

PROFILE SCHOOL



Program of Studies 2018-2019

Profile School Core Values, Beliefs, and Learning Expectations

We value an educational experience that encourages each student to reach his or her highest level of academic capability. We promote respect, communication, compassion, and accomplishment for each member of our Profile Community. We value collaboration among staff, students, families, and community members to support personal and social development in addition to academic growth in all our students. Therefore, we believe in providing diverse educational opportunities that inspire, engage, and challenge all students to develop the skills and knowledge necessary to be contributing members of their local and global communities.

Through individualized learning with a focus on communication, literacy, and critical thinking, all students will leave Profile School with the knowledge and skills they need for college and/or career readiness.

All students will have a **goal** for their life beyond Profile and a **plan** that will help them meet that goal.

All students will be **functionally literate** at the level that will help them attain their personal goals.

- Students working toward a minimum standards diploma will be literate at a minimum of a 7th grade level.
- Students working toward a Profile diploma will be literate at a minimum of a 9th-10th grade level.
- Students who are at or below grade level will work toward a year's **growth in reading** every year, with the end goal of being functionally literate at the level that will help them realize their post-secondary goals.
- Students who are **above grade level will maintain or increase** their level and deepen their understanding.

Students will develop **work study habits and habits of mind** that will help them achieve their college and/or career goals.

- Students will be able to work collaboratively.
- Students will act respectfully.
- Students will be able to take initiative.
- Students will be able to demonstrate positive work habits.

INTRODUCTION

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 Program of Studies has been prepared to make students aware of the opportunities available. You should read through the booklet and become familiar with all of the course offerings available to you. You should be thinking about next year's classes and also about your overall plan for high school and beyond. The booklet is organized alphabetically by departments, and contains a brief description of all courses offered. Pages 11 and 12 contain a listing of all available courses.

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 5 in advance before choosing your classes. In addition, page 9 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.

In addition to traditional courses offered at Profile, we encourage students to explore a variety of Extended Learning Opportunities (ELOs). 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 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.

Profile School is a small educational institution where we try to maximize our course offerings. 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.

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

School Counseling Department

PRINCIPAL'S MESSAGE

The face of education is changing. Students are being educated for jobs that don't even exist yet. They need excellent literacy and communication skills, strong numeracy skills, a clear understanding of curricular content, and also the "soft skills" that will help them be flexible critical thinkers and members of collaborative teams. With that in mind, all teachers in all subject areas have **course competencies** that illustrate for students what they are expected to know and be able to do at the end of any given course. Along with this change in how we think about content, teachers are also changing how they think about the **assessment of student learning and understanding**. Students will see a shift as teachers begin to assess them on their progression toward their level of mastery of course content. This will require a great deal of formative assessment and communication along the way to mark progress, but ultimately an emphasis on summative assessments for the final "grade."

This will be a learning process for all of us. For example, the English department has developed their competencies and aligned them with the Common Core State Standards and students will be working toward demonstrating proficiency through their portfolios. Parents may be surprised to see far fewer final grades in PowerSchool, but a stronger correlation between a grade and a defined skill. We hope you will communicate with us throughout this process so we can all help our students have their best understanding of where they stand in their progress toward their college and career goals.

Sincerely,
Benjamin Jellison
Principal

GRADUATION REQUIREMENTS

English	4 Credits
Social Studies	
<ul style="list-style-type: none"> ● World History/Global Studies (1 semester each) 	1 Credit
<ul style="list-style-type: none"> ● US History or American Studies 	1 Credit
<ul style="list-style-type: none"> ● Economics 	½ Credit
<ul style="list-style-type: none"> ● Civics 	½ Credit
Science	
<ul style="list-style-type: none"> ● Physical Science 	1 Credit
<ul style="list-style-type: none"> ● Biological Science 	1 Credit
<ul style="list-style-type: none"> ● Science Elective 	1 Credit
Mathematics	3 Credits, including a minimum of Algebra I
Computer Education*	½ Credit
Health Education	
<ul style="list-style-type: none"> ● Grade 9 Personal Wellness 	¼ Credit
<ul style="list-style-type: none"> ● Grade 11 Health 	¼ Credit
Fine and Performing Arts	½ Credit
Physical Education	
<ul style="list-style-type: none"> ● Grade 9 Personal Wellness 	½ Credit
<ul style="list-style-type: none"> ● Physical Education Elective 	½ Credit
Transition(SAT Prep)	½ Credit
Personal Finance	1/4 Credit
Open Electives	7.75 Credits
Total Credits Required for Profile Diploma	24 Credits

*Students who did not complete the full year ICT course in grade 7 **must** take High School Computer Literacy. Students who completed the full year ICT course in grade 7 must take a ½ credit of an approved computer/technology course in high school (excluding Computer Literacy). ICT Digital portfolio completion in 8th grade is state mandated to enroll in HS ICT courses.

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 much greater requirements than others.

MINIMUM RECOMMENDED FOR ADMISSION 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 CAREER & TECHNICAL COURSE

English	4
U.S. History	1
Civics/Economics	1
Social Studies	1
Physical Science	1
Biology	1
Science Elective	1
Math	3
Computer Education (MS digital Portfolio required)	½
Physical Education	1
Health Education	½
Arts	1
Career & Technical	4
Electives	6

MINIMUM RECOMMENDED COLLEGE PREPARATORY PROGRAM

English	4
U.S. History	1
World History	1
Science (Earth & Physical, Biology, Chemistry)	3
Civics/Economics	1
Social Studies	½
Math (Including Algebra II)	3
Computer Education	½
Physical Education	1
Health Education	½
Arts	1
World Language	2
Electives	5

MINIMUM RECOMMENDED BUSINESS COURSE

English	4	
U.S. History	1	
Civics/Economics	1	
Social Studies	1	
Physical Science	1	
Biology		1
Science Elective	1	
Math	3	
Computer Education	½	
Physical Education	1	
Health Education	½	
Arts	1	
Accounting I	1	
Electives	6	

MINIMUM RECOMMENDED COURSE FOR STUDENTS SEEKING TECHNICAL EDUCATION

English	4	
U.S. History	1	
Science (Earth & Physical, Biology, Chemistry)	3	
Civics/Economics	1	
Social Studies	1	
Math (including Geometry)	3	
Computer Education		½
Physical Education	1	
Health Education	½	
Arts	1	
Electives	9	

(Electives should focus on courses relevant to post-secondary plans—i.e., computer courses, art, CAD, business, etc.)

NH SCHOLARS PROGRAM

The NH Scholars Program is designed to promote a more rigorous curriculum 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 would allow 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 grade of a 70 or higher in each course to meet Profile School's NH Scholars requirements. Courses with an asterisk (*) are required.

English	4 years (CP English, Honors, or AP)
Math	4 years (*Algebra I, *Algebra II, *Geometry (Honors) Advanced Math, AP Statistics, AP Calculus)
Science	4 years (Physical Science (Acc.), *Biology (Honors), *Chemistry, *Physics, Env. Sci., Forensics)
Social Studies	3.5 years (chosen from *World History (Honors), *American Studies or US History, *Economics, *Civics, AP European, History, Sociology, Psychology, Criminology, History Seminar, AP Micro/Macro Economics, Government)
World Languages	2 years of same language other than English

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.

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 and not to request early release.

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.

At the end of...	# of credits successfully completed (Including English)	
Freshman	5	(typical is 7)
Sophomore	10	(typical is 14)
Junior	16	(typical is 20)

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 accepted without prior approval from the student's school counselor and the Administration.

REGISTRATION

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 parent's signature, to the main office or directly to their school counselor. The following guidelines refer to next year's grade levels:

Grade 9: All ninth graders will be required to take seven credits, including math, science, English 9, world history, and personal wellness (physical education/health/careers). Placement in math courses will result from tests and teacher recommendation.

Grade 10: All students in grade ten must register for English, U.S. History/American Studies, a math class, and a science class (biology recommended). A ½ credit of physical education is recommended. The levels of English and math courses will be advised based on teacher recommendation. Students must register for seven courses with an eye on graduation requirements and their personal future plans.

Grade 11 & 12: All 11th grade students must sign up for a minimum of seven credits. Grade 11 students must take English and the 11th grade rotation that includes .5 credits of transitions(SAT prep), .25 credits of Health, and .25 credits of Personal Finance. If you are entering 11th grade with only two math credits, you will be required to sign up for a math class as graduation requirements are now three credits of math. You will be required to sign up for a third science class as graduation requirements are three credits of science. Grade 12 students must be enrolled in a minimum of 4 credits one of which must be English. You should complete your schedule in accordance with Profile graduation requirements and with an eye on your post-secondary plans.

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.

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 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.

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 & 10 CONCURRENTLY.** Students who fail a required sequential course are advised to attend summer school.

CLASS RANK

Class rank is determined by a quality point system and is weighted. Class rank is often used by colleges/universities in the college admissions process. Rank is initially calculated at the end of the junior year for each graduating class. The final class rank calculation is computed at the end of the third quarter of the 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.*

VALEDICTORIAN/SALUTATORIAN

Final Valedictorian and Salutatorian honors will be calculated at the end of third Quarter and awarded to the Seniors with the top two GPAs that have completed at least four semesters of work at Profile School.

