

PROFILE SCHOOL



Program of Studies 2021-2022

Profile School
SAU #35
691 Profile Road
Bethlehem, New Hampshire 03574

PRINCIPAL'S MESSAGE

We, at Profile School, strive to provide a comprehensive, rigorous, diverse curriculum and schedule. Our curriculum is designed to help meet the numerous needs and interests of our students as you prepare for career and college options. In 2021, you will experience a multifaceted workplace environment, driven by technology and incorporating flexible working arrangements. Our world is rapidly changing, your academic needs are different than what your parents experienced. Jobs are being created to meet the demands of the mobile technology age, increasing concern over the protection of our earth and for the demands of an increasing population.

The 2020-2021 Program of Studies offers a wide variety of courses designed to meet graduation requirements and to also promote your ability to pursue flexible academic pathways. I encourage you to optimize your critical thinking skills, effective writing skills, and to proficiently deliver oral presentations both individually and as part of a team.

Profile graduates should be confident, self-directed learners, and responsible citizens. Profile graduates equipped with the knowledge, skills, and the ability to persevere through challenges-will be successful regardless of college or career aspirations.

Please consider the following when thinking about your course selections:

- What skills do you wish to learn during your time at Profile School?
- Are your choices challenging?
- Are your choices aligned with your personal goals?
- Are you taking full advantage of our course offerings?
- Are you considering a Career & Technological Education Program?
- Are you considering an internship your 11th or 12th grade year?
- Are you participating in a Co-Curricular activity?
- How will your many experiences here enhance career opportunities for you?

Choices are not always clear and simple. Please take full advantage of our school counseling staff, teachers, and administrators when making your selections.

In addition to describing classes, the Program of Studies provides information about graduation requirements, credits, grades, course levels, weighted grades, career guidance, Advanced Placement (AP) courses, Running Start offerings, and other special programs. Please use this booklet with your parents and advisor to make informed decisions about your future. We want you to be able to make the most out of the opportunities provided by Profile School.

Educationally,
Kerry A. Sheehan, M.Ed.
Principal

DIRECTOR OF SCHOOL COUNSELING MESSAGE

Profile School seeks to meet the needs of all of its students. Career and college support is offered for all students regardless of their intended pathway beyond high school graduation. We advise all students to keep their options open as plans change throughout the four years of high school and students should have the broadest preparation possible.

The School Counseling department meets individually with all students when scheduling classes for next year. At that time, counselors discuss future plans and help to keep students on track. Students and parents are encouraged to make an appointment with the student's school counselor to discuss his/her options.

The Profile School Program of Studies is designed to give students and parents a full range of academic options that are open to all students. It is vitally important that your course selection decisions are made with the future in mind. We strongly recommend that you review all of the graduation requirements on page 6 in advance before choosing your classes. In addition, page 10 denotes the minimum requirements for post-secondary schools; each student should review this carefully so that they can take the appropriate classes in order to plan for the future. Also, students should try to maximize their schedule choices by choosing the most rigorous options possible.

We have worked hard the last few years to expand our non-traditional offerings outside of the classroom. Students have the option to take online classes, participate in internships, create independent studies, and complete work cooperatives. We encourage students to explore the variety of Extended Learning Opportunities (ELOs). We suggest that you take a close look at the Extended Learning section in this Program of Studies and explore activities that will supplement your coursework here at Profile.

Please feel free to contact your student's school counselor should you have any questions regarding the Program of Studies.

Cindy McLaren, MSW
School Counseling Department

Please note:

The master schedule is developed with student requests in the forefront, so it is extremely helpful if parents and students give this process the appropriate time and consideration. Please complete your selection sheets in a timely manner and follow all timelines set by the administrative team and School Counseling department.

All courses described within the Program of Studies may not necessarily be in the final master schedule, due to: scheduling restrictions or teaching assignments.

Individual student/parent requests may not all be met. We will do the best we can to meet requests, but it is possible some course titles will not be taught or course enrollment may be capped.

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SCHOOL PROFILE, MISSION & VALUES

About Profile

Profile District, a single-school district, is a member of School Administrative Unit #35. Our school is nestled on the town line of Bethlehem and Sugar Hill, just off exit 40 on Interstate 93. Profile School is a small school comprising grades 7-12. Through a regional arrangement established in 1975, pupils feed in from Bethlehem Elementary in Bethlehem, and the Lafayette School that serves Franconia, Easton, and Sugar Hill. Profile is a rural school, yet students enjoy an educational experience similar to that of much bigger schools.

Profile offers a rich, self-selected curriculum for students. At the high school level, elective classes are based on student enrollment requests. Shared middle/high faculty members teach specialty and elective courses. The Profile Middle School, composed of grades 7 and 8, is housed in its own wing with its own schedule and staff. Each core academic middle school teacher has all of the middle school students.



School Mascot:

The Patriot

Mission Statement

We prepare confident, self-directed, and responsible citizens equipped with knowledge, skills, and perseverance.

Community Core Values

- ★ Student Focus
- ★ Trust
- ★ Respect
- ★ Curiosity & Creativity
- ★ Communication
- ★ Community

Profile of a Graduate

All of our students will possess the traits of each of the following mindsets:

- ★ Growth Mindset
- ★ Discovery Mindset
- ★ Reasoning Mindset
- ★ Team Mindset

PLANNING YOUR PATHWAY

GRADUATION & DIPLOMA REQUIREMENTS			
English	4 Credits	Science	3 Credits
<ul style="list-style-type: none"> • Ninth Grade English* • Tenth Grade English*/ or American Studies • Eleventh Grade English*/or AP Language • Twelfth Grade English*/ or AP Literature or Language 	1 1 1 1	<ul style="list-style-type: none"> • Physical Science* • Biological Science* • Science Elective 	1 1 1
Social Studies	3 Credits	Mathematics	3 Credits
<ul style="list-style-type: none"> • World History/Civics • US History*/or American Studies • Economics*/Global Studies 	1 1 1 1	Must have 3 credits, including a minimum of Algebra 1* <i>NH State Law requires students to take Mathematics all 4 years</i>	
Other Requirements			11 Credits
Computer Education*	1/2 Credit	9th Grade Seminar:	1 Credit
Fine & Performing Arts*	1/2 Credit		
		<ul style="list-style-type: none"> • Health * • Physical Education • Intro to Careers & Colleges 	
Physical Education*	1/2 Credit	11th Grade Seminar:	1 Credit
Open Electives	7 1/2 Credits		
		<ul style="list-style-type: none"> • Health* • Career & College Prep • Personal Finance 	
Total Credits for a Profile Diploma		24 Credits*	

★ *Alternative Diploma with 20 Credits available per Administration and Team decision*

GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

All graduates must have the number of credits required for their year of graduation regardless of their entrance year. Transfer students must also meet all of the individual course and department requirements for graduation listed above.

GRADE PROMOTION POLICY

In order to be promoted to the next grade, including all of the rights and privileges thereof, students must complete specific credit requirements. Please see the schedule below.

Credits by the end of...	No fewer than...	Expected...
9th Grade	5	7
10th Grade	10	14
Junior	16	20

ADDITIONAL PROGRAM OFFERINGS

Advanced Placement Courses (AP)

AP courses are college level courses in a variety of subjects that students can take while at Profile. At the conclusion of the course, students take the corresponding AP Exam. AP Exams are two to three hour exams given in May, which are graded on a scale of 1 to 5, with 3 considered a “qualifying” score. IF a student receives a qualifying grade on the exam, they may be eligible for advanced placement or course credits at many colleges and universities in the United States.

AP Biology	AP English Literature & Composition	AP Language and Composition
AP Calculus	AP European History	AP Spanish
AP Computer Science	AP French	AP Statistics

Career & Technical Education Program (CTE)

Career & Technical education provides students with hands-on experience that can lead either to employment in entry-level jobs or admission into two-year career & technical programs. By combining theoretical learning with hands-on experience, career & technical education challenges students to apply in real-life situations what they have learned from texts and classroom instruction. Regional career & technical education courses are double-period courses offered to any eligible 10th, 11th, or 12th grader. Profile provides transportation to and from the CTE sites.

eStart

The eStart program offers community college courses for dual credit (high school/college) through the Community College System of New Hampshire and the Virtual Learning Academy Charter School (VLACS). Each course has a fee plus the cost of textbooks. These courses have limited enrollments and must be paid in full before the start of the first class. Each course awards three college credits. Please see the VLACS website, www.vlacs.org for an up-to-date list of course offerings. *For eligibility, Extended Learning Opportunities (ELO) form required. Scholarships are available, please see your school counselor.

Project Running Start Courses/Dual Enrollment

These are courses offered at Profile School for dual high school and college credit through the White Mountain Community College System. To be eligible for Running Start, students must be in their junior or senior year and pay a fee, although some scholarships are available. Students must receive a C or better to be eligible for transfer to a 2 or 4-year college program. *through NHTI Scholarships are available, please see your school counselor.

Advanced Math	AP Language and Composition	Philosophy	CAD *
AP Calculus	AP Statistics	Psychology	
AP English Literature & Composition	Anatomy & Physiology	Sociology	

Summer School and Course Remediation

Students who fail a course must meet with the teacher and their school counselor to come up with an acceptable plan for remediating the credit and competencies for that course. No credit will be earned without prior approval from the student's school counselor and the Administration.

Seal of Biliteracy

Starting in 2021, Profile School began offering, in conjunction with the Department of Education, the State Seal of Biliteracy for students who are able to demonstrate fluency in both English and any other language. In order to earn the Seal, students must demonstrate intermediate-high levels of reading and listening comprehension as well proficiency in speaking and writing in both languages. Students earning the Seal will be able to present it to potential employers and colleges as proof of their ability to fully communicate in more than one language. To learn more about the requirements needed to earn the Seal of Biliteracy, please contact Profile's Seal of Biliteracy Coordinator, Ursula Askins-Huber at uraski@profile.k12.nh.us.

New Hampshire Scholars Program

The NH Scholars Program, a federally funded program, recommends a Core Course of Study to high school students. NH Scholars Program is designed to promote a more rigorous curriculum and well-rounded course of study for our high school students. There are merit scholarships available at several NH colleges for students who receive a NH scholar's diploma and special distinction is granted to students at graduation.

The program allows participating students to receive a recognized honors diploma. *Not every student is required to meet the criteria for a NH Scholars designation in order to receive a Profile School diploma.* The course of study under this program is as follows, with a minimum high school grade point average of 3.2 or higher, to meet Profile School's NH Scholars requirements. Courses with an asterisk (*) are required.

New Hampshire Scholars Initiative Pathways <i>Minimum of a 3.2 GPA (in a 4.0 Scale)</i>		
<i>NH Scholars</i>	<i>NH Scholars with STEM Emphasis</i>	<i>NH Scholars with Art Emphasis</i>
<ul style="list-style-type: none"> ● 4 Years of English ● 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*) ● 3 Years of Lab Science ● 3.5 Years of Social Studies ● 2 Years of the same World Language <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>	<ul style="list-style-type: none"> ● 4 Years of English ● 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*) ● 4 Years of Lab Science ● 3.5 Years of Social Studies ● 1 Year chosen from Technology, Engineering, Computers or Advanced Manufacturing <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>	<ul style="list-style-type: none"> ● 4 Years of English ● 4 Years of Mathematics (Algebra I*, Algebra II*, Geometry*) ● 3 Years of Lab Science ● 3.5 Years of Social Studies ● 2 Years of the same World Language ● 2 Years chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, etc. <p>Encourage students to seek experiential learning opportunities and community partnerships/business mentorships</p>

Extended Learning Opportunities (ELO)

ELOs are non-traditional educational interest/talent-based learning experiences that provide students opportunities to acquire knowledge and skills through hands-on learning adventures outside the classroom. Students earn high school credit while working with community mentors in a setting of their choosing. The student, community mentor, certified teacher, and ELO Coordinator are a team that plans the competencies, activities, and performance-based assessments that students will engage in during their ELO experience. Examples of the ELO opportunities include, but are not limited to: Cooperative work study, independent study, internship, job shadow, apprenticeship, field-based investigations.

Internships

Internships are unpaid, supervised on-the-job training opportunities that provide practical and professional experiences in real-world work settings for students. Interns can gain experience in a field to help them evaluate a career interest and its educational needs with an eye for future formal education in the field or experience to help qualify for a job. Internships provide a wealth of personal experience that enhances a student's résumé and is of immeasurable benefit to their formal high school transcript.

