this class will be on reading and writing skills. More advanced grammatical structures will be introduced. The vocabulary comprehension will increase. Speaking and listening skills will be sharpened.
Spanish III  
1 Credit  
Gr. 10-12  
Prerequisite: Minimum Grade of C in Spanish II and Teacher Recommendation

The emphasis in this level of Spanish will be on speaking, listening and culture. Students will also continue to learn grammatical structures, complemented by compositions, poetry and dialogs. Spanish will be spoken almost exclusively in order to reinforce and improve listening and speaking skills.

Spanish IV  
1 Credit  
Gr. 11-12  
Prerequisite: Minimum Grade of C in Spanish III and Teacher Recommendation

The emphasis in Spanish IV will be on writing and reading. History, culture, literature and the arts will be studied through an in depth look into specific Hispanic countries. Grammar and vocabulary will be reinforced through readings, analysis and composition.

Spanish V  
1 Credit  
Gr. 11-12  
Prerequisite: Minimum Grade of C in Spanish IV and Teacher Recommendation

Spanish V will have the same emphasis as Spanish IV. Different Hispanic countries will be chosen for the in-depth study of history, culture, literature and the arts. Grammar will continue to be reinforced through readings, analysis and composition.
Career and technical education is designed to provide knowledge and technical expertise in various career pathways. It involves the development of an individual’s abilities and understanding of attributes that result in future employment or pursuit of post-secondary educational opportunities which includes both the 2 and 4 year level. All programs articulate with at least one college or professional licensing organization to provide students with the opportunity for advanced placement or dual enrollment. Huot classes can also be used to fulfill academic requirements at the discretion of the sending high school.

Students receive a great deal of laboratory experience in settings that simulate business, industry, and community resources. All Huot classes run 90 minutes per day. Classroom theory and related instruction is provided to enhance learning. There are opportunities for participation in a variety of student leadership groups. Students may also be eligible for and participate in career experiences and internships available within the business community. Honors credits by contract are possible for certain classes at the discretion of the sending high school.

Priority for enrollment in level one programs will be given to 11th and 12th grade students. Enrollment by students in grades 9 and 10 will be considered on a case-by-case basis. Entrance to the level two of any career and technical education program is competitive and determined by specific criteria available from the career center administration. Males and females are strongly encouraged to explore enrollment in any program of interest.

All students wishing to enroll at the Huot Career and Technical Center must complete an application. Certain programs have specific requirements and age restrictions listed below.

Program Notes and Definitions
- Listed college credit and industry certifications are potential outcomes and are not guaranteed
- Times listed are approximate and subject to change
- All offerings are subject to minimum enrollment and budgetary approval
- LRCC, Lakes Region Community College
- CMCC, Central Maine Community College
- NHTI, New Hampshire Technical Institute
- RS, Running Start (transcripted college credit for fee)
Automotive Technology I - HTC300
Times Offered: 10:34 am-12:03 pm, 12:31 pm-2:00 pm

In the first year of Automotive Technology at the Huot Technical Center students will be introduced to all systems of modern automobiles. Students will learn the proper safety techniques for working in our shop and how to properly select and use the proper tools for the job. They will also learn the technical skills needed to run an automotive service facility as well as write repair orders and communicate with customers and parts suppliers. Students will then learn the basics of engine repair, electronics, suspension and steering, and hydraulic brakes through their first year. Program time is divided between classroom instruction and actual vehicle repair and simulations.

Special Course Requirements or Prerequisites
- Closed-toed shoes, long pants, safety glasses (one pair provided).

Course Highlights
- Gain hands on experience on modern vehicles.
- Learn new and emerging technology in our NATEF approved program.
- Gain skills that can be used to launch a career or be well on your way when starting at a college.

Automotive Technology II - HTC400
Times Offered: 9:02 am-10:31 am

Automotive Technology II at the Huot Technical Center builds on the knowledge gained in the students first year. The year begins with a recap of tools and safety to make sure the students have the knowledge needed to be safe in an automotive service facility and while working on live vehicles. The students will then explore topics such as engine performance and diagnostics, advanced electronics, drivetrains, manual transmissions, automatic transmissions, and air conditioning diagnostics. Students that have excelled in this year will also be given the opportunity to be sent out on a co-op or internship.