REPORTS TO PARENTS - MARKING SYSTEM

Teachers will be in communication with parents about their policies as they pertain to competencies, homework, formative and summative assessments, and final grades.

Credit

In order to earn high school credit for a course, a student must earn an overall course grade of 70% or higher.

Grade Calculations

All courses will have only one final grade, commonly referred to as a “rolling” grade that is final at the end of the course. With this rolling grade, final grades are no longer an average of quarter grades because quarter grades are not reported. At any point in time, when a progress report or report card grade is needed, the grade reported is a “snapshot” of the current grade, based on student’s progress toward meeting course expectations.

Grades may be based on two types of assessments: formative assessments, and summative. Formative assessments will be documented, and will comprise no more than 20% of the final grade while summative will be the remaining 80% of the final grade. Extra credit is not an appropriate measure of student learning and should not be assigned or included in grade calculation.

Report Card grades will be numerically based on 100-50% grade scale.

Overall grades are reported by the following system:

Achievement

90-100% - Outstanding (A)

80-89% - Above Average (B)

70-79% - Average (C)

Not Yet Competent

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

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.

The two factors that commonly cause students to receive low marks are poor attendance and lack of home study. Home study is essential for the student who expects to perform successfully. Parents interested in the scholastic accomplishment of their children should insist on regular attendance in school, health permitting. They should also make a special effort to provide a quiet place and time for them to study at home.

SPECIAL EDUCATION

The intent of the special needs program is to help any student experiencing academic or social difficulties. Referrals can be made by the classroom teacher, a parent, or the student. The classroom teacher, special needs teacher, tutor, school counselor, nurse, outside program, etc., may provide help. Problems should be addressed to the special education coordinator or to the school counselor.

LIST OF COURSES OFFERED AND DESCRIBED HEREIN FOR 2018-2019

ART

Art I	(½ or 1 credit)
Advanced Art	(½ or 1 credit)
Portfolio	(1 credit)
Ceramics	(½ or 1 credit)
Advanced Ceramics	(½ or 1 credit)
Independent Art	(½ or 1 credit)

BUSINESS EDUCATION

Accounting I	(1 credit)
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INFORMATION COMMUNICATION TECHNOLOGY

High School Information Communication Technology	(½ credit)
Multimedia Technology	(½ credit)
Introduction to Programming with Java	(1 credit)
Yearbook	(½ or 1 credit)
Computer Aided Design (CAD)	(½ or 1 credit)
STEAM Design	(½ credit)
Typing	(½ credit)
Introduction to coding in Java	(½ or 1 credit)

ENGLISH

Ninth Grade English	(1 credit)
Tenth Grade English	(1 credit)
English Essentials 9/10	(1 credit)
Tenth Grade American Studies	(1 credit)
Eleventh Grade English	(1 credit)
SAT Prep	(¼ credit)
Advanced Placement Language & Composition	(1 credit)
Advanced Placement English Literature & Composition	(1 credit)
Twelfth Grade English (Quarter Electives)	(1 credit)
English Essentials 11/12	(1 credit)

FAMILY & CONSUMER SCIENCES

Personal Wellness (9 th Grade)	(¼ credit)
Nutrition & Culinary Arts 101	(½ or 1 credit)
Independent Nutrition and Culinary Arts	(½ or 1 credit)
Personal Finance	(¼ credit)

SCHOOL COUNSELING

Internship	(varying credit)
Extended Learning Opportunities	(varying credit)

HEALTH

Personal Wellness (9 th Grade)	($\frac{1}{4}$ credit)
Eleventh Grade Health	($\frac{1}{4}$ credit)

INDUSTRIAL ARTS

Woodworking	(1 credit)
Advanced Woodworking	(1 credit)

MATHEMATICS

Transition to Algebra	(1 credit)
Algebra I	(1 credit)
Geometry	(1 credit)
Honors Geometry	(1 credit)
Algebra II	(1 credit)
Advanced Mathematics	(1 credit)
Advanced Placement Calculus	(1 credit)
Advanced Placement Statistics	(1 credit)
Topics in Applied College Math	(1 credit)
SAT prep	($\frac{1}{4}$ credit)

PERFORMING ARTS

Concert Band – High School	(1 credit)
Concert Choir	(1 credit)
Musical Theatre Singing class	($\frac{1}{2}$ or 1 credit)
Introduction to Guitar	($\frac{1}{2}$ credit)

PHYSICAL EDUCATION

Ninth Grade:: Personal Wellness	($\frac{1}{2}$ credit)
High School Electives	($\frac{1}{2}$ cr. required)
Yoga & Pilates	($\frac{1}{2}$ credit)
Strength Training and Individual Sports	($\frac{1}{2}$ credit)
Sports Nutrition	($\frac{1}{2}$ credit)
Outdoor Recreation and Team Sports	($\frac{1}{2}$ credit)
Unified PE	($\frac{1}{2}$ or 1 credit)
Bikology	($\frac{1}{2}$ credit)
Rock Climbing	($\frac{1}{2}$ credit)
Electives offered after required PE credits are fulfilled:	
PE Teacher Assistant	($\frac{1}{2}$ credit)
Independent Study	(1 credit)

SCIENCE

Integrated Science	(1 credit)
Earth & Physical Science	(1 credit)
Biology	(1 credit)
Chemistry	(1 credit)
Physics	(1 credit)

Advanced Placement Biology	(1 credit)
Environmental Science	(½ credit)
Forensic Science	(½ credit)
Anatomy and Physiology	(1 credit)

SOCIAL STUDIES

World History	(1 credit)
U.S. History/American Studies	(1 credit)
History Seminar	(1 credit)
Psychology	(1 credit)
Civics/Economics	(1 credit)
AP European History	(1 credit)
Sociology	(½ credit)
Introduction to Criminology	(½ credit)
Global Health Issues	(½ credit)

WORLD LANGUAGE

French I	(1 credit)
French II	(1 credit)
French III	(1 credit)
French IV	(1 credit)
Advanced Placement French	(1 credit)
Spanish I	(1 credit)
Spanish II	(1 credit)
Spanish III	(1 credit)
Spanish IV	(1 credit)
Advanced Placement Spanish	(1 credit)

ART

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

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

Full Year or Half Year
Elective

½ Credit
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

Full Year or Half Year
Elective
Prerequisite: Art I

½ Credit or 1
Grades 10-12

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 variety of art techniques and mediums.

CERAMICS

Full Year or Half Year
Elective

½ Credit or 1
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

Elective
Prerequisite: Ceramics

½ Credit or 1
Grade 10-12

PORTFOLIO

Full Year
Elective
Prerequisite: Art I, Ceramics or Graphic Art, AND Advanced Art

1 Credit
Grades 11-12

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

Full Year or Half Year
Elective
Prerequisite: Teacher Permission

½ Credit or 1
Grade 12

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 EDUCATION

ACCOUNTING I

Full Year
Elective

1 Credit
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. The first-year course is designed to provide the skill and knowledge necessary for entry-level employment in accounting and other business occupations. Accounting is a very beneficial course for those students entering the job market or planning to continue their education in any phase of business.

CLASSROOM AIDES

TEACHER AIDE

Half Year or Full Year

¼ Credit or ½
Grades 9-12

Students in grades 9-12 will be able to register for teacher aide or tutor as an elective subject. They will receive one-half credit. In order to sign up for a particular class as an aide or tutor, a student must have written permission from the teacher of that class. This should be done before scheduling. Students will be graded satisfactory or unsatisfactory.

COMPUTER EDUCATION

Students who did not complete the full year ICT course in grade 7 **must** take High School Computer Literacy. Students who completed the full year ICT course in grade 7 must take a ½ credit of an approved computer/technology course in high school (excluding Computer Literacy).

HIGH SCHOOL INFORMATION COMMUNICATION TECHNOLOGY

Half Year
Elective

½ Credit
Grades 9-12

The primary emphasis of this course will be to expand skills in the use of a variety of software applications such as: word processor, spreadsheet, database, chart, multimedia, graphics, Internet browser, and sound editing. Students will also become familiar with the school network, and other hardware.

This course is intended for transfer students and for those who did not successfully complete the 7th grade full year course.

Successful completion of high school computer literacy will satisfy the state computer literacy requirement, but students also need to meet the high school computer requirement of 1/2 credit computer elective.

MULTIMEDIA TECHNOLOGY

Half Year
Elective

½ credit
Grades 9-12

Prerequisite: Successful completion of a computer literacy course

This course will be an overview of an image editing program, an animation program, and a web developing program. The primary software used will be Adobe CS5 (Dreamweaver, Flash, Photoshop). Students will integrate these programs and develop skills to make a website through project based learning.

INTRODUCTION TO PROGRAMMING WITH JAVA

Half Year
Prerequisite: Algebra II

½ credit

This course introduces students to computer programming with the object-oriented approach. As a first course in computer programming, it covers the classic programming constructs of variables, loops, conditions, arithmetic calculations, functions, and arrays. Object-oriented programming constructs and concepts are introduced such as object-oriented problem conceptualization, class definition, object instantiation, method definition and invocation, class interrelationships and inheritance. A brief introduction to graphical user interfaces is made. As of now this isn't being offered for Project Running Start credit.