Due to the nature of these programs, only highly motivated, responsible and self-directed individuals should apply for these opportunities. Internships are only available to students in Grade 11 and 12 and require Administrative approval. Requests should be made to the ELO Coordinator and Guidance. These requests will be evaluated on a case-by-case basis.

Fall Internships must be arranged with the ELO Coordinator and Guidance in the Spring of the school year preceding the internship. Spring Internships must be arranged with the ELO Coordinator and Guidance by December 1st of the school year in which the internship will take place. Profile students have interned with Littleton Regional Hospital, culinary, Ammonoosuc Health, Alpine Clinic, Bell Automotive, White Mountain Science Institute, among many others. Students and parents who are interested in this type of educational experience should consult with the Guidance Department for more details and an outline of procedures necessary for approval. The internship experience, as described in a job description or log is used as part of a résumé/portfolio when a student applies to college or for employment. Students who enroll in an internship are required to complete and submit a weekly journal, and create and present a final product in a presentation that is given to the ELO evaluation team.

Virtual Learning Academy Courses (VLACS)

The Virtual Learning Academy Charter School offers courses to New Hampshire students free of charge. Students can view courses and register at the following website www.vlacs.org. Prior to registering, you must complete an Extended Learning Opportunities (ELO) form and have school counselor approval. Courses can be started at any time during the academic year. If a student chooses to take an elective through VLACS, the student may use a study hall to work on the class. **Participation in a VLACS course is an agreement between VLACS, the student, and parents. Profile School is not affiliated with VLACS. Upon school counselor approval, Profile School will accept the credit awarded by VLACS once an official transcript is submitted. This credit will be added to the students transcript, but not counted towards their GPA.*

Post-Secondary/College Entrance Requirements

Your high school academic program should prepare you to meet the requirements of the type of institution you plan to attend, be it a technical school, community college, four-year college, or university. Some institutions of higher learning have more significantly rigorous requirements than others.

Minimum recommended for admissions to a LIBERAL ARTS PROGRAM at some colleges should generally include:

English	4 years
Social Studies	3 years (4 years preferred or required)
Mathematics	3 years - Algebra I, Algebra II, Geometry (4 years often preferred or required)
Science	3 years of lab science (4 years recommended)
World Language	2 years of the same language (3-4 years often preferred or required)
Electives	10 credits or enough to meet school/state requirements for graduation

The list above is meant only as a very rough guide. Requirements for specific careers, schools, colleges, and universities may vary greatly. It is important to check the requirements for the institutions of your choice. College guides, catalogs, and web sites contain this information.

Minimum recommended for CAREER & TECHNICAL program		Minimum recommended for COLLEGE PREPARATORY program	
English	4	English	4
U.S. History	1	U.S. History	1
Civics/Economics	1	World History	1
Social Studies	1	Science (Earth & Physical, Biology, Chemistry)	3
Physical Science	1	Civics/Economics	1
Biology	1	Social Studies	½
Science Elective	1	Math (Including Algebra II)	3
Math	3	Computer Education	½
Computer Education	½	Physical Education	1
Physical Education	1	Health Education	½
Health Education	½	Arts	1
Arts	1	World Language	2
Career & Technical	4	Electives	5
Electives	6		
Minimum recommended for BUSINESS program		Minimum recommended for TECHNICAL EDUCATION	
English	4	English	4
U.S. History	1	U.S. History	1
Civics/Economics	1	Science (Earth & Physical, Biology, Chemistry)	3
Social Studies	1	Civics/Economics	1
Physical Science	1	Social Studies	1
Biology	1	Math (including Geometry)	3
Science Elective	1	Computer Education	½
Math	3	Physical Education	1
Computer Education	½	Health Education	½
Physical Education	1	Arts	1
Health Education	½	Electives	9
Arts	1		
Accounting I	1		
Electives	6		

SCHEDULING & REGISTRATION

Student Scheduling

Student courses are scheduled at Profile School using the following criteria:

- Mandatory courses required by the New Hampshire State Standards and the Profile School District to meet minimum graduation requirements.
- Student academic desires and/or needs.
- Successful completion of a preliminary course and/or the approval of the course instructor.

Students who do not receive credit for a class and fail to meet the minimum grade recommendations may have to repeat the course. Students should meet the English grade recommendations before enrolling in a World Language. Students will not be scheduled to take sequential courses such as English 9 & English 10 concurrently. Students who fail a required sequential course are advised to attend summer school.

Course Load

All ninth, tenth and eleventh grade students are required to register for at least seven courses. Twelfth grade students are required to register for at least four courses, but should register for more. Juniors and seniors who meet Profile's graduation requirements may request late arrival and/or early dismissal, provided they have written parental permission and administrative approval. The rules governing late arrival and early dismissal are as follows:

- Students arriving at school after the beginning of the regular day must check in at the office.
- Students leaving school on an early dismissal must leave the school grounds at the conclusion of their last scheduled class, unless remaining under the supervision of a teacher.
- Students must carry a minimum of five credits to be eligible for interscholastic competition.
- Students must have at least a 2.0 average for three years and no year-end failures in their junior year in order to be eligible for late arrival/early dismissal.
- Seniors who plan to continue their education are strongly advised to continue a full academic program.

Grade Level Course Plan

Students will be given a registration sheet specifically designed for their grade level. Required courses will be listed. The elective courses should be listed in priority order. Each student should return the completed registration form, with a parent's signature, to the main office or directly to their school counselor.

Ninth Grade	Tenth Grade
Mathematics; English 9; World History/Civics; Physical or Integrated Science; the 9th Grade Seminar <i>*Placement in math courses will result from tests and teacher recommendation.</i>	Mathematics; English 10, and U.S. History/ or American Studies; Integrated Science or Biology; ½ credit of Physical Education <i>* The levels of English and math courses will be advised based on teacher recommendation.</i>
Eleventh Grade	Twelfth Grade
Mathematics; English; Economics/Global Studies; 11th Grade Seminar. To graduate, you must have at least 3 Mathematic credits & 3 Science credits	Mathematics; English and a minimum of 4 credits. To graduate, you must have at least 3 Mathematic credits & 3 Science credits

Note: Students may elect to be a teacher aide, lab assistant, or office worker in addition to the prescribed requirements stated above. Teacher and parental permission are required prior to registration.

GRADUATION PROGRESS, SCHEDULING & OTHER IMPORTANT INFORMATION

Credit Requirements By Class		
Ninth Grade	Fewer than 5 credits	
Tenth Grade	6 or more credits earned	
Eleventh Grade	10 or more credits earned	
Twelfth Grade	16 or more credits earned; and schedule facilitates eligibility to graduate	
Expected Student Course Load		
9th, 10th, and 11th grade students are expected to carry a minimum of seven credits per academic year. Seniors are expected to carry a minimum of four credits. Any less, must have Administrative approval		
Schedule Changes (Add/Drop)		
<p>Since a student who registers for a course has made a commitment to complete the course, he/she is expected to do so. Students should treat their final course schedule as a contract. Schedule changes after the beginning of the school year, or at the semester, will be considered, but not guaranteed. The <u>Add/Drop period is limited to the first 10 days</u> after the beginning of a course. Dropping a course beyond this period will result in a WD (Withdraw Drop) and will be noted on the student transcript. Students who are not passing will receive a WF (Withdraw F) for the course dropped and it will be calculated into their GPA. Any other requests for a change in schedule required approval from the Principal. If the administration determines that a student has been inappropriately placed in a course, a change will be allowed beyond the Add/Drop period.</p> <p>*Students who are not being academically successful by the end of the first semester may be moved into a more appropriate section for the remainder of the year.</p>		
Grading Scale		
A	100-90%	Outstanding
B	89-80%	Above Average
C	79-70%	Average
NYC	69%- below	Not Yet Competent
IWS	0	Insufficient Work Submitted
WF	0	Withdraw Failure
Weighting of Grades		
<p>Courses are weighted depending on their degree of difficulty. If a student takes more challenging classes, the grades earned in those classes weigh more than the grades in a less challenging class. The following classes are have additional weights to the grades: Advanced Placement, Honors, and Physics</p>		
Grade Point Average	Class Rank	Earning Credit and Grades
GPA is based on the letter grade being converted to the 4.0 Scale. It is then calculated by averaging the individual course final grade multiplied by the course credit earned.	For the classes of 2022, 2023, and 2024, class rank is determined by a cumulative, weighted, point system. Rank is initially calculated at the end of junior year. The final class rank calculation is computed at the end of third quarter of senior year. **Note: In order to be included in class rank, a student must have attended Profile School for no less than four semesters or two school years	All courses will have only one final grade, this is called a rolling grade. Grades are no longer an average of quarter grades. In order to earn high school credit for a course, a student must earn an overall course grade of 70% or higher.

Valedictorian/Salutatorian

For the classes of 2022, 2023, and 2024, final valedictorian and salutatorian honors will be calculated at the end of third quarter of senior year and awarded to the top two seniors as determined by the cumulative, weighted, point system. Valedictorian and salutatorian must have completed at least four semesters of work at Profile School.

Honor Roll

For the purpose of determining honor roll, the following system will be used in grades seven through twelve, at the end of the year:

Highest Honors	100-93
High Honors	92-89
Honors	88-85

Students who receive a NYC, or incomplete grade, are not eligible for the honor roll. Courses not marked with a numerical grade are not used to determine honor roll eligibility.

SPECIAL EDUCATION

Special Education provides instruction that is specifically designed to meet the unique needs of students with Individualized Education Plans (IEP's).

Anyone may refer a student if they suspect that a student may have a disability and need special education. The special education process includes specific steps, each with their own requirements. Once a student is identified the special education process includes an annual review of the IEP and placement, which is based on information such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.

COURSE OFFERINGS

ART

The art curriculum is designed to develop knowledge and skills in both art history and studio arts. The courses offered are based on visual problem solving with respect to specific media. The materials, techniques, and critiques will increase the student's awareness of our culture, as well as trends in the arts.

ART I

½ -1 Credit
Elective
Grades 9-12

Art I is designed to acquaint the student with theories, tools, and methods of the artist and his craft. It is a studio course with references to art history and cultural influences where pertinent. Using a variety of materials and techniques, this class is a basic introduction into different mediums and the elements of art.

ADVANCED ART

½-1 Credit
Elective
Grades 10-12
Prerequisite: Art I

Advanced Art is geared toward tenth, eleventh and twelfth graders. This course enables them to improve their techniques and to work more independently. As a continuation of Art I, this course will further explore a variety of art techniques and mediums.

CERAMICS

½ -1 Credit
Elective
Grades 9-12

Ceramics is a course in which students will explore a broad range of techniques and approaches to art through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring, slipping, hand building (slab, coil, and pinch techniques), wheel throwing, bisque firing, and glazing.

ADVANCED CERAMICS

½ -1 Credit
Elective
Grades 10-12
Prerequisite: Ceramics

Advanced Ceramics is a course in which students will continue to learn new and advanced techniques through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. As a continuation of the Ceramics course, students will build upon their previous knowledge to construct higher level projects

PORTFOLIO

1 Credit
Elective
Grades 11-12
Prerequisite: Art I, Ceramics, and Advanced Art

Portfolio is a full year course for the committed student with emphasis on developing personal artistic styles and guidance in building a portfolio suitable for college entrance and/or scholarship benefits. This class is not limited to only students interested in creating a college level portfolio but for the highly motivated art student who is interested in advancing their artistic skills through challenging, in-depth explorations utilizing a variety of advanced media and drawing.

INDEPENDENT ART

½ -1 Credit
Elective
Grades 12
Prerequisite: Teacher Permission

Independent Art is an intensive study in media for the advanced art student. There will be a continuation of work in depth, or concentration in areas of choice by the student, with a contract approved by the instructor.

BUSINESS

ACCOUNTING I

1 Credit
Elective
Grades 11-12

A study of accounting involves an understanding of basic principles of double-entry bookkeeping as they apply to the financial records of businesses. This course is designed to provide the skills and knowledge necessary for entry-level employment in accounting. Accounting is a very beneficial course for those students entering the job market or planning to continue their education in any phase of business. There will be lectures, presentations, demonstrations, hands-on assignments, computer assignments, etc. to help in the understanding of accounting concepts. The students will refer to an e-book, their notes, handouts, and use the Internet to access online problems on a regular basis to study accounting. This course builds upon each unit/topic.