Special Course Requirements or Prerequisites
- Closed toed shoes, long pants, safety glasses (one pair provided)

Credits, Certificates and Credentials
- LRCC - LAUT 1211 Automotive Systems I - 3 college credits - RS
- University of Northwestern Ohio - Automotive Maintenance and Light Repair - 3 college credits
- CMCC - Brakes I, Suspensions & Alignment, State Inspection - Up to 9 college credits
- Student ASE Certifications

Bio-Medical Technology I - HTC380
Times Offered: 12:31 pm-2:00 pm
*NH Scholars Eligible

Biotechnology provides students with authentic laboratory experiences to explore careers as a researcher, geneticist, biochemist, epidemiologist, forensic scientist, pharmacist, or doctor among others. The field of biotechnology is the practice of using plants, animals, and microorganisms to create some benefit usually in a medical, health science, or agricultural field. Students learn about DNA and genetics, microbiology, genetic engineering, cellular and molecular biology, biochemistry, and immunology. The use and application of advanced
laboratory techniques and equipment that replicate the work being done by biotechnology and pharmaceutical companies around the world will be taught. Suggested foundation courses: Successful completion of Physical Science, Biology and Algebra I.

At the end of year one, students interested in pharmacy, clinical lab or biomedical applications are encouraged to take Bio-Medical Technology II (Allied Health). Students interested in a research path are encouraged to take upper level science courses at their sending high school.

Special Course Requirements or Prerequisites
- Completion of Biology highly suggested

Course Highlights
- Biotech careers are some of the fastest growing and highest paying in the nation
- Prepare for a variety of career paths ranging from pharmacy and clinical application to research and biomedical design
- Work in cutting edge lab featuring unique tools for biomedical research

Credits, Certificates and Credentials
- Up to 5 credits available through articulation with Plymouth State University

Bio-Medical Technology II - HTC480
Times Offered: 12:31pm-2:00pm
*NH Scholars Eligible

Bio-Medical Technology 2 will encompass independent scientific research, advanced DNA and Protein technologies, and have a significant Lab Manager component. Students will design and present their research and experimentation in the NH Science and Engineering Expo, learn about and participate in advanced DNA and protein technologies lab activities, and assist in all manner of Lab Management, including solution preparation, skill acquisition, inventories, and budgeting. Microbiology and Epidemiology may also be covered, for interested students. This class is co-enrolled with Bio-Medical Technology 1.

Special Course Requirements or Prerequisites
- Completion of Biology required.

Credits, Certificates and Credentials
- Up to 5 credits available through articulation with Plymouth State University

Building Construction I - HTC310
Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

The first year of the Building Construction program provides entry-level skills in the area of residential and light commercial building construction. Construction tools and equipment are introduced to practice the many skills that are necessary for the residential construction career fields. Students perform measuring tasks and measurement computations as well as learn and practice safe power and hand tool use. First year students build sawhorses, picnic tables, storage buildings as well as support the second year Building Construction program in some of their school year projects. Curricular components of the program include OSHA 10 training, reading project plans, understanding basic building materials, concrete, and wood framing of floors, walls, and roofs.
Special Course Requirements or Prerequisites

- Required dress of long pants, boots.
- 16 years old or older for off-site work.

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- OSHA 10

Building Construction II - HTC410

Times Offered: 9:02 am-10:31am

Second year students continue their experiences in light residential construction by extending their previously learned knowledge towards more challenging aspects of the industry. Students in year two explore new curricular components such as closing-in residential structures, windows and doors, interior finishes, trim, and insulation. Second year students are expected to be prepared with the correct work wear and personal protective equipment as they build projects at off-campus construction sites. Second year students are also expected to create digital portfolios, develop a resume, embark on career exploratory activities such as job shadows and internships, demonstrate strong attendance, and maintain excellent behavior as they represent the program in community projects and activities.

Special Course Requirements or Prerequisites

- Required dress of long pants, boots.
- 16 years old or older for off-site work.
- Successful completion of OSHA-10 during BC-1.

Course Highlights

- Participate in off-site construction projects
- Regular participation of trade professionals to visit and share with students.

Credits, Certificates and Credentials

- LRCC - Materials Science - 3 college credits - RS

Intro to Personal/Business Finance

Times Offered. Fall Semester, 12:31pm-2:00 pm or Spring Semester, 10:34 am -12:03pm

Financial Management provides students with the opportunity to investigate the world of personal and business finance. Students examine personal and business finance, principles of investing, private loans including student loans, budgeting, credit cards, consumer awareness, retirement, insurance, saving, employability skills, and careers and taxes. This program provides a real teller experience through the Huot Branch of the Bank of New Hampshire located on campus. This class fulfills an economics/math credit for Laconia High School students.