YEARBOOK

Full Year
Teacher recommendation required

1 or ½ credit
Grades 9-12

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 year; 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

Full Year
Required

1 Credit
Grade 10
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

Full Year
Required

1 Credit
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

Full Year
Required

1 Credit
Grade 10

All novels read throughout the year will be of the student's choosing. Students will learn and apply various reading strategies. 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

Full Year
Teacher Recommendation Required

1 Credit
Grade 10

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 HONORS

Full Year
Required
11

1 Credit
Grade

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, persuasive essay and a ten-page research paper.

ELEVENTH GRADE ENGLISH

Full Year
Required
11

1 Credit
Grade

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. All novels read throughout the year will be of the student's choosing, and all students will read for a minimum of twenty minutes each night. Students will also read many short works in various genres and will apply 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 a process paper, analysis of persuasive media and short research paper. The class will culminate in a Lincoln-Douglas style debate.

ENGLISH ESSENTIALS 11/12

Full Year
Required
Teacher Recommendation required

1 Credit
Grade 11

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.

JUNIOR/SENIOR ELECTIVE

Half Year (Offered 1st and 2nd semesters)
**This is not in place of an English class.

½ Credit

SAT Prep (1/2 year, offered for the first and second semester. This is not in place of an English class)

This is a course designed to help you improve your SAT scores in Reading, Writing and Language, Essay, and Math. The goal is to reduce test anxiety and practice test taking strategies. The techniques learned in this course will help you in any

standardized exam, and especially make you feel extremely prepared for the SATs.

NOTE: The course is intended for seniors for the first semester and juniors for the second semester.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Full Year

1 Credit

Elective

Grades

11-12

Teacher Recommendation required

Summer assignments are prerequisites for enrollment in this class

(Juniors who take AP English Language & Composition are required 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 (memoir, descriptive, debate). We will spend the majority of our time focusing on how a written piece (advertisement, commercial, essay, novel) 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 medias.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Full Year

1 Credit

Elective

Grades 11-12

Teacher Recommendation required

Summer assignments are prerequisites for enrollment in this class

(Juniors may take with special permission only if they plan to take AP English Literature & Composition in their senior year)

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.

TWELFTH GRADE ENGLISH

Four One-Quarter Electives

1 Credit

Required

Seniors need to pass all four quarters of the senior electives to earn 1 credit.

In their senior year, students will choose between three courses for each quarter. Each course will last for one quarter, and each student must choose a total of four such quarter courses. Choices for the upcoming year are listed below:

Environmental Literature Q1

In this course, students will read works that have shaped America’s consciousness on the state of the natural world. Works from authors such as Henry David Thoreau, Rachel Carson, John Muir, Aldo Leopold and Edward Abbey will be read and discussed. We will examine and evaluate environmental writing as a form of persuasion. As Muir influenced Americans to protect areas of beauty, we will create vivid written imagery of our local environment and investigate current controversial environmental issues. The summative assessment for this quarter will be a persuasive project to raise awareness of a local environmental issue.

Media Literacy Q1

Students in this class will view, analyze, discuss and write about various forms of media including political cartoons, persuasive print, video, statistical and other persuasive media for commercial or political use. Special focus will be on forms of propaganda and manipulative visual techniques.

The College Workshop Q1

The college process can feel like taking another course, so this is meant to alleviate some of your stress, and work on communication skills. We will write, workshop and critique college essays, scholarship applications, and personal statements. We will also research the college admissions process and practice interview skills. Activities and assessments will encourage you to think from different perspectives and become a better writer and speaker.

Reading and Writing Poetry Q2

This course is designed to examine poetry from the modern era to the post-modern era (about 1860-present). The focus will be on understanding metaphors and symbols commonly used in poetry. Through study and discussion, students will learn how to unravel meaning from poems. This course will also involve poetry writing workshops where students can experiment with language and form in the creation of their own poetry.

Sports Literature Q2

A literature based course – emphasis on reading and interpreting. This is an interactive course designed to expose students to a variety of sports literature. We'll publish game reviews, read about famous rivals, and discuss the influences and changes in athletics, including steroid and salary issues, on our culture. In the process, we'll write and prepare presentations for different audiences and purposes, and read and discuss sports writer's techniques of the past and present. We'll analyze the language of sports that captures our attention. This is a half-year course, which will fulfill one of the two required literature courses.

Theatre Lit. Q2

Students in this class will learn the basic techniques of playwrighting through reading, annotating and discussing plays of various genres. The class will culminate in students writing and workshoping their own scenes or short plays.

Business English Q3

This course is for the student interested in going right into business after graduation, or focusing on a business degree in college. Some areas of study will include: learning business vocabulary, writing in a variety of business genres, maintaining a professional tone and practicing effective communication. Activities in this course will reflect real-life business activities such as emails, telephone conversations, negotiating, handling customer complaints and cultural awareness. Each student will design their final project in an area of business that interests him/her (a future chef may create a descriptive, tempting menu; a future mechanic may create marketing materials to promote his or her shop).

Speech Q3

This course will help you improve your oral communication skills. Students will understand that how they say something and how they physically present themselves are just as important as what they say. By understanding the dynamics involved in effective persuasive speaking, students will improve their overall confidence in communicating.

Shakespeare Q3

This course is designed specifically for students who took General English as a junior and plan on attending a four-year liberal arts college and need background in Shakespeare. The class is also open to anyone with a particular interest in Shakespeare. The class is designed to get students familiar with and comfortable with Shakespeare's language and to give students tools to decode difficult text. The course is "hands-on" with lots of reading out loud and participation in various activities. The quarter culminates with a mini performance of a Shakespearean scene to show students' ability to understand and to read Shakespeare aloud.

Creative Writing Q4

This course is designed for the senior who has a serious interest in writing. It will offer the student opportunities to experiment with writing in several genres: fiction, poetry, drama, and the personal essay. Though required to create works in each genre, the student will be given an opportunity to focus on a preferred type. The student will use the writing process, journals, and writing from models to enhance creativity. Students will be required to complete a digital portfolio of original writing with reflections on both process and product.

Memoirs/Nature Writing Q4

The course is extremely reflective and emotional, and will encourage students to write from within to improve their voice and introspection of oneself. We will read about memoirists whose narratives record difficult struggles and triumphs over great odds. We will write powerful pieces that will stem from honest self-analysis. This course also encompasses nature writing and how growing up in the North Country affects decisions and experiences in the real world. This course will be a memorable way to end student's senior year, while understanding their growth and strengths.

Human Rights Literature Q4

Students in this class will study various human rights issues through viewing brief documentaries, reading poetry, essays and speeches, participating in literature circles based on novels with human rights themes and doing a short research paper, pamphlet or presentation on a human rights issue of choice.

***Plans for "comping out" of a course**

(9th-12th grade)

- For any students who want to "comp" out of a course, the Common Core ELA Portfolio must be completed, showing mastery of competencies at the grade level they wish to "comp." out of with 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.
- **Please be aware that according to the NH Department of Education, "While it is possible, and a local decision, it is not likely for a student to be able to test out of graduation competencies because of the complex, deep, and integrated demonstration over time required to demonstrate achievement."**

Plan for re-taking courses for credit

Seniors who fail 12th grade electives:

- Students need to pass each quarter long elective to earn a full credit for the year.
 - If students do not earn a passing grade, they will not graduate on time.
 - Students who fail will need to do online alternative or take English the following year.

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

- Retake the grade level failed the following year while also taking the next year's course
OR
- If this causes scheduling conflicts, students will need to resort to an online alternative.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Full Year

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 SCIENCES

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

Full or Half Year
Elective

½ Credit or 1
Grades 9-12

This course provides a wonderful opportunity to perfect 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.

INDEPENDENT NUTRITION AND CULINARY ARTS

Half Year
Grades 9-12

½ Credit or 1 Elective

Prerequisite: Completion of Nutrition and Culinary Arts 101

Teacher Recommendation required (minimum grade of 85% is required in Nutrition & Culinary Arts 101).

Do you want to become a chef? Are you ready to use your leadership skills? Are you interested in showing off your culinary talents at Profile events? Then this class is the perfect fit for you and a great stepping stone to culinary school or vocational education. You will be my personal assistant, preparing dishes to share with the class, assisting with kitchen organization and management and forging your own path with regard to culinary arts and nutrition topics. Together we'll create a plan to help you achieve your personal goals as a chef and nutritionist. To succeed in this course you must be self-motivated, have excellent time management skills and be able to work independently. Nutrition and Culinary Arts 101 is required prior to taking this course.

PERSONAL FINANCE

Half Year
Required for Juniors

¼ Credit
Grade 11

Ready for a crash course in managing your finances, credit cards, investing, doing your taxes, buying a car, or renting your first apartment? Field trips, guest speakers, and the essential information that will give you an advantage now and post graduation!