COMPUTER EDUCATION

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

1 Credit
Elective
Grades 10-12

Prerequisite: Algebra 1 and English 9
Teacher recommendation required

The AP CS Principles course is a full year AP course geared towards 10th-12th graders. This course is the College Board's newest AP program. 20% coding, 80% focused on CS applications through project-based, inquiry-based, and collaborative learning. Exposes central ideas of computer science in a general, broader context and explores the impact computing and technology have on our society. Course is offered in partnership with code.org's curriculum/website for AP CSP, which has been endorsed by the College Board

MULTIMEDIA TECHNOLOGY

½ credit
Elective
Grades 9-12

This course is designed for the beginner or experienced user who wants to learn a variety of digital tools to create artifacts. Students will take what they learn and put it together into a unique project that represents their own creativity. A wide variety of digital tools are available to choose from

PYTHON-INTRODUCTION TO COMPUTER SCIENCE

½ -1 Credit
Elective
Grades 9-12

The Introduction to Computer Science Course is 100% coding. This course provides a solid foundation in object-oriented programming and prepares students for AP Computer Science A. Students will code in text-based Python. Includes lessons on careers in computer science focus

YEARBOOK

1 Credit
Elective
Grades 9-12

Teacher recommendation required

Profile's Yearbook is an important part of remembering special occasions, events, and memorable moments. Students will use an online program to create a book of memories. Students should have a basic knowledge of how to use a digital camera and computer graphic design program. Students will gain experience on many levels: first, creativity, organizational skills, and communication are an absolute must to publish and create a top grade yearbook; second, in order to meet deadlines, students will experience pressure and need to develop strategies to plan and execute those plans successfully; third, a tremendous amount of fundraising needs to be done to support publication costs (this includes soliciting ads, selling yearbooks and any other additional fundraising). Students will be expected to work on ALL areas of creating the yearbook. Yearbook staff decides on the color, design, and layout of the school's yearbook. Yearbook members MUST take turns in attending games, special activities, and special events to capture those spectacular photos!

ENGLISH

NINTH GRADE ENGLISH and NINTH GRADE ENGLISH HONORS

1 Credit
Required
Grade 9

Teacher recommendation required for Honors

This course is designed to expose students to the wonderful world of literature and language appreciation, writing proficiently, and speaking in front of an audience. A variety of genres and forms will be studied such as: short stories, poetry, drama and the novel. In addition, students will learn skills and techniques for the writing process, reading strategies, organizational skills, and collaborative projects to ensure success throughout high school and beyond.

TENTH GRADE ENGLISH

1 Credit
Required
Grade 10

In English 10 students will develop critical reading skills through guided literary analysis and rhetorical analysis. The emphasis in literature will be on poetry, novels, plays, short stories and nonfiction selections drawn from American literature, as well as choice reading based on student interest. Students will develop public speaking skills through formal speeches and informal literature circles and discussions. Students will develop writing skills to persuade, analyze and inform. Vocabulary will be acquired through a study of Greek and Latin root words and through reading contemporary news articles.

ENGLISH ESSENTIALS 9/10

1 Credit
Required
Grade 10

Teacher recommendation required

Students will learn and apply various reading strategies through a variety of reading experiences including independent choice reading, small group book clubs, and whole class guided reading. Students will complete writing assignments for a variety of audiences and purposes such as personal narrative, persuasive essay, instructional writing, and a short research project. Developing effective study habits and organizational

techniques is emphasized. Thematic Units consist of: beauty, heroism, honor and fate.

TENTH GRADE AMERICAN STUDIES

1 Credit
Required
Grade 10

Teacher recommendation required

American Studies is an honors course in English with an intense schedule of reading and writing aimed at high achievers. Working hand in hand with American Studies History, we will explore the way history has shaped literature and literature has shaped history. Students will develop critical reading skills through guided analysis of classic American literature and rhetorical analysis of important speeches and foundational documents. Students will develop public speaking skills through writing and performing formal speeches and participating in informal literature circles and discussions. Students will develop writing skills to persuade, analyze and inform. Vocabulary will be acquired through a study of Greek and Latin root words and through reading contemporary news articles.

ELEVENTH GRADE ENGLISH

1 Credit
Required
Grade 11

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary, focusing on decoding words, based on prefixes, roots and suffixes. Students will read many short works in various genres and will apply the use of reading strategies and knowledge of writing to these pieces of literature in annotations and class discussions. Students will complete many writing assignments in various genres such as expository, research, argument, analysis, narrative, etc.

ELEVENTH GRADE ENGLISH HONORS

1 Credit
Required
Grade 11

Teacher recommendation required

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary, focusing on decoding words based on prefixes, roots and suffixes as well as the context used. All novels read throughout the year will

be of the student's choosing, and all students will read for a minimum of twenty-five minutes each night. Students will also read many short works in various genres of British literature. Through these works, we will study each major time period in the history of British literature, focusing on the influence of historical events on the literature of each era. Students will learn to analyze film and then will transfer those analytical skills to literature. Special emphasis will be placed on the study of Shakespeare and becoming familiar and comfortable with his use of language. Students will hone skills in class discussion and annotating. In addition, students will write a personal narrative, participate in a debate, write a ten-page research paper and develop a multi-genre project.

SAT ENGLISH PREP

½ credit
Elective
Grade 11

This is a one-quarter course that reviews the knowledge and skills necessary to take the Reading, Writing and Language and the Essay portions of the SAT. We will set a target score for the SAT, based on colleges students hope to attend. Then we will try to meet those targets by covering strategies for dealing with reading and answering questions under time constraints, general test-taking tips for standardized tests, question and passage types and strategies for dealing with each. We will do short practice sections and timed complete practice sections. The class will also include some college and career work.

ENGLISH ESSENTIALS 11/12

1 Credit
Required
Grade 11
Teacher recommendation required

Students will continue to learn how to use Standard English grammar, usage, mechanics and spelling and will continue a study of vocabulary. All novels read throughout the year will be of the student's choosing, and all students will read for twenty to thirty minutes each class. Students will learn and apply various reading strategies. Students will complete writing assignments in various genres.

TWELFTH GRADE ENGLISH

1 Credit
Required
Grade 12

In their senior year, students will choose between different topics which all cover the required English competencies. Seniors need to pass all competencies to earn 1 credit. If students do not earn a passing grade, they will not graduate on time. Students who fail will need to do online alternatives in order to graduate.
[Senior course offerings by quarters.](#)

ADVANCED PLACEMENT LANGUAGE & COMPOSITION

1 Credit
Running Start Credit
Grades 11
Teacher recommendation required

Summer assignments are prerequisites for enrollment in this class
(Juniors who take AP English Language & Composition are encouraged to take AP English Literature & Composition in their senior year)

A full year course equivalent to the introductory year of college composition course work. Students will become skilled writers of prose written in a variety of disciplines, and become skilled writers who compose original pieces for a variety of purposes and audiences. We will spend the majority of our time focusing on how a non-fiction written piece (advertisements, visual texts, essays, novels) is constructed – how the words and sentences are put together to shape the reader's understanding of the story. An integral part of the course will be developing research skills for evaluation and citing source material. This is a challenging and rewarding course designed to analyze language from all media.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

1 Credit
Running Start Credit
Grades 12
Teacher recommendation required

Summer assignments are prerequisites for enrollment in this class

This course offers one year of advanced study in literature to seniors. Students in this class will become highly effective and independent readers, writers,

speakers and critical thinkers by doing the work of a college-level literature course. Students who complete this work to the best of their ability will be prepared to pass the AP Exam, prepared for college-level reading, writing and literature analysis and prepared for the reading and writing demands of the real world.

THEATER ARTS

½ credit

Elective (Arts)

This elective will explore various aspects of acting, technical theatre and playwrighting. Students will develop class performances in the forms of oral interpretation, monologues and scenes. Theatre arts students will complete a project in lighting, scene, costume and sound design. The class will also involve reading, viewing and responding to plays in various modern genres. The culminating project of the class will involve writing, technical design and direction of one's own short play.

Independent Study and achieving the English Competencies

- The Common Core ELA Portfolio must be completed, showing mastery of competencies at the grade level they wish to “comp.” must complete all evidence and reflections.
- Students need to complete and have all work evaluated by the appropriate teacher before the first day of the course to ensure that students have the opportunity to take the course if they have not shown that they can meet competencies on an independent level.
- Students wishing to attempt this must meet with the appropriate teacher before the end of the previous school year.

Students who fail 9th, 10th, and 11th grade options:

- Students will be given the opportunity to make up missing competencies during the summer following the failed course.
- If the student does not complete the necessary competencies over the summer they will:
 - Retake the class or take the full VLACS course during the following year per teacher discretion. Students will not move on to the next grade level of English until they complete the course level they failed.

- A student may double up on English during their senior year if they are missing credits per teacher discretion.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Required for any student (Middle or High School) identified by the TESOL teacher

This course is recommended for any student at Profile who has been identified as being in need of support in increasing English proficiency due to interference of his/her first language. The goal of this course is to get students more comfortable with communicating in English and better understanding English so that they may be more successful in their other classes as well as in other experiences they encounter both within and beyond the school walls. The course focus is on academic vocabulary acquisition as well as the four skills of communication: listening, reading, writing, and speaking. The curriculum will also provide support for the student in his/her core academic classes as well. The curriculum is aligned with WIDA and Common Core State Standards. Yearly state testing will be administered to track students' growth.

FAMILY & CONSUMER SCIENCE

Family & Consumer Science courses at Profile this year emphasize career education, internship opportunities, culinary arts, nutrition and personal finance. The classes offered in the family & consumer science department are designed to engage students in authentic, real life experiences that will directly prepare them for their lives after high school.

NUTRITION AND CULINARY ARTS 101

½ -1 Credit

Elective

Grades 9-12

This course provides a wonderful opportunity to perfect a student's cooking skills, become a proficient and knowledgeable consumer and to learn the fundamental techniques and terminology of cooking. In the process

the student will explore the power of eating a nutrient rich diet, discuss issues related to our current food supply and debunk common food myths. We also cover the essentials of good etiquette and table setting, cater school events and typically travel to a culinary school for a field trip. The students can expect to become proficient in the kitchen as well as more aware of the foods they eat. Classroom activities range from student designed cooking videos & developing a food safety/sanitation handbook to the most exciting hands-on cooking experiences.

INDUSTRIAL ARTS/TECHNOLOGY

WOODWORKING

½-1 Credit

Elective

Grades 9-12

Prerequisite: M.S. Technology Program

The objective of the Woodworking course is to become proficient in the safe operation and maintenance of the tools and machinery in the shop. Students should be capable of designing, manufacturing, and finishing a quality wood project.

CAD (COMPUTER AIDED DESIGN)

½-1 Credit

Running Start Credit

Grades 9-12

It is the objective of the Industrial Arts Dept. that students who complete the CAD Design course develop a strong familiarity with computerized mechanical drawing techniques. They should be able to successfully complete drawings using correct dimensioning, borders, bill of materials, and all two dimensional functions and commands.

STEAM DESIGN: Test, Iterate – Cutting edge Tools, Techniques and Projects

First Semester

½ Credit

Elective

Prerequisites: 2 Lab Science Courses, Algebra II (Students who are taking Algebra II concurrently may take the class with teacher approval)

This course is designed to combine students' curiosity, interest in multi-disciplinary coursework, and hands-on work. This integrated course reinforces and extends knowledge and skills in science, technology, engineering, arts, and mathematics (STEAM) in design projects ranging from robotics, service engineering and invention, sustainable energy, technology and engineering in the arts, computer vision, acoustics, musical instruments and student developed final projects. For each design project, students will review and apply STEAM knowledge and skills in an environment that celebrates learning through iteration and the development of multiple solutions for any given challenge.

MATHEMATICS

Our society needs a mathematically literate workforce, one which is knowledgeable in the use of technology and which also has well-developed problem solving skills. Workers must be able to communicate, assimilate new information, solve unfamiliar problems, and work cooperatively as well as independently. The curriculum offered and the teaching methods employed must meet the challenges of preparing our students for tomorrow's society.

The mathematics department supports the following teaching methods and assumptions:

- Students will be engaged in exploring, conjecturing, and thinking versus rote memorization of rules and procedures
- Students will have the opportunity to discuss mathematics with classmates and teacher
- Students with special needs shall have appropriate instruction offered
- Graphing calculators will be available to all students at appropriate times
- Technology will be used to enhance student learning

The mathematics department supports the following expectations:

- Students will understand the nature and structure of mathematics
- Students will develop strong mathematical problem solving abilities
- Students will develop positive attitudes and beliefs about mathematics

- Students will develop their abilities to communicate effectively using the language and notation of mathematics
- Students will develop the ability to represent mathematical relationships in a variety of ways.

