

**Inter-Lakes
Middle/High School
Program of Studies
2022-2023**

*A Guide to Middle/High School
Requirements & Opportunities*



Glossary of 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 is a trademark and subsidiary of Collegeboard. Students will develop the writing skills, problem-solving techniques, and study habits that can lead to success in high school and college. Taking rigorous AP courses demonstrates maturity, willingness to accept an intellectual challenge, and a commitment to academic excellence. AP courses are a full year commitment and taking the AP National Exam in May is a requirement of all ILM/HS AP courses.

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. This is similar to a semester schedule in college. Courses can run for a quarter, a semester or a full year.

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. If a student takes a full schedule of 8 credits a year in grades 9 -12, they can graduate with 32 credits.

Elective course - A course that is not required for graduation. Students have the opportunity to take many elective (choice) courses in high school.

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 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.

Prerequisite - A class that must be taken before another class. For example, Algebra I is 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. For a full list of required courses go to the Guidance homepage.

Semester class - A class that runs for 90 days. First semester runs from August 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 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 35 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.

Office Hours also provides time during the school day for Band and Chorus to meet. Band meets on Wednesday and Friday, Chorus meets on Tuesday and Thursday and Jazz Band meets on Monday (Miss Eynon is your Office Hours advisor). Rehearsals are mandatory and students are able to earn credit for their ensemble participation. Students may see Miss Eynon for more information.

Running Start – A high school course approved and ran in conjunction with Lakes Region Community College. Many courses run at no charge, or there could be a \$150 fee students can earn both high school and college credit.

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TITLE IX - NOTIFICATION STATEMENT

It is the policy of the Inter-Lakes School Board that no individual shall, on the basis of race/ethnicity, color, religion, national origin, age, sex, disability, marital status, genetic information, gender identity or expression, sexual orientation, or on any other basis protected by federal, state and local law or ordinance be excluded from participation in, or denied the benefits of, or be subject to, discrimination under any educational program or activity of the District. Inquiries regarding compliance may be directed to the Title IX Coordinator, Principal, Inter-Lakes Middle/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: 1. quality teaching practices 2. student-centered learning 3. a safe environment 4. community connections and 5. 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 MIDDLE/HIGH SCHOOL'S CORE VALUES, BELIEFS AND SCHOOL-WIDE LEARNING GOALS

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

The *mission* of Inter-Lakes Middle/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 Middle/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

HIGH SCHOOL COURSE AND CREDIT REQUIREMENTS FOR GRADUATION

Credits required for graduation - 26 Credits

Credits required for graduation after completing 1 Full Year Huot/Winnisquam – 24.25 Credits
Credits required for graduation after completing 2 Full Years Huot/Winnisquam – 22.50 Credits

The following courses are required of all students to graduate from Inter-Lakes Middle/High School

English	4 Courses/4 Credits	English 9, English 10, English 11, English 12 <i>*See details below</i>
Social Studies	4 Courses/3 Credits	American & State Government (Civics) (.5 cr) Ancient & Medieval History (.5 cr) United States History 1 (1 cr) United States History 2 (1 cr)
Business	1 Course/.5 or 1 Credit	Economics (.5 cr) or Introduction to Business (1 cr)
Science	2 Courses/2 Credits	Integrated Physical Science (1 cr) and Biology (1 cr)
Mathematics	4 Courses/4 Credits	Algebra 1A AND Algebra 1B OR Algebra 1 Geometry (1 cr) Intermediate Algebra or Algebra 2A (1 cr) PLUS one math experience in senior year (1 cr) <i>*See details below</i>
Physical Education	2 Courses/1 Credit	Foundations PE (.5 cr) and One additional PE (.5 cr)
Wellness/Health	1 Course/.5 Credit	Wellness (.5 cr) or 1 Year of Huot Technical Center Health Science
Art	1 Course/.5 Credit	Courses in music, art, and STEAM qualify as an Art credit <i>*See details below</i>
STEAM Technology	1 Course/.5 Credit	STEAM & Huot courses qualify for ICT/Technology credit <i>*See details below</i>

English options include; Reading & Writing, College Preparatory, Honors and Advanced Placement - 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.

Mathematics competencies are required every year a student is enrolled in high school including senior year even if graduation competencies for mathematics have been demonstrated prior to senior year. This may occur through integration of competencies in content areas other than mathematics. Courses applicable for the senior year “math experience” include; Chemistry, Advanced Chemistry, Physics, Forensic Science, Advanced Personal/Business Finance, Accounting, Marketing, Consumer Financial Management, Introduction to Computer Science, AP Computer Science Principles, Game Design, Electronic Music, Foods, Robotics, Yearbook, Band/Chorus, Intro. to Programming, Design Manufacturing, CAD, Metal Working, Fundamentals of Electricity, Power & Energy, Small Engines and Huot Technical Courses such as; Allied Health, Automotive Tech, Biomedical Tech, Business Management, Building Construction, Computer Programming, Culinary Arts, Digital Media, Health Science, Plumbing & Heating, Pre-engineering, Manufacturing, and Teacher Preparation.

Art - The following courses satisfy the Art requirement for graduation: Digital Art, Graphics I, 2, 3, Video Production, Photo I,II & III, Woodworking, Game Design, SMART Technology, Web Design, Fundamentals of

Art, Drawing I/II, Painting I/II, Ceramics I/II, Sculpture I/II, Metal Working, Jewelry Design, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Band, Chorus, Music Explorations, Piano, Guitar, Electronic Music, Yearbook, Ukulele, Cyber Security, Studio and/or AP Art.

STEAM: Technology - The following courses satisfy the Technology requirement for graduation: Digital Art, Graphics 1, 2, 3, Video Production, Photo I,II&III, Woodworking, AP Computer Science Principles, Game Design, SMART Technology, Cyber Security, Web Design, Introduction to Computer Science, Intro. to Programming, Computer Aided Design (CAD), Robotics, Design & Manufacturing, Electronic Music, Yearbook, Huot Center Computer Science, Huot Center Multi-Media and Huot Center Engineering.

WEIGHTED COURSES INCLUDING HONORS, ADVANCED PLACEMENT (AP) AND RUNNING START

Honors: English 9 Honors, Honors Sophomore Seminar, Honors English 11, Honors English 12, Honors Algebra 1, Honors Geometry, Honors Algebra 2A, Honors Algebra 2B, Statistics, Pre-Calculus, Advanced Chemistry, Advanced Biology, Human Anatomy & Physiology, Physics, French IV & V, Spanish IV & V, Honors Band, Honors Chorus and all Running Start Courses (see below).

Advanced Placement Courses: AP English 11, AP English 12, AP Calculus, AP U.S. History and AP Computer Science Principles

Running Start: Introduction to Business, Entrepreneurship, Business Management, Personal and Business Finance, Principles of Marketing, Accounting I, Graphics II, Statistics, Pre-Calculus, Web Page Design and Introduction to Programming

NATIONAL HONOR SOCIETY

Students must meet a minimum GPA of 3.667 in order to be eligible for the process of applying for membership in the National Honor Society. Students who meet the GPA requirement will be invited to apply. Applications will be reviewed by a Faculty Council. The Faculty Council will seek evidence of scholarship, character, leadership and service.

CLASS RANK

Inter-Lakes Middle High School does not rank students. However, students receive a percentile in which each student's GPA falls and are provided a decile to each student such as; 1st decile, 2nd decile, 3rd decile, etc. The decision to not rank 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.
- Some colleges re-compute their own GPA based on academic and non-academic coursework.

NEW HAMPSHIRE SCHOLARS – www.nhscholars.org

Inter-Lakes High School participates in the NH Scholars Initiative, which encourages N.H. high school students take a rigorous course of study (outlined below) to prepare students for college and the workforce. Successful

completion of the courses listed below will earn the NH Scholars designation on his or her diploma. Specific course requirements include:

- 4 English
- 4 Math – including Algebra I
- 3.5 Social Studies
- 2 World Languages (Complete through level 2 of a language)
- 4 Science – Science 9, Biology, Chemistry and at least one of the following:
Physics, Advanced Biology, Advanced Chemistry, Human Anatomy and Physiology,
Forensic Science, Huot Health Science I, or Huot Bio-Medical Technology I

INTER-LAKES MIDDLE/HIGH SCHOOL GRADES 9 - 12 SCHEDULE

Students in grades 9 - 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.

EARLY GRADUATION

Early graduation may be approved 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.

Procedure for Three-Year Early Graduation: A request in writing is 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.

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

A request in writing is 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.