Accounting, Banking and Real Estate

Times Offered: 10:34 am-12:03pm, Fall Semester

This course is ideal for any student wishing to gain exposure to various careers and opportunities for the future. Students will be introduced to a variety of careers and activities involved in the ever-changing business community. Students will gain an understanding of the role of business
in society, which may help them decide a possible career path or area of interest for the future. This course will also focus on personal business issues dealing with such topics as consumerism, money management, banking and the stock market. Accounting, Banking and Real Estate will prepare students for a variety of careers in the business world. This course introduces the basic accounting concepts and career opportunities by progressing through the accounting cycle of a proprietorship. The course will also introduce students to a service business organized as a proprietorship. Reinforcement activities and business simulations will be used to apply standard accounting practices used in the business world. Students will also study banking and banking needs. They will understand loans, mortgages, interests, stocks and bonds and investing. Students will be able to intern at Bank of NH. Students will also learn the area of real estate and real estate investing. They will study the basic understandings of the real estate industry as well as the skills and training needed. Students will understand licensing laws, purchasing of land and buildings, water rights, forms of ownership, land trusts, time-shares, title research, contract law, real estate contracts and financing.

**Marketing, Promotion and e-Business**
Times Offered: 12:31pm - 2:00pm, Spring Semester

This course is recommended for those students that have an interest in learning more about the world of marketing and advertising. Students learn about the elements of marketing a product or service. Students will evaluate marketing techniques employed by high profile organizations and apply their learning to create their own marketing plans. This course integrates project-based learning methodologies through software that simulates running a business and allows students to apply business concepts in a realistic, fun, engaging and safe manner. Students will be working directly with the Huot Technical Center in marketing our programs in the Lakes Region.

**Business Capstone/Internship**
Times Offered. Spring/Fall Semesters, Blocks 3 or 4

Business Management provides students with skills and knowledge needed to open, operate, and manage a small business. Students will learn about management techniques, human resources, entrepreneurship, marketing, finance, research, business plans, business ethics, and international business. Students at the end of the year will be presenting the business plan to the Business Advisory board. They will be evaluated based on valuation of the business and investments.

**Special Course Requirements or Prerequisites**
- Transportation may be required for many internship locations.
- Must have completed at least two other business related courses.

**Careers in Education I - HTC350**
Times Offered: 10:34 am-12:03 pm, 12:31pm-2:00pm
*New Hampshire Scholars Eligible*

Education is a field for men and women which has a wide range of environments, learning and career opportunities. Careers in Education I is designed to prepare high school students for post-secondary experiences and a career in the field of education. Whether you are interested in becoming a teacher, child psychologist, social worker, child advocate, para-educator, counselor, speech or occupational therapist, early intervention specialist, before/after school programming or any other child centered profession; you will be able to explore careers which support children’s healthy and safe development. Careers in Education I introduces child growth and
development; health, safety and nutrition; instructional practices; developmentally appropriate practice; classroom management; psychology and theories of development; guidance and discipline techniques. Students divide their time between classroom instruction (theory) and student teaching (applied learning) in the on-site Huot Child Development Center. The nature of this course requires students to be responsible, self-directed, mature, have an excellent attendance record and have a strong desire to pursue a career in making a difference in children’s lives.

Special Course Requirements or Prerequisites
- Uniform consists of Careers in Education shirt and long pants for work in the lab-school.

Course Highlights
- Working directly with children to enhance skills and apply learning is a privilege.
- Hands-on practical experiences reinforce classroom learning.
- Community partners, guest speakers and field trips complement the learning experience.

Outcomes: Credits, Certificates and Credentials
- American Heart Association - CPR, First Aid, AED Certification

Careers in Education II - HTC450
Times Offered: 9:02 am-10:31 am
*New Hampshire Scholars Eligible

Students entering Careers in Education II are expected to have mastered or be proficient in the educational skills and competencies learned in Careers in Education I and passed with a “C+” or better grade plus have excellent attendance. Students divide their time between classroom instruction, student teaching in the laboratory preschool, and participation in internships. Students are encouraged to intern two days per week for approximately 15 weeks in elementary, middle, high schools or other educational programs. Careers in Education II includes: Professional Growth, Career Development, Field Trips, Leadership, Assessment and Reflection, Responsive Classroom, Collaboration, Curriculum Development and Best Practice, Special Education, as well as continuation of theory and applied learning from the first year. An extensive Career Portfolio is completed and serves as a gateway for employment. Up to 11 college credits are offered to students maintaining a B or better average and successful completion of the Accu-Placer Writing exam for a nominal fee. Articulation is also available through the Lakes Region Community College and NHTI

Special Course Requirements or Prerequisites
- Professional Huot polo shirt and dress pants required for internship placement.