TRANSITION TO ALGEBRA

1 Credit

The focus of the course will be selected mathematical topics integrated with the use of technology and developed through a problem-solving environment. Topics will be selected from the areas of algebra, geometry, probability and statistics, and data analysis.

In the area of algebra, students will study number properties, algebraic expressions, operations with integers, linear expressions and equations, and graphing in one and two dimensions. Geometry topics will include spatial visualization, basic constructions, and fundamental properties of lines, angles, and polygons. The remaining topics include plots and graphs of data, measures of central tendency, simple probabilities, and simulations. Students will use graphics calculators on a regular basis to solve problems and analyze real data.

ALGEBRA I

1 Credit

Prerequisite: A minimum average of 80% in 8th grade math or successful completion of Transition to Algebra.

Algebra I continues the study of the structure, concepts, and reasoning in mathematics introduced in previous courses. Students will enhance their understanding of these topics by examining them graphically, numerically, and symbolically. Students will become familiar and proficient with Linear, Exponential, and Quadratic functions. The use of technology, specifically the graphing calculator, will facilitate and encompass all aspects of the program. Students should view this course as the minimum entry-level for real world mathematics.

GEOMETRY

1 Credit

Prerequisite: Algebra I

Students will continue to develop their Algebra I skills by solving problems involving various geometric relationships. Students will develop the ability to defend conjectures using informal proof writing. Topics to be covered include geometric figures, congruence,

similarity, circles, perimeter, area, volume, transformations, and right triangle trigonometry. Students will be assigned individual and group projects throughout the year.

HONORS GEOMETRY

1 Credit

Prerequisite: A minimum grade of 85% in Algebra I.

This course is intended for students with strong Algebra I skills. Students in this geometry course can expect to cover specific concepts in geometric figures, congruence, similarity, right triangle trigonometry, circles, area, volume, transformations, and constructions through problem-solving, real-life applications, and formal proof writing. Students choosing this course should be motivated and able to handle the fast pace of the course.

ALGEBRA II

1 Credit

Prerequisite: Algebra I and Geometry. A minimum grade of 80% in Geometry is strongly recommended.

Algebra and algebraic thinking allows students to solve real-life problems. In this course students will continue their study of the major strands of algebra: functions and relations, modeling, language and representation, and structure. These strands will be explored through the study of quadratic functions and relations, exponential and logarithmic functions, and polynomials. This course is recommended for all students, especially those intending to further their formal education beyond high school.

ADVANCED MATHEMATICS

1 Credit

Prerequisite: Geometry and a minimum grade of 80% in Algebra II.

This course synthesizes previous mathematical knowledge while preparing students to branch out into multiple fields of mathematics such as calculus, statistics, and discrete mathematics. Topics to be presented include a thorough study of trigonometry, further development of toolkit functions, and related areas of discrete mathematics. This course is highly recommended for college-intending students.

SAT MATHEMATICS PREP

½ credit

Elective

Grade 11

This is a one-quarter course that reviews the knowledge and skills necessary to take the Mathematics portions of the SAT. We will set a target score for the SAT, based on colleges students hope to attend. Then we will try to meet those targets by covering strategies for dealing with reading and answering questions under time constraints, general test-taking tips for standardized tests, question and passage types and strategies for dealing with each. We will do short practice sections and timed complete practice sections. The class will also include some college and career work.

ADVANCED PLACEMENT CALCULUS

1 Credit

Running Start Credit

Prerequisite: A minimum grade of 80% in Advanced Math. Working knowledge of the TI-84 graphics calculator.

Teacher recommendation required

Students will be required to review prerequisite topics during the summer prior to beginning the course. Students will become familiar with graph and limit theory, derivative analysis of functions, application of the derivative as a rate of change, and velocity and acceleration situations. The concept of the accumulation function and its meaning and relationship to the definite and indefinite integral will be presented. Application of the definite integral will be examined in area and volume calculations. The course syllabus is determined so as to be in sequence with the outline demanded by the Educational Testing Service. Students are expected to take the AP test administered by ETS. The course is recommended for students planning a college career in math, science, economics, engineering or business.

ADVANCED PLACEMENT STATISTICS

1 Credit

Running Start Credit

Prerequisite: Geometry and a minimum grade of 80% in Algebra II. Working knowledge of the TI-84 graphics calculator.

Teacher recommendation required

This course will present exploratory analysis of data and make use of graphical and numerical techniques to

study patterns and departures from patterns. Data will be collected according to a well-developed plan in order that valid information on a conjecture is to be obtained. Patterns will be anticipated by producing models using probability theory and simulation. Statistical inference will be used as a guide in the selection of appropriate models. The course syllabus is determined so as to be in sequence with the outline demanded by the Educational Testing Service. Students are expected to take the AP test administered by ETS. This course is recommended for students planning a college career in any math related field, business, social sciences, and health sciences.

QUANTITATIVE REASONING

1 Credit

Grade 12

Prerequisite: Seniors only with teacher approval or completion of Algebra I and geometry.

This course is designed to expose students to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Operations, Functions and Modeling, Finance, Geometry and Measurement, as well as Probability and Statistics.

MUSIC

All high school classes in the Performing Arts section count toward the required ½ credit in Fine/Performing Arts needed for graduation.

The music program at Profile is designed to provide an outlet for students to express themselves through performance in music. Middle school students are offered the choice of two areas in which to explore their particular talent or interest. For those who play an instrument – lessons are required. Senior high students may continue their ensemble experience at an advanced level.

CONCERT BAND

1 Credit
Elective
Grades 9-12

In this course students will learn to perform a variety of Concert Band repertoire for public performance. The course will focus on honing students' ability to: demonstrate solid performance fundamentals, blend within an ensemble, play in tune, and maintain a basic understanding of music theory as it relates to instrumental performance. Students are eligible for nomination in the North Country Music Festival and also have the option of auditioning for the NH All State Music Festival. Students in grades 7-8 will perform middle school level music while developing the fundamental skills they were exposed to in elementary school. Private instrumental lessons will be provided during the school day to all instrumental students. These students are eligible for nomination into the District Band, and also have the option of auditing via CD recording for the annual Middle School All State Band. All band students in grades 7-12 will be expected to perform in three concerts throughout the year. At the end of the year their musical experience will culminate in an adjudicated music festival at an outside venue.

CONCERT CHOIR

1 Credit
Elective
Grades 9-12

In this course students will perform many styles of vocal music through participation in a choral setting. Students will be graded on their ability to consistently demonstrate: proper performance fundamentals, understanding of basic music theory as it relates to choral music, a strong work ethic geared toward excellence in music performance, and their ability to memorize music. Students learn vocal technique and musicianship skills during warm-ups and are expected to apply them during rehearsal. Teacher feedback is given to improve performance and students are expected to evaluate and reflect on their own performance as well as the performances of others. All choral students in grades 7-12 will be expected to perform in all scheduled concerts throughout the year. There are additional opportunities to perform outside of the music classroom such as All-State, North Country Music Festival, and NHMEA Middle School Festival as nominated by the director.

INTRODUCTION TO GUITAR

½ Credit
Elective, 1st Semester
Grades 9-12

This course is offered every year. Introduction to Guitar begins in the first semester of the school year and requires a strong work ethic if success is to be achieved. In this course students will learn how to play the acoustic guitar and read music. The course covers: basic playing fundamentals, TAB, common guitar chords, notes on the staff, and basic music theory. All guitar skills will be taught from a beginner's level and school guitars will be available for student use. Students may take this course only once.

ADVANCED GUITAR

½ Credit
Elective, 2nd Semester
Grades 9-12

Prerequisite: Introduction to Guitar

Advanced techniques in guitar including barre chords, Major Scales and Power Chords, Bass Guitar, Arpeggios, and Transposition. Students also select their own repertoire for performance projects.

MUSICAL THEORY

1 Credit
Elective
Grades 9-12

Teacher recommendation required

Offered every other year, this course is intended for those who are enrolled in band, chorus, or are considering a career in music, or simply want to develop a deeper understanding of how music works. Topics will include: music notation; interval identification; common-practice scales and modes; harmonic function; melodic construction; and score analysis from different eras of music history. Students will have the opportunity to improve skills in rhythmic, melodic and harmonic dictation, sight singing, and composition.

INDEPENDENT MUSIC

½ Credit
Elective
Grades 9-12

Students create and design their own performance based projects and self-assess in the performing arts. The course is flexible and student centered. All levels of musicianship are welcome, even those with limited

musical experience. Students have full control of their chosen project and are encouraged to develop a discovery mindset.

PHYSICAL EDUCATION

The Profile Physical Education Department will lead by example to instill the value of physical activity and exercise as part of a healthy and fulfilling life. The scope and sequence is designed to meet the needs of all students at a developmentally appropriate age. The Physical Education department will offer a comprehensive format whereby students can successfully participate regardless of ability. Students will learn why physical fitness is important, experience how physical activity and exercise is enjoyable, identify what their personal fitness needs are and understand how to maintain the balance of wellness throughout their lifetime. Ideally, students will find a variety of activities or exercises that provide health enhancing benefits as well as social interaction and feelings of competence. This will be done by facilitating a wide range of lifetime sports, exercise strategies and activities while fostering communication skills through movement. Other lifetime skills integrated into the curriculum are leadership, self-confidence, communication, self-esteem, decision making and critical thinking.

EXPECTATIONS:

- Engage in a physically active lifestyle.
- Achieve and maintain a health enhancing level of physical fitness.
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
- Identify that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction for a lifetime.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Think critically, lead by influence and take initiative.
- Display adaptability, curiosity and imagination.

YOGA & MEDITATION

½ credit

Elective

MAX Enrollment:18;MIN: 6

Students will learn the basic practice of mindfulness and insight meditation. Students will study and will practice restorative and yin style yoga. The class will also touch on Taoist and Buddhist philosophy as it relates to meditative practice.

STRENGTH TRAINING & INDIVIDUAL SPORTS

½ credit

Elective

MAX Enrollment: 12; MIN: 6

Strength and Conditioning is a course devoted to personal fitness. Students will assess personal fitness at the beginning of the semester and set goals for the end of the course. Students will track improvements throughout the quarter. A variety of strength and conditioning methods and theories will be explored. Students will focus on specific aspects of personal fitness and continue to discover new and exciting ways to reach their fitness goals. Students will learn about and participate in Burdenko Conditioning, Plyometrics, weight lifting, circuit training, cardiovascular endurance activities, and a number of other strength and conditioning techniques. Students will also experience and learn the benefits of walking, jogging and running at a pace that is individually beneficial. Walking, jogging and running on varying terrain and with various pieces of equipment will also be explored. Our goal is to learn about our own fitness (improvement, maintenance and enjoyment.) Students will also develop an understanding of movement concepts, strategies and tactics as they apply to individual sports. Individual Sports will include but are not limited to: swimming, juggling, jump rope, gymnastics, disc golf, badminton, running/trail running, tennis, squash, pickleball, archery, cycling, bowling, pool/billiards, rock climbing, and golf.

CROSS-TRAINING

½ Credit

Elective

MAX Enrollment:16;MIN: 6

This class will use a combination of exercise to work various parts of the body. The aim is to reduce the risk of injury and improve overall fitness levels. We will address strength training, cardiovascular fitness and flexibility.

SPORTS NUTRITION

½ Credit

Elective

MAX Enrollment: 18; MIN: 6

Do pasta dinners really give you more energy the next day? What's the difference between an energy drink and a sports drink? How does chocolate milk help muscles recover? How much protein is needed for building muscle mass? If you want to learn more about how food can fuel your workouts, help you perform better in your games, and give you plenty of energy for your outdoor adventures, then take this class. The primary focus is about how food can affect performance and what changes you can make to meet your goals. Students will explore the science behind nutrition and sport/fitness activities. Throughout the course, students will investigate popular claims in the media, as well as those made by certain food products regarding sport and performance. Students will explore how food is metabolized, how it relates to sport and activity, and identify the nutrient needs for personal sport. In addition, students will also research what foods contain the necessary nutrients to meet athletic goals. Research, case studies, and personal inventories/logs are a major component of this course. Other relevant issues, such as eating disorders and sports, will also be explored.