Any request for early graduation will be acted upon by the building principal and is subject to review by the Superintendent. Any request to the Principal should include;

1. 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.
2. A completed timeline that would define the manner in which graduation requirements will be met.

EARNING CREDIT

To earn credit in any course, students must earn competency in all course competencies. A passing competency grade is a 70 or CP.

GRADING AND REPORTING STUDENT PROGRESS

GRADE 7-12 PERSONAL COMPETENCIES

Personal Competencies are factors which contribute to success in the classroom and beyond, including;

Time Management - punctuality, meets deadlines, follows through with commitments and uses time wisely

Preparation/Organization - arrives ready and organized with all necessary materials (homework, utensils, etc.)

Perseverance - problem-solves, sees tasks through despite difficulty, works to finish a quality product

Cooperation - works positively and respectfully with others

Engagement - follows directions, actively participates, initiates tasks, works independently, advocates for oneself

Reflection - self-aware, takes responsibility, takes feedback, and seeks improvement

Students are assessed on specific personal competencies for each course. Personal Competency development is reported using the following scale for grades K - 12:

Consistent	Often	Inconsistent	Needs Support/Instruction
The learner independently and regularly performs the expectations.	The learner needs occasional prompting or support to perform the expectations.	The learner inconsistently performs and/or needs routine support to perform the expectations.	The learner needs modeling and/or direct support or explanation to perform the expectations.

GRADE POINT AVERAGES

CUMULATIVE GRADE POINT AVERAGE (GPA) For Grade 12

GPA is computed on the entire class for grades 9 - 12. For grade 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, Honors and Running Start 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, independent study 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.

GRADE POINT AVERAGES (GPA) For Grades 9, 10 and 11

GPA is computed at the completion of each course.

GPA is calculated as follows; AP = 4.0, BP = 3.0, CP = 2.5, DP = N/A and IE = N/A

AP, Honors and Running Start GPA is calculated; AP = 5.0, BP = 4.0, CP = 3.0, DP = N/A and IE = N/A

For a full competency grade point average description, go to the Inter-Lakes Design Principles document on page eight located on the Curriculum Department website and located [HERE](#)

HONOR ROLL CRITERIA AND REQUIREMENT

Grades 7 & 8 - Honor Roll is based on personal competencies only. See page eleven of the Design Principles document located [HERE](#) for a full description.

Grades 9 - 11 - Two Honors Rolls will be acknowledged. One for academic achievement, one for personal competencies. Both offer a High Honor Roll and Honor Roll. See page eleven of the Design Principles document located [HERE](#) for a full description.

Grade 12 - 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 AND COMPETENCY GRADING SCALES

GRADE 12 GRADING SCALE

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

GRADES 7-11 COMPETENCY GRADING SCALE

Proficient with Distinction (AP)
 Beyond Proficient (BP)
 Proficient (CP)
 Developing Proficiency (DP)
 Insufficient Evidence (IE)

REPORTING OF GRADES

PROGRESS REPORTS

Grades 7-11 Progress Reports - A progress report is a “snapshot” of progress in that moment in time. Three progress reports will be provided for yearlong courses. One progress report will be provided for semester classes. For a quarter class, families will receive communication for any student with a grade below CP. Progress reports include personal competencies.

Grade 12 Progress Reports - Alma is available at all times for parents/guardians to check the progress, grades, completed or missing course assignments related to all Inter-Lakes classes. Faculty keep Alma updated frequently. Contact Guidance if help is needed with a parent/guardian account.

REPORT CARDS

Grades 7 & 8 End of Course Report Card Grades - Individual Competency grades are reported for each course. There is not an overall end of course grade. Report card includes personal competencies.

Grades 9-11 End of Course Report Card Grades - An overall course grade will be reported at the end of any quarter long, semester long or year long course. Report card includes personal competencies.

Grade 12 - A final course grade is available in Alma at the end of a Quarter class or Semester class. Report cards are issued at the end of each quarter (Quarter 1, Quarter 2, Quarter 3 & Quarter 4), no matter the length of the course. Report card includes personal competencies.

REPLACING FAILURE GRADES FOR CREDIT

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

During Summer Recovery the original course grade can be changed from an IE/NYC to the new grade. Once the new school year has started the NYC/IE will stand and a new course recovery entry will be made on the transcript. Recovery of a course through night school, VLACS or another school will be a new entry on the transcript as written from the outside school and the original IE/NYC will remain on the transcript.

SCHEDULE CHANGES

Students may consider adding or dropping courses, during the first two weeks of the semester. Students must have approval from a parent or guardian, teacher and school 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 the transcript will indicate this fact with a “W” for withdrawal. (This includes Advanced Placement courses). 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 school counselor upon enrollment.

MIDDLE SCHOOL PROGRAMMING

Grade 7 - Seventh grade is structured as a transition between elementary and high school. The team approach exposes learners to multiple teachers, classrooms and experiences during each school day. Using a daily homeroom class, learners practice becoming a member of the larger community and practice the executive functioning skills to become more independent students. Students participate in math, social studies, English language arts and science classes daily along with a variety of specialties including physical education, the arts and STEAM. Seventh grade focuses on the characteristics, formation, evolution, diversity, importance and fragility of life on earth. Using the skills of developing investigations, creating models, analyzing data and arguing claims using evidence, students learn how to be scientists in the field of life science.

Seventh grade social studies is a “world studies” course which builds upon studies of western civilizations in sixth grade. The course explores physical and human geography including the contributions of ancient and medieval civilizations of Africa, the Middle East, and Asia. Modern government and economic systems are investigated and compared. Students learn to use essential and supporting questions to plan inquiries, evaluate

and cite credible sources in research, and make collaborative and evidence-based decisions about issues that affect them as global citizens.

In grade 7, students build upon the non-negotiable math skills from elementary school to support the mathematics taught at the high school level. Seventh grade content includes using variables and numbers to simplify expressions and solve equations (C1: Symbolic Expression), applying skills involving arithmetic and proportional reasoning to simplify number problems that involve fractions, decimals, integers, and some irrational numbers, (C3: Reasoning and Computational Strategies), exploring, demonstrating, applying and communicating thinking strategies and mathematical arguments (C4: Metacognitive Skills and Communication) and describing and comparing students that involve proportionality, change or patterns (C6: Algebraic Functions Patterns, and Relations).

Grade 8 - The English Department is committed to ensuring that each graduate of Inter-Lakes Middle/High School is proficient in all of the English competencies. To make that goal possible, English in grade 8 will be based on the competencies that the English Department utilizes. They are as follows: Reading Literary Texts, Reading Nonfiction Texts, Writing (variety of forms), Language Usage, and Speaking and Listening (This last competency is a formative assessment in Grade 8). After grade 8, students will have a choice of college preparatory or honors. As a freshman, wanting to enter 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 “AP/BP” in 8th grade reading and writing competencies and has a passion for both disciplines; student has been punctual with all work during the 8th grade year and is capable of handling 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. Summer work will also be required. Students who do not participate in honors level English as freshmen are not prohibited from joining at another time.

The Mathematics Department is committed to the school’s vision and mission and encourages students to participate in rigorous 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 the subject. The 8th grade math course is based on the Common Core standards with a focus on Symbolic Expressions, Geometry, Algebraic Patterns, Relations, and Functions, Metacognitive Skills and Communication, as well as Numbers and Number Systems. After grade 8, students will have a choice of college preparatory or honors courses. Entering the honors Mathematics program is contingent upon recommendation by the eighth grade teachers and/or by the high school math faculty and students should meet the following criteria: student has maintained an “AP/BP” in 8th grade mathematics competencies and has a passion for the subject; student has been independent and punctual with all work during the 8th grade year and is capable 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.

The Social Studies 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 for high school. The course has been broken down into several themes for the year. The themes are intentionally broad so that students may meet the 8th grade Social Studies competencies through a study of multiple time periods and topics. The themes are

Democratic Ideals, Foundations of Power, and Change, Progression, and Responsibility. Students gain an understanding of how America started, while also looking at our continued responsibility as global leaders. To achieve this end, the Social Studies Department competencies include; Develop questions and plan inquiries, Disciplinary Concepts, Evaluate Sources and Use Evidence: Communicate Conclusions and Take Informed Action.