Course Highlights
- Internships at local schools or social service agencies
- Learn how to plan and implement a lesson plan in a real-world situation
- Teamwork, leadership skills, collaboration and self-management are practiced and lifelong friendships are made with students and staff from across the Lakes Region.

Outcomes: Credits, Certificates and Credentials
- LRCC - Health, Safety and Nutrition; Curriculum Development; Practicum I - up to 11 college credits RS
- NHTI - Articulation for Health, Safety & Nutrition - up to 3 college credits
Culinary Arts I - HTC360  
Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

Students will learn the proper use and maintenance of commercial kitchen equipment that are used in most restaurants. Safety, sanitation, equipment operation, and employability skills is a daily focus. Students with a strong work ethic, problem solving skills and good time management should be able to excel in this program. This program runs a restaurant which is open several days per week catering to staff and students. The expectations are that students will learn how to create, bake, or cook a variety of foods by themselves to a level suitable to sell it to customers.

Special Course Requirements or Prerequisites
- A uniform is required and must be purchased.
- The student must pass a Serv-Safe® certification test during the first quarter in order to work in the kitchen.

Course Highlights
- Prepare and serve food in a working kitchen/restaurant.
- Use cutting edge kitchen equipment.
- Cook, bake and try a variety of foods.

Outcomes: Credits, Certificates and Credentials
- Serv-Safe Food Handler Certificate®

Culinary Arts II - HTC460  
Times Offered: 9:02 am-10:31am

Students will continue to use the kitchen equipment to improve their skills. Safety, sanitation, equipment operation, and employability skills are a daily focus. Students will be expected to prep, cook and bake food to be served in the restaurant by the end of class time. Teamwork and individual skills are stressed to prepare students for immediate employment or to seek advanced education at a Culinary Arts School. The units of study for Culinary II are as follows: Safety & Sanitation, Measurements, Basic Baking, Yeast Dough, Breads, Appetizers, Stocks, Sauces, Soups, Meat, Poultry, Menu Planning.

Course Highlights
- You will be cooking, baking and serving for important community events.
- Your kitchen job changes every day.
- Make and bake items that you don't normally do at home.

Outcomes: Credits, Certificates and Credentials
- LRCC - LCUL 1510 - Culinary Fundamentals - 3 college credits RS
- LRCC - LHOS 2160 - Catering - 1 college credit RS
**Digital Media Arts I - HTC390**  
Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

First year students in the Digital Media Arts program will learn basic skills in commercial arts production. Students will begin by learning basic design principles and move on to numerous digital media arts including commercial photography, video production, filmmaking, television, motion graphics and graphic design.

**Course Highlights**
- Work with the latest industry technology from Adobe, Apple, BroadcastPix, Nikon and JVC.
- Participate in the weeklong NH1 / WLNH Children's Auction as the live TV production crew.
- Become proficient at image manipulation and video editing using Adobe Photoshop and Apple Final Cut Pro.
- Learn basic motion graphics and special effects using Motion 5 and Adobe After Effects.

**Digital Media Arts II - HTC490**  
Times Offered: 9:02 am-10:31am

Digital Arts II students continue to develop knowledge in the areas of commercial photography, video production as well as graphic and motion graphic design. Students explore options in post-secondary education and in the multimedia career fields. Students have opportunities to fine-tune their skills in the areas of the program that most interests them, as well as preparing a portfolio of their work.

**Course Highlights**
- Students participate in the NH 1/ WLNH Children's Auction as the live TV production crew.
- Explore career and college options.
- Become proficient at image manipulation using Adobe Photoshop and video editing using Apple Final Cut Pro, Adobe Premiere and Apple Motion 5.
- Students are responsible for the production of the Huot Technical Center promotional video.
- Students have the opportunity to produce community based videos and PSAs that are aired on Lakes Region Public Access TV.
- Create portfolios and reels

**Outcomes: Credits, Certificates and Credentials**
- LRCC, Intro to Moviemaking 1, 3 college credits

**Health Science and Technology I - HTC340**  
Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm  
*NH Scholars Eligible (science)*

Students in Health Science and Technology I (HST) will explore diversified health occupations, the foundations of healthcare, and basic patient care skills. Theoretical and practical instruction includes learning medical terminology, anatomy and physiology, pathophysiology, and certification in American Heart Association Heart-Saver Cardiopulmonary Resuscitation (CPR) and First Aid. They also learn hands-on skills in the simulated clinical laboratory using equipment designed for scenario-based training for the assessment, management, and care of patients. In addition, they have the opportunity for observation of a variety of health careers in the community.
Course Highlights
- Practice hands-on patient care skills in a simulated clinical setting
- Gain a deeper understanding of health and the human body
- Explore multiple facets of the health care industry

Credits, Certificates and Credentials
- American Heart Association® First Aid certification
- American Heart Association® Heart-Saver Cardiopulmonary Resuscitation (CPR) certification

Students entering Health Science and Technology II/Nursing Assistant Track (HST II/NA) must successfully complete HST I with an '80' or better, have a recommendation from the teacher, pass a pre-assessment test that includes math, writing, and reading skills, and complete an application that includes a statement of interest.