OUTDOOR RECREATION and TEAM SPORTS

½ credit

Elective

MAX Enrollment: 14; MIN: 6

This course will focus on safe participation in outdoor recreation activities and strategies and tactics in team sports. Students will gain knowledge in how to participate safely in these activities on their own time, and may experience teaching their acquired skills to younger community members. Students will participate in activities such as hiking, orienteering, outdoor cooking, fire safety, kayaking, paddleboarding, rock climbing, spin fishing, fly fishing, ice fishing, cross country skiing, snowshoeing, downhill skiing/snowboarding, trail running, mountain biking and swimming. In addition to exploration in outdoor recreation, students will develop an understanding of movement concepts, strategies and tactics as they apply to team sports. Students in this course will demonstrate competency and understanding in a variety of team sports. Activities will include but are not limited to handball, floorball, broomball, flag football, rugby, ice

hockey, speedball, basketball, kickball, soccer, ultimate Frisbee, disc golf, volleyball, baseball/softball, cricket, tchoukball and bocce ball. Lifetime fitness and wellness concepts will be covered through the medium of these activities.

UNIFIED PHYSICAL EDUCATION

½ -1 Credit

Elective

MAX Enrollment: 18; MIN: 6

Students (partners) who have a desire to work with students with disabilities (athletes) should inquire with a school counselor or physical education teacher about participating. Students involved will first learn about "person first" language, the history of Special Olympics, movement with the athletes, and about the athlete's abilities and disabilities. Then, the partners will be heavily involved in assisting athletes' participation in games and learn lifelong skills through activities such as sit volleyball, basketball, cycling, volleyball, tennis, Frisbee, bowling and backyard games. All students will set goals to improve on physical, social and cognitive skills related to activities in class. In the spring, the Unified PE class will participate in a Unified Sports Day as part of their final assessment.

BIKOLOGY

½ Credit

Elective

MAX Enrollment: 14; MIN: 6

Students will have the opportunity to study cycling on and off the bike. Students will learn a brief history of the bicycle and cycling as a sport and recreation opportunity. Off the bike, students will learn how to safely choose helmets, bicycles and attire that will enhance their cycling experience. We will learn how to repair and maintain bikes on and off the road/trail. Additionally, we will safely navigate roads and trails with good etiquette. On the bike, students will gain skill and confidence biking on various terrain in various types of weather. In addition to cycling, students will learn how to improve cardiovascular fitness, balance and coordination in a variety of ways that will enhance their experience on a bicycle. Bikes and helmets will be provided.

ROCK CLIMBING

½ Credit

Elective

MAX Enrollment:14;MIN: 6

Students will have the opportunity to gain perspective on rock climbing as a sport and method to enhance fitness. After a brief history on the evolution of rock climbing students will strive to increase fitness skills necessary for rock climbing (range of motion, strength and balance will be the priority.) Students will gain confidence and competence in skills necessary for bouldering, belaying, top rope rock climbing and lead climbing. At the end of the semester, we will participate in at least one day of outdoor rock climbing guided by professionals. By the end of the course students will have demonstrated competency in a variety of motor skills, safety concepts, responsible behavior and will recognize rock climbing as a source of joy and social interaction.

PHYSICAL EDUCATION TEACHER ASSISTANT

½ -1 Credit

Elective

Prerequisites All PE electives

Teacher recommendation required

This opportunity would require students to step into a pedagogical role. Students will assist the physical education teacher in managing the classroom and teaching resources. After a flow to the class has been established between the assistant and teacher, he/she would gradually gain more involvement in co-teaching the class. Teacher Assistants will be seen as a leader and a role model to the class.

INDEPENDENT STUDY: Physical Education

1 Credit

Prerequisite: PE Electives; Acceptance by Written Application Only

Teacher recommendation required

Independent study is a voluntary alternative method to further knowledge in a specific subject area. Students work independently, according to a written agreement and under the general supervision of the teacher. To be accepted into the program, students must apply within the P.E. Department and submit a "Letter of Interest." A presentation of cumulative research will be conducted in front of the District's Wellness Committee at the end of the year.

SEMINARS

NINTH GRADE SEMINAR

½ PE, ¼ Health and ¼ Careers Credit

Required

Grade 9

In PE, students will spend their time focusing on three different areas of Physical Education. Students will experience a variety of Lifetime Sports and Recreation, Personal Fitness and Stress Management through Physical Activity. In Health, students will take steps toward understanding the process of setting goals, making decisions and managing life in ways that promote, maintain, and/or enhance health during high school, college and in the workforce. Students will identify and analyze factors that affect behavior, explore appropriate resources for guidance and practice skills that will enable them to be successful communicators. In Careers, students will focus on planning their high school careers, and explore skills needed to be successful in life after high school. In addition to experiencing a variety of activities related to these three topics, they will engage in discussions about how these three areas are essential to maintain a balance of wellness.

ELEVENTH GRADE SEMINAR

¼ Health, ¼ Personal Finance, and ½

Careers/College Pathway Credit

Required

Grade 11

All 11th graders will participate in 11th grade Seminar. This will be a full credit course that will focus on career and college readiness, personal finance, health and explore skills needed to be successful in life after high school. Additionally, this seminar will assist students with SAT preparation. Students will gain skills and techniques to assist with Junior year spring SAT's.

SCIENCE

Today's student needs to be able to make informed decisions about one's health care, choosing and using technology and understanding current events. Science is the key to this understanding. Science is the pursuit of knowledge. By asking questions, collecting evidence and developing explanations about how things work, we can connect knowledge to current models and explanations to expand and improve our understanding.

All science students will demonstrate the ability to:

- observe and describe patterns.
- investigate, explain, and evaluate potential causal relationships.
- describe and represent the significance of changes in relative scale, proportion, and quantity.
- investigate and analyze the system.
- analyze evidence to evaluate the cycling of matter and flow of energy.
- use evidence to support claims about the relationship among structure and function
- investigate and analyze static and dynamic conditions of systems

INTEGRATED SCIENCE

2 Credits over 2 years

Required

Teacher recommendation required

This is an introductory course that introduces both biological and physical science concepts to prepare students for state required science sequence. Focus on lab skills, inquiry, and science literacy and numeracy.

EARTH AND PHYSICAL SCIENCE

1 Credit

Required

Teacher recommendation required for Honors; as well as an 220+ 8th Grade NWEA and/or 8th grade teacher recommendation. Enrolled in algebra 1 or higher

This course provides students with an introduction to the physical and earth sciences and works to develop the laboratory and critical thinking skills that are essential to a science education. Areas of study include: models of the atom; forces and Newton's laws of motion; experimental design and data collection; work and power, simple machines, conservation of energy, waves and wave properties, structure and formation of the

Earth; plate tectonics; nuclear reactions, stars and formation of the chemical elements.

BIOLOGY and HONORS BIOLOGY

1 Credit

Required

Teacher recommendation required for Honors; as well as an 85% or better in Physical Science

This course is designed to continue student investigations of the life science that began in grades K-8 while providing students the experiences and necessary skills to have a richer knowledge base in biological science. This course is designed as a foundational course of Biology for in depth courses in advanced biology courses or special topic courses. This course includes the major concepts of: matter, energy and organization in living systems; cell structure, function and metabolism; genetics and the molecular basis of heredity; biological evolution; behavior of organisms; interdependence of life.

CHEMISTRY

1 Credit

Elective

Prerequisite: Physical Science. Concurrent enrollment in at least Algebra 2

Students will work to develop their understanding of matter and its interactions while continuing to improve their critical thinking and laboratory skills. Areas of study include: the quantum model of the atom; trends and organization of the periodic table; covalent, ionic, and metallic bonding; 3-dim shape of molecules; IMFs and bulk properties of materials; types of chemical reactions and stoichiometry; collision theory and reaction rates; acids and bases.

PHYSICS

1 Credit

Elective

Grades 11-12

Prerequisite: Chemistry, Geometry, Algebra 2, and currently enrolled in or completed Advanced Math Requirement.

Teacher recommendation required (A minimum grade of 85% in each prerequisite course is strongly recommended).

This course is a Jr/Sr level elective. Because of the difficulty of this course, Physics will be weighted as an AP level course in the point system that determines

class rank. The question “What is light?” forms a framework for this course and leads us on an adventure in building a scientific theory that also leads us to explore major topics in physics. Areas of study include: properties of light; translational and rotational mechanics; power and energy; waves and wave properties; electricity and magnetism; basis of quantum mechanics; wave-particle duality of light.

ANATOMY & PHYSIOLOGY/WILDERNESS FIRST AID

½ Credit

Elective

Grades 11-12

Prerequisite: Biology

This course is designed to provide students with a fundamental understanding of the structure and function of human body systems (respiratory, cardiovascular, integumentary, digestive, urinary, nervous, musculoskeletal) and how to treat various medical and traumatic injuries to these systems in both front-country and remote settings. Embedded in this course is Stonehearth Open Learning Opportunities (SOLO) Wilderness First Aid curriculum which provides students with the hands-on skills needed to assess a scene, treat patients, and care for them using various techniques and materials. Lab work and outdoor practical scenarios provide authentic learning experiences along with team building and communication skill development. Upon successful completion of the course, students will earn their Wilderness First Aid certification and CPR certification.

AP BIOLOGY

1 Credit

Elective

Prerequisites: Average of 85% or better in Biology and completion of a Chemistry course.

Teacher recommendation required

Summer assignments are prerequisites for enrollment in this class

Students will be required to review prerequisite topics during the summer prior to beginning the course. AP Biology includes the topics regularly covered in a college biology course for majors. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first

year. Topics to be covered: Molecules & Cells (25%), Heredity & Evolution (25%), Organisms & Populations (50%)

ENVIRONMENTAL SCIENCE

½ Credit

Elective

Prerequisite: Biology

This course provides students with a foundation of understanding, knowledge and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species and invasive plants and animals. Students learn about the structure and function of natural ecosystems, the history of the environmental movement, and the impact of legal, economic and political systems on environmental concerns. Students also gain a broad awareness of environmental science. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment.

FORENSIC SCIENCE

½ Credit

Elective

Grade 12

Prerequisite: Biology & Chemistry

This course is designed to introduce the student to practical applications of chemistry, physics, and biology in the study of forensics. The class will focus on the analysis of evidence collection, the decomposition process, crime scenes, skeletal remains, toxicology, and document validity. Case studies and crime scenarios help students understand the implications and complicated issues that are part of the science of forensics. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning.

SOCIAL STUDIES

The primary goal of the social studies department of Profile School is to develop responsible, effective, critically thinking citizens through the study of history and the social sciences.

WORLD HISTORY/CIVICS

1 Credit
Required
Grade 9

This course will introduce the student to World History from the earliest known times to the Information Age. The course is designed in chronological order to help understand the ideas and concepts and philosophies, which has shaped our civilization today. The course will begin by examining the major ancient civilizations with a focus on how they influenced our society. Finally, the course will look at the impact of these concepts and ideas as a general "Legacy" from the past.

HONORS WORLD HISTORY/CIVICS

1 Credit
Required
Grade 9
Teacher recommendation required

Honors World history is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. Students will examine the historical roots of significant events, ideas, and movements. They will broaden their historical perspectives as they explore ways societies have dealt with continuity and change as exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This course serves as a foundation for Civics and Economics. Critical Thinking skills highly emphasized.

SOCIAL STUDIES ESSENTIALS

2 years; 2 ½ Credits after two years
Meets requirements of Social Studies
(World History ½, Civics ½, US History 1, Economics ½)
Teacher recommendation required

This is an introductory course that covers Social Studies concepts. The course will focus on cause and effects, geography, and specific topics in Social Studies.

Students will be able to earn the competencies in World History, Civics, US History, and Economics during the two years of the course. One year will focus on US History and Economics, the other year will focus on World History and Civics.

U.S. HISTORY

1 Credit
Required
Grade 10

This is a survey of United States and New Hampshire history from the Age of Exploration to the present. State, local and federal government will also be covered.

AMERICAN STUDIES

1 Credit
Required
Grade 10
Teacher recommendation required

Ours is a rich heritage. The freedoms we cherish, the institutions that serve us, and the material comforts we enjoy, have been handed down to us from the past generations of Americans. In order to understand the value of this heritage and pass it along to future generations, we must learn about the past. Students must understand how Americans built our society. They must also learn about what they possess as American citizens. Critical Thinking skills highly emphasized.

ECONOMICS

½ Credit
Required
Grade 11

The course will emphasize economic principles as applied to the individual consumer decision-making and governmental attempts to regulate the economy. Topics include: scarcity, choices, goal setting, consumer costs of living, investments, monopolies, monetary policies of the federal reserve and government, trade surplus vs. deficit, and different economic systems.