The Science curriculum consists of the Earth and Space Science concepts of geology, astronomy and weather and climate. During Geology, students will gain a broad understanding of the natural processes that shape our landscapes from the beginning of Earth's history. Emphasis will be given to plate tectonics, what drives this process, and the consequences of the movement. We will also explore the processes of weathering, erosion, and the rock cycle. Units will include: Geologic Timeline, Landforms, Plate Tectonics, the Rock Cycle, and natural disasters that result from these processes. During Astronomy, students will gain a broad understanding of the universe. Emphasis will be given to the scale and structure of objects in the universe, including the physical relationship between stars, solar systems, and galaxies. Exploration of the role of gravity in the formation and motion of these structures. Units will include: the History of the Universe, the Life Cycle of Stars, and the Development of the Solar System. During Weather and Climate, students will gain a broad understanding of the interactions of the atmosphere, oceans, biosphere, and the physical geography of Earth's continents. Units will include: the History of Earth's Climate, the Water Cycle, Weather Forecasting, the Carbon Cycle, the Effects of Population Growth, and the Use of Natural Resources. The six Science competencies addressed include; Asking Questions and Defining Problems, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions, and Engaging in Argument from Evidence.

World Language is available in semester two of eighth grade. High school French 1A or Spanish 1A can be taken in lieu of courses in art, music, computers or physical education. Students in good standing for both academic and personal competencies in their core eighth grade subjects are eligible to participate. Teacher recommendation required. This is a full high school course with expectations of daily participation, homework, and final exams. This class may be mixed with upperclassmen. High school credit can be earned upon successful completion of the course.

DEPARTMENTS AND COURSES

(DEPARTMENT OF ART IS NOW LOCATED WITHIN STEAM)

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. FBLA is an acronym for Future Business Leaders of America, a national student organization.

The Business Department competencies include:

Information Technology	Social Responsibility
Management	Financial Management
Economics	Global Perspectives
Communication	Marketing

Introduction to Business (RS) - 1 Credit / Grades 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 (Future Business Leaders of America, a national student organization) and engage in competitive events. This course fulfills the state mandate for economics education. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Introduction to Economics - 1/2 Credit / Grades 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 (RS) - 1 Credit / Grades 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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Entrepreneurship (RS) - 1 Credit / Grades 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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Business Management (RS) - 1 Credit / Grades 9-12

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 increase 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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Accounting I (RS) - 1 Credit / Grades 9-12

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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Principles of Marketing (RS) - 1 Credit / Grades 9-12

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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Yearbook - 1 Credit / Grades 11-12

Yearbook is a true experiential learning class in which team members create, organize and complete all the functions of management associated with running a business. Students plan, organize, lead, finance, monitor, market and distribute a book while working in conjunction with a professional publishing company. Students will also integrate design theories and several technology applications are used including graphic design applications, spreadsheet applications, publishing applications, Photoshop, and photography. Students will enhance their communication skills through the use of journalistic interviews, story writing, sales presentations as well as both verbal and written business communications. Students will promote themselves, the school and the community and become involved in projects and experiences both inside and outside of the classroom and school.

DEPARTMENT OF ENGLISH

The English Department is committed to ensuring that each graduate of Inter-Lakes High School is proficient in all of the English competencies. To make that goal possible, students must choose a required English class consistent with their academic year. Freshmen may choose from English 9 and Honors English 9. Sophomores may choose from English 10 and Honors English 10. Juniors may choose from English 11, Honors English 11, and Advanced Placement English Language and Composition. Seniors may choose from English 12: World Literature, Honors English 12, and Advanced Placement English Literature and Composition.

The English Department competencies include:

Reading Literary Text

Reading Nonfiction Texts (not assessed in AP English Literature)

Writing

Language

Speaking and Listening (formally assessed at the Honors and AP Level)

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 Honors and AP students, and students' independent reading of these texts will be assessed within the first week of the semester. The quality and quantity of these

texts serve to help students practice close reading. These pieces challenge 21st century readers and are included to best prepare students to read often, read closely, read beyond our time, and read new genres.

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 BP in each of the competencies and has a passion for reading and writing; student has been punctual with all work during the 8th grade year and is capable of handling 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 BP in each of the English competencies in order to continue at the honors or AP level.

Reading and Writing - 2 Credits/2 Semesters / Grades 9-12

Based on the Read 180 Program, this course is designed to raise the reading achievement for struggling readers. The program uses a comprehensive system of whole and small group instruction in reading skills and strategies, academic vocabulary, grammar and writing, and adaptive computer technology to individualize instruction to build fluency and comprehension skills modeled and independent reading. *Prerequisite - Teacher Recommendation and Lexile Review*

English 9 - 1 Credit / Grade 9

The focus in English 9 is the different types of nonfiction and literature to include short stories, drama, and the novel. Writing assignments include the narrative, expository, and expository with sources. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

English 9 Honors - 1 Credit / Grade 9

English 9 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 assessed on this reading within the first week of the semester. This course will focus on different types of nonfiction and literature, including short stories, drama, and the novel. Students should expect lengthy reading assignments. Writing assignments include the narrative, expository, and expository with sources. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics. The speaking and listening competency will be assessed regularly through discussion and presentations. *Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 8th grade English competencies.*

English 10 - 1 Credit / Grade 10

The focus of this course is non-fiction, memoir, and novels of increased text complexity. Writing assignments include literary analysis, narrative, argument, and research-based argument. Vocabulary and spelling, as well as grammar and mechanics, will be emphasized throughout the semester, and activities will be designed to enhance students' use of language and conventions.

English 10 Honors - 1 Credit / Grade 10

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. Students will practice working through ambiguities in a text as they read and analyze novels and drama. Students should have an appreciation for literature and a desire to more deeply understand the nuances of the art and craft of writing. 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, arguments, and research-based arguments. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations, and language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics. *Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 9th grade English competencies.*

English 11 - 1 Credit / Grade 11

The focus of this course is a survey of American literature. Students will be expected to make observations concerning the influences upon and the differences among the various literary periods through the study of essays, plays, short stories, novels, and poetry. Lengthy reading assignments are a part of homework. Writing assignments include the narrative, exposition, and the argument. 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. Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

English 11 Honors & AP English 11 Language and Composition - 1 or 2 Credits / Grade 11

English 11 Honors/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, analytical reading, and persuasive writing. Advanced Placement level courses require diligence and hard work as they mirror college-level expectations and curriculum. Readings will range from poetry and short fiction to nonfiction prose and the novel, and these will be discussed using the Socratic Seminar method in which all class members are expected to participate on a daily basis. 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 assessed on this reading within the first week of the semester. *Prerequisite - Teacher Recommendation and a minimal overall grade of BP in each of the 10th grade English competencies.*

1 or 2 Semester Course. Note: All students who take an AP course must take the AP Exam as a course requirement.

English 12: World Literature - 1 Credit / Grade 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 timeline of world literature typically not covered in traditional American and British literature survey courses. Works from Africa, the Middle East, and Asia are the focus of study. Writing assignments include the narrative, exposition, and the argument. Continued emphasis upon oral communication skills will be practiced in class discussions and presentations, and Language activities will be designed to enhance students' vocabulary and usage of grammar and mechanics.

English 12 Honors & AP English 12 Literature and Composition - 1 or 2 Credits / Grade 12

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. Writing Assignments will focus on the critical analysis of literature as students enhance their ability to explain clearly, cogently and elegantly their interpretation. A summer reading list is required, for it is especially important for AP students to enlarge their literary repertoire. The summer reading texts have often been referenced on the AP exam and offer a variety of perspectives that set the foundation for the course. ***Prerequisite - Teacher Recommendation and a minimal overall grade of B in each of the 11th grade English competencies. 1 or 2 Semester Course. Note: All students who take an AP course must take the AP Exam as a course requirement***

Argument and Debate - .5 Credit / Grades 10-12

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 Argument and Debate will be able to pick a topic and argue both sides, understand components of argumentation, design and deliver a speech, and evaluate a debate performance. ***Prerequisite - Sophomore English***

Art History - 1 Credit / Grades 10-12

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. Students have the option to take the course at the Honors level.

Creative Writing - .5 Credit / Grades 10-12

This elective course is designed for those students who have a serious interest in creative writing. Genre may include poetry, essay, short story, vignette, screenwriting, podcasting, 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. ***Prerequisite - Sophomore English***

Film Critique - .5 Credit / Grades 11-12

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. Students will keep a response log, take assessments, and participate in class discussion.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCE

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 STEAM education through project based learning in: 1) food science and innovation, 2) nutrition and wellness for individuals and families, 3) consumer financial management, 4) interior/textile design, 5) early childhood education and parenting, and 6) hospitality.

The Family and Consumer Sciences Department competencies include:

Housing & Textiles

Human Development, Early Childhood & Parenting

Foods, Nutrition & Wellness

Career, Community & Family Relations

Hospitality, Tourism & Facilities Management

Child Development - .5 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 through middle level years. Social, emotional, physical, and mental development through the middle years are examined. Special topics might include nutrition, learning disabilities, genetic disorders, community resources, and educational strategies. Activities in class might include visiting preschool and other educational environments when available.