Health Science and Technology II/Nursing Assistant Track - HTC440
Times Offered: 9:02 am-10:31am
*NH Scholars Eligible

The Huot Career and Technical Center, in partnership with the NH Board of Nursing, offers a training program for Nurse Assistants. Students will gain the skills and knowledge to pursue a career in the nursing profession and may be eligible to sit for their Nurse Assistant licensure at the end of the year. The course includes both classroom study, simulated lab skills and actual work in a long-term care facility. Class size is limited to 16 students per Board of Nursing regulation. Nursing Assistant (NA) students are required to have 60 classroom instruction hours and 65 clinical hours of work to be eligible to take the State of New Hampshire LNA exam at the end of year the program. Students will acquire the necessary clinical hours by caring for residents using hands-on nursing assistant skills at local healthcare facilities. In addition, students must maintain a '70' or higher average to participate in the clinical portion of the program and to be eligible to take the final licensing exam.

Program Highlights
- Classroom and clinical instruction of the Nursing Assistant program
- Hands-on resident and patient care skills practiced in local healthcare facilities
- Potential eligibility to take the State of New Hampshire Licensed Nursing Assistant (LNA) exam at the end of the program to obtain an LNA license

Students must meet specific State of New Hampshire Board of Nursing mandated requirements to participate in and complete this program. Additional costs and requirements include:
- A two-step PPD test administered prior to the start of clinical hours
- The purchase of navy blue scrubs and white sneakers or nursing-style shoes
- Criminal background check
- Fingerprinting
- All examination fees
- Notarization of State of New Hampshire application for licensure
- All additional licensure fees

Credits, Certifications and Credentials
- Students are eligible to obtain five college credits through Lakes Region Community College and the Running Start program.
- Opportunity to sit for LNA exam (assuming all afore mentioned criteria are satisfied)
Health Science II: Allied Health Careers - HTC 440-A
Times Offered: 9:02 am-10:31am
*New Hampshire Scholars Eligible

Allied Health Careers prepares students for post-secondary study in a variety of health related career fields. Students will explore, through a series of guided lab activities, careers in dental, veterinary medicine, medical assisting, clinical lab, diagnostic imaging and emergency medicine. Specific units on medical law and ethics, aseptic procedures, medical terminology, Basic Life Support and medical office procedures and are paired with significant opportunities for independent, student specific, independent study. This course is co-enrolled with Bio-Medical Technology II.

Special Course Requirements or Prerequisites
- Open to students who have completed Health Science I or Bio-Medical Technology I.

Course Highlights
- Curriculum replicates experiences in actual medical office environment.
- High level of customization possible based on student interest.
- Students eligible for 20+ hour field-site experience

Credits, Certificates and Credentials
- Basic Life Support for Health Care Workers
- Option to pursue industry specific credentials in several areas
- LRCC - Medical Terminology - 3 college credits - RS
- Additional credit opportunities currently under development for fall 2016

Hospitality and Marketing I – HTC325
Times Offered: 9:02 am-10:31am

Students will prepare for a variety of careers in the hospitality, marketing, event and recreation industry. Instruction is based on the nationally recognized Hospitality and Tourism Management Program from the American Hotel and Lodging Association. Students will learn important customer service and business skills that are transferable to a variety of other career fields. Topics will include hotel operations, resort management, finance, travel, marketing, guest-cycle and feature a variety of visits to regional hospitality and tourism related sites. Students in year one will gain hands-on marketing and event planning experience by helping design, promote and facilitate events at the Huot Center. Attention to detail, flexibility and cooperative work skills are essential.

Course Highlights
- Many opportunities to visit local hospitality and tourism venues
- Guest speakers from industry are regular part of program
- HTMP curriculum is recognized by local employers increasing your marketability

Credits, Certificates and Credentials
- Serv-Safe Food Handler Certification
- Level I HTMP Certification
Hospitality and Marketing II – HTC425

Times Offered: 9:02 am-10:31 am

The content of year two focuses on the leadership and managerial aspects, responsibilities, knowledge, and skills required by an entry-level leader in the hospitality and tourism industry. Students will leave this class well prepared to start a career in a variety hospitality sectors. A 100-hr internship experience is required to receive your CHTMP designation. This internship may be completed both during the school year and in the summer between year one and year two of the program. Paid summer work may qualify for part of the internship requirement.