GLOBAL STUDIES

½ Credit
Required
Grade 11

This course is a continuation of the World History credit. However, in Global Studies students will take an independent look at the events that are currently shaping

the globe. Students will analyze current global events by exploring the historical significance, the contemporary outcomes, and questions for further study. The aim is to have students recognize that history is being made every single day and teaching critical analysis skills.

HISTORY SEMINAR

1 Credit

Elective

Grades 11-12

Prerequisite: World History, U.S. History and 10th grade English

Most Americans will learn the history they remember through watching films; this course is designed to critically analyze historical films. This class is designed to learn history through alternative methods by using films to instruct the facts and issues of history. The course is aimed at all level students with the majority of work done in class. Students will study the history of filmmaking and will view some of the most significant films in movie history. Students will use the following methods and skills to study historical films: free and directed writing; researching topics individually and in groups; developing analytical and evaluative skills; learning factual knowledge as well as the conditions in which they happened; and to be exposed to different ideas, views and opinions. Students will be called upon to choose some of their own subjects as well as use independent study and creative applications that will enhance self-discipline and organization skills. Material covered in class will concentrate on the past 200 years of history, current issues especially pertinent to students and the history of film. A parent permission slip is required for all students to participate in this class.

AP EUROPEAN HISTORY

1 Credit

Elective

Grades 11-12

Teacher recommendation required

The fundamental aim of Advanced Placement Modern European History (APMEH) is to give the student a solid understanding of the events and themes of European history in a broad perspective, integrating multiple disciplines in the process of understanding. It is essential for students to get rid of the notion that history is set down in absolute standards with little room for interpretation. An essential aspect of APMEH is to encourage synthesis and analysis in the study of relationships between causes and effects, comparison

and contrast of cultures, geographic factors, economics, philosophy, and the history ideas. The period begins with the age of transition between the medieval world to the birth of modern day Europe and the Renaissance. Themes such as the emergence of the modern nation state and monarchies, the changing concepts of man, God, and the universe, the rise of urban society, the influence of industrial technology, and the emergence of international politics and relations, are all considered in the context of the wider world. Advanced Placement exam for potential college credits at the end of the course is optional, though recommended. Achievement in honors classes considered, American Studies emphasized.

CRIMINAL JUSTICE

½ Credit

Elective, Running Start credit

Grades 11-12

Criminal justice can be defined as the system through which crimes and criminals are identified, apprehended, judged, and punished. Therefore, the criminal justice system consists of three major parts: Law enforcement, Courts, and Corrections. This course presents the history, development, and current status of the criminal justice system in the United States, and the challenges it faces. Focus will be on the interplay between the various agencies and institutions, and we will discuss factors causing change in the system.

PSYCHOLOGY

1 Credit

Elective, Running Start Credit

Grades 11-12

Why do we think, feel, act the way we do? An introductory course focused on the study of human and animal behavior. Personal and social behaviors are explored through such topics as: the brain, stress, sleep, memory, learning, sensation and perception, mental health, developmental processes, and social psychology. Students will also learn career options in the field of Psychology. Applied research projects, in-class quick labs, and reflections are an integral component of this course. Emphasis is placed on analyzing theories and trends in the field.

SOCIOLOGY

½ Credit

Elective, Running Start Credit

Grades 11-12

Sociology is the systematic study of social life and social transformation. This course is an introduction to classical and modern sociological theory, concepts and issues.

The goal is to provide students with an understanding of fundamental social processes, to encourage critical thinking, and to provide students with the tools and knowledge necessary to analyze issues from a sociological perspective. We will discuss issues related to socialization, social stratification, social institutions and cultural development and change.

WORLD LANGUAGE

The major emphasis of all world language courses is on speaking, listening, reading, and writing skills. Students planning to attend college are advised to take at least two years of French or Spanish.

FRENCH TREK

1 Credit

Elective

This course will guide the student through the 6 major French-Speaking regions of the world. They will explore the history, geography, and cultures of the major countries that speak French in the world. This will also lead to a better understanding of how important French is in the World. In addition, basic travel French will be introduced and used in situational skits, dialogues and exercises.

The students will have a better understanding of the geography of the world and will have a working knowledge of basic French as it pertains to essential travel situations.

FRENCH I

1 Credit

Elective

This is the first level of a possible five-year sequence for students that are college bound or have a desire to learn and to understand, speak, read, and write French. French 1 will include speaking, reading, writing and cultural connections. The emphasis is on elementary grammatical structures, oral communication. We will do

skits, read articles and have fun. Students are encouraged to take part in the National French exam in the Spring.

FRENCH II

1 Credit

Elective

Prerequisite: Students must have successfully completed French I

Teacher recommendation required

Students will continue to become more comfortable in the language and work with more complex materials. Everyday vocabulary will be used in skits and oral presentations. Students will take a virtual trip to Paris throughout the course. Students will read two complete short books in French. Students are encouraged to take part in the National French exam in the spring.

FRENCH III

1 Credit

Elective

Prerequisite: Students must have successfully completed French II

Teacher recommendation required

Students will continue to increase their fluency in the language both in speaking and in writing. The class will be primarily conducted in French. Students will become proficient in the following tenses: 2 past tenses, future and conditional. They will read "The Little Prince" and several short stories. Students will travel to the Clark Institute as part of a unit on French Masterpieces. Students are encouraged to take part in the National French exam in the spring. Travel to France will be offered.

FRENCH IV

1 Credit

Elective

Prerequisite: Students must have successfully completed French III

Teacher recommendation required

Students in this course will use everything that they have learned to read, write, listen, and speak French. The class will be primarily conducted in French. Students will concentrate on the history and literature of France and how they are tied together. A French-English Dictionary is a requirement. Travel to France will be offered.

AP FRENCH

1 Credit

Elective

Prerequisite: Students must have successfully completed French III

Teacher recommendation required

In this AP course, students will review and refine grammatical structures studied in previous years while learning new vocabulary to communicate in French on a variety of contemporary thematic topics. It will emphasize all communication skills and culture. It is designed to prepare students for the AP French Language and Culture Exam.

SPANISH I

1 Credit

Elective

This is the first level of a possible five-year sequence for students that are college bound or have a desire to learn and to understand, speak, read, and write in Spanish.

This first level focus is to acquire the most frequently-used words and phrases in Spanish, moving on to being able to communicate about everyday topics through listening comprehension, reading comprehension, writing, speaking, and cultural connections and understanding. Students will use a variety of techniques to better understand elementary vocabulary and grammatical structures in Spanish and apply basic oral communication.!

SPANISH II

1 Credit

Elective

Prerequisite: Students must have successfully completed the course in Spanish I

Teacher recommendation required

The course will continue to refine and build on the language and skills acquired in Level I. Students will become more comfortable with interpersonal communication in all its facets. Students will continue to read, listen, write and speak in Spanish in a more immersion-based classroom. More complex vocabulary and grammatical structures will be used. Cultural elements will be explored. Speaking the language will be essential to success in this course. Most communication in the class will be in Spanish.

SPANISH III

1 Credit

Elective

Prerequisite: Students must have successfully completed the course in Spanish II.

Teacher recommendation required

This course will expand upon students' Spanish abilities acquired in Level II. The curriculum will use an authentic Spanish novel as a launching point for vocabulary and grammatical acquisition. Students will be asked to produce more Spanish at this level and more time will be given for the practice of writing and speaking. Students will need to use their powers of observation and critical thinking to better understand Hispanic cultures, and in particular those of Latinos within the US, which will be a recurring topic. Most communication in the class will be in Spanish. Creating and giving presentations to the class is required. All students who have completed Spanish III are eligible to travel with the school to a Spanish-speaking country may be offered to sophomores or higher who are interested.

SPANISH IV

1 Credit

Elective

Prerequisite: Students must have successfully completed Spanish III.

Teacher recommendation required

This fourth level course will be immersive and continue to focus on interpersonal communication, but with more complex grammar structures. There is a focus on culture of the Spanish-speaking world with emphasis on classic literature, the arts, history, and Hispanic contributions to modern society. Projects focused on the history and culture of selected countries will be required. Fluent use of a Spanish-English dictionary and speaking Spanish in front of the class are requirements.

AP SPANISH

1 Credits

Elective

Prerequisite: Students must have successfully completed Spanish III.

Teacher recommendation required

In the first part of this AP course, students will meet every day to review and refine grammatical structures studied in previous years while broadening vocabulary and expanding on the ability to communicate in Spanish

on a variety of contemporary thematic topics. It will emphasize all communication skills as well as cultural comparisons. During the second semester, students will meet every other day to participate in activities that continue to expand knowledge of the Spanish language and mimic the format of the AP Spanish Language and Culture Exam, taken in the Spring.

CAREER AND TECHNICAL EDUCATION

New Hampshire's Region #3 Career and Technical Education Centers include:

- Arthur T. Paradice CTE Center (WMRHS)
- Hugh J. Gallen CTE Center (Littleton)

The Region #3 CTE Centers provide students from area high schools the opportunity to study their career interests in greater depth. It is our goal that students are "College and Career Ready" when they complete one of the CTE programs.

To this end, CTE programs:

- Develop specific skills required for success in different careers;
- Academically and technically prepare students to pursue further education or employment after high school;
- Develop employability skills that are desirable in any career field.

Many of the programs at both CTE Centers provide students with the opportunity to earn college credit while in high school and/or to earn certifications that are recognized by industry. These opportunities, where they exist, are included in the course descriptions.

All students interested in enrolling in one of the CTE completer programs either at WMRHS or the Hugh J. Gallen Center in Littleton must complete a student application and be accepted into the program. Interested students should see their school counselor.

ARTHUR T. PARADICE CTE CENTER PROGRAMS (WMRHS)

Agriculture, Food, and Natural Resources Cluster:
Environmental & Sustainable Sciences

Government & Public Administration Cluster:
Jr. Reserve Officers' Training Corps (JROTC)

Hospitality & Tourism Cluster:
Culinary Arts Hospitality Management – Spartan
Hospitality

Law Public Safety, and Security:
Criminal Justice

Manufacturing Cluster:
Welding Systems

Technology Cluster:
Computer System Technologies

Agriculture, Food, and Natural Resources Cluster

Environmental & Sustainability Science Program

Course Sequence:

- Environmental & Sustainable Sciences I
- Environmental & Sustainable Sciences II

As a year II student, students will have the option to be a CTE completer, achieve AP or Running Start credit, or all three.

ENVIRONMENTAL & SUSTAINABLE SCIENCES I

2 Credits

Grade: 10-12

The Environmental and Sustainable Science program is industry based and guided by a single principle: understanding and resolving environmental problems requires an interdisciplinary approach. The core curriculum is based off Natural Resources & Environmental Science competencies and embraces a wide variety of topics including but not limited to: mathematics, physical science, biology, chemistry, natural resources, agronomy, technology, wildlife studies, earth science, and health science. The curriculum provides a comprehensive and integrated view of the agricultural, biological, physical-chemical, ecological, economic, human and social dimensions of

the environment. Students will gain an understanding of the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems, and evaluate the risks associated with these problems. The course will evaluate past, present, and projected scenarios, advancing students' critical ability to solve real-world environmental problems, preparing students for their role in making decisions involving environmental policy, natural resource management, biodiversity conservation, economic impacts, and human health. Students will possess an ecological mindset and a desire to develop into independent, inquisitive learners. Students will collect, analyze and discuss qualitative and quantitative data in both lab and fieldwork settings. Students will learn about safety in various settings and will use a variety of tools, supplies, and equipment to gain knowledge in each of the aforementioned areas. Students in the program will make use of the school's almost 400 acre property and facilities for many practical applications of the content learned. Units may include, but are not limited to: Ecology, biodiversity, greenhouse/crop production, human and wildlife populations, soil science, care and

ENVIRONMENTAL & SUSTAINABLE SCIENCES II

2 Credits

Grade: 10-12

Prerequisites: Environmental & Sustainable Science I

Grade: 11-12

Running Start ESS II is designed to build off of the skills and knowledge gained by the students in ESS I. The students will be continuing their preparation to be successful in post secondary education or employment in the field of natural resources and environmental science. Students are expected to become proficient in the content offered, while demonstrating detail oriented, professional level work. Year II students are encouraged to complete an ELO of their choice and actively structure their learning experiences to meet their individual interests and career goals.