Living on Your Own - .5 credit / Grades 11-12

This course offers students practical information designed to help them acquire the skills necessary for living independently. Students develop and apply skills used in making wise decisions. Topics include developing SMART goals, facing life challenges, household management, budgeting, financial literacy, employment, nutrition, and interpersonal relationships. Students will participate in low-cost nutritional cooking activities once a week.

Foods and Nutrition I- Quick and Easy Meals - .5 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 handling 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 - .5 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 - .5 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.

DEPARTMENT OF HEALTH

The mission of wellness class 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 affected 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.

The Health Department competencies include:

- Promotion and Prevention
- Advocacy
- Interpersonal Communication

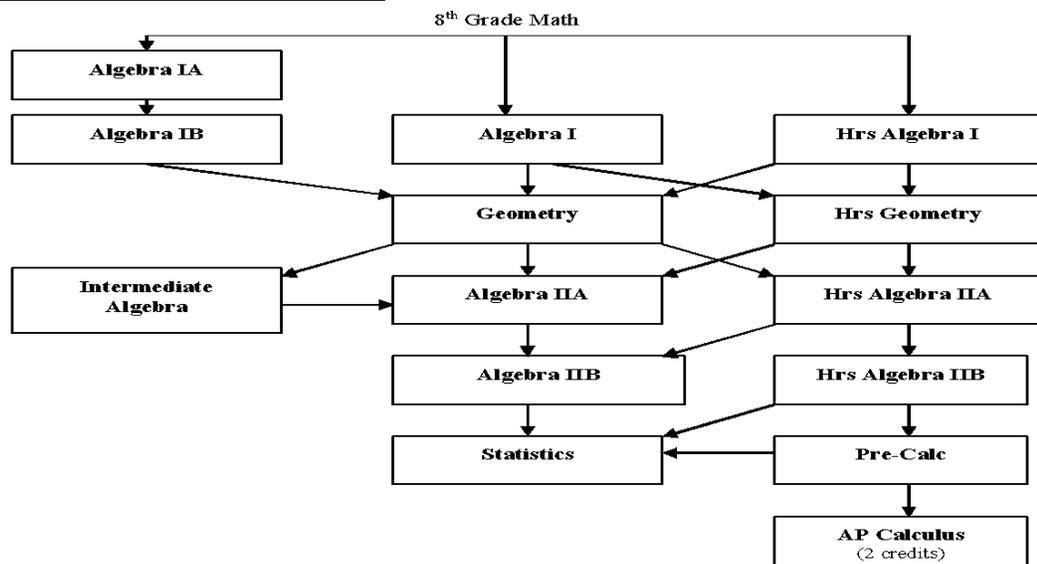
Wellness (Health) - .5 credit / Grades 9-12

Wellness 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.

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 workforce. Courses offerings are based on Common Core standards. The courses continue to evolve to best meet the needs of today’s students.

THE SEQUENCE OF MATH COURSES



The Mathematics Competencies are specific to each can and can be found on the Mathematics Competency Document. The one overarching competency that exists in all mathematics courses is Competency 1: Standards for Mathematical Practice.

ALGEBRA 1, 1A, 1B, 1H	INTERMEDIATE ALGEBRA	ALGEBRA 2A & 2AH	ALGEBRA 2B & 2BH	GEOMETRY & GEOMETRY HONORS	HONORS PRE-CALCULUS
Standards for Mathematical Practice					
Algebra Foundations	Algebra Foundations	Quadratic Functions with Complex Solutions	Exponential and Logarithmic Functions	Geometry Foundations	Functions and Their Graphs
Linear Equations and Functions	Linear Equations and Functions	Polynomial Functions	Rational Functions	Analytic Geometry	Polynomial and Rational Functions
Systems of Linear Equations & Inequalities	Systems of Linear Equations & Inequalities	Radical Functions and Rational Exponents	Trigonometric Functions	Transformations	Exponential and Logarithmic Functions
Exponential Functions	Exponential Functions	Probability	Series and Sequences	Congruence	Trigonometric Functions
Quadratic Equations and Functions	Quadratic Equations and Functions	Conic Sections	Statistics	Similarity and Trigonometry	Series and Sequences
Data Analysis	Data Analysis			Solids and Circles	
	Quadratic Functions with Complex Solutions				
	Polynomial Functions				
	Probability				

Foundations of Math - 2 Credits / Grades 9–12

Foundations of Math helps students increase their basic mathematical skills by reviewing key competencies from grades 5-8, in turn they'll be more efficient in their math courses, science courses, and everyday life. Foundations of Math also focuses on using math tools for problem solving, practicing executive functioning skills to help with organization, and improving perseverance skills through encouragement, a growth mindset, communication, collaboration, and critical thinking.

Algebra 1A - 1 Credit / Grade 9

This course covers the first half of Algebra 1. It provides more time to practice algebra skills and apply algebraic concepts. Students who complete this course will go on to Algebra 1B in which they will cover the remaining Algebra 1 competencies to complete the graduation requirement for Algebra 1. ***Prerequisite - CP or above in previous math course and teacher recommendation.***

Algebra 1B - 1 Credit / Grade 10

This course covers the second half of Algebra 1. It provides 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 1 and will be prepared to go on to Geometry. *Prerequisite - CP or above in Algebra 1A and teacher recommendation.*

Algebra 1 - 1 Credit / Grades 9-12

This course meets the requirements identified in the Common Core State Standards for High School Algebra I and includes: Linear, Exponential, and Quadratic Relationships and Data Analysis. *Prerequisite - CP or above in previous math course and teacher recommendation. This course meets a New Hampshire state requirement for graduation.*

Honors Algebra 1 - 1 Credit / Grades 9-12

This highly challenging course in high school Algebra covers the same topics as Algebra 1 in a more rigorous manner requiring an increased level of independent work. *Prerequisite - BP or above in previous math course and teacher recommendation.*

Geometry - 1 Credit / Grades 10-12

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. *Prerequisite - CP or above in Algebra 1B or Algebra 1.*

Honors Geometry - 1 Credit / Grades 10-12

This course covers the same topics as Geometry in a more rigorous manner requiring an increased level of independent work. *Prerequisite - BP or above in Honors Algebra 1 and teacher recommendation.*

Intermediate Algebra - 1 Credit / Grades 10-12

This course strengthens and extends topics in Algebra, allowing more time to practice and master concepts required for success in Algebra 2A. *Prerequisite - CP or above in Algebra 1 or 1A/1B and Geometry.*

Algebra 2A - 1 Credit / Grades 10-12

This course meets the first half of the unit requirements identified in the Common Core State Standards for High School Algebra 2 and includes: Quadratic, Polynomial, Rational, and Radical Relationships. *Prerequisite - CP or above in Geometry and teacher recommendation.*

Honors Algebra 2A - 1 Credit / Grades 10-12

This course covers the same topics as Algebra 2A in a more rigorous manner requiring an increased level of independent work. *Prerequisite - BP or above in Honors Geometry and teacher recommendation.*

Algebra 2B - 1 Credit / Grades 10-12

This course meets the second half of the unit requirements identified in the Common Core State Standards for High School Algebra 2 and includes: Exponential and Logarithmic Functions, Trigonometric Functions, Statistics and Probability and Conic Sections. ***Prerequisite - An average of C/CP or above in Algebra 2A and teacher recommendation.***

Honors Algebra 2B - 1 Credit / Grades 10-12

This course covers the same topics as Algebra 2B in a more rigorous manner requiring an increased level of independent work. ***Prerequisite - An Average of B-/BP or above in Honors Algebra 2A and teacher recommendation.***

Honors Pre-Calculus (RS) - 1 Credit / Grades 11-12

This Running Start 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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - An average of B-/BP or above in Honors Algebra 2B and teacher recommendation.*

Advanced Placement Calculus - 2 Credits / Grades 11-12

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.) ***Prerequisite: An average of B-/BP or above in Pre-Calculus and teacher recommendation.***
Note: All students who take an AP course must take the AP exam as a course requirement.

Statistics (RS) - 1 Credit / Grade 12

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. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - An average of C/CP or above in Algebra 2A; Algebra 2B highly recommended.*

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.