HEALTH

NINTH GRADE: Personal Wellness

Full Year
Required

½ PE, ¼ Health and ¼ Career Credit
Grade 9

Family consumer Science, Health, School Counseling and Physical Education Departments have joined forces to create a Freshman Wellness class. In Careers, students will focus on their interests and abilities as they relate to career opportunities and practice skills needed for getting and keeping a job in high school and beyond. 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 PE, students will become competent in the use of Heart Rate Monitors, strength training equipment and creating personal fitness plans. PhysEd students will immerse themselves in the exploration of personal fitness, lifetime sports, physical/mental relaxation and stress management techniques through physical activity.

ELEVENTH GRADE HEALTH

One quarter
Required

¼ Credit*
Grade 11

The health curriculum is a response to the need for students to learn the importance practices of good health. The goal is to improve knowledge and develop skills that promote healthier living. The curriculum focuses on the relationship that exists among physical, social, emotional, and mental health and behaviors that affect each part of health. Students will learn and practice skills related to decision making, goal setting, communication, analyzing influences, accessing valid information, and self advocacy. These skills will be taught through topics such as: CPR/First Aid, addiction risk, drug use prevention, relationships, sexuality, sexual harassment and violence prevention.

*Students who are with us in their 9th grade year will obtain their 9th grade Health credit through the integrated Personal Wellness course. Students who transfer in later will be required to obtain a ½ credit in Health through a combination of 11th Grade Health (¼ credit) and other means.

INDUSTRIAL ARTS

WOODWORKING

Full Year or Half Year
Elective

½ Credit or 1
Grades 9-12

Prerequisite: Preferably completion of a Middle School 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)

Full Year or Half Year
Elective

½ Credit or 1
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 school counselor and/or instructor 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 work force, 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
- Students will be encouraged to study mathematics during all four years of high school; all students should be in an appropriate mathematics course during their senior year.

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

Full Year

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

Full Year

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. The use of technology, specifically the graphics 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

Full Year

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

Full Year

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

Full Year

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

Full Year

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.

ADVANCED PLACEMENT CALCULUS

Full Year

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

Full Year 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

Full Year 1 Credit
Prerequisite: Seniors only with teacher approval or completion of Algebra I and geometry. Grade 12

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 Systems, Functions and Modeling, Finance, Geometry and Measurement, as well as Probability and Statistics.

PERFORMING ARTS*

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

Full Year 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

Full Year
Elective

1 Credit
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. The class does involve "quizzing" during warm-up routines and on an individual basis before the end of each quarter. Senior high students are eligible for nomination into the North Country Music Festival and also have the option of auditioning for the NH All State Music Festival. Middle school students are eligible for nomination into the District Choir. All choral 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.

INTRODUCTION TO GUITAR (NOT OFFERED 2017/2018)

Half Year
Elective

½ Credit
Grades 9-12

This course is offered every other 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.

Musical Theater Singing Class

½ credit
Grades 9-12

Students will prepare at least 2 songs in contrasting styles for performance at the end of the course. Techniques such as mixed-belted, monologue, blocking, and character development will be the focus.

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 providing 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 an activity or exercise that provides 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. One full credit of physical education will be required for graduation.

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.

NINTH GRADE: Personal Wellness

Full Year
Required

½ PE, ¼ Health and ¼ Careers Credit
Grade 9

Family Consumer Science, Health, and Physical Education Departments have joined forces to create a Personal Wellness class. In Careers, students will focus on planning their high school careers, and explore skills needed to be successful in life after high school. 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 be successful communicators. In PE, students will spend their time focusing on three different areas of phys. ed. Students will experience a variety of Lifetime Sports and Recreation, Personal Fitness and Stress Management through Physical Activity. 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.

PE ELECTIVES

YOGA & PILATES

Half Year
Elective – Sign up

½ credit
MAX Enrollment:11;MIN: 6

Students will experience a series of focused activity workshops within this class. In this course, , students will participate in different types of yoga to experience relaxation techniques through movement. In addition to feeling the benefits of this ancient practice, students will learn about how Yoga can benefit your brain in addition to your body and increase strength and flexibility.students will experience Pilates, another form of exercise that stretches and strengthens the body. The focus of Pilates is building strength within the core and stretching through the limbs. Throughout the course, both Pilates and yoga will be weaved together and at other times, done separately. Both activities help students relieve tension and stress in a low impact way.

STRENGTH TRAINING AND INDIVIDUAL SPORTS

Half Year
Elective- Sign Up

½ credit
MAX Enrollment:25; MIN: 6

Strength and Conditioning is a course devoted to personal fitness. Students will assess personal fitness at the beginning of the semester quarter 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.

SPORTS NUTRITION

Half Year

½ Credit

Elective

Do pasta dinners really give you more energy? 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

Half Year

½ credit

Elective- Sign Up

MAX Enrollment: 20; MIN: 6

This course will focus on safe participation in outdoor recreation activities and strategies and tactics in team sports. Students will gain knowledge 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, canoeing, rock climbing, spin fishing, fly fishing, ice fishing, cross country skiing, snowshoeing, downhill skiing/snowboarding, trail running, road biking, 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

Full or Half Year

½ Credit or 1

Elective

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. Partners 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, volleyball, tennis, Frisbee, bowling and backyard games. In the spring, the Unified PE class will participate in a Unified Sports Day as part of their final assessment.

BIKOLOGY

Half Year Elective- Fall Only

Credit

½ Credit

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 and with various types of bikes including road bikes, mountain bikes and fat tire bikes. 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. If students do not have their own bikes, bikes will be provided.

ROCK CLIMBING

Half Year Elective- Spring Only

Credit

½ Credit

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.

****PE ELECTIVES OFFERED AFTER PE GRADUATION REQUIREMENTS ARE MET**

PHYSICAL EDUCATION TEACHER ASSISTANT

Full or Half Year

½ Credit or 1

Elective

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

Full Year

1 Credit

Teacher recommendation required: Acceptance by Written Application Only

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.

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 understandings.

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 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

Profile requires 3 years of science for all students beginning with the class of 2015.

INTEGRATED SCIENCE

Full Year

1 Credit

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 labs skills, inquiry, and science literacy and numeracy.

EARTH AND PHYSICAL SCIENCE

Full Year

1 Credit

Required

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.(Honors Earth and Physical Science course is available with 220+ 8th Grade NWEA and/or 8th grade teacher recommendation. Enrolled in algebra 1 or higher.)

BIOLOGY

Full Year

1 Credit

Required

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. (An Honors Biology course is available with 85% or higher in Physical Science and/or teacher recommendation)

CHEMISTRY

Full Year

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

Full Year

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 and a college preparatory course. 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

Full Year

1 Credit

Elective, Running Start Credit

Grades 11-12

Prerequisite: Biology

This course is an elective college preparatory course recommended for students who plan to enter the biological or medical fields. Not only will students learn the structure and function of the different body systems (integumentary, endocrine, reproductive, lymphatic, cardiovascular, respiratory, digestive, urinary, nervous, musculoskeletal), they will explore the connection and interaction among the many systems. In addition to the body systems, students will also research the link between disease/dysfunction and the body. This is the equivalent to a college level Human Biology course.

AP BIOLOGY

Full Year

1 Credit

Elective, Running Start Credit

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

Half Year

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

Half Year

½ Credit

Elective, Running Start Credit

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.

Required:

Grade 9: World History/CIVICS Global Studies (1 semester/.5 credit each)

Grade 10: U.S. History (1 credit)

Grade 11: Civics (½ credit), Economics (½ credit)

Electives:

AP European History (1 credit)

Psychology (1 credit)

History Seminar (1 credit)

Sociology (½ credit)

Intro to Criminology (½ credit)

All courses will use a variety of teaching methods, simulation activities, materials and aids aimed at enhancing the student's opportunity to learn.

Grading may include the following: tests, quizzes, class participation, reports, projects, notebooks, homework and self/group evaluations.

NINTH GRADE WORLD HISTORY/CIVICS

Full Year

1 Credit

Required

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.

NINTH GRADE HONORS WORLD HISTORY/CIVICS

Full Year

1 Credit

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.

TENTH GRADE U.S. HISTORY/AMERICAN STUDIES

Full Year

1 Credit

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.

U.S. HISTORY

Full Year

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.

HISTORY SEMINAR

Full Year

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.

PSYCHOLOGY

Full Year

1 Credit

Elective, Running Start Credit

Grades 11-12

The study of human behavior and the mind. Why do we think, feel, act the way we do? A very interesting and thought provoking course that is designed to evolve and change to suit the interests of the group as they relate to the content.

Essential concepts in the field of psychology, applications, theories and methods of study will be uncovered. A study of development of the science and the growth in various fields, trends today and possibilities for the future will be included.

CIVICS

Half Year
Required

½ Credit
Grade 11

In this semester course the student will examine the principle rights and responsibilities of a United States citizen, demonstrate understanding regarding the structure and functions of our national, state, and local governments and discover the major elements that make up the free American legal system.

ECONOMICS

Half Year
Required

½ Credit
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.

SOCIOLOGY

Half Year
Elective, Running Start Credit

½ 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.

INTRODUCTION TO CRIMINOLOGY

Half Year
Elective, Running Start credit

½ Credit
Grades 11-12

Criminology is the study of the prevalence, causes and effects of crime and criminal behavior. What is considered deviant and criminal is far from static, and the purpose of the course is to provide students with a fundamental understanding of the complex nature of crime and criminal behavior, and how it is addressed in society today. We take our starting point as the major schools of criminological thought, and will also be discussing issues such as the measure and extent of crime, and the role of demographics (gender, age, race and social class) in the causation of and reaction to crime. A part of the course will focus on penology, and emphasis will be placed on the American prison system, recidivism and restorative justice.