Government and Public Administration Cluster

JROTC Program Course Progression:

- Leadership Education & Training (1)
- Leadership Education & Training (2-4)
- Leadership Lab (LET 2-4)
- JROTC Physical Education (1-4)

LEADERSHIP EDUCATION & TRAINING (1)

1 Credit

Grade: 9-12

Prerequisites: None

The JROTC Curriculum prepares high school students for responsible leadership roles while instilling an appreciation for the rights and privileges of American Citizenship. This introductory course emphasizes followership in preparing students to become effective leaders. The curriculum includes citizenship, leadership, drill & ceremonies, proper wear of the uniform, military history, communication skills, public speaking, first aid, map reading, physical fitness, and air rifle marksmanship. Cadets learn ethical values and principles that underlie good citizenship, develop cooperative work habits, and logical thinking skills. The importance of dependability, personal responsibility, good judgment, and self-discipline are emphasized. There is no military obligation attached to participation in the US Army JROTC program. However, successful completion of four semesters gains academic credit in the Army. JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion to E2/PV2 in the military service.

LEADERSHIP EDUCATION & TRAINING (2-4)

1 Credit

Grade: 10-12

Prerequisites: Successful completion of the previous LET level.

The advanced courses reinforce and expand on the LET 1 curriculum. Leadership skills will be implemented as upper level cadets volunteer for leadership positions such as class leaders, cadet staff, or team commanders. Cadet leaders take a more active role and have a greater voice in planning cadet activities, in supervising operations, and in deciding organizational policies and procedures. Upper level cadets will be expected to master the basic curriculum, to set the example in conduct, attitude, and performance, and to train and mentor first year cadets. Physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, as well as basic first aid measures are incorporated. Cadets also receive instruction on negotiating, decision-making, problem solving, etiquette, time management and financial planning. Students will master the development of core skills an appreciation for diversity, and active learning.

LEADERSHIP LAB (LET 2-4)

1 Credit

Grade 10-12

Prerequisites: Student must be serving in a cadet leadership position.

Leadership Lab is designed for cadets who hold a leadership position and whose school schedule allows this course. During Leadership Lab, cadet leaders will perform their planning, coordinating, and rehearsing duties. In addition, Lab students may be assigned special projects, readings, or studies.

JROTC PHYSICAL EDUCATION (LET 1-4)

1 Credit

Grade: 9-12

Prerequisites: Approval of JROTC instructors

This course meets the physical education graduation requirement. Cadets may elect to have JROTC credit count as Physical Education credit. To be eligible, all of the following is required:

- Successful completion of two years in the JROTC program.
- Two years consistent participation in the JROTC physical fitness program.
- Passing of the Presidential Fitness Test (PFT).
- Two years consistent participation on JROTC team.
- Personal fitness log of all team practices/ competitions, fitness activities, and PFT scores.

Hospitality Cluster

Culinary Program Course Progression:

- Culinary Arts I
- Culinary Arts II

CULINARY ARTS I

2 Credits

Grade 10-12

Prerequisites: None

Culinary Arts I is an industry-based class for those wishing to pursue a career in the restaurant management and culinary arts fields. Students are expected to become proficient on all the major areas of Culinary Arts: knife skills, saute , grilling, roasting, frying, plate presentation. Additionally students are required to perform at industry standard levels for safety and sanitation. Students are expected to prepare food for contract consumption at the highest quality possible and are expected to participate in several after school

catered events during the school year, such as the annual POPS band concert. The curriculum for Culinary Arts I will be the National Restaurant Association's ProStart, Level 1 program, which also covers many concepts in restaurant management. Successful completion of ProStart, Level 1 earns the students national certification. Other academic work will be required, students are expected to have solid academic skills in both mathematics and reading comprehension. Students also need to have the ability to work as an integral part of a group in order to execute functions, etc. *As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.*

Culinary Arts II

2 Credit

Grade 11-12

Prerequisites: Completion of Culinary Arts I with "B" or higher.

Culinary Arts II is designed to continue preparation of students for further education at the postsecondary level, apprenticeship, or for employment at an entry level position within the culinary field. The student is expected to master the basics of Culinary Arts: knife skills, saute , roasting, frying, etc. The student will be expected to plate all items for presentation, with focus on eye appeal. Industry based and nutritionally sound portions/plate presentations will be stressed, as well as their impact on the customer, health issues, and public perceptions. Far more attention to detail is expected in the student's daily tasks. The student will be held to a more rigorous grading scale. The students will be expected to meet or exceed industry standards regarding safety and sanitation. Students will be expected to cost our food items on a frequent basis, in order to become aware of "food cost" components of the industry and how it relates to seasonal items, profit and loss, and the overall operation of a restaurant. Culinary Arts II students are required to prepare food for contract consumption, to take an active part in planning numerous catered events, and to help with scheduling. Students will be expected to work with the Mountains View Academy Hospitality Management program students in the creation of successful events. The foundation text will be NRA's ProStart, Level 2. Successful completion of this Level earns the student nationally recognized industry certification. *As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.*

Hospitality Management Program Course Sequence:

- Spartan Hospitality I
- Spartan Hospitality II

SPARTAN HOSPITALITY I

2 Credits

Grade 10-12

Prerequisites: None

The Spartan Hospitality program introduces high school sophomore and junior students to careers in management focusing on the hospitality and tourism industry. Spartan Hospitality I will expose students to on-the-job training, projects, job shadowing, and employment opportunities through bi-weekly visits to community partnerships. This, coupled with a comprehensive and dynamic curriculum created by the American Hotel & Lodging Educational Institute, creates an experience that builds business and management skills applicable and transferable to other industries.

SPARTAN HOSPITALITY II

2 Credits

Grade 11-12

Prerequisites: Completion of Spartan Hospitality I with "B" or higher.

The Spartan Hospitality II will further immerse juniors and seniors into careers in management, focusing on the hospitality industry. Through partnerships with community leaders, take on management and leadership positions at their job shadows where they will intern in their prospective career department. The second year of the curriculum created by the American Hotel & Lodging Educational Institute continues to build business, management and leadership skills. Upon completion of the two-year program, students will have the necessary foundations to begin a career within the hospitality industry or to continue their education at the post-secondary level. National certification is available to students who pass exams at the end of both year one and year two of the program.

Law, Public Safety and Security Cluster

Criminal Justice Program Course Sequence:

- Criminal Justice I
- Criminal Justice II

CRIMINAL JUSTICE I

2 Credits

Grade 10-12

Prerequisites: None

This course presents an overview of the criminal justice system and introduces the major components in law enforcement, judiciary, and connections. Students learn the history of the American criminal justice system, theory, principles, and techniques of developing/managing services for the safety and protection of people and property. Students will participate in lessons on and off campus and in activities that take place after-school hours. Criminal Justice I prepares students to take Criminal Justice II, in which they will concentrate in areas of interest.

CRIMINAL JUSTICE II

CR: 2

Grade: 11-12

Prerequisites: Completion of Criminal Justice I with a "B" or higher.

Criminal Justice II is a continuation of Criminal Justice I. In year two, the students will get an opportunity to participate in job shadows, off campus programs, and examine the criminal justice system more closely. Year two students are expected to participate actively in the structuring of their year in order for the program to meet their individual interests and goals.

Manufacturing Cluster

Welding Program Course Sequence:

- Welding Technology I
- Welding Technology II

WELDING TECHNOLOGY AND FABRICATION I

2 Credits

Grade: 10-12

Prerequisites: None

This course introduces students to the field of welding. Areas presented in this program will include safety, joint work, basic reading of shop drawings, math related to welding techniques, and arc welding process. Topics will include the study of welding related careers, safe trade practices, joint preparation and techniques in four basic welding positions. Students will study shield metal arc welding, gas metal arc welding, and flux core arc welding.

WELDING TECHNOLOGY AND FABRICATION II

2 Credits

Grade: 11-12

Prerequisites: Completion of Welding I with "B" or higher.

Running Start Option

In this course, students will receive a refresher course about safety. Students will learn oxy fuel welding and cutting and Gas Tungsten Arc Welding processes. The students will also learn basic reading of shop drawings and welding symbols.

Systems Technology Cluster

Systems Technology Program Course Sequence:

- Information Systems Technologies I
- Information Systems Technologies II

INFORMATION SYSTEMS TECHNOLOGIES I

2 Credits

Grade 10-12

Prerequisites: None

Through the use of hands-on lab work, students will learn about the world of programming and computer networking. Broad topics include programming, algorithms, the internet, digital privacy, network protection, and the impact of computers on society. Students will engage in projects such as robotics programming and drone technology to explore the world of computer systems.

INFORMATION SYSTEMS TECHNOLOGIES II

2 Credits

Grade: 11-12

Prerequisites: Computer Systems Technologies I

A continuation of Computer Systems Technology I, students will engage in more advanced computer programming skills and network configurations. Students will continue to interact with various types of programming platforms and work with realworld software development projects. Students will collaborate to complete detailed projects that help highlight and solve problems in our school, community, and society. These projects will include physical computing, app development, and video game design.

HUGH J. GALLEN CTE CENTER PROGRAMS (LITTLETON)

Art, Audiovisual Technology & Communications

Career Cluster:

Digital Media Production

Business & Finance Career Cluster:

Business & Marketing

Education & Training Career Cluster:

Careers in Education

Health Science Career Cluster:

Health Sciences

Information Technology Career Cluster:

Computer Installation & Repair

Law, Public Safety & Security Career Cluster:

Firefighter Science

Manufacturing Career Cluster:

Bike Tech

Transportation, Distribution & Logistics Career Cluster:

Automotive Technology

Art, Audiovisual Technology & Communications Career Cluster

Digital Media Production Course Sequence:

- Digital Media Production I
- Digital Media Production II

This program is in transition. Students who have already completed Digital Video Production I will complete Digital Video Production II to become CTE completers.

Students entering year one of the program will begin the Digital Media Production program and have the opportunity to be completers in the Digital Media Production program in 2022-23.

DIGITAL MEDIA PRODUCTION I

2 credits

Grades 10-12

Following guidelines from the National Association of Photoshop Professionals, and the International Society for Technology Education, this course is designed to introduce students to the basics of video design, editing, and production through the practice of in-studio and class projects. Students will use professional-grade equipment, learn to shoot quality video, and run the video production studio. We will additionally cover topics relating to graphic design basics, 3D modeling, and animation for film. Students are encouraged to tell stories that not only inform but entertain. They will learn about the various stages of film production by writing scripts, creating storyboards, set and lighting design, interviewing subjects, and performing on camera.

DIGITAL VIDEO PRODUCTION II

2 credits

Grades 11-12

Prerequisite: Digital Video Production I

During year two, students will work as independent filmmakers and technical directors managing and directing year one students during the creation and production of their own projects and performances. They will work with actual customers, creating a production plan, budgeting time and money for commercials to be aired for Channel 2 patrons. They will film local meetings and events for Channel 2, go on location and do scouting/reporting for the year one news stories, and create short PSAs. Each of the student's independent projects will be put together into a digital portfolio that can be presented to a prospective school as proof of their ability to write, edit, direct, create, and produce a wide range of digital video works. Technical setup and audio/lighting direction of LHS Player performances will also be listed as accomplishments for potential career and educational advancement. Completing this 2 year course, students will find that they are well prepared for a future education in any number of the fields that are encompassed within the "Digital Video" or "Technical Theater Production"⁴ career path

Business & Finance Cluster

Business & Finance Course Sequence:

- Accounting I
- Accounting II

BUSINESS ENTREPRENEURSHIP

2 Credits

Grade: 10-12

Prerequisites:None

Are you interested in owning your own business? Perhaps you are interested in business management, marketing, advertising or sales? If you are interested in any of these areas, this is the course for you. Business Entrepreneurship is a project-based course that will introduce you to the business career path—one that can take you from managing a retail business to the marketing and social media of your favorite sports team. This class will prepare you to enter a wide variety of business careers. We will focus this year on the skills needed to become an entrepreneur and own your own business. Time will be spent exploring the entrepreneurial mindset, the types and organization of business in the United States, how business works in the American economy, business ethics and law, human resources, and what it takes to be a good employee in the business world today. Business Entrepreneurship is the first year of a two-year business program. Students describe this course as “helpful, interactive, entertaining, brilliant, and an opportunity to learn real world information”.

GLOBAL ENTREPRENEURSHIP & MARKETING

2 credits

Grades 11-12

Prerequisite: Business Entrepreneurship

Global Entrepreneurship & Marketing is the second year of the two-year business program. This project-based class will pick up where Business Entrepreneurship ended. This year will be broken down into two semesters, the first semester will focus on how to operate a business outside of the United States. Expanding a business around the globe brings a variety of challenges to businesses both small and large. Diverse cultures, laws, languages and currencies add to the mix of challenges. The second semester will focus on the world of marketing—including sales, advertising, promotion, distribution, pricing and the career pathways in business and marketing. This course is designed for those students who have an

interest in pursuing a career in business, global business or marketing as well as those who just want to broaden their knowledge in the business field. Students who have taken this course in the past describe it as “Awesome, educational, interesting, and phenomenal. What a great way to prepare for my college courses.”