The Music Department competencies include:

Create
Perform
Respond
Connect

Band - .25 Credit / Grades 9-12

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. *Prerequisite - Ability to play a band instrument.*

Honors Band - .25 Credit / Grades 9-12

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. *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*

Jazz Band - .25 Credit / Grades 9-12

Jazz Band is for instrumental students who wish to further their ability by playing a variety of styles of music. Opportunities within the ensemble include solos, improvising and song features. Along with Office Hours Jazz Band rehearsals, there will be some after school rehearsals and Concerts that will be required. The Jazz Band may be asked to participate in other community performances. *Prerequisite - Audition with or recommendation by Miss Eynon*

Chorus - .25 Credit / Grades 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.

Honors Chorus - .25 Credit / Grades 9-12

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

Select Chorus - .25 Credit / Grades 9-12

Select Chorus is for vocal students who wish to further their ability by singing a variety of styles of music. There are opportunities for challenges including solos, song features and singing a capella. Along with Office Hours Select Chorus rehearsals, there will be some after school rehearsals and Concerts that will be required. The Select Chorus may be asked to participate in other community performances. ***Prerequisite - Audition with or recommendation by Miss Eynon.***

Guitar Class - .5 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 - .5 Credit / Grades 9-12

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. May be taken for music, art or technology credit.

Basic Ukulele Class - .5 Credit / Grades 9-12

This class gets you started in the world of ukulele by learning the basics of playing the ukulele. Ukuleles, books, and necessary materials will be supplied to you. In this course you will learn the major parts of the ukulele, how to tune a ukulele, hold it properly, basic chords and strumming patterns, basic reading and basic music theory. You will also have the opportunity to perform individually or in an ukulele ensemble. No experience is necessary, but if you already know how to play, you too are welcome.

Musical Explorations - .5 Credit / Grades 9-12

This class is open to any student wishing to further their musical knowledge. Whether you are already a part of the Band and/or Chorus or not, this class will help you become a more competent musician. In this class, students will learn basic music theory (basic notation, scales, keys, musical terminology, etc.), have the opportunity to learn new instruments, create their own music, videos and overall develop a stronger musical knowledge.

Introduction to Piano and Music Theory - .5 Credit / Grades 9-12

This is a perfect introduction to piano and music for those who have little to no experience or need a review of the very basics. You will learn how to read music, find notes on the piano and other

essentials so you can begin playing pieces. This class is also open to students who already have piano playing knowledge. Piano instruction for beginners will focus on piano basics; learning to read notes, read rhythms, playing scales, basic chords and other tools essential to play any style of music. Piano instruction for students with experience will build these skills to help with the playing of harder pieces. Basic music theory exercises will also be taught and practiced through the use of online programs and packets. This will include basic notation, scales, keys, musical terminology, etc.

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.**

The Physical Education Department competencies include:

Psychomotor
Cognitive
Affective
Physical Fitness

Foundations of Physical Education - .5 credit / Grade 9

This course will provide students with the skills necessary to assess their current levels of fitness and, based on that knowledge, set individual goals and design their own fitness programs. Emphasis will be on the health-related components of fitness. Students will explore the concepts needed to maintain themselves at a designed level of fitness throughout their lifetime. With a strong emphasis on lifetime fitness, students will have the opportunity to focus on individual sports and team play. Individual activities may include, but are not limited to: tennis, badminton, pickle-ball, dance and fitness activities. Team activities may include, but are not limited to: flag football, soccer, team handball, Frisbee, basketball, lacrosse, floor hockey, volleyball and various games.

Physical Education - Activities & Fitness - .5 credit / Grades 10-12

Physical Education Activity is an extension of our Foundations class. This is for the student who wants their Physical Education program to emphasize individual and team activities. An in-depth instruction in skill development and strategy with game play will occur during team and individual activities. Individual activities may include tennis, badminton, pickle-ball, and fitness activities. Team activities may include flag football, soccer, team handball, Frisbee, basketball, lacrosse and volleyball. A portion of this class will also include individual fitness programming that will be used daily to enhance an overall level of fitness. Students will apply prior knowledge of the Five Components of Fitness and FITT principles to design their programs. Basic Anatomy, RPE scale, obstacles for maintaining a

healthy lifestyle, dance for fitness, nutrition and healthy choices are some of the topics that will be discussed. *Prerequisite - Foundations of PE*

Fitness Training - Strength and Conditioning - .5 credit / Grades 10-12

Students will implement a fitness plan focused on strength and conditioning. This is a course for the motivated student who wants to improve his or her current fitness level. Time will be spent in the Weight Room and outdoors in order to develop a life-long physical fitness regime. Students will be educated about Nutrition and its relationship to peak performance. Along with weight training students can have the opportunity to explore other life-long activities including walking, running, tennis, snowshoeing and more. *Prerequisite - Foundations of PE*

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 student-centered activities, lectures, 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. Science competencies focus on real-world 21st century skills that are applicable beyond the scope of science.

The Science Department competencies include;

Asking Questions & Defining Problems
Developing & Using Models
Planning & Carrying Out Investigations
Analyzing & Interpreting Data

Constructing Explanations & Designing Solutions
Using Mathematics & Computational Thinking
Engaging in Argument from Evidence
Obtaining, Evaluating & Communicating Information

Required Courses include;

1. Integrated Physical Science
2. Biology

Electives Courses; (Each has a Prerequisite)

- *Chemistry
- *Honors Physics
- *Honors Advanced Biology
- *Honors Advanced Chemistry
- *Honors Human Anatomy & Physiology
- *Forensic Science
- *Environmental Studies

Integrated Physical Science - 1 Credit / Grade 9

This course is designed to introduce students to basic topics in physics and chemistry and to apply these topics to earth and space science concepts. 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 / Grade 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. Units of study include: Ecology, DNA and Protein Synthesis, Genetics and Evolution. ***Prerequisite - Integrated Physical Science***

Chemistry - 1 Credit / Grades 10-12

This course presents the study of matter and its interactions, with an emphasis on critical thinking and making connections. This is achieved through laboratory and written work and the application of the problem solving skills learned in class. Topics covered include, but are not limited to, structure and properties of matter, atomic structure, nuclear chemistry, bonding and compounds, chemical reactions and stoichiometry. ***Prerequisite - Integrated Physical Science, Biology and Geometry or Algebra 2A (either may be taken concurrently)***

Honors Physics - 1 Credit/ Grades 11-12

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, design projects and problem solving. The use of mathematics, including trigonometry and algebra, is essential to the study of Physics and will be necessary to strengthen understanding 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. ***Prerequisite - Honors Algebra 2B or Algebra 2B and Chemistry***

Honors Advanced Biology- 1 Credit / Grades 11-12

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 Biochemistry and Cell processes. Also, students read “The Immortal Life of Henrietta Lacks” to discuss issues in Bioethics and learn about the growing field of Biotechnology. Students complete a major research project associated with the book. ***Prerequisite - An average of B/BP or above in Biology and Chemistry***

Honors Advanced Chemistry - 1 Credit / Grades 11-12

This course will delve further into the principles of chemistry, expanding on previous topics and exploring more complex concepts and ideas. Topics covered include, but are not limited to, the quantum mechanical model of the atom, behavior of gases, thermochemistry, reaction rates and equilibrium, and solutions and acid-base chemistry. Students who wish to enroll in this course must have demonstrated a high degree of proficiency in the first year of chemistry. Students planning to major in the sciences in college should enroll in Advanced Chemistry. ***Prerequisite - An average of B/BP or above in Chemistry, Algebra 2B (may be taken concurrently)***

Honors Human Anatomy and Physiology - 1 Credit / Grades 11-12

This course is primarily concerned with the structures within the human body and their interrelated functions. The anatomy and physiology of the cells, tissues and organs of all organ systems will be studied from their gross structures down to the chemical level. Special emphasis will be placed on

applying acquired knowledge to real life. Lab experiences and dissection of animal organs and whole animal specimens are 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. ***Prerequisite - An average of B/BP or above in Biology and Chemistry***

Forensic Science - 1 Credit / Grades 11–12

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, cyber forensics, blood spatter patterning, toxicology and DNA analysis. ***Prerequisite - Integrated Physical Science and Biology***

Environmental Studies - 1 Credit / Grades 11-12

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. ***Prerequisite - Integrated Physical Science and Biology***

DEPARTMENT OF SOCIAL STUDIES

The ILM/HS 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.

The Social Studies Department competencies include:

Develop questions and plan inquiries.

Apply disciplinary tools and concepts of history, geography, civic, & economics

Use technology and skills to gather information and express responses to essential and supporting questions through well-reasoned explanations and evidence-based argument.

Make independent and collaborative evidence-based decisions and present conclusions in a public venue

American and State Government - .5 Credit / Grade 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. Successful completion of American and State Government required for graduation.