Units of study include; Introduction to Leadership and Management, Managing Food and Beverage Operations, Managing Business Operations, Sales and Marketing and Safety and Security.

Special Course Requirements or Prerequisites
- Students wishing to pursue their CHTMP certification require reliable transportation to field-site locations.

Course Highlights
- Participate in an extensive on-site internship experience
- Compete for exclusive scholarship only open to HTMP students
- Continue learning advanced management and supervision skills applicable to many different career fields

Credits, Certificates and Credentials
- Work toward Certified Hospitality & Tourism Management Professional (CHTMP) designation through the American Hotel and Lodging Association
- NHTI - HT 101 - Introduction to Hospitality and Tourism - 3 college credits - RS

Law Enforcement I - HTC370

Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

*New Hampshire Scholars Eligible

Students completing this course will recognize the social and political influences that contribute to law enforcement as a critical partnership between citizens and the justice system. Particular attention will focus on goals, characteristics and culture of policing within the law. Students will learn and have projects dealing with different policing philosophies such as Problem Oriented Policing, Zero Tolerance Policing and Community Policing. Constitutional Law and major United States and New Hampshire Supreme Court cases will be studied and put into real use with mock interrogations, investigations and court cases involving the students. Students will recognize the significant issues involved in policing, including discretion, discrimination, racial profiling, use of force, pursuits, liability, corruption and ethics. Major emphasis will be placed on police investigative and reporting techniques. Students will also learn and get certified in several areas such as CPR, first aid, Incident Command System Certifications, defensive tactics and traffic control. Crime scene processing and DNA collection best practices will also be an integral part of the curriculum.

Special Course Requirements or Prerequisites
- Special release form required for certain field trips and class activities.
Course Highlights
- Crime Scene Processing
- Mock Crime Scenes and Trials
- Exciting Field Trips

Outcomes: Credits, Certificates and Credentials
- CPR Certification
- Basic First Aid Certification

Law Enforcement II - HTC470
Times Offered: 9:02 am-10:31 am
*New Hampshire Scholars Eligible

Year two students will be expected to participate in an onsite internship at a local law enforcement, corrections or social agency. Each learning experience in the internship will require the students to be active participants, disciplined listeners, critical thinkers as well as effective writers and public speakers. A weekly log will be kept on the internship and an oral presentation will be made at the conclusion in front of the Advisory Board. The year two student will also build on the knowledge that was taught in level one. Advanced crime scene processing, patrol tactics, and advanced levels of Incident Command will be taught. Conflict resolution will be an integral part of year two with role play exercises with actors and students. De-escalate techniques will be stressed. Students will explore use of force situations through simulated scenarios. Self-management, time management, and goal setting will also be integral components of the curriculum.

Course Highlights
- Second year internships
- Advanced crime scene processing
- Multiple certifications in the field

Outcomes: Credits, Certificates and Credentials
- Incident Command Certification
- Credits available through articulation with New England College
- Central Maine Community College - 3 college credits - Dual Enrollment

Intro to Manufacturing Engineering Technology/Pre-Engineering I - HTC385 (Semester)
Times Offered: 12:31pm-2:00pm; Fall/Spring
*New Hampshire Scholars Eligible

Level I students will have the opportunity to design, develop, and gain skills in the development of manufactured products using the latest in solid modeling software and virtual CNC machinery. Student skills and competencies are common from the following Pre-Engineering and Manufacturing competencies: blueprints & engineering drawings, industrial and personal safety, engineering materials, and career and college options. All MET and Pre-Engineering courses are based on the Engineering by Design curriculum.
Course Highlights
- Latest 3D Computer Aided Drafting Programs using high powered dual-monitor computer systems
- Virtual CNC set-up and programming of the ProMill 8000 Milling Machine
- Numerous hands-on, self-paced projects and assignments that are connected "Real-World" experiences.