Education & Training Career Cluster

Education & Training Career Course Sequence:

- Careers in Education I
- Careers in Education II

CAREERS IN EDUCATION I

2 credits

Grades 10-12

Prerequisites:None

This course is ideal for students who are interested in a career in education. Students will learn about the many career opportunities available in education and the important roles these occupations play in the education world. As part of this course students explore the interrelatedness of the different areas of development and how development, environments, and experience all affect learning. Many hours are spent in different classrooms throughout the school district where students observe veteran teachers, learning practical guidance and discipline techniques, and teaching strategies used in the classroom. Students also spend time student-teaching in our on-site laboratory school, Little Leopards Learning Center practicing their classroom management and teaching skills. The Teacher Education curriculum also includes units on Observation and Assessment, the Study of Diverse Learners, Theory and the History of Education, School Law and Current Issues in Education, Curriculum Building, Planning for Instruction, and Differentiated Instruction.

CAREERS IN EDUCATION II

2 credits

Grades 11-12

Prerequisite: Careers in Education I; Child Development Highly Recommended

Careers in Education II is a continuation of the Careers in Education I course. Emphasis is on further exploration of teaching and students are channeled toward the age and subject that they are interested in. Students choose to focus their studies on Early Childhood, Elementary Education, Secondary

Education or Special Education. Job shadows, internships and student teaching can be individualized to accommodate each student's interests and needs. As students continue to divide their time between classroom instruction and student teaching, they have the opportunity to practice their skills of planning and presenting lessons that focus on creativity, diversity and individual learning styles including working with special needs learners. Students are placed in local Elementary and Middle/High Schools, or Early Childhood Centers where they work in the classroom alongside a veteran teacher. Students interested in Speech and Language Therapy, Occupational Therapy, and Special Education will interact and learn from therapists who work in local elementary schools and/or in the lab preschool. Students completing this two year course will be well prepared to enter a two or four year college and continue their studies towards a degree in education or a related field.

Health Science Cluster

Health Science Technology Course Sequence:

- Health Science Technology I
- Health Science Technology II

HEALTH SCIENCE TECHNOLOGY I

2 credits

Grades 10-12

Prerequisite: Biology

Health Science Technology is an exciting program for students interested in pursuing a health career or a career in the human service field. This two-year course of study follows a state and nationally approved curriculum. Students pursue academic studies combined with "hands-on" clinical work. First year students learn about the broad spectrum of health careers available to them through audio/visuals, guest speakers, and job shadows. They study the body systems (anatomy and physiology), patient safety, medical law and ethics, medical terminology, basic aspects of patient care, communication, and leadership skills. First year students will become certified in CPR. Students also have the option of taking Medical Terminology, a 3-credit college Running Start course. Leadership and career development skills are offered through participation in HOSA. This includes competitions at the state and national levels.

HEALTH SCIENCE TECHNOLOGY II

2 credits

Grades 11-12

Prerequisite: Health Science Technology I

During the 2nd year of the program, students complete their study of anatomy and physiology, and concentrate on completing all the required HST competencies at a proficient level. The curriculum can be tailored to the individual needs of the student with more in-depth career choice of study and the completion of clinical student internships. Students will build on the skills they learned during the 1st year and will continue to develop clinical, leadership, assessment, and communication skills in the classroom lab and in the health care community. Second year students may take the LNA (Licensed Nursing Assistant) course. After passing the State Licensing Exam, they can obtain their LNA and are eligible for employment as an LNA when they graduate from high school. The EMT career tract is also offered to students interested in pursuing a career as an EMT or Paramedic. Students have the option of taking the Essentials of Exercise Science 3 college credit Running Start course as part of the second year curriculum. This option is ideal for students interested in Physical or Occupational Therapy, Sports Medicine or Athletic Training. Other career tract options include Dental and Medical Assisting.

Information Technology Career Cluster

Information Technology Career Course Sequence:

- Computer Installation & Repair I
- Computer Installation & Repair II

COMPUTER INSTALLATION & REPAIR I

2 credits

Grades 10-12

Prerequisites: Algebra I and Computer Literacy

The Computer Installation & Repair Program prepares students to enter a career in computer support as part of an Information Technology team. Students will learn how to diagnose and solve computer problems, upgrade computer systems, properly install computer components, and maintain computers in a Windows or network environment. Students gain necessary skills to become support/service/bench or helpdesk technicians. This program prepares students to take national exams which can earn them professional industry certifications such as the A+ (Computer Service Technician) often required by Information Technology support staff.

COMPUTER INSTALLATION & REPAIR II

2 credits

Grades 11-12

Prerequisite: Computer Installation & Repair I

Students will develop an understanding of Computer Network Basics, including Binary and Hexadecimal Number Systems, Basic Networking Terminology, and Internetworking Concepts; Identifying the Major Components of a Network System, including Clients and Servers, Network Interface Cards (NICs), Internetworking Devices, Media, and Topologies; Describing the Functions, Operations, and Primary Components of Local Area Networks (LANs), Wide Area Networks (WANs), Metropolitan Area Networks (MANs), Storage Area Networks (SANs), Content Networks (CNs), and Virtual Private Networks (VPNs); Describing the Major Network Access Methods and Outlining the Key Features of Each; Describing the Functions and Operations of Switching Technologies; Explaining the Format and Significance of IP Addressing, Classes, Reserved Address Space, and Subnetting; Calculating Valid Subnetwork Addresses and Mask Values; Explaining the Purposes of Networking Addresses, Routing Protocols, and Routed Protocols; Describing the Functions, Operations, and Primary Components of Wan Technologies; Describing the Function, Operation, and Primary Components Required to Provide Remote Access Services; Designing or Modifying a simple Local Area Network (LAN) using Cisco Products; Managing System Image and Device Configuration Files; and Implementing Access Lists.

Law, Public Safety & Security Career Cluster

Firefighter Career Course Sequence:

- Fire Science I
- EMT I

FIRE SCIENCE I

2.0 credits

Grades 10-12

Prerequisites:None

This course is offered in collaboration with New Hampshire's Division of Fire Standards and Training and EMS. In year one, you will be eligible for a pro-board certification from the NH Division of Fire Standards and Training and EMS. This certification is recognized in 37 states and several foreign countries.

This is the first step in a firefighter's career. You must have the stamina and physical ability to work in untenable conditions for several consecutive 30-minute durations. Upon successful completion you will earn high school credit and possible college credit. This course has a traditional classroom setting with many hours of hands-on training with experienced and skilled firefighters and EMTs. You will experience basic firefighting skills and responsibilities, knowledge of Personal Protective, use and techniques of hose and nozzle handling, and knowledge of carrying and deploying ground ladders. These are just a few things that will be covered in this class.

EMT I

2 credits

Grades 11-12

Prerequisite: Fire Science I or Health Science Technology I

During the second year of the Firefighter Science Program you will be offered the opportunity to take the State of NH Emergency Medical Technician program. This course will prepare you for meeting the state requirements in order to obtain your EMT Certification and National Registry License. This program will teach you how to prepare for and deal with emergency medical treatment, including medical emergencies, trauma resuscitation, pediatric, geriatric care and obstetrical patients, and much more. You will develop comprehensive teamwork skills, as well as techniques to deal with stressful situations. Your training will include the classroom and the state of the art health clinic as well as internships. We pride ourselves on offering specialized and focused professional development and look forward to helping you meet your goals in public service.

Manufacturing Career Cluster

Project Bike Tech Course Sequence:

- Bike Tech I
- Bike Tech II

Do you like working with your hands? Do you prefer learning by doing? Do you like bikes? Project Bike Tech is a two year course that teaches you how to work on bikes and about the bike industry. You get to build bikes, work on bikes, and ride bikes. You will learn valuable job skills that will make you more appealing to employers. You will learn about the many types of jobs in the bike industry.

BIKE TECH I

2 credits

Grades 10-12

Prerequisites:None

Year one of the two-year Project Bike Tech program is designed to introduce students to career pathways within the bicycle industry and prepare them for entry-level positions as bicycle technicians or retail associates.

BIKE TECH II

2 credits

Grades 11-12

Prerequisite: Bike Tech I

Year two of Project Bike Tech includes more complex bicycle mechanics: front and rear suspension, hydraulic brakes, to include complete overhauls. In depth understanding of the bike industry will be explored. Industry recognized certificates of achievement are available

Transportation, Distribution & Logistics Career Cluster

Automotive Technology Course Sequence:

- Automotive Technology I
- Automotive Technology II

AUTOMOTIVE TECHNOLOGY I

2 credits

Grades 10-12

Prerequisites:None

If you are interested in the fast growing automotive and transportation industry including auto technician, truck and diesel technician, auto collision technician, motorcycle and boat maintenance as well as many engineering and fabrication industries, this course is for

you. This is the first in a two-year program designed for juniors and seniors. This program follows an ASE certified curriculum and is sponsored by the NH Auto Dealers Association. Students gain hands on skills working on vehicles in the newly constructed shop with nine vehicle lifts. First year students will learn about safe tool usage, shop practices and lift safety, as well as preventive maintenance, braking, and suspension systems. Students will earn the SP2 safety certification, ALI Lift certification, and Valvoline Oil certification. This course will prepare students to take the ASE certification tests in brake and suspension systems.

AUTOMOTIVE TECHNOLOGY II

2 credits

Grades 11-12

Prerequisite: Automotive Technology I

This program completes an ASE certified curriculum which is sponsored by the NH Auto Dealers Association. This course will cover two sections – electrical fundamentals and engine performance. The electrical section will include fundamentals and auto systems troubleshooting. The engine performance section will cover engine rebuilding and the latest in computerized engine scanner diagnostics and check engine codes. The second year student will also have the opportunity to learn welding and fabrication skills. The Auto Club, a chapter of Skills USA, is involved in two auto competitions with many scholarships available to top competitors. Auto II students are encouraged to take part in the Co-op Program to work in local shops and dealerships in the community. We are visited by colleges offering auto technology, truck and diesel technology, collision repair, airplane technology, welding technology, motorcycle and boat technician technology. This course will prepare the student to take the ASE certification tests in electrical and engine performance.
CTSO Affiliate: Skills USA

IMPORTANT FEDERAL POLICIES

RESIDENCY

Profile School students must be residents of the town of Bethlehem, Easton, Franconia, and Sugar Hill. All registration documents must list specific street or highway addresses. Any non-resident student wishing to attend Profile School must make a formal request to the Profile School Board through the Superintendent of Schools.

FREE AND APPROPRIATE EDUCATION (FAPE)

The NH Rules for the Education of Children with Disabilities Ed. 1102.23 addresses FAPE, It redefines Federal Regulation 34 TFR 300.13 which means that FAPE, Special Education and Related Services.

1. Are provided at public expense, under public supervision and directions, and without charge;
2. Meet the standards of the State Education Agency, including the requirements of this part;
3. Include an appropriate pre-school, elementary school, or secondary school education in the state; and
4. Are provided in conformity with an Individualized Education Plan (IEP) that meets the requirements of 34 CRF 300.320-300.324.

If you suspect your child qualifies for such specialized instruction, you may make a written referral to the special Education Team for review. Such referrals should be addressed to the Building Principal or the schools' Local Education Agency (LEA) representative.

SPECIAL EDUCATION

Student eligibility for special education services is determined by the IEP Team, which consists of the student, parents, teachers, guidance counselors and administrators. The New Hampshire Rules for the Education of Children with Disabilities govern the special education process.

The Individuals with Disabilities Education Act (IDEA) 2004 confers many rights and obligations upon parents and school districts regarding educationally disabled children. These rights are listed in the NH Procedural Safeguards Handbook for Special Education, June 2008 (updated April 2018). This handbook is available at Profile or may be electronically accessed at

https://www.education.nh.gov/instruction/special_ed/documents/procedural_safeguards_handbook.pdf

OTHER DISTRICT SERVICES

504 Accommodations and Services-provided to students who have a mental or physical impairment that substantially limits one or more major life activities, and otherwise not in need of specialized instruction through Special Education, in order to access the curriculum

English Speakers of Other Languages (ESOL)-provided through an ESOL teacher for students who are learning English as either a second or additional language and are assessed to need support to access the general curriculum.