Ancient and Medieval History - .5 Credit / Grade 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 / Grades 10-12

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. *Prerequisite - American and State Government*

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

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. *Prerequisite - U.S. History I*

AP United States History - 2 Credits/2 Semesters / Grades 11-12

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. *Prerequisite - Teacher Recommendation, a score of at least 70% on standardized reading comprehension tests, and a minimal overall grade of B/BP in 9th grade Social Studies and English. Note: All students who take an AP course must take the AP exam as a course requirement.*

Sociology - 1 Credit / Grades 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 / Grades 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 the Social Sciences - 1 Credit / Grades 11-12

For students interested in furthering their knowledge and skills in social studies, this is a student-designed course that offers students the opportunity to explore topics, themes and/or concepts related to the social sciences. Do you love history and want to spend more time learning about interesting historical eras, people or events? Have you taken Psychology or Sociology and wanted to explore those topics further? Are you curious about Anthropology or Political Science but haven't had the chance to learn about these topics? If so, this is the course for you. Students will choose their own topics 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 could include: Technology that changed history, Local History, History's Mysteries and Conspiracy Theories, Learning about other cultures around the world, History through Pop Culture, Civil/Human Rights and Activism, Genocides of the 20th and 21st century, Social Issues of the 20th and 21st century, Preparation for Social Studies AP tests that Inter-Lakes currently does not offer.

STEAM DEPARTMENT

The STEAM Department offers all students the opportunity to experience and understand the role of Science, Technology, Engineering, Art and Math in today's society.

The character of STEAM education itself has been evolving from a set of overlapping disciplines into a more integrated and interdisciplinary approach to learning and skill development. This new approach includes the teaching of academic concepts through real-world applications and combines formal and informal learning in schools, the community, and the workplace. It seeks to impart skills such as critical thinking and problem solving along with soft skills such as cooperation and adaptability. It also *includes technical skills such as computers, tools and machines* [\(US DOE\)](#).

“America’s national innovation base depends more than ever on a strong, cross-sector collaboration around common STEAM education interests and goals—a STEAM ecosystem—that can provide all Americans with access to high-quality STEM education throughout their lifetimes. Establishing a path to basic STEAM literacy for everyone is vital to preparing a diverse workforce needed for the United States to lead and prosper in an increasingly competitive world driven by advanced technology.”

-www.whitehouse.gov

The STEAM Department incorporates a variety of competencies from each of its component disciplines. The STEAM courses are grouped into 4 thematic areas – however all courses incorporate and encourage cross-theme cooperation.

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

Manufacturing - Woodworking, Design and Manufacturing, Metals, Light Construction, Electrical Construction, Jewelry Design

Engineering - Robotics, Computer Aided Design and CNC Manufacturing, Design and Manufacturing

Computer Engineering and Programming - Game Design, Introduction to Computer Science, AP Computer Science Principles, Web Page Design, Smart Technologies for Beginners, Cybersecurity

STEAM - ART & STUDIO 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 develop and maintain an active portfolio of their artwork throughout their experiences in the ILMHS Art Department.

The Fine Arts Department competencies include:

Create
Present
Respond
Connect
Safety

Fundamentals of Art - .5 Credit / Grades 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 cave paintings of Lascaux to the Street Art scrawlings of the contemporary world, the elements of art and principles of design are developed and practiced, giving students insights into creating well-composed works of art.

Drawing I & II - .5 Credit / Grades 9-12

Drawing is a fundamental element in the visual arts. Skills of observation, eye-hand coordination, and “learning to see,” will be applied in various styles and techniques. Subjects will vary to include objects, the figure, landscape, still life and portraiture. Tools to be covered are sighting and measuring, negative space, summarizing value and 1-point perspective. Students will work primarily in black & white, with drawing mediums including graphite, colored pencil, charcoal, pastel and ink, as well as some non-traditional, experimental materials.

Painting I & II - .5 Credit / Grades 9-12

In this course students will put color theory into practice while exploring a variety of painting media including watercolor, acrylic and oil. Students will build upon their ability to observe and compose while exploring a variety of subjects and mixed media techniques. Students taking Painting 2 will be

working on advanced projects under direction of the instructor building upon the skills developed in Painting I.

Ceramics I & II - 1 Credit / Grades 9-12

In this course, students will learn about the stages of clay, building techniques, tools and resources, and glazing and firing methods. Students will explore pottery hand-building techniques, such as the slab, coil, and pinch methods of construction. Students will also be introduced to wheel-throwing along with a variety of decorative surface techniques. Constructed clay forms will be of a functional nature and emphasis will be placed on additive and subtractive designs. Ceramics through history, terminology, and safety considerations are also presented in this course.

Sculpture I & II - .5 Credit / Grades 9-12

In this entry level course, the Elements of Art and Principles of Design are studied as they apply to 3D forms. Through observation of demonstrations and guided practice, students gain the skills needed to construct original realistic or non-objective sculptures using additive or subtractive methods in paper, cardboard, wire, found object, clay, plaster, wood, stone and metal. They select materials and explore appropriate methods of joining. Students analyze and compare trends in sculpture and art history to aid them in making decisions about design, installation and exhibition of their works.

Jewelry Design I & II - .5 Credit / Grades 9-12

This course will explore basic jewelry making techniques, using materials, tools, and techniques to express their ideas. Students will learn to work with metal wire, sheet metal, simple stone setting, how to use hand tools, how to solder and design jewelry. Projects will include the fabrication of rings, earrings, bracelets and pendants. Students will also learn how to take a project from a sketch to a final piece. The class will keep a design journal; learn about past and contemporary artists, and how to critique fine jewelry. Patience and attention to detail are extremely important.

Studio and/or AP Art - 1 credit / Grades 11-12

This course is recommended for highly motivated students seriously interested in the study of art. Students will work on refining their technical skills and begin developing a style, focus, and theme in their work. Students will work towards developing a portfolio of work for college and career readiness in the arts. In this course, students will build upon their technical and conceptual skills to make more complex, sophisticated work worthy of inclusion in an AP portfolio. Assignments will be structured to address the AP requirements of quality, breath and concentration. Students will have the option to take this course more than once in order to present a cohesive body of work. Assessment will be based on mastery of concepts, composition, materials and techniques; imagination, interpretation; a sense of focus, style and personal direction. Sketchbooks/journals are required and critiques will be held on a regular basis. A significant amount of out of class work is expected. Students will be given the opportunity to have their artwork critiqued by representatives from various art colleges. ***Prerequisite - A minimum of two studio art courses and a portfolio review***

STEAM - COMMUNICATIONS

Digital Art - .5 Credit / Grades 9-12

Make art with a computer! This introductory course provides students with the opportunity to experience and create traditional and contemporary art styles through a computer based, digital exploration. Adobe Creative Cloud software, digital drawing tablets, computers, light tables and other contemporary tools will be utilized to create original, expressive works of art.

Graphic Arts I - 1 Credit / Grades 9-12

This introductory course explores the basics of graphic design and visual communication through the study of typography, color theory, the elements of design, page layout, logo design, branding, 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, promotional material, and creative content.

Graphic Arts II (RS) - 1 Credit / Grades 10-12

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, 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 Inter-Lakes School District jobs. Eligible students may earn three college credits from Lakes Region Community College through the Running Start Program. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College. Prerequisite - Graphics I*

Graphic Arts III - 1 Credit / Grades 10-12

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 business and for in-house ILSD jobs. Students will prepare a refined portfolio of work to present themselves as college/career ready for post high school life. *Prerequisite - Graphics II*

Introduction to Video Production - .5 Credit / Grades 9-12

This is a project-based course that provides an introduction to basic video theory and production techniques. Classes will focus on practicing and applying 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. Students will have the opportunity to produce a wide range of video content, from assigned projects to independently designed concepts of expression.

Photography I & II - 1 Credit / Grades 9-12

This introductory course explores the art of digital photography. Students will have the opportunity to learn about photographic composition, camera controls, image processing and the science behind the technology of photography. Students will learn the functions of digital cameras and how to edit images using the Adobe Creative Cloud software to create unique works of art. Students will have the opportunity to work at improving their ability to print digital images while experimenting with alternative photographic processes and mixed media techniques. Students taking Photography II will continue experimenting with advanced and alternative photographic processes while fine tuning their ability to communicate visually.