Outcomes: Credits, Certificates and Credentials
- Amatrol Certified Production Technician
- SolidWorks (CSWA-Certified SolidWorks Associate)
- Tooling University - Certificates of Completion

Manufacturing Engineering Technology II - HTC485 (Full Year)
Times Offered: 9:02 am-10:31am
*New Hampshire Scholars Eligible

Level II students will work with Advanced CNC set-up and operations, Computer Aided Manufacturing (CAM) operations, operational management skills and current manufacturing principles such as Lean production flow and inventory, 5-S workplace organization. Students have the opportunity to receive college credits Project Running Start, and the course articulates with Central & Southern Maine Community Colleges. In addition students can earn industry recognized certifications such as; CSWA-Certified SolidWorks Associate, Master CAM-Associate Level, MSSC-Certified Production Technician and Tooling University Certificates.

Special Course Requirements or Prerequisites
- Closed toed-foot-ware (no sandals or flip-flops)
- Long pants, or mandatory shop coat usage

Course Highlights
- Students utilize advanced features of SolidWorks Computer Aided Drafting software to design a working product and blueprint for manufacturing.
- Students train on the use of computerized machines worth more than $50,000 each.
- Students train on the use of a computerized laser cutting machine.

Opportunities: Credits, Certificates and Credentials
- SolidWorks (CSWA-Certified SolidWorks Associate)
- Amatrol - Certified Production Technician (140 hours min.)
- Tooling University - Certificates of Completion options
- LRCC - LMAN1300 - Blueprint Reading & Solid Modeling - 3 college credits RS
- CMCC - PMT111 - Intro to Lathes and PMT116 - Milling & Grinding - 3 college credits

Pre-Engineering II - HTC415
Times Offered: 10:34 am-12:03pm
*New Hampshire Scholars Eligible

Students develop problem-solving skills using SolidWorks computer aided-drafting software with an emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. State of the art computer hardware and software will be used to emphasize design development processes and computer aided drafting & design. Certain design projects that meet requirements become eligible for creation in the 3D Solid Model Printer. Students will learn about various engineering systems, manufacturing processes and extensive use of the
engineering design process. The main goal is to experience theory and hands-on problem solving activities to learn what engineering is all about

Special Course Requirements or Prerequisites
- Completion of SolidWorks Certification strongly recommended
- Concurrent enrollment in college-level preparatory mathematics if not already taken.

Course Highlights
- Learn and utilize college and industry level software packages (SolidWorks, Chief Architect, CAMWorks, MasterCAM).
- Design and utilize a 3D printer to make your concepts real.
- Build and program, custom robots.
- Build, test custom bridges and rockets.

Outcomes: Credits, Certificates and Credentials
- SolidWorks (CSA-Certified SolidWorks Associate)
- Tooling University - Certificates of Completion options from numerous course options.
- LRCC - LMAN1300 - Blueprint Reading & Solid Modeling - 3 college credits RS

MET & Pre-Engineering III - Capstone (Semester)
Times Offered: 9:02 -10:31am for MET and 10:34 am -12:03pm for Pre-Engineering
Course is offered either spring or fall based on student schedule
*New Hampshire Scholars Eligible

This Capstone course will engage students in personalized learning experiences. The Capstone Project affords students the opportunity to apply critical thinking skills while investigating a specialized area of interest in either Manufacturing or one of the various Engineering disciplines. Students combine the teaching and learning from core courses already taken to solve real-world problems related to their chosen fields. Each student has the assistance of a Capstone Project teacher to guide the student through their project details. In addition, each student will select an adult mentor in their field of research as well as two peers to serve as Critical Friends throughout the Capstone Project. The Capstone Project serves as a culminating demonstration of what a student has learned in his or her career pathway.

Special Course Requirements or Prerequisites
- 85 or higher from previous MET/Pre-Engineering Courses
- Must have a plan to participate in at least one of the following: Running Start program, service-learning activity, documented internship, completion of an industry recognized credential
- MET/Pre-Engineering Teachers Recommendation
- Have maintained a good attendance record (12 days max)

Course Highlights
- Students will improve skills in writing, oral presentation, and will research, design, then develop a solution to a valid open-ended technical problem using the Engineering Design Process.

Outcomes: Credits, Certificates and Credentials
- Running Start Credits available
- Advanced SolidWorks Certification
- ToolingU Certificates
Plumbing, Heating and HVAC I - HTC395
Times Offered: 10:34 am-12:03pm, 12:31pm-2:00pm

During the 1st year of this students will learn and demonstrate the basic skills that are essential in the plumbing, heating and HVAC field. Students will have an opportunity to work with a variety of modern tools and materials used by professionals in the field. Students will work with many different materials that are found in both residential and commercial settings. Students will be introduced to the state plumbing code and begin exploring how and why this effects the work we do and how we do it. During the 1st semester students will work toward the OSHA-10 general construction certification. Completion of this certification is a prerequisite to enter Plumbing, Heating and HVAC Technologies II. In the spring students will have the opportunity to work offsite on various Parks and Recreation buildings, as we open them for use in the spring.