AP EUROPEAN HISTORY

Full Year
Elective
Teacher recommendation required

1 Credit
Grades 11-12

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.

SPECIAL EDUCATION

The Profile Placement Team (Principal, School Counselor, Special Education Coordinator and School Nurse) will design individual programs for students identified as having special needs. The Profile School District Special Education Plan has been published and is available from the Special Education Coordinator upon request.

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 I

Full Year
Elective

1 Credit

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

Full Year
Elective

1 Credit

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

Full Year
Elective

1 Credit

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

Full Year 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

Full Year 1 Credit
Elective
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

Full Year 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 and will include listening, reading, writing, speaking, and cultural connections. The emphasis is on understanding elementary vocabulary and grammatical structures in Spanish and basic oral communication. We will do skits, read lots, and have fun!

SPANISH II

Full Year 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 be exposed to much reading, listening and viewing in Spanish in a more immersion-based classroom. Some cultural elements will be explored. Most communication in the class will be in Spanish.

SPANISH III

Full Year 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 Levels I and II. Students will be asked to produce more Spanish at this level and more time will be given for the practice of writing and speaking. The study of Hispanic culture, and in particular that of Latinos within the US, will be a recurring topic. Most communication in the class will be in

Spanish. Travel to a Spanish-speaking country will be offered to those who are interested and who are either enrolled in or have successfully completed this course.

SPANISH IV

Full Year

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 Hispanic world with emphasis on classic literature, the arts, history, and Spanish contributions to the modern world. Fluent use of a Spanish-English dictionary will be considered a requirement. Travel to a Spanish-speaking country will be offered to those who are interested and who are either enrolled in or have successfully completed this course.

AP SPANISH

Full Year

1 Credit

Elective

Teacher recommendation required

In this AP course, students will review and refine grammatical structures studies in previous years while learning new vocabulary to communicate in Spanish on a variety of contemporary thematic topics. It will emphasize all communication skills as well as cultural comparisons. This course is designed to prepare students for the AP Spanish Language and Culture Exam, taken in the Spring.

CAREER & TECHNICAL EDUCATION

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. Career & technical education challenges students on all ability levels. Support services are provided for all students who feel they need assistance. Non-traditional enrollments are supported wholeheartedly.

Regional career & technical education courses are double-period courses offered to any eligible 10th, 11th, or 12th grader. Students interested in career & technical courses are encouraged to visit classes and discuss programs with the instructors. Students need to sign up for regional career & technical courses when they enroll for classes in the spring of the year.

If a program offered does not contain the specific elements desired, students should apply for the one that has the most skills transferable to their future career plans. Students and parents should realize that the primary goal of our regional career & technical programs is to make better employees of our students, no matter what future jobs they may hold. Also, some students enroll in regional career & technical courses to supplement their primary interest leading to part-time employment during college or just for their personal life interests. Transportation to all career & technical classes will be provided by the Profile School District, with the School Board determining the method.

PROGRAMS AT LITTLETON HIGH SCHOOL

AUTOMOTIVE TECHNOLOGY I

Grades 11&12

(2 Semesters,2 Credits)

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 will work on projects for customers in our working auto repair shop. First year students will learn about safe tool usage and shop practices as well as preventive maintenance, braking, and suspension systems. This course will prepare students to take the ASE certification tests in brake and suspension systems. **CTSO Affiliate: Skills USA**

AUTOMOTIVE TECHNOLOGY II

Grades 11&12

(2 Semesters,2 Credits)

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

BUILDING TRADES TECHNOLOGY I

Grades 11&12

(2 Semesters,2 Credits)

This is the first year of a two-year sequence of courses designed to teach students the basics of residential construction and help them explore career opportunities in the construction industry. The first semester focuses on safety on the jobsite, identifying and using tools safely, design and construction of floor systems, framing walls, and roof systems. In our new facility students have the opportunity to construct module homes in an indoor friendly environment. Students also work on other construction projects including sheds and smaller structures. **CTSO Affiliate: Skills USA**

BUILDING TRADES TECHNOLOGY II

Grades 11&12

(2 Semesters,2 Credits)

Prerequisite: Building Trades I

Students who have a serious interest in the construction industry will find this course gives them the skills to enter the job market and also prepares them to go on to a two or four year college program in a construction related field. The class will work on larger structures using hand tools and power tools. Students will have the opportunity to complete their OSHA Ten Hour Safety Certification online. They may also choose to take the National Metal Building Contractors Training Course and test online to earn this credential. Each of these certifications is a valuable credential for students to add to their professional portfolio. **CTSO Affiliate: Skills USA**

BUSINESS ESSENTIALS

Grades 11&12

(2 Semesters,2 Credits)

*Dual high school/college credit with Southern New Hampshire University

Students will be introduced to a variety of careers and activities within the business community. Students will gain an understanding of the role of business in society, which may help them decide a possible career path or area of interest for the future. This course will also focus on personal business issues dealing with such topics as consumerism, money management, banking, investing, insurance, ethical/responsible practices, business law, human resource management, checking/savings/credit, business communication, marketing research, product research, and product development. Business Essentials 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”. *Dual College Credit course. **CTSO Affiliate: FBLA**

INTERNATIONAL FINANCE & MANAGEMENT

Grades 11&12

(2 Semesters,2 Credits)

Prerequisite: Business Essentials

*Dual high school/college credit with Southern New Hampshire University

“Awesome, educational, interesting, phenomenal” just some of the words students use to describe this course. International Finance & Management is the second year of the two year business program. In year one, students learned the fundamentals of business and doing business within the United States. Doing business outside of the United States is a trend that is becoming more of the “norm” these days. Expanding abroad creates certain challenges for domestic companies both small and large. Diverse cultures, laws, languages, and currencies add to the mix of challenges. This course will help you understand the different aspects of international business. The main tools used to discover and analyze these diverse areas and challenges will be through class discussions, readings, videos, case studies, articles, and company tours. Area business relationships have been established to help in the learning process. Some of the companies involved include Garnet Hill, New England Wire Mill, and Tender Corporation. The course is designed for those students who have a definite interest in pursuing a career in international business as well as those who seek to broaden their knowledge in this growing and vital area. *Dual College Credit Course. **CTSO Affiliate: FBLA**

COMPUTER SYSTEMS TECHNOLOGY

Grades 11&12

(2 Semesters, 2credits)

Prerequisites: Algebra I and Computer Literacy

The Computer Systems Technology 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. **CTSO Affiliate: Skills USA**

COMPUTER SYSTEMS TECHNOLOGY II

Grades 11&12

(2 Semesters, 2Credits)

Prerequisite: Computer Systems Technology I

Students will develop an understanding of basic electronics, introduction to digital electronics, soldering and repairing printed circuit boards, microprocessor design and construction, PC computer operating systems such as MS DOS, Windows, PC service & troubleshooting and computer networking. Knowledge gained through this program provides a solid foundation for more advanced computer training programs like the MSCE (Microsoft Certified Systems Engineer). Second year students gain on-the-job experience by acting as field service technicians for the schools within the participating districts. Students will have the opportunity to install new computers, assist in maintaining the district's computer networks and provide customer support for the staff and students. Credit earned in this program can be applied to the computer graduation requirement. Students are encouraged to participate in work co-op and internship programs within our Community.

CTSO Affiliate: Skills USA

CAREERS IN EDUCATION I

Grades 11&12

(2 Semesters,2 Credits)

This Introductory 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 child development, environments, and experience all affect a child's learning. Students learn practical techniques to guide children and how to create a healthy and safe environment for them to learn in. Students are introduced to developmentally appropriate practices and will begin planning and working with children in the Little Leopards Learning Center, our on-site preschool facility. This program offers a combination of classroom instruction, observation and practical experience, where students learn to work supportively with staff, children and their families.

CTSO Affiliate: FEA (Future Educators Association)

CAREERS IN EDUCATION II

Grades 11&12

(2 Semesters,2 Credits)

Prerequisites: Careers In Education I, Health recommended

Careers in Education II is a continuation of the Careers in Education I course. Emphasis is on further exploration of teaching and other careers in education field. Students explore developmentally appropriate curriculum and practice their skills of planning and presenting activities that focus on creativity, diversity and individual learning styles including working with special needs learners. During this year, students have the opportunity to focus their studies on Early Childhood, Elementary Education or Special Education. Students also do job shadows and field studies in local Elementary and Junior High Schools, or Early Childhood Centers. Students interested in Speech and Language Therapy, Occupational Therapy, and Special Education will interact and learn from therapists who work in our center. Students completing this two year course will be well prepared to enter a two or four-Year College and continue their studies towards a career in education. Running Start College Credit is available for this class.