STEAM - MANUFACTURING

Metal Working - .5 credit / Grades 9-12

Students will become familiar with the medium of metal as a structural and/or artistic product. Students will learn to use metal working tools that cut, shape and form metal into works that have a purpose using hand and power tools such as shears, bending tools, mills, lathes, drill presses, and saws. Students will be introduced to techniques to create projects made out of steel, aluminum and other metals. Techniques include metal casting, sheet metal work, turning on a lathe, drilling and milling. Students explore the safe practices involving the set-up, operation and clean up of tools and equipment. Students will be exposed to and research a variety of career possibilities. Projects will include, but are not limited to toolboxes, step stools, tool holders, wall hangings, hooks, weather vanes, jewelry, and home accessories. *Prerequisite - This course is held in a shop setting, thus, students are required to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided.*

Small Engines - 1 credit / Grades 9-12

This class will include a hands-on approach to understanding how an internal combustion engine operates, with a focus on four stroke cycle theory. Students will disassemble, inspect, and re-assemble a single cylinder horizontal shaft engine, and operate the engine. In addition, this class provides an overview of safety, tools, fasteners, and disassembly procedures.

Power and Energy - .5 credit / Grades 9-12

This class will be project-based, with a hands-on approach to understanding what our primary energy sources are and where they come from. Additionally, students will learn about the effect of energy use on the environment and what we can do to make a positive impact. Focus will be on possible future energy sources such as wind, solar, biomass, alternative fuels, etc.

Fundamentals of Electricity - .5 credit / Grades 9-12

This is a hands-on class that provides an understanding of basic electrical theory and skills. Students will work with low voltage DC electrical systems, wiring, and schematics, and will apply electrical theory to troubleshooting of electrical systems. Emphasis will be placed on safety practices and procedures when working with electricity.

STEAM - ENGINEERING

Computer Aided Design & CNC Manufacturing - .5 Credit / Grades 9-12

Students will use Computer Aided Design (CAD) to model 3D objects in dimensioned sketches, parts and assemblies. Assemblies will incorporate commercially available parts. Students will use software to make dimensioned sketches, extrude them into solid objects and assemble them with constraints to show movement. Incorporates geometric concepts as well as artistic principles.

Students will use Computer Aided Manufacturing techniques including Computer Numerically Controlled (CNC) machines and 3D printers, to produce conceptualized products out of various materials including wood, Polycarbonate and soft metals

Robotics - 1 Credit / Grades 9-12

Students will participate in the VEX Robotics Competition in order to learn the skills of Computer Programming, Computer Aided Design and Manufacturing, Mechanical Assembly and Electrical wiring while utilizing the Engineering Design Process. Each year a unique game challenge is released in January and this class will be responsible for conceptualizing the competitive role each year's robotic build will partake in. Depending on the time of the year the course is offered, different parts of the Design Process will be emphasized. Students will work within their own skill sets in order to contribute to the team effort to develop a solution to the challenge. This course encourages but does not require participation in the co-curricular Robotics Team. Field trips to events will occur periodically depending on the time of year.

Design & Manufacturing - 1 Credit / Grades 11-12

This is the course you want to take, the ultimate hands on design and manufacturing experience. It is designed to be an exceptional culmination of skills and experiences a junior or senior would like to include as a part of their skill-building work at ILM/HS. Students who have successfully completed a skills-based STEAM class(es) are encouraged to participate in the Engineering Design Process in this course which will Define, Collect, Brainstorm and Analyze, Develop/Build, Present and Improve a solution to a unique problem.

This course will incorporate Computer Aided Design and Manufacturing methods using multiple media such as woods, metals and plastics in a team-focused setting.

Students who have gained valuable technical skills and experiences in previous classes, such as manufacturing techniques with power tools and hand tools, will also use parts and equipment as necessary.

Design and Manufacturing teams will consist of students with varied skill sets, career paths, and postsecondary endeavors in order to encourage collaboration and communication skills in the design and manufacturing of projects that help solve problems and/or address concerns within our community.

Example projects include, but are not limited to: Furniture, Tool Cart, Interactive Displays, toolboxes, step stools, tool holders, wall hangings, hooks, and weather vanes. ***Prerequisite - Successful completion of any one of the following: Light Construction, Metals, Welding Art, Woodworking, Electrical Construction, Robotics, Computer Aided Design & Manufacturing. This course is held in a shop setting, thus, students***

are required to wear proper attire such as closed-toe, closed heel footwear and long-pants. Personal Protective Equipment such as protective eyewear, hair ties, smocks, gloves, and hearing protection are provided.

Design & Manufacturing Capstone Honors - 1 Credit / Grades 11- 12

Students considering a capstone in Design and Manufacturing are on an honors level track, have a desire to develop a postsecondary track of trades work, 2 year training, and/or a 4 year college institution. They also accept a Team Leader role with the current Design and Manufacturing class. Enrollment requires the student to pursue an application process with course instructors to determine their eligibility and relationship to post-secondary college and career-ready endeavors. Students should have interests in making industry connections, taking on job shadows and entertain internship opportunities. An interested student must have successfully completed Design and Manufacturing competencies at **proficient levels** prior to applying. This Design & Manufacturing Capstone is limited to 5 participants per semester only.

STEAM - COMPUTER ENGINEERING AND PROGRAMMING

Game Design and Development - .5 credit / Grades 9-12

This course is designed to allow students the opportunity to build their own video games. Through the completion of tutorials, students will gain a foundation in how to code games. In addition, by exploring game design theory, students will gain a deeper understanding of what makes a game fun to play. Through the designing and building of their own games, students will have the opportunity to demonstrate their knowledge of game theory, animated sprite creation, coding, testing, and debugging.

AP Computer Science Principles - 2 Credits / Grades 10-12

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. ***Prerequisite - Algebra 1 Note: All students who take an AP course must take the AP exam as a course requirement.***

Smart Technology for Beginners - .5 credit / Grades 9-12

Do you want your clothes to light up? Do you want your hat to play music? Do you want to take a class where you can integrate technology and creativity into your everyday life? The possibilities are endless from e-textiles, to robots, LED displays, music, and wherever your imagination can take you. Students will acquire skills in soldering, wiring, sewing, 3D printing, creating circuits, and programming. This course introduces students to various tools and problem solving skills common to most fields of engineering and technology. It emphasizes developing both individual critical thinking skills and collaborative problem solving skills, essential in today's world of technology.

Cybersecurity - .5 credit / Grades 9-12

This course is an opportunity for students interested in learning about cybersecurity. Topics that will be covered are: Introduction to digital forensics and cybersecurity, computer hardware, disks and other storage media, networking, malware, cyber threats and defenses. Students will learn how to identify and protect against security threats such as hackers, eavesdropping, and network attacks, as well as the basics of cryptography. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyberinfrastructure that moves and processes information safely.

Web Page Design (RS) - 1 credit / Grades 10-12

This Running Start course offers an introduction to Website Design Development using HTML5 and CSS, as well as various software products available. The basics of good page and form design, graphics, mapping, lists and tables will be discussed. An overview of integrating text, video, data, audio, graphics and animation will also be covered. Students will learn how to design and create websites, format and add graphics to the page following artistic guidelines, and create forms, tables and frames. Course content includes creating a variety of graphic elements including video, animations, rollover effects, backgrounds, and page images. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

Intro to Computer Science - .5 credit / Grades 9-12

This course introduces computer programming in an engaging and creative way and provides computational thinking skills of programming, algorithm development, simulation, and data analysis that can be utilized in other classes. Students will learn to create computer programs, collaborate with others, develop problem-solving skills, and work on various tasks. Students will study programming concepts, computational thinking, digital citizenship, and develop interactive games/stories to share.

Intro. to Programming (RS) - 1 credit / Grades 10-12

This Running Start course provides an introduction to the process of problem-solving as it relates to program design and development. The student will learn to use various methodologies used in programming, as well as learning to use the various techniques and tools which have been developed to aid in the process. The basic programming statement types (sequential, conditional and iterative) will be covered as the student learns to use them in algorithms, as well as an introduction into object-oriented and web-development concepts. Students will learn to create computer programs, collaborate with others, develop problem-solving skills, and work on various tasks. *(RS) Running Start dual credit course, eligible students may earn three college credits from Lakes Region Community College.*

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.