Special Course Requirements or Prerequisites
- Boots or other close-toe shoe

Course Highlights
- Hands-on projects, using tools and applying the knowledge learned in class.
- Field Sites, going off school property to work on real jobs.
- Learn skills that will last a lifetime.

Credits, Certificates and Credentials
- OSHA-10 certification
- State of NH Plumbing Apprentice Program- Begin as 2nd year apprentice (Must complete both levels of Plumbing and Heating)

Plumbing, Heating and HVAC II - HTC495
Times Offered: 9:02 am-10:31am

During the Plumbing, Heating and HVAC Technologies II students will continue to add to their knowledge and skills of this diverse field. Students will learn advanced piping techniques for various types of systems. Students will continue to look deeper into the state plumbing code and working more in-depth with blueprints and equipment documents. Students will spend more time working in the field on jobsites installing and maintaining many different types of plumbing and heating systems. In the fall the students will be responsible for winterizing many Parks and Recreation sites, and doing any repairs these facilities require. We will begin to explore different types of heating systems, including oil, propane and natural gas. Students will have the opportunity to work with various types of hydronic heating equipment and pipe in boiler systems. Students will be introduced to the basic HVAC concepts including A/C and refrigeration. Students will learn have the opportunity to work on different types of oil burners, they will learn about the components of the burner and how they work. Students will learn how to install and service various commercial and residential plumbing fixtures.

Special Course Requirements or Prerequisites
- Boots or other close-toe shoe
- Successful completion of OSHA-10 during year 1

Course Highlights
- Working on field sites
- Job Shadow Opportunities
- Spring plumbing competition
Credits, Certificates and Credentials

- State of NH Plumbing Apprenticeship Program: Begin Apprenticeship as 2nd year apprentice
- Manchester Community College - HVAC101 - 3 college credits - Articulation

WINNISQUAM REGIONAL HIGH SCHOOL
AGRICULTURAL EDUCATION CENTER

Courses at the Agricultural Education Center give students hands-on experience and skill training that help them obtain jobs or continue their education at a two or four year college. All courses are a year long, double period and part of a course sequence. Each course is worth two and one quarter credits. All courses are Level 2.

The following are the two-year course sequences available

**Agricultural Science/Natural Resources** (Grades 10-12)
**Agricultural Science/Plant Science Applications** (Grades 10-12)

**Agricultural Science**
2 Credits
Gr. 10-11

An application is required for this course. The due date is April 1st.
This course is designed to give students a basic understanding of the principles of agriculture and related technologies. This project-based course may include the basics of forestry and natural resources, small animal management and animal health, plant science and the use of machines, agricultural mechanics and shop safety. Technologies current to the industry of agriculture such as the use of GIS and GPS, lasers, robotics and sustainable energy systems will be discussed and applied when possible. Students will learn how scientists are working to meet the demand for food through use of technologies such as vertical farming, genetically modified foods and photovoltaic techniques. Emphasis will be placed on integrating skills developed into real life situations. Leadership development and community service are strong components of the class with students expected to participate in various agricultural jobs, judging contests and FFA leadership activities. Record keeping and documentation of skills are used to reinforce class activities. Class meets every day for a full year.

**Animal and Plant Science (Level 1)**
2 Credits
Gr. 10-11

Prerequisite: Agricultural Science & Technology. An application is required for this course. Due date for application is April 1st.

Provides the option for skill development in both the animal and plant kingdoms. Students will learn the basics in each area including functional anatomy, nutritional concepts and health and disease considerations. These concepts will be applied by producing and harvesting a horticultural crop and/or developing a management plan for an animal species common to our region. All concepts will be addressed in a business context in order to promote personal growth and enhance career success. Class meets every day for a full year. WRHS has articulation agreements with SUNY Cobleskill and the Thompson School of Applied Science which may qualify students for two semester hours of credit upon successful completion of this course.
This course is an introduction to the area of Natural Resources Management. In addition to awareness of employment opportunities, this course will encourage consumer understanding of and responsibility for our natural resources. The course will focus on the areas of forest, wildlife and fisheries management and components. Students will learn about sustainable harvesting, forest diseases, tree identification and equipment use. Native and invasive species will be covered as well as classification procedures, population studies, water quality and sampling techniques. These concepts will be applied through land management and other practical projects. Class meets every day for a full year.

Students successfully completing Agricultural Science & Technology, Animal & Plant Science and Natural Resources may qualify for three semester hours of credit at the Thompson School of Applied Science.