CTSO Affiliate: FEA (Future Educators Association)

HEALTH SCIENCE TECHNOLOGY I

Grades 11&12

(2 Semesters,2 Credits)

Prerequisite: Biology

Health Science Technology is a new and exciting program for students interested in pursuing a health career or a career in the human service field. This two-year course of study, designed for juniors and seniors, follows a state and nationally approved curriculum and competencies. Students have 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 in the classroom, guest speakers, field trips and job shadowing. They study the body systems (anatomy & physiology), patient safety, medical ethics and medical law, medical terminology, patient safety, basic aspects of patient care, communication assessment, and leadership skills and become certified in CPR and First Aid. Students have the option of taking Medical Terminology as a 3 college credit Running Start course as part of the curriculum. Students have leadership and career

development skills opportunities by participation in HOSA and competing at both state and national levels. **CTSO Affiliate: HOSA (Health Occupations Students of America)**

HEALTH SCIENCE TECHNOLOGY II

Grades 11&12

(2 Semesters,2 Credits)

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. Part of the curriculum is 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. **CTSO Affiliate: HOSA (Health Occupations Students of America)**

BROADCAST TECHNOLOGY IA

Grades 11&12

(2 Semesters,2 Credits)

The field of broadcasting and electronic journalism is an exciting and ever changing field. The first two semesters are designed to introduce students to the basics of video design, editing, video production, audio design, and editing through the practice of in studio production and field production. Students will be using professional grade equipment, and will learn to shoot quality video. This will allow students to creatively tell stories to not only inform, but to entertain. Students will learn about the stages of production by writing scripts, creating storyboards, interviewing subjects and performing on camera. Students will produce Bi-weekly productions such as "The Crusader Corner, Principal Reports, Superintendents Report, and CTC happenings".

BROADCAST TECHNOLOGY II A

Grades 11&12

(2 Semesters,2 Credits)

Prerequisite: Broadcast Technology I, Photography, or instructor approval

Broadcast Technology II will be the continuation of Broadcast Technology I. It is the advanced stage of Broadcast Technology. By the end of the course, students will have created a demo reel of their work. They will be able to produce projects representative of news programming (Voice Over (VO), Voice Over- Sound on Tape (VO/SOT's), PKG's) to PSA's. They will develop video postcards and a nursery rhyme. This will be the evidence that students will be able to show their ability to design, write and produce compelling television. Completing this 2 year course, students will find that they are well prepared for a future education in the field of Communications, Broadcast Journalism and Film Design.

FIREFIGHTER SCIENCE 1

Grades 11&12

(2 Semesters,2 Credits)

The Hugh J. Gallen Career and Technical Center is offering a new and exciting course in Firefighter I. This course is in collaboration with New Hampshire's Division of Fire Standards and Training and EMS. In year one of Fire Science 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.

EMERGENCY MEDICAL SERVICES TECHNICIAN (EMT)

Grades 11&12

(2Semesters, 2 Credits)

Prerequisite: Firefighter Science I or Health Science Technologies I

EMT – During the second year of the Fire Science Programming 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 TECHNOLOGIES I & II

Grades 11 & 12

(2 Semester, 2 Credits)

I

This course features skills in the manufacturing industry. Students will be able to learn skills that are in demand all over are state and country. Computer Numerical Control(CNC) operators are in demand. This course will focus on safety and understanding of the role manufacturing plays in everyday life. Basic knowledge and skills will be taught. EX. Measuring tools used, engineering basics, CAD, 3D modeling with printed prototypes, Basic tooling for machine cutting

II

(2 Semester, 2 Credits)

This course will take knowledge and skills developed in the first course and expand on them. More advanced CAD work will be required. Modeling of several parts that will fit together will be prototyped. Analysing parts to the drawings will be stressed. teaches problem-solving skills using a design development process. Models of product solutions will be created, analyzed, and communicated using solid modeling computer design software.

PROGRAMS AT WHITE MOUNTAINS REGIONAL HIGH SCHOOL

Sustainable Agriculture Cluster

HORTICULTURE I

2 Credits * Full Year *

Grades 11-12

Prerequisite: Completion of Algebra I or IMP I and completion of student application

The first year of the Horticulture program provides students with the foundations of Horticulture. Curricular topics include plant identification, anatomy, taxonomy, nutrition, pest management, and soil science. Students are also engaged in different entrepreneurial experiences where they will gain an understanding on creating a sellable product, inventory management, record-keeping as well as marketing, sales and advertising. In addition to the rigorous academic course work in horticulture topics, students are exposed to the basic hands-on skills of the industry – weeding, mulching, starting seeds, transplanting, tree-staking, propagation, pruning, harvesting, grafting, wreath-making, maintaining an aquaponic system, equipment operation and maintenance, hard-scaping (patios, walkways, walls, etc.) and floral and landscape design.

HORTICULTURE II

2 Credits * Full Year *

Grade 12

Prerequisite: Completion of Horticulture II with an 80% or better and teacher recommendation

The second year of the Horticulture program is meant for students to continue the development of their skills in a horticultural career of choice. Emphasis is on advanced projects that take students deeper into their understanding of the “green industry.” Students will tend to the school’s greenhouse, aquaculture system, athletic fields, vegetable garden, high tunnel greenhouse, apple orchard, Christmas tree field, and other projects on the remaining 390+ acres of the school property. Independent projects represent a considerable percentage of this course, so students must be self-directed, intrinsically motivated, and serious about a career in Horticulture. ***This course bears college credit (UMASS Amherst Stockbridge School of Agriculture grants 3 college credits for completion of the Horticulture program.*

Natural Resources

NATURAL RESOURCES I

2 Credits * Full Year *

Grades 11-12

Prerequisite: Completion of Algebra I or IMP I and completion of student application

This course is offered to students in their first full year of study in the area of Natural Resources. Students will receive an overview of the vast array of topics in this field and will apply their skills to a variety of hands-on projects. Units of instruction will include: outdoor safety and first aid; natural resources and conservation; tree identification safe tool use (including chainsaws); safe equipment operation; map, compass and GPS skills; water quality study; land use issues; energy resources; forestry; wildlife habitats and management; career and continuing education opportunities; and maple sugaring. Frequently, local natural resource issues and current events will be explored and discussed. Students will be required to keep a daily journal and should be prepared every day for outdoor activities.

ADVANCED NATURAL RESOURCES

2 Credits * Full Year *

Grade 12

Prerequisite: Completion of Natural Resources I with an 80% or better and teacher recommendation

This course is offered to students in their second year of study in this area, and focuses mainly on the forestry and forest products industry. Here, students will build on skills learned in the Introduction to Natural Resources class and apply their knowledge to many hands-on projects. Students will also be involved in implementing the recently revised Forest Management Plan for the nearly 400-acre WMRHS forest. Units of instruction may include: tree identification, safe equipment operation, identification and use of forestry tools, FFA forestry competition events, patterns of tree growth and classification, tree measurement, timber harvest laws and permit, best management practices, wildlife habitats, harvesting techniques, forestry career and continuing education opportunities, maple syrup production and marketing, forest tracts surveying and timber cruising, etc.

Hospitality & Marketing Cluster

Culinary Arts

CULINARY ARTS I

2 Credits * Full Year *

Grades 11-12

Prerequisite: Completion of Algebra I or IMP I and completion of student application

Culinary Arts 1 is an industry-based class for those wishing to pursue a career in the restaurant management and culinary arts fields. Students who are not serious about learning about the field of culinary arts should not apply to take this class. Students are expected to become proficient on all major areas of Culinary Arts: knife skills, baking, sauté, grilling, roasting, frying, and 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 ProStart, Level 1 program, which also covers many concepts in restaurant management. Successful completion of ProStart, Level 1 earns the student 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 Credits * Full Year *

Grade 12

Prerequisite: Completion of Culinary Arts I with an 80% or better and teacher recommendation

Culinary Arts II is designed to continue preparation of students for further education at the post-secondary 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, sauté, 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 out 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, ordering, and overall presentation of events. Students will be expected to work with the Mountain 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. Per NH State rules, students are required to wear toque, chef jacket, and apron and are

expected to keep the uniform in presentable condition at all times. *****CUL111 Soups, Sauces, & Basic Techniques- 1 college credit; CUL112 Introductory Food Production- 1 college credit; CUL113 Hot Food Techniques- 1 college credit; CUL114 Pantry- 1 college credit***

Hospitality Management

MOUNTAIN VIEW ACADEMY I Grade 11 <i>Prerequisite: Completion of Algebra I or IMP I and completion of student application</i>	2 Credits * Full Year *
<p>The Mountain View Academy program will introduce high school juniors to careers in management focusing on the hospitality industry. Through a partnership with the <i>Mountain View Grand Resort and Spa</i>, students will enter The Mountain View Academy I where they will be exposed to on-the-job training, projects, job shadowing, internships and employment opportunities through daily on-site instruction at the Mountain View Grand Resort. This, coupled with a comprehensive and dynamic curriculum created by the Educational Institute of the American Hotel and Lodging Association, creates an experience that builds business and management skills. These skills are applicable and transferable to other industries. National certification is available to students who pass exams at the end of year one and two. The program will also provide opportunities for articulation with state colleges and universities. 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.</p>	