The World Language Department competencies include:

Interpersonal Communication
Interpretive Communication
Presentational Communication

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

French IA - 1 Credit / Grades 9-12

Students will present information orally and in writing about themselves and about some other very familiar topics using a variety of words, phrases, and memorized expressions. Students will recognize some familiar words and phrases when hearing them spoken or when reading. ***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.***

French IB - 1 Credit / Grades 9-12

Students will communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students can speak, spell, and attach meaning to specific vocabulary. ***Prerequisite - Successful completion of French IA and Teacher Recommendation***

French II - 1 Credit / Grades 10-12

Students will participate in conversations or make presentations on a number of familiar topics using simple sentences and questions about everyday situations or familiar topics. Students will understand the main idea in short, simple messages, overheard conversations, or presentations on familiar topics. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences. ***Prerequisite - Successful completion of French IB and Teacher Recommendation***

French III - 1 Credit / Grades 10-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about everyday situations or familiar topics. Students will understand the main messages in basic messages, overheard conversations, or presentations on everyday life, personal interests, or studies. Students will be able to write about a variety of familiar topics and present information using a series of connected sentences. ***Prerequisite - Successful completion of French II and Teacher Recommendation***

French IV - 1 Credit / Grades 11-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames. *Prerequisite - Successful completion of French III and Teacher Recommendation*

French V - 1 Credit / Grades 11-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames. *Prerequisite - Successful completion of French IV and Teacher Recommendation*

Spanish IA - 1 Credit / Grades 9-12

Students will present information orally and in writing about themselves and about some other very familiar topics using a variety of words, phrases, and memorized expressions. Students will recognize some familiar words and phrases when hearing them spoken or when reading. *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*

Spanish IB - 1 Credit / Grades 9-12

Students will communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students engage in short social interactions in everyday situations by asking and answering simple questions. Students can speak, spell, and attach meaning to specific vocabulary. *Prerequisite - Successful completion of Spanish IA and Teacher Recommendation*

Spanish II - 1 Credit / Grades 10-12

Students will participate in conversations or make presentations on a number of familiar topics using simple sentences and questions about everyday situations or familiar topics. Students will understand the main idea in short, simple messages, overheard conversations, or presentations on familiar topics. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences. *Prerequisite - Successful completion of Spanish IB and Teacher Recommendation*

Spanish III - 1 Credit / Grades 10-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about everyday situations or familiar topics. Students will

understand the main messages in basic messages, overheard conversations, or presentations on everyday life, personal interests, or studies. Students will be able to write about a variety of familiar topics and present information using a series of connected sentences. ***Prerequisite - Successful completion of Spanish II and Teacher Recommendation***

Spanish IV - 1 Credit / Grades 11-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames. ***Prerequisite - Successful completion of Spanish III and Teacher Recommendation***

Spanish V - 1 Credit / Grades 11-12

Students will participate in conversations or make presentations on a number of familiar topics using sentences and a variety of questions about a variety of topics in various time frames. Students will be able to communicate even when there is an unexpected complication. Students will easily understand the messages in various messages, stories, overheard conversations, or presentations on topics related to school, work, and community. Students will be able to write about school, work, and community topics and present information using paragraphs in various time frames. ***Prerequisite - Successful completion of Spanish IV and Teacher Recommendation***

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 attending these programs take bus transportation provided by Inter-Lakes. Students are not allowed to drive themselves to these program unless by special circumstance.. Students will receive **two and one quarter credits (2.25)** for each full year 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.

J. OLIVA HUOT TECHNICAL CENTER

A full description of all Huot Center courses can be found at the following link [HERE](#) or at www.htclaconia.weebly.com. Inter-Lakes students are encouraged to review and apply for Huot programs for the junior and senior year with the assistance of their School Counselor. There are limited programs available for sophomores. Students should be in good academic and credit standing as these programs are a full year commitment. Students are encouraged to attend both the first and second year of the program. Many programs offer certificates and industry credentials as well as dual high school and college credit. Some programs have age requirements. Programs include; Automotive Technology, Bio-Medical Technology, Building Construction, Business & Finance, Manufacturing & Engineering, Culinary Arts, Digital Media, Health Science, Law Enforcement, Plumbing, Heating & HVAC, Principles of Emergency Services and Teacher Preparation.

WINNISQUAM AGRICULTURAL CENTER

A full description of all Winnisquam Agricultural Center courses can be found [HERE](#) or at <https://sites.google.com/wrsdsau59.org/winnisquam-regional-ag/home>. Inter-Lakes students are encouraged to review and apply for Winnisquam programs for grades 10-12 with the assistance of their School Counselor. Students should be in good academic and credit standing as these programs are a full year commitment. Students are encouraged to attend both the first and second year of the program. Many programs offer certificates and industry credentials as well as dual high school and college credits. There are two programs, 1. Animal & Plant Science or 2. Natural Resources.

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 school counselors.

Requests of this type must be

- in writing and submitted to a school counselor.
- discussed with appropriate teachers.
- presented to the Administration for final approval.

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. (www.avid.org)

COLLEGE COURSES IN HIGH SCHOOL

A variety of college courses are available to high school students. For any of the following college courses, discussion with your School Counselor is needed, registration paperwork, and fees to be paid by the student/family. If a student is requesting for a college course to meet an Inter-Lakes graduation requirement, prior approval and a competency review is required.

Running Start – Running Start is a joint higher education initiative that allows Inter-Lakes Middle/High School the opportunity to collaborate with the Community College System of New Hampshire to offer college courses for dual-credit. Dual credit means students are simultaneously earning Lakes Region Community College and high school credits. College credits earned may vary from 3-4 credits per course. The cost for one Running Start course is \$150, but if a STEM course the fee may be waived. We currently offer Running Start courses in: Accounting, Introduction to Business, Principles of Marketing, Personal/Business Finance, Graphics 2, and Statistics. Registration is required. The J. Oliva Huot Technical Center also offers dual credit for their courses. See details in the Huot section of this document. Running Start courses are teacher-specific as individual teachers and courses must be pre-approved to qualify. Running Start courses will be posted on a student’s ILMHS transcript as well as the student’s Lakes Region Community College transcript.

eStart – eStart is a dual credit, online college course program run through the Community College System of New Hampshire. There is a \$150 fee for these courses, but if a STEM course, the fee may be waived. A dual credit course means that students can earn both high school and college credit simultaneously by taking one eStart course. A separate registration and fee completed by students is required. These courses run on a specific semester date schedule. Dual credit courses will be posted on a student’s ILMHS transcript as well as on the specific community college transcript.

Early College – Many local colleges offer on-line or in-person college courses to high school students on a space available basis. These college courses are often offered at a significant discount to high school students. Students take these courses above and beyond their courses here at Inter-Lakes. These courses are not automatically posted on a student’s ILMHS transcript as pre-approval is needed, but will be available on the student’s college transcript.

Pre-College/Summer College – Many colleges offer high school students the opportunity to take pre-college courses and programs during the summer. These programs/courses require registration and a fee and are taken above and beyond courses taken here at Inter-Lakes. These courses are not automatically posted on a student’s ILMHS transcript as pre-approval is needed, but will be available on the student’s college transcript.

COMPETENCY PATHWAY PROGRAM

Students’ goals will be identified upon entering the program and a timeline/plan of action will be developed. Potential learning goals include enrichment, extended course support, competency recovery and on-line learning such as GradPoint or VLACS.

EXTENDED/ADDITIONAL 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. Approval is needed from the Principal for additional credits above five.

GRADPOINT

GradPoint is a research-based comprehensive computer-based curriculum. GradPoint can be used for credit recovery or remediation. Students must have the approval of their school counselor, the principal, and their parents to take courses through GradPoint.

GREATER MEREDITH CAREER PARTNERSHIP PROGRAM

The Greater Meredith Career Partnership Program (GM CPP) is a collaborative effort between the Inter-Lakes School District and The Greater Meredith Program. GM CPP strives to provide quality internship, job shadow 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.

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 school 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 is graded on a pass/fail basis. The location for the student to work on their Independent Study will be determined by the supervising teacher in conjunction with the guidance department.

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. Find the Moultonborough Academy Program of Studies [HERE](#)

HIGH SCHOOL SUPPORT SERVICES

ENGLISH AS A SECOND LANGUAGE - ESL

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.

GUIDANCE DEPARTMENT

The Inter-Lakes Guidance and School 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. The school counselors are assigned to students by last name and will work with a student from Grade 7 through Grade 12.

Guidance activities are conducted through classroom lessons, small group, or individual meetings. 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 School 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 School Counseling Program. All counselors in the Inter-Lakes School District adhere to the ethical standards of the American School Counselor Association. (schoolcounselor.org)

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 digital, print, and visual 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.

Starting in 2021, the academic center, hosted in the library media center, offers tutoring in a range of subjects based on the availability of trained student tutors. This program started as a writing center for the high school like what one may find at colleges and universities and has expanded to include all subject areas. Recently the services have expanded to include tutors from all grades 7-12.

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 or during Office Hours. Classroom teachers and the Librarian often coordinate instruction on accessing and applying information and research.

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, case managers and para-educators to develop modifications and accommodations, coordinating peer tutoring and mentoring programs, and providing transition services and community/vocational programs. For more information contact the Special Education Department.