

# ***Program of Studies 2010-2011***

*Oyster River High School \* 55 Coe Drive \* Durham, NH 03824*

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Oyster River High School does not discriminate on the basis of race, creed, color, gender, sexual orientation, or handicap in the administration of its policies or programs.

## ***Introduction***

This Program of Studies is designed to assist you in planning your academic program at ORHS. It includes course descriptions, academic rules, and graduation requirements.

You will be more successful and your high school experience will be more rewarding if courses are selected carefully. Thus, we urge you to read this booklet and consult with your parents, teachers, and counselors for advice.

The Program of Studies is a guide to the comprehensive curriculum of ORHS. While every effort has been made to ensure accuracy, *Oyster River High School reserves the right to make changes at any time with respect to course offerings or content.*

## ***Mission Statement***

Oyster River High School promotes a safe and nurturing community where the uniqueness of each member is valued. In this spirit, we are committed to becoming educated, ethical, responsible citizens who strive to contribute positively toward the betterment of ourselves, our school, our society and our world.

## ***Curricular and Co-Curricular Expectations***

### **ACADEMIC**

Students will develop skills across content areas in literacy, communication, critical thinking, problem-solving and technology to the best of their abilities.

### **CIVIC**

Students will be prepared to assume active roles as responsible citizens who contribute to local, state, national and global communities.

### **SOCIAL**

Students will learn and demonstrate respect for themselves, others and the environment so that every member feels accepted and valued. Students will explore skills and attitudes that will enable them to adopt a healthy lifestyle.

## TABLE OF CONTENTS

GRADUATION REQUIREMENTS .....	4
PROMOTION POLICY .....	4
TYPICAL PROGRAM AND CREDIT .....	4
NH SCHOLARS PROGRAM .....	4
GUIDANCE DEPARTMENT .....	5
FOUR-YEAR PLAN.....	6
REPORTS TO PARENTS - MARKING SYSTEM.....	7
CLASS RANK.....	7
HONOR ROLL .....	8
EARLY GRADUATION.....	8
INDEPENDENT STUDY .....	8
PROJECT RUNNING START .....	8
PREPARING FOR THE FUTURE AND PLANNING YOUR HIGH SCHOOL PROGRAM .....	9
GENERAL CALENDAR FOR CHOOSING, VISITING, AND GAINING ADMISSION TO SCHOOLS FOR EDUCATION BEYOND HIGH SCHOOL .....	10
JUNIOR YEAR.....	10
SENIOR YEAR .....	11
NCAA ELIGIBILITY .....	12
COURSE REGISTRATION CODES AND COURSE TITLES.....	13
PREPARING FOR THE WORLD OF WORK .....	17
REGIONAL CAREER TECHNOLOGY CENTERS .....	17
OYSTER RIVER HIGH SCHOOL DEPARTMENTS	
ART .....	20

<b>BUSINESS AND COMPUTER EDUCATION .....</b>	<b>23</b>
<b>ENGLISH .....</b>	<b>26</b>
<b>FAMILY AND CONSUMER SCIENCE .....</b>	<b>34</b>
<b>FINE ARTS.....</b>	<b>36</b>
<b>INTERDISCIPLINARY COURSES .....</b>	<b>37</b>
<b>MATHEMATICS .....</b>	<b>39</b>
<b>MUSIC.....</b>	<b>44</b>
<b>PHYSICAL AND HEALTH EDUCATION .....</b>	<b>46</b>
<b>SCIENCE .....</b>	<b>47</b>
<b>SOCIAL STUDIES .....</b>	<b>51</b>
<b>TECHNOLOGY EDUCATION .....</b>	<b>56</b>
<b>WORLD LANGUAGE .....</b>	<b>57</b>
<b>LIBRARY SERVICES.....</b>	<b>60</b>

## GRADUATION REQUIREMENTS

The following courses are required for graduation:

<b><u>Class of 2010 and Beyond:</u></b>		<b>Total required for graduation:</b>	<b><u>22 credits</u></b>
English		4 credits	
Social Studies		2-1/2 credits	
Mathematics		3 credits	
Science		2 credits	
Physical Education and Health		2 credits	
Fine and Practical Arts		$\frac{1}{2}$ credit	
Economics		$\frac{1}{2}$ credit	
Computer Science		$\frac{1}{2}$ credit	
Electives		7 credits	

- Electives should be chosen to suit individual needs, interests, abilities, and future plans.

### PROMOTION POLICY

Promotion is based upon the completion of the following number of credits:

Grade 9 to Grade 10	5 credits
Grade 10 to Grade 11	10 credits
Grade 11 to Grade 12	15 credits

### TYPICAL PROGRAM AND CREDIT

A full unit of credit will be granted for the successful completion of a course meeting 250 minutes or more of class time per week for the entire school year. Proportional credit may be granted for courses offered for less than a full year. The minimum course load for Seniors is five (5) courses each marking period. Freshmen, Sophomores and Juniors must take a minimum of six (6) courses each marking period.

### NH SCHOLARS PROGRAM

The New Hampshire Scholars Program recommends a Core Course of Study to high school students giving every participating student the advantage of well-rounded, more challenging coursework in English, math, science, social studies and foreign language. Students who undertake this rigorous Core Course of Study will challenge themselves to do their best work during their high school career and will enjoy a wider range of postsecondary options upon graduation.

This program is for every student at Oyster River High School. Simply tell your school counselor you want to be a New Hampshire Scholar. Then challenge yourself by taking the rigorous Core Course of Study and exceed Oyster River graduation requirements. Students will be recognized at baccalaureate for their achievement.

## **New Hampshire Scholars must successfully complete the following coursework:**

- English - 4 years including Essentials of English, 3.0 credits English Electives (ask counselor for complete list) ;
- Math - 3 years, to include Algebra I, Geometry, and Algebra II;
- Laboratory Science - 3 years of basic Laboratory Science, to include Biology, Chemistry, and Physics/AP Physics/Adv. Chemistry/Anatomy & Physiology;
- Social Studies - 3.5 years, (chosen from U.S., World Cultures, Economics, and Citizen Education, 0.5 Social Studies Elective; and
- Foreign Language - 2 years of the same foreign language other than English.

### **THE GUIDANCE DEPARTMENT**

All Oyster River High School students in Grades 9, 10 and 11 are scheduled for an individual appointment with their counselor during the course selection period for assistance and clarification with this important activity. The Guidance Department posts these lists of appointments in central areas of the building, the guidance website and students and parents are notified at home via Edline. Students should review them and report in a timely fashion. Students are asked to bring their Program of Studies 2010-2011 and a copy of their requests with them. The school counselors provide orientation to the ORHS curriculum and course selection process to 8<sup>th</sup> graders through visits to the Oyster River Middle School and a scheduled evening program for 8<sup>th</sup> grade parents.

Students and parents are invited to contact the Guidance Department at any time to request assistance regarding student achievement in school, career and college planning, etc. The Guidance Secretary can be reached at 868-2375 and will schedule appointments or connect calls to the counselors based on alphabetical assignments determined by the student's last name:

Ms. Lisa M. Emrich, School Counselor, works with students whose last names begin with the letters **A through G**. Parents and students are invited to contact her at [lemrich@orcscsd.org](mailto:lemrich@orcscsd.org) as well as by telephone at extension 1141.

Ms. Laura A. Rainone, School Counselor, works with students whose last names begin with the letters **H through O**. Parents and students are invited to contact her at [lrainone@orcscsd.org](mailto:lrainone@orcscsd.org) as well as by telephone at extension 1143.

Ms. Heather Machanoff, Guidance Director, works with students whose last names begin with the letters **P through Z**. Parents and students are invited to contact her at [hmachanoff@orcscsd.org](mailto:hmachanoff@orcscsd.org) as well as by telephone at extension 1142.

Ms. Kim Seaman, School Outreach Counselor, works with a variety of students in grades 9-12, part of her case load consists of students with non-medical 504 Accommodation Plans. Parents and students are invited to contact her at [kseaman@orcscsd.org](mailto:kseaman@orcscsd.org) as well as by telephone at extension 2214.

## YOUR FOUR-YEAR PLAN

Please use this worksheet to list the courses you plan to take during your four years of high school. Your selections must reflect ORHS graduation requirements (page 4) as well as the admission requirements for any post-secondary education or employment you are considering. Be sure to refer to the Program of Studies and work with your school counselor, teachers and parents to make the most appropriate choices possible. Please keep in mind that **Computer Education** and **Fine Arts** requirements must be met for graduation but may be completed in any of your four years of high school. **Economics** must be completed in either Grade 11 or Grade 12 (completion in Grade 11 recommended).

**\*\*The 4 year planner is for planning purposes only—student schedules will not necessarily appear in this order\*\***

<b>FRESHMAN YEAR - GRADE 9</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
A	Essentials of	English 1.0
B	Math	1.0
C	Physical Education 0.5	Health 0.5
D	World	Cultures 1.0
E	Physical	Science 1.0
F		
G		
<i>*A MINIMUM OF 6 CREDITS MUST BE TAKEN IN THE FRESHMAN YEAR*</i>		
<b>SOPHOMORE YEAR - GRADE 10</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
A	English Elective 0.5	English Elective 0.5
B	Math	1.0
C	Biology	1.0
D	Physical	Education 1.0
E	Citizen/Gov't. Ed. 0.5	
F		
G		
<i>*A MINIMUM OF 6 CREDITS MUST BE TAKEN IN THE SOPHOMORE YEAR*</i>		
<b>JUNIOR YEAR - GRADE 11</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
A	English Elective 0.5	English Elective 0.5
B	US History I 0.5	US History II 0.5
C		
D		
E		
F		
G		
<i>*A MINIMUM OF 6 CREDITS MUST BE TAKEN IN THE JUNIOR YEAR*</i>		
<b>SENIOR YEAR - GRADE 12</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
A	English Elective 0.5	English Elective 0.5
B		
C		
D		
E		
F		
G		
<i>*A MINIMUM OF 6 CREDITS MUST BE TAKEN IN THE SENIOR YEAR*</i>		

## REPORTS TO PARENTS - MARKING SYSTEM

Report cards are available four times a year so that students and parents may have periodic information regarding school progress. Progress Reports are issued midway through each grading quarter and provide students and parents with teacher feedback in the form of comments and approximate grades via Edline. Parents are encouraged to view their student's progress through Edline on the district website; access codes are distributed by Mrs. Wotton, Assistant Principal.

The report card follows a letter system. Grade points are used for determining rank-in-class. A percentage range is provided as a guide for parents, students and teachers. When determining GPA, both systems will be displayed on transcripts.

### UNTIL 2007-2008

<u>Grade</u>	<u>Range</u>	<u>Point</u>
A+	99 - 100	4.33
A	95 - 98	4.00
A-	93 - 94	3.67
B+	91 - 92	3.33
B	87 - 90	3.00
B-	85 - 86	2.67
C+	83 - 84	2.33
C	79 - 82	2.00
C-	77 - 78	1.67
D+	75 - 76	1.33
D	71 - 74	1.00
D-	69 - 70	0.67
F	68 and under	0.00

### STARTING IN 2008-2009

<u>Grade</u>	<u>Range</u>	<u>Point</u>
A+	98-100	4.33
A	93-97	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	69	1.33
D	66-68	1.00
D-	65	0.67
F	64 and under	0.00

The grade is a measure of the educational growth of a student. In determining the grade, the teacher considers a number of factors including: attendance, contribution to class discussions, homework, and the results of oral and written tests. Three factors which commonly cause students to receive low grades are: poor attendance, not completing homework regularly and lack of study.

## CLASS RANK

Class rank is based on a student's grade point average (GPA). If a student repeats a course during the school year because of a failure, both attempts are used in determining the GPA. To be eligible for senior class valedictorian and salutatorian positions, one must have started Oyster River High School by the start of the junior year. Courses transferred into Oyster River from other schools are listed on the transcript but are not included in the GPA.

## HONOR ROLL

Each marking period, the school publishes an honor roll based on the student's quarterly GPA. A quarterly GPA of: 3.83 average with no D's, F's, or Incompletes results in "Highest Honors"; 3.33 average with no D's, F's, or Incompletes results in "High Honors"; 3.00 average with no D's, F's, or Incompletes results in "Honors".

## EARLY GRADUATION

Provision is made for three and one half ( $3\frac{1}{2}$ ) year graduation. In addition to fulfilling all course and credit requirements and receiving administrative approval, the following grade point average must be met:

$3\frac{1}{2}$  year graduation

2.25 grade point average

Since there are very specific steps to be followed when requesting early graduation, it is a requirement that students meet with their school counselor at least one semester before the proposed three and one half ( $3\frac{1}{2}$ ) year graduation to develop their graduation plan. Diplomas for early graduation students are awarded at the June commencement.

Any student who wishes to apply for early graduation must do so in writing to the building principal by June 1 of the preceding year.

## INDEPENDENT STUDY

Oyster River High School offers students the opportunity to earn credit on an independent study basis for projects and study topics. A student might pursue independent study in a certain academic area (poetry, for example) with a faculty member, or might work with the supervision of a sponsor in a career-related internship (on the job training in a prospective career field, for example).

Students contemplating an independent study are advised to talk with an appropriate counselor or faculty member about their ideas, then apply for independent study approval. Independent study will last for one semester, and will enable the student to earn  $\frac{1}{4}$  or  $\frac{1}{2}$  credit. Goals and objectives, as well as evaluation methods must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive independent study credit will not be awarded. Credit will not be awarded if the student does not complete the project.

## PROJECT RUNNING START

Project Running Start is the dual enrollment/dual credit/concurrent enrollment program offered by the Community College System of New Hampshire. This is a tool used by the system to offer high school students college credit for courses offered by their local school district. For a course to be considered for this dual credit option, certain conditions must apply. For example: The teacher must meet or exceed the hiring qualifications for CTC faculty, the course work and materials must meet the college level content standards, etc. As for the Student, for \$100.00 per course, the student receives all the benefits and resources of any other Community College System student. At the successful completion of the class, students will have both a high school credit and a college transcript credit. The transcript from the college does not indicate that the student took the course at a high school. It will indicate that the student successfully completed the college course indicated on the transcript. The term Running Start is best thought of as a

vehicle by which students can take college courses at their high school at a reduced tuition cost. **Courses approved for Running Start credit are noted in the course description as well as with the 'RS' designation.**

## **PREPARING FOR THE FUTURE AND PLANNING YOUR HIGH SCHOOL PROGRAM**

For post-secondary education, it is important to realize that entrance requirements can vary significantly for different colleges. Students and parents are encouraged to begin working as early as the 9<sup>th</sup> or 10<sup>th</sup> grade year with a school counselor to align course selections with specific college requirements. Of course, admission is not guaranteed solely because a student meets certain course requirements; admission to four-year colleges is based upon successful academic achievement and aptitude as demonstrated by the quality of candidates' secondary school course selections, rank in class, recommendations, and the results of the standardized tests (SAT Reasoning Test, SAT Subject Tests, ACT, etc.) Consideration is also given to character, leadership, initiative, and special aptitudes and talents.

The choice of secondary school programs and courses may limit or enhance opportunities and achievements in college. Candidates are strongly encouraged to extend their knowledge and learning skills through work in the basic academic disciplines. Most successful candidates for admission to competitive four-year colleges and universities present at least four years of English and three to four years of: college preparatory mathematics, foreign language, laboratory science, and social science. It is generally expected that students who intend to attend a four-year college will have successfully completed three years of study in a single foreign language or more than one consecutive year of study in each of two different languages.

Students are expected to pursue in greater depth those fields in which they have a special interest. For example, students who plan to specialize in engineering, science, mathematics, or forestry are advised to study mathematics through trigonometry as well as laboratory course work in chemistry and/or physics. For students planning to major in health-related disciplines, secondary school courses in biology and chemistry are strongly recommended. Students considering art or music as a major may want to elect subject offerings in these areas beginning in the ninth grade.

Students and Parents are encouraged to refer to the ORHS College and Career Resource Handbook (available in the Guidance Office and website for more detailed information).

## GENERAL CALENDAR FOR CHOOSING, VISITING, AND GAINING ADMISSION TO SCHOOLS FOR EDUCATION BEYOND HIGH SCHOOL

Numerous publications and individual assistance are available from one's counselor, but a specific list of things to be considering and doing in the junior and senior year follows. During the sophomore year, some students may want to take the PSAT for practice, as well as an SAT Subject Test following the completion of a particular subject in school, e.g. Biology at the end of the sophomore year. In some cases, the Armed Services Vocational Aptitude Battery (ASVAB) may be helpful to students as they plan for the future.

### **JUNIOR YEAR - Things to be Considering:**

<u>Type of Program</u>	Liberal Arts, Business, Technical, Health-Related, Vocational
<u>Size of School</u>	Small, Medium, Large
<u>Type of School</u>	Co-ed, Public, Private, Two-Year, Four-Year, Single Sex
<u>Location of School</u>	Region of country, urban or rural setting, size of nearby town
<u>Costs</u>	Available funds, financial aid, work opportunities
<u>Ability and interests as compared with students already attending there</u>	

### **Things to be doing: (In addition to talking with your counselor)**

\*Determine admission examinations required and complete arrangements for taking them before deadlines. Information regarding test dates and registration deadlines may be obtained from college catalogs, the Guidance Office, the college admissions offices, and/or The College Board.

\*Use the resource materials and computer software containing occupational and college information available in the Guidance Office, the Library, and the computer labs.

\*Morning Announcements inform students of the many college and career representatives who visit the Guidance Office: please meet with them and attend the College Fair at U.N.H. in the fall.

\*Visit college campuses and talk with students or alumnae of the colleges you are considering.

\*Make appointments with college admissions and financial aid officers for interviews and tours.

- a. Request a transcript of your ORHS record to take with you.
- b. Go on a weekday when classes are in session.
- c. Ask questions and get as many opinions as you can. Information and opinions are your best tools in this process.

Students seeking admission to a four-year college or university are advised to take the PSAT in the fall of the junior year. The SAT Reasoning Test should be taken in the spring of the junior year and/or fall of the senior year, and the SAT Subject Test(s) in the spring of the junior year or fall of the senior year. In general, it is recommended that when SAT Subject Tests are required, they be taken as soon as possible after the completion of the corresponding high school subject. Students contemplating Early Decision applications should take appropriate tests in the spring of their junior year and/or the October test date in their senior year. Most colleges in the East require results from the SAT Reasoning Test and in many cases the SAT Subject Tests as well.

The American College Test (ACT) is required by some colleges in the Midwest and West and are often accepted at many other colleges and universities as well.

**SENIOR YEAR - Things to be doing:**

\*Attend the College Fair at UNH in early fall. Continue to visit college campuses and communicate with your counselor.

\*Fill out application forms. Check deadlines carefully. Review your essays with teachers and counselors.

\*While students mail their college applications, essays, and application fees to their colleges of choice directly, all colleges will also need official materials to be completed by school counselors. It is very important that students know their application deadlines, meet with their counselor early in the fall to discuss them, and provide them with a minimum of 15 school days before the college's application deadline. Given that the December/Winter break generally begins about December 23, students with January 1 deadlines must have their application materials to their counselor on or about December 8, 2009.

\*Complete and file the appropriate financial aid forms and similar forms when applying for financial assistance and scholarships. Tell your parents about the Financial Aid Information Night at ORHS in November.

\*Spend the rest of the year working diligently in all courses, as all admission decisions are conditional pending successful completion of high school courses.

## NCAA ELIGIBILITY

In order to qualify to play Division I or Division II college sports, a student must graduate from high school, meet a variable grade point/SAT score index combination, and successfully complete a core curriculum determined by NCAA. Requirements vary based upon year of graduation as well as Division.

Specific requirements, eligibility applications, ORHS courses approved by NCAA, and much other important information can be accessed at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). High school students are informed of NCAA guidelines at class meetings in September and February as well as in written materials. Similar announcements are included in the *Highlighter*.

Although the school counselors and the high school athletic director stand ready to assist students in planning programs that meet eligibility guidelines, it is the student's responsibility to choose approved courses from the list included here and ask for help as needed. Early planning is very important, and counselors can help map out a four-year plan that will meet requirements.

The courses listed below are approved by the NCAA Clearinghouse:

<u>ENGLISH</u>	<u>SOCIAL SCIENCE</u>	<u>MATH</u>	<u>SCIENCE</u>	<u>OTHER</u>
Advanced Seminar In Literature				
Amer. Lit 1 and 2	Adv. Top/World Cul.	Algebra 1	Astronomy	French 1
Amer. Studies 1 & 2	Amer. Studies 1 & 2	Algebra 2	Marine Biology	French 2
Debate/Persuasion	Economics	Alg 2 / Trig	Biology	French 3
Eng. Lit 1 and 2	World History 1 and 2	AP Calculus	Adv. Bio.	French 4
Ess. of English	Psychology	Geometry	Chemistry	French 5
Exp. Writing	Sociology	Acc. Geom.	Phys. Con.	Spanish 1
Iss. In Lit.	Government	Pre-Cal.	Physics	Spanish 2
Journalism 1	U.S. History 1 and 2	Finite Math	Oceanography	Spanish 3
Lit. and the Land	World Cultures	Trigonometry	Phys. Sci.	Spanish 4
Mythology	The 60's	AP Statistics	Geology	Spanish 5
Non. Fict.	Adv. Topics in Current History		Adv. Topics in	AP French
Poetry/Fiction	Citizenship Education		Physics .	AP Spanish
Sen. Seminar in Lit.	AP U.S. History		Anatomy &	
Genre Studies	Russian Studies		Physiology	
Women's Lit.	Intro to Philosophy		Environmental Science	
Writing Sampler			Forensic Sci.	
Adv. Writing			Adv. Chemistry	
Peace Studies				
British Literature 1 & 2				
Shakespeare				
Mass Media				

**PLEASE NOTE: COURSES NOT LISTED ABOVE ARE NOT APPROVED BY NCAA FOR DETERMINING COLLEGE ATHLETIC ELIGIBILITY.**

## COURSE REGISTRATION CODES AND COURSE TITLES

- Students should pay special attention to prerequisites in their selection of courses. DO NOT register for a course unless you have completed the prerequisite.
- Course selection will be conducted on line using Edline.
- Courses meeting the *Fine and Practical Arts requirement are listed in Italics.*
- Offering of elective courses will be determined by student enrollments and staff availability.
- Course numbers listed in series indicate the semesters the course is offered. The first number is the number for Semester I, the second number for Semester II. Credit indicated for those courses is awarded by semester.
- **Courses with an asterisk \* require Instructor Permission**

<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>OPEN TO GRADES</b>				<b>CREDIT</b>
<b>Art</b>						
601	Introduction to Art	9	10	11	12	1/2
603	Drawing and Painting I		10	11	12	1/2
604	Drawing and Painting II		10	11	12	1/2
605	Three Dimensional Design	9	10	11	12	1/2
607	Introduction to Art History	9	10	11	12	1/2
609	Pottery I		10	11	12	1/2
610	Pottery II		10	11	12	1/2
611/612	Advanced Art/Sr. Studio in Art		10	11	12	1/2
613	Basic Photography		10	11	12	1/2
615	Digital Video Production		10	11	12	1/2
<b>BUSINESS AND COMPUTER EDUCATION</b>						
700/RS	Computer Essentials	9	10	11	12	1/2
702/RS	Advanced Programming	9	10	11	12	1/2
705/RS	Introduction to Adobe	9	10	11	12	1/2
706/RS	Accounting 1	9	10	11	12	1/2
708	Keyboarding	9	10	11	12	1/2
714	Economics			11	12	1/2
715	Communication Skills			11	12	1/2
717/RS	Video Game Development	9	10	11	12	1/2
721/RS	Web Page Design	9	10	11	12	1/2
722	Advanced Design for the Web		10	11	12	1/2
723	Accounting 2		10	11	12	1/2
<b>ENGLISH</b>						
100	Essentials of High School English	9				
101	Expository Writing		10	11	12	1/2
102	Readers' Workshop	9				1
105	Debate and Persuasion		10	11	12	1/2
107	Mass Media and Popular Culture		10	11	12	1/2
109	Journalism I		10	11	12	1/2
111	Journalism II			11	12	$\frac{1}{2}$
113	Advanced Writing			11	12	1/2

**English continued**

118	Issues in Literature	10	11	12	1/2
120	Genre Studies	10	11	12	1/2
121	Poetry and Fiction	10	11	12	1/2
123	Literature and the Land	10	11	12	1/2
125	Mythology	10	11	12	1/2
126	Science Fiction	10	11	12	1/2
127	Readings in Nonfiction	10	11	12	1/2
130	Peace & Conflict in Wld. Lit.(Peace Studies)	10	11	12	1/2
131	Women's Literature		11	12	1/2
133	American Literature I	*10	11	12	1/2
134	American Literature II	*10	11	12	1/2
135	American Studies I		11	12	1/2
136	American Studies II		11	12	1/2
137	British Literature I	*10	11	12	1/2
138	British Literature II	*10	11	12	1/2
139	Advanced Seminar in Literature			12	1/2
143	Advanced Publications	10	11	12	1
144	Shakespeare	10	11	12	1/2

**FAMILY AND CONSUMER SCIENCE**

631	Foods and Nutrition I	9	10	11	12	1/2
632	Foods and Nutrition II	9	10	11	12	1/2
633	Consumer Resource Management			11	12	1/2
634	Fiber Arts	9	10	11	12	1/2
635	Clothing I & Costume Design	9	10	11	12	1/2
636	Clothing II & Costume Design	9	10	11	12	1/2
639	Fashion Design	9	10	11	12	1/2
642/RS	Interior Design	9	10	11	12	1/2
643/RS	Child Development I	9	10	11	12	1/2
644/RS	Child Development II	9	10	11	12	1/2

**FINE AND PRACTICAL ARTS**

665	Theater Arts I	9	10	11	12	1/2
667	Acting	9	10	11	12	1/2
669	Acting II	9	10	11	12	1/2
673	Art of Communication	9	10	11	12	1/2

**INTERDISCIPLINARY COURSES**

560	Student Aide	10	11	12	1/4 or 1/2	
800	ESOL	9	10	11	12	1
902	Internship			11	12	1/2
997	UNH Course			11	12	UNH Cr

**MATHEMATICS**

301	General Mathematics	9	10	11	12	1
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**MATHEMATICS CONTINUED**

303	Application of Mathematics	10	11	12	1	
305	Intro to Algebra and Geometry	9	10	11	12	1
307	Topics in Geometry A	10	11	12	1/2	
308	Topics in Geometry B	10	11	12	1/2	
309	Computer Int. Math		11	12	1	
310	Algebra I	9	10	11	12	1
312	Geometry	9	10	11	12	1
314	Accelerated Geometry	9	10	11	12	1
316	Algebra II	10	11	12	1	
318	Algebra II and Trigonometry	10	11	12	1	
319	Trigonometry		11	12	1/2	
320	Finite Math		11	12	1/2	
323	Precalculus		11	12	1	
324	AP Calculus (AB)			12	1	
325	AP Calculus (BC)			12	1/2	
326	AP Statistics		11	12	1	

**MUSIC**

620	Music Theory 1 - Semester 1	9	10	11	12	1/2
648	Music Theory 2 - Semester 2	9	10	11	12	1
625	Advanced Music Theory	10	11	12	1/2	
627	Beginning Piano/Keyboard	9	10	11	12	1/2
616/619	Concert Band	9	10	11	12	1/2
617/622	Jazz Band	9	10	11	12	1/2
618/629	Oyster River Chorale	9	10	11	12	1/2
645/646	Jazz Choir	9	10	11	12	1/2
647	World Drumming	9	10	11	12	1/2

**PHYSICAL EDUCATION AND HEALTH**

550	Freshman Physical Education	9				1/2
555/556	Sophomore Physical Education		10			$\frac{1}{2}$ each
558	Health : Life	9				1/2
559	Physical Education Peer Mentor Program			11	12	1/2
600	Physical Education for Juniors and Seniors			11	12	1/2

**SCIENCE**

400	Physical Science	9	10			1
408	Biology	9	10			1
410	Chemistry	10	11	12		1
411	Human Anatomy and Physiology	10	11	12		1
413	Environmental Science		11	12		1
414	Introduction to Physics		11	12		1
416	Physics		11	12		1
418	Advanced Topics in Physics		11	12		1
419	Introduction to Forensic Science	10	11	12		1/2
420	Astronomy		11	12		1/2
423	Marine Biology	10	11	12		1/2

**SCIENCE CONTINUED**

430	Advanced Chemistry		11	12	1
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**SOCIAL STUDIES**

200	World Cultures	9			1
202	Russian Studies	10	11	12	1/2
201	Government and Citizenship Ed.	10	11	12	1/2
203	World History I	10	11	12	1/2
204	World History II	10	11	12	1/2
211	United States History I		11	12	1/2
212	United States History II		11	12	1/2
213	Psychology		11	12	1/2
215	Sociology		11	12	1/2
219/221	American Studies I & /II		11	12	1/2
223	Seminar: Topics In Current History	10	11	12	1/2
225	Seminar: Topics in World Cultures	10	11	12	1/2
227	The Sixties: Making Sense of Dynamic Times		11	12	1/2
228	AP United States History			12	1
229	Introduction to Philosophy		11	12	1/2

**TECHNOLOGY EDUCATION**

605	Three Dimensional Design	9	10	11	12	1/2
651	Basic Woodworking	9	10	11	12	1/2
653	Advanced Woodworking	9	10	11	12	1/2
657	Basic Building Const. Tech	9	10	11	12	1/2
658	Advanced Building Const. Tech	9	10	11	12	1/2
659	Mechanical Technology	9	10	11	12	1/2
661	Exploring Electricity	9	10	11	12	1/2

**WORLD LANGUAGE**

499	Accelerated French I	9	10	11	12	1/2
501	French I	9	10	11	12	1
502	French II	9	10	11	12	1
503	French III		10	11	12	1
504	French IV			11	12	1
505	French V				12	1
506	AP French				12	1
530	Accelerated Spanish I	9	10	11	12	1/2
531	Spanish I	9	10	11	12	1
532	Spanish II	9	10	11	12	1
533	Spanish III		10	11	12	1
534	Spanish IV			11	12	1
535	Spanish V				12	1
536	AP Spanish				12	1

## PREPARING FOR THE WORLD OF WORK

Students who plan to work full-time directly after high school should plan to supplement graduation requirements with additional courses or training experiences specific to their career interests. A number of courses are available at ORHS in **Family and Consumer Science, Technology Education** and **Business Education**. Additionally, ORHS students should consider courses available through the **Regional Tri-City Career Technology Centers** in Dover, Rochester and Somersworth.

The Tri-City Career Technology Centers are designed to provide hands-on technical education which prepare students for further education or careers requiring specific skills. Students learn theory, apply their academic classroom skills, and get relevant practical experience which is beneficial to students on job and college applications. Most courses meet for two periods per day (one block) and students should plan for one additional class period for travel time.

ORHS students in Grade 10 will learn more about these program offerings through a career presentation during the course selection time period in February/March and will have an opportunity to tour the Career Technology Centers to visit programs of interest. Representatives from the CTCs work closely with ORHS students and school counselors to provide students with detailed information about these exciting courses. Some courses are offered at more than one CTC. The ORHS Guidance Department works with our students and the CTCs to identify the most beneficial placement based on the other scheduling needs of the students and travel requirements. Transportation to and from all Career Technology Centers is provided by ORHS; students are not permitted to use their own transportation, except in exceptional circumstances which requires the approval of ORHS and CTC Administration.

### **COURSES OFFERED AT THE DOVER REGIONAL CAREER TECHNOLOGY CENTER:**

<b>Course #</b>	<b>Title</b>	<b>Open to Grade</b>	<b>Periods per Day</b>
803	Animal Science I/Equine	11	2
804	Animal Science II/Equine	12	2
XXX	Animal Science III	12	2
809	Automotive Collision Technology I	11	2
810	Automotive Collision Technology II	12	2
805	Automotive Technology I	11	2
806	Automotive Technology II	12	2
813	Building Technology I	11	2
814	Building Technology II	12	3
846	Computer Technology I	11	2
847	Computer Technology II	12	2
819	Cosmetology I	10	3
820	Cosmetology II	11	3
821	Cosmetology III	12	3
836	Culinary Arts I	11	2

<b>Course #</b>	<b>Title</b>	<b>Open to Grade</b>	<b>Periods per Day</b>
837	Culinary Arts II	12	3
828	Electrical Technology I	11	2
829	Electrical Technology II	12	2
849	Engineering Technology I	11	2
863	Engineering Technology II	12	2
XXX	Firefighting & EMS Cadet Academy I	11	2
XXX	Firefighting & EMS Cadet Academy II	12	2
816	Introduction to Biotechnology	11	2
817	Introduction to Biomanufacturing	12	2
XXX	Application and Instrumentation I	11	2
XXX	Application and Instrumentation II	12	2
818	Introduction to Engineering Design	11	1
854	Principles of Engineering	12	1
XXX	Digital Electronics	2009-2010	1
XXX	Computer Integrated Manufacturing	2009-2010	1
XXX	Engineering Design and Development	Fall 2010, 11	2
850	Engineering Technology II	12	2
XXX	Landscape Technology I	11	2
XXX	Landscape Technology II	12	2
856	Licensed Nursing Assistant I	10 or 11	2
857	Licensed Nursing Assistant II	11 or 12	2
858	Microsoft Office User Specialist Cert.	11, 12	2
834	Marketing and Retail Store Operations I	11	2
835	Marketing and Retail Store Operations II	12	2
861	Cooperative Education Program	11, 12	2
864	Internship Program	11, 12	2
865	Job Shadow Program	11, 12	2

**COURSES OFFERED AT THE ROCHESTER REGIONAL CAREER TECHNOLOGY CENTER:**

<b>Course #</b>	<b>Title</b>	<b>Open to Grade</b>	<b>Periods per Day</b>
822	Architectural and Engineering Tech. I	11	2
823	Architectural and Engineering Tech. II	12	2
808	Automated Accounting II	11, 12	2
805	Automotive Technology I	11	2
806	Automotive Technology II	12	2
866	Banking and Finance I	11	2
867	Banking and Finance II	12	2
813	Building Trades I	11	2
814	Building Trades II	12	2
868	Business Management I	11	2
869	Business Management II	12	2
846	Computer Technology I	11	2
847	Computer Technology II	12	2
838	Early Childhood Education I	11	2
839	Early Childhood Education II	12	2

<b>Course #</b>	<b>Title</b>	<b>Open to Grade</b>	<b>Periods per Day</b>
870	Future Educators Academy I	11	2
871	Future Educators Academy II	12	2
844	Graphic Design/Print Technology I	11	2
845	Graphic Design/Print Technology II	12	2
832	Health Science Technology I	11	2
833	Health Science Technology II	12	2
843	Horticulture I	11	2
853	Horticulture II	12	2
826	Machine Tool Technology I	11	2
827	Machine Tool Technology II	12	2
872	Plumbing Technology I	11	2
873	Plumbing Technology II	12	2
874	Restaurant Management I	11	2
875	Restaurant Management II	12	2
834	Retail Marketing	11	2
835	Marketing Management	12	2
836	Culinary Arts I	11	2
837	Culinary Arts II	12	2

**COURSES OFFERED AT THE SOMERSWORTH REGIONAL CAREER TECHNOLOGY CENTER:**

<b>Course #</b>	<b>Title</b>	<b>Open to Grade</b>	<b>Periods per Day</b>
805	Automotive Services Technology I	11	2
806	Automotive Services Technology II	12	2
813	Building Trades I	11	2
814	Building Trades II	12	2
876	Business Office Management I	11	2
877	Business Office Management II	12	2
836	Culinary Arts I	11	2
837	Culinary Arts II	12	2
878	Digital Media I	11	2
879	Digital Media II	12	2
838	Early Childhood Education I	11	2
839	Early Childhood Education II	12	2
XXX	Emergency Medical Technician	12	1
	**Offered both semesters—students must turn 18 prior to end of course**		
843	Horticulture/Landscaping I	11	2
853	Horticulture/Landscaping II	12	2
812	Industrial, Commercial and Agricultural Mechanics I	11	2
815	Industrial, Commercial and Agricultural Mechanics II	12	2
834	Marketing Education I	11	2
835	Marketing Education II	12	2
842	Robotics I	11	2
848	Robotics II	12	2

## ART

### 601 INTRODUCTION TO ART

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

In an orderly progression from two dimensions, through various relief forms to three dimensional objects, the student explores the various cultural, physical, and visual aspects of art. This sequence enables the student to encounter a wide variety of art processes and materials. This course is designed for students without special art ability as well as students with special interests. **This course may be taken to fulfill the Fine Arts requirement.**

### 603 DRAWING AND PAINTING I

$\frac{1}{2}$  Credit (Sem. I) Grades 10, 11, 12

*Prerequisite: Introduction to Art with grade of B and permission of Instructor*

Learn to develop dynamic and thoughtful drawings by strengthening observational skills while experimenting with a variety of mediums, styles and techniques. Topics will include the figure, organic forms and manmade objects as well as basic perspective.

### 604 DRAWING AND PAINTING II

$\frac{1}{2}$  Credit (Sem. II) Grades 10, 11, 12

*Prerequisite: Drawing I with grade of B and permission of Instructor*

This second semester builds on the basic media and four areas of Drawing and Painting I with emphasis on more tonal or shaded techniques and increased use of watercolor, acrylics, and other paint media. Assignments are more complex and longer in duration. Works by artists relevant to the topic are used to strengthen both the concept at hand and the historical framework behind it.

### 605 THREE DIMENSIONAL DESIGN

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This course enables the student to take a project design or drawing through to the three dimensional stage. Students will use a variety of materials which might include wood, clay, metal, cardboard, and a carving material. Students will have an opportunity to use a wide range of hand tools as well. **This course may be taken to fulfill the Fine Arts requirement.**

### 607 INTRODUCTION TO ART HISTORY

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This course will serve as an introduction to themes in art throughout the ages. The four major periods of art will be covered from Ancient Art through Early Christian Art, Renaissance Art and into Modern Art. Students will study art through slides, lecture, research, discussion and field trips. Study will be balanced with production, using as historically accurate materials and techniques as possible.

This course is designed for students who have a serious interest in art or history. Students will develop a fresh perspective on history through the study of its visual footprints and an understanding of how art's definition and purpose have adapted in society throughout time. **This course may be taken to fulfill the Fine Arts requirement.**

**609 POTTERY I** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisites: Introduction to Art with grade of B and permission of Instructor*

This is an introductory course. Students will work on hand-building techniques including pinch, coil, slab, and other construction processes. Wheel throwing is introduced with expectations for basic levels of achievement, including cylinder, bowl, and bottle forms. Students become acquainted with glazing and firing processes. Slides and films of pottery forms and techniques, as well as instructor demonstrations, reinforce student skills.

**610 POTTERY II** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisites: Pottery I with grade of B and permission of Instructor*

Students will use skills acquired in Pottery I as a basis for more complex hand-built and wheel-thrown forms. Students will be asked to produce matched or related forms as a series or set. Pottery II students will assist in the daily responsibilities of the clay room including processing clay, maintaining glazes, and firing the kiln.

**613 BASIC PHOTOGRAPHY** $\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: Introduction to Art*

Students will explore basic 35 mm photography using black and white film and simple manual cameras. Students will learn to take pictures, develop film, and enlarge prints. Though the initial focus will be on the technical aspects of photography, final assignments will emphasize creativity and photographic artistry. Manual 35 mm, single lens reflex cameras will be provided for students to share.

**611 ADVANCED ART** $\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: Permission of Instructor*

This program is for the student with special interest and ability in art who has successfully completed Introduction to Art, Drawing and Painting, and at least two of the remaining options available. The student has an opportunity to work in depth with areas of special interest, explore art experiences still unfamiliar that we are able to offer, and prepare a portfolio of his/her best work by mid-year as an expression of high school art achievement.

**612 SENIOR STUDIO** $\frac{1}{2}$  Credit

Grade 12

*Prerequisite: Permission of Instructor*

This semester course will enable Advanced Art students to continue their work into the second half of the year. Self-motivated, able students will become involved in a few long-term projects in depth. Emphasis will be placed on the student's ability to initiate, explore, and resolve ideas in a series of works, which are evidence of growth and the capacity to bring work to completion. Suggested long-term projects might be in oil painting, clay sculpture, drawing, and one printmaking process. Course will involve some outside preparation and written material.

## **615 DIGITAL VIDEO PRODUCTION**

$\frac{1}{2}$  Credit

Grades 10, 11, 12

Digital Video Production is one of the most visually striking and imaginative ways to express your ideas. This is the ultimate "hands-on" class. Students gain valuable time management and leadership skills while honing their creativity by working on a variety of group and individual video projects. Students will create documentaries, music videos, commercials and/or short films based on their interests. Students will also explore the fundamentals and advanced techniques of the television and film industries by writing, shooting, directing and editing their projects. Students learn and apply proper TV production techniques for handling and operating television cameras, audio and lighting equipment, as well as all of the equipment related to producing live and taped television in our state-of-the-art editing/studio facility.

Students will produce video projects for the Oyster River TV news magazine program and will broadcast their work on the Durham Community Access Channel 22. Their videos may also be shown on the ORTV website and used for individual digital portfolios as well as entered in film festivals.

**This course may be taken to fulfill the Fine Arts requirement.**

## Business and Computer Education

The Business/Computer Department offers a variety of courses to meet the needs of all students, whether they are preparing for two or four year colleges, or for employment in the work force. Students are required to complete the following:

- Economics (hands-on, project oriented) -  $\frac{1}{2}$  credit
- Computer Science -  $\frac{1}{2}$  credit
- Digital Portfolio (independent project completed by senior year beginning with the class of 2012)

**Digital Portfolio Project** - *The portfolio will be introduced through the health curriculum freshman year. Additional pieces of work from each subject area will be added over the four years to complete the portfolio.*

**Note:** In order to successfully use technology tools at ORHS and beyond, students should be proficient with tables, charts, outlines, referencing report information, manipulating spreadsheets with formulas, have knowledge of charting/graphing techniques and sort and query a database. If students are not proficient in ALL of these areas they should consider taking **COMPUTER ESSENTIALS 700**. All students who feel they have mastered ALL of these skills should consider taking other intermediate courses.

**Course numbers: 700, 702, 705, 717, and 721, fulfill the Computer Science requirement.**

### **708 KEYBOARDING**

$\frac{1}{2}$  credit

Grades 9, 10, 11, 12

**This course no longer fulfills the Computer Science requirement**

This semester-long, basic course begins with developing a touch typing skill of 30-50 words per minute using keyboarding software. Other word processing applications that students will learn include letters, reports, resume/cover letters and tables.

### **700 COMPUTER ESSENTIALS**

$\frac{1}{2}$  credit

RS

Grades 9, 10, 11, 12

Prerequisite: None

Using a fully integrated, hands-on approach, students will learn the fundamental elements of the most current version of Microsoft Office - Word, Excel, Access, PowerPoint, and Publisher. Students will also explore the topics of hardware, software, communication, digital video, digital audio and Web 2.0 tools (Wikis, Podcasts, Blogs, Social Networking, etc.). This course is designed to prepare students to successfully use technology in high school, college and in the work place. **This course may be taken for college credit through the Running Start program.**

### **705 INTRODUCTION TO ADOBE**

$\frac{1}{2}$  credit

RS

Grades 9, 10, 11, 12

*Recommend: Keyboarding and a basic knowledge of computers.*

This intermediate course allows students to explore two ADOBE software packages: Photoshop and Illustrator. All high-end software packages let students investigate drawing and photo manipulation on the computer. **This course may be taken for college credit through the Running Start program.**

## 721 WEB PAGE DESIGN

$\frac{1}{2}$  credit

RS

Grades 9, 10, 11, 12

*Recommend: Keyboarding and a basic knowledge of computers.*

This intermediate course is designed to introduce students to the fundamental information needed to develop and maintain a web site. Students will be learning HTML code, the language used to create web sites and advanced features like tables, frames, mapping and forms. Students will be posting a project to an outside servers and exploring design and construction techniques. The class website can be found at: <http://staff.orcsd.org/sheldon/>. **This course may be taken for college credit through the Running Start program.**

## 717 VIDEO GAME DEVELOPMENT

$\frac{1}{2}$  credit

RS

Grades 9, 10, 11, 12

*Recommended: Knowledge of computers and basic math skills*

This interactive curriculum uses video game development projects to lead students through an experience in programming. Basic programming skills are taught through the use of computer simulation along with teacher directed activities. Students will apply the design process to real world problems, demonstrate basic programming concepts and functions, locate objects using the rectangular coordinate system, understand and demonstrate how to use a 3D game editor, prepare an informational or persuasive oral presentation and explain the basic elements of a well-designed video game program. Students will create their own 3D games that they can take home and play. **This course may be taken for college credit through the Running Start program.**

## 702 ADVANCED PROGRAMMING

$\frac{1}{2}$  credit

RS

Grades 9, 10, 11, 12

*Recommended: Knowledge of computers and solid math skills*

This intermediate course allows the students to understand various types of programming using object oriented programming languages. This course will describe the role of high and low level languages, interpreters and compilers. Programming theory and logic will be presented through projects involving data manipulation and the study of planning methods. Students are expected to have Windows experience and a solid math. This course is