MOUNTAIN VIEW ACADEMY II Grade 12 <i>Prerequisite: Completion of MVA I with a 80% or better and teacher recommendation</i> **Project Running Start Course**	2 Credits * Full Year *
<p>The Mountain View Academy II will further immerse seniors into careers in management, focusing on the hospitality industry. Through the partnership with the Mountain View Grand Resort and Spa, seniors will play a role in the Hotel's strategic planning and take on management and leadership positions within the Mountain View Academy through on-site instruction at the Mountain View Grand Resort. The second year of the curriculum created by the Educational Institute of the American Hotel and Lodging Association 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. The MVA also provides opportunities for students to earn college credit with state colleges and universities from all over the United States. <i>**HOS101 Introduction to Hospitality- 3 college credits.</i></p>	

Cybersecurity and Computer networking

Cybersecurity and Computer NETWORKING I Grades 11-12 **PROJECT RUNNING START** <i>Prerequisite: Completion of Algebra I and Geometry or IMP I and completion of student application</i>	Credits * Full Year *
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Computer Networking I provides an integrated and comprehensive coverage of networking topics while providing opportunities for hands-on practical experience and soft-skills development. The curriculum teaches “Networking Fundamentals (CCNA-1)” and “IT Essentials”. This course is designed for students with advanced problem solving and analytical skills. Interactive activities are embedded in the curriculum, along with detailed, theoretical content. Hands-on labs build critical thinking and problem solving skills and encourage exploration and research. ***CMT113 IT Essentials- 4 college credits and CMT213 Computer Networking I- 3 college credits.*

CYBERSECURITY and COMPUTER NETWORKING II **2 Credits * Full Year ***

Grade 12

****PROJECT RUNNING START****

Prerequisite: Completion of Computer Networking I with an 80% or better and teacher recommendation

Computer Networking II provides an integrated and comprehensive coverage of advanced networking topics while providing opportunities for hands-on practical experience and large network development. The curriculum teaches “Routing Protocols and Concepts (CCNA-2)”, “Local Area Networks and Wireless Technologies (CCNA3)” as well as “Accessing Wide Area Networks (CCNA-4)”. This course is designed for students with advanced problem solving and analytical skills. Interactive activities are embedded in the curriculum, along with detailed, theoretical content. Hands-on labs build critical thinking and problem solving skills and encourage exploration and research. ***CMT219 Computer Networking II- 4 college credits, CMT234 Computer Networking III- 3 college credits.*

WELDING TECHNOLOGY

WELDING TECHNOLOGY I

1 Credit * Full Year *

Grades 11-12

Prerequisite: Completion of Algebra 1 or IMP I with an 80% or better and completion of student application

This year long, single period 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 processes. Topics will include the study of welding related careers, safe trade practices, joint preparation and techniques in four basic welding positions. They will study shield metal arc welding, gas metal arc welding, and flux core arc welding. **Welding Technology II will not be offered until the 2014-2015 school year.*

Government and Public Administration Cluster

JROTC PROGRAM

LEADERSHIP EDUCATION & TRAINING (LET 1)

1 Credit * Full Year *

Grades 9-12

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 is stressed. First year cadets are future leaders waiting to happen.

LEADERSHIP EDUCATION & TRAINING (LET 2-5)

1 Credit * Full Year *

Grades 10-12

Prerequisite: Successful completion of previous LET level. Cadets interested in progressing to LET 3 must complete the application process

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.

LEADERSHIP LAB (LET 2-5)

1 Credit * Full Year *

Grades 10-12

Prerequisite: Students 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 2-5)

1 Credit * Full Year *

Grades 10-12

Prerequisite: Approval of the JROTC instructors is required.

Cadets may elect to have JROTC credit count as a Physical Education credit. To be eligible all of the following is required:

- Successful completion of two full years of JROTC, and
- Active and consistent participation in the JROTC physical fitness program for two years and pass the Presidential Physical Fitness Test, and
- Active and consistent participation on a JROTC team for two years, and
- The cadet maintains a personal log/record of all team practices and competitions, of all physical fitness activities, and of all Presidential Physical Fitness Test scores.
- Active and consistent participation on a school athletic team can be a partial substitute for some of the above JROTC activities.

EXTENDED LEARNING OPPORTUNITIES

The mission of the Profile School is to **provide diverse educational opportunities to inspire, engage, and challenge all students**. We pride ourselves in the quality of our teaching staff and courses, and we encourage students to take full advantage of what we have to offer here during the academic year. Students may also explore a number of alternative options for credit (also known as extended learning opportunities – ELOs). ELOs enable students to acquire knowledge and skills through instruction or study outside the traditional classroom methodology. There are ELO options available for core courses, as well as opportunities for electives. ELOs may include, but are not limited to course competency test-out,

independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies. Students wishing to take the course competency test-out option must apply by June 1. If you have further questions or wish to apply, please see your school counselor.

EXTENDED LEARNING OPPORTUNITY (ELO) COURSE PROCEDURE

The Profile School may allow Extended Learning Opportunities (ELOs) as a means to fulfill curriculum and/or credit requirements. Students must obtain **prior approval** from the Administration if they wish to get credit for any such course. The form for approval is available in the School Counseling Office and included in this program of studies. Students wishing to participate in college athletics should consult NCAA requirements.

All alternative options must meet school counseling, administrative, and parental approval PRIOR to beginning the program for credit.

Online Credits (VLACS)

Scenarios:

Starting mid-year
Classes we don't offer
Missed classes/sched. conflicts
Supplemental for internships
Non-credit internships
Health related issues

For credit, to be determined by final grade

Rationale:

credit recovery (must have failed Profile course)
enrichment
scheduling conflict
enrichment
enrichment
credit recovery or substitution

Internships

Full year or ½ year, every day or every other day

For Pass/Fail credit, to be determined by school and site

Nationally Recognized Certification Program (e.g. EMT, Firefighter, NOLS, LNA)

Credit can only be achieved with a passing certification
Number of credits to be determined based on number of program hours

Summer Programming (e.g. St. Paul's, Phillip's Exeter, Putney Summer)

Prior approval is necessary for credit

This is not a conclusive list of extended learning opportunities. We are willing to discuss other options, but students must have PRIOR approval for a contract with the administration and school counseling department for independent study projects.

NORTH COUNTRY WORKPLACE EDUCATION PROGRAM INTERNSHIP PLACEMENT OPPORTUNITIES

www.northcountryworkplace.com

The North Country Workplace Education Program (NCWEP) is a partnership between local businesses and high schools designed to build, maintain and expand a skilled workforce through high school internships. The Program provides students the opportunity to apply classroom knowledge while learning workplace basics which will support the specific skills needed to become workplace ready. Students will experience jobs and careers related to their school studies and their future plans, while earning credit towards graduation. These internships open the door to Extended Learning Opportunities through exposure to actual work situations, organizational relationships and equipment and technologies that cannot be duplicated in the classroom.

Internship placements are available in a number of different locations. School counselors will have information concerning existing placements and students who have other interest should talk with their counselor. Students who choose to participate in the NCWEP must follow the prearranged procedure for enrolling in an internship. Each school has an internship coordinator who will be the source of information concerning how to apply and what is available. New England Wire Technologies and Garnet Hill are two of the business partners that have offered internships.

To participate in the NCWEP, students should discuss with their school counselor their credit accumulation to see if an internship is right for them. They should also discuss what type of internship makes sense for their future plans. Parents should be involved as they will need to give permission for students to take an offsite internship. At last, the student should meet with the school internship coordinator to identify which internships are available and appropriate for them. The school internship coordinator will also lead the student through the application process. Students must interview for internships; placement is not guaranteed.

Below is a list of current internship opportunities. This is NOT conclusive. If you do not see an internship that matches your interests, new placements can be created.

Agriculture, Food, and Natural Resources

Florist – EH Floral Studio

Forestry – Nick Smith

Architecture and Construction

Electrician – New England Wire Technologies, Littleton Regional Hospital

HVAC Technician – Littleton Hospital

Boiler Technician – Littleton Hospital

Arts, Audio/Video, Technology, & Communications

Graphic Design – Garnet Hill, Foto Factory

Journalism – The Littleton Courier

Photography – Garnet Hill

Business and Administration

Administrative Assistant – Littleton Hospital

Business Management/Marketing – Franconia Sport Shop, Foto Factory

Ski Mountain Management – Cannon Mountain

Education and Training

Elementary Teacher – Bethlehem Elementary School

Health Science

Pharmacist – Rite Aide

Physical Therapy – Alpine Clinic, Littleton Hospital

X-Ray Technician – Littleton Hospital

Dental Hygienist – Hiller Orthodontics, Mountain View Dental, John S. Grisham

Biomedical Engineer – Promis Prosthetics and Orthotics

Veterinarian – Companion Pet Care, Old Orchard Farm

Occupational Therapist – Littleton Hospital

Occupational Health – Littleton Hospital

Hospitality and Tourism

Culinary Arts – Littleton Hospital

Information Technologies

Information Technology – New England Wire Technologies

Law, Public Safety, Corrections, and Security

Ski Patrol – Cannon Mountain

Police Officer – Lisbon Police Department

Library Media Center

Media Center-Profile School

Manufacturing

Quality Control – Littleton Wire Technologies

Marketing, Sales, and Service

Cosmetologist – Mane Street Styles

Merchandising & Buying – Garnet Hill

Science, Technology, Engineering, and Mathematics

Mechanical Engineer – New England Wire Technologies

Engineering – New England Wire Technologies

Transportation, Distribution, and Logistics

Auto Mechanic – Dale's Auto Body

Small engine lathe operation

- Vertical milling machine operation
- Hand grinding cutting tools and drills
- Precision measurement
- 3D modeling in Autodesk Inventor
- Basic job planning
- Practical algebra and trigonometry skills

Candidates must enjoy hands on work, be detail oriented and be able to work independently. This position will cover skills relating to everything from future machine operator to future professional engineer.

QUALITY CONTROL

Any free block (including after school) negotiated by student & NEWT

Are you headed toward a career path in *Electrical engineering* or *Electromechanical engineering technology*? If so, New England Wire Technologies invites you to learn the basics of this exciting field with seasoned and professional staffers.

You will be introduced to the following skill sets:

- Electrical Property Knowledge
- Laboratory Testing
- Laboratory Equipment
- Operation of Electronic Systems
- Data Entry
- Test Reports
- Critical thinking
- Analyzing and Solving Technical Problems
- Working in a Team Environment

Candidates must be detail oriented, have a strong math background (including successfully completed Algebra 1) and be able to work independently.

ELECTRICIAN

Any free block (including after school) negotiated by student & NEWT

If you are interested in a career as an Electrician, this is the internship for you. The selected student will work side-by-side with a licensed electrician on a diverse selection of projects. Projects will include everything from wiring new equipment power supplies and electrical cabinets to maintenance of existing equipment.

Candidates must be detail oriented and be able to work independently.

PLUMBER

Any free block (including after school) negotiated by student & NEWT

ENGINEERING

Any free block (including after school) negotiated by student & NEWT

A position in the Engineering department at NEWT will include opportunities to work side-by-side with engineers doing *Mechanical, Process, Chemical, and Electrical engineering* problem solving. All projects will be a value added effort to support the development of products the company is currently running. Descriptions of duties will not be listed as no two internships will offer the same experiences out on the factory floor.

During down time where no projects are available to work on out on the factory floor, students will work closely with the engineering *Design and Pricing Department* as described below.

Join the New England Wire Technologies Design and Pricing Department to learn firsthand various aspects of working in an office environment. Skills learned in this position include:

- Acceptable office behavior, working within a team-based atmosphere, effective communication (verbally and in writing), prioritize work, and follow written and verbal instructions
- Entering actual quotes, change orders, sales orders, and customer account information in a Word-based system (data entry)
- Calculating raw material inventory cost as well as update inventory costing for end-of-quarter reports
- Creating formulas in Excel for testing new computer capabilities

Qualified candidate will have good math skills, working knowledge of Excel, good typing skills, be detail oriented, and self-motivated.

INFORMATION TECHNOLOGY

Any free block (including after school) negotiated by student & NEWT

Have you ever wondered what “information Technologies” really covers? Join us for a look into the world of computers, telephones, faxes, copiers and all their peripherals. As an intern, you will learn about and assist with:

- *Day-to-day operations of a Help Desk* – including prioritizing calls, troubleshooting techniques, finding technical resources; repairing hardware; instructing or assisting users with errors or unfamiliar processes, replacing malfunctioning hardware.
- *Hardware configurations* – including varying types of printers/copiers/scanners/faxes, discovering what makes them different, how to tell which to purchase and use in different settings or environments, why standardizing is important.
- *Software Use* – including installing software, license requirements, license tracking, legal responsibilities, finding low cost alternatives, password protection and why it’s needed.
- *Networking and Servers* – including overview of switches, hubs, Local Area Networks, Wide Area Networks, Virtual Public Networks, Wireless Networks, Remote access tools, wiring, Securing your network, servers, data backup, redundancy planning, automatic processes.
- *Telephone System* – including functions of a business switchboard with multiple lines, Direct Dial technology, programming handsets, voicemail features, auto attendants, moving phones to other locations, combining with computer programs.
- *Software Application Development* – including an overview of what it is, what education is required, how it is integrated with “boxed” software, why we develop our own.

LIBRARY MEDIA

Profile Media Center

The main responsibility of this internship is to assist students, faculty, and staff at the service desk

of the Media Center . The candidate's primary responsibilities will be: staffing the Media Center service desk; helping patrons locate print and multimedia materials; checking media materials out to patrons using the library's automated circulation system; answering basic reference questions and teaching patrons to use the online catalog. Other duties may include: assisting the Library Aide with processing; re-shelving and shelf-reading the media collections, media reserves, helping patrons with printing and copying, performing occasional clerical task and other routine maintenance tasks.

Tasks:

- Circulation: Check books in and out, shelve returns, issue overdue notices
- Check organization of stacks periodically
- Process new material: covers, labels, and automated catalog entries
- Helps create visual displays for Media Center.
- Assist students and student aides with copying problems.
- Maintain periodicals collection
- Troubleshoot printing (printers and copiers)
- Oversees desk when Library Aide is out
- Perform occasional filing and file organization
- Perform minor book repairs
- Assist with field trip organization and Book Club lunch. Helps chaperone.

Mane Street Styles

Cosmetology – 2nd & 3rd blocks, after school

If you have an interest in a career in the profession of beauty and enjoy helping others with their hair and makeup, an internship in cosmetology may be good for you. Cosmetology is a field that has excitement, fun and prosperity for those who study and work hard. This internship, at a local beauty salon, will allow the student to observe and participate in the following aspects of this business:

1. Sanitation and sterilization
2. Cold waving and the chemistry of cold wave solutions, relaxers and reaction on hair. Technique of placing cold wave rods on patron's hair will be covered.
3. Coloring of hair: chemistry of color, the chemical action of hair color, and technique of applying hair color
4. Hair and scalp treatments and conditioning
5. Hair shaping and proper handling of instruments
6. Proper procedure of shampooing
7. Styling
8. Shop department, consisting of instruction in courtesy, neatness and professional attitude in meeting the public

LITTLETON REGIONAL HOSPITAL

Culinary Arts - any block

Students will learn key career and job skills needed in the field of culinary arts to be successful in the field. Interpersonal skills to be addressed: respect of self and others in a working relationship. Learn the importance of working as part of a team. Develop and use effective communication skills.

In the Culinary Arts internship the student will:

- Apply technical knowledge and skills required for food production and service occupations
- Learn about food identification, selection, and storage
- Learn about safety and sanitation skills
- Understand the importance of personal hygiene

- Learn how to use commercial food equipment
- Learn about nutrition, special diets, and management of food establishments

Electrician – any block

Students will work with a Master Electrician to gain understanding of the electrical needs at Littleton Regional Hospital and its satellite buildings and to learn essential functions of this position.

In the Electrician internship, students will:

- Install full and complete circuits, from panel box through and to the using device
- Test electrical devices and wiring
- Repair clinical equipment
- Gain understanding of applicable codes and regulations
- Be aware of supplies used
- Gain knowledge in the operations of the in house and off site Security Systems
- Gain knowledge relating to the Life Safety Equipment
- Gain knowledge relating to the Medical Gas Equipment
- Gain knowledge in the operations of the HVAC System
- Perform general maintenance duties as requested

Administration – any block

Students will work with the Administrative Assistant to gain insight into the day-to-day duties of this position.

Areas of focus include but are not limited to:

- Performing daily tasks to ensure smooth operation of the Facilities Management Department
- Managing departmental records
- Scheduling preventive maintenance for the department
- Maintenance of service contracts
- Managing department requests for repairs and maintenance of equipment
- Maintenance of safety and security records
- Assisting the Physical Plant Manager with building management
- Provide clerical support for all projects in which the Physical Plant Manager is involved in

Construction Management – any block

Students will learn about the broad range of current construction practices, methods, and materials. By working with a practicing Clerk of the Works, you will be on the job as he serves as the owner's on-site representative to oversee all aspects of construction.

In this internship, you may experience the following:

- General understanding of current construction practices
- Knowledge of building codes
- General knowledge of major building systems and how they work
- How to read and understand construction drawings, specifications and contracts
- Knowledge of how construction and scheduling works
- Knowledge of the roles and interactions of the members of the building team
- Knowledge of construction financing and accounting

- Knowledge of construction site safety
- Familiarity with environmental laws and concerns
- Ability to provide briefing and reports to visitors and inspectors concerning the status of construction and ongoing activities

Other internships may be created to meet student needs, please see the school internship coordinator to discuss other possibilities.

VLACS COURSES

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 for a course through VLACS, you must complete an Extended Learning Opportunities (ELO) form and have school counselor approval to complete your registration. 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.*

DUAL CREDIT COURSES

Project Running Start

These are courses offered at Profile School for dual high school and college credit. 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.

Advanced Placement Biology
 Advanced Placement Statistics
 Advanced Placement Calculus
 Advanced Math
 Anatomy & Physiology
 Psychology
 CAD
 Advanced Placement Language and Composition
 Sociology
 Intro. to Criminology
 Topics in Applied College Math (TAC Math)
 Forensics

eStart

**For eligibility, Extended Learning Opportunities (ELO) form required.*

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. Students taking Biology I will receive a waiver for the full tuition paid for by a grant from PSNH/NASA. 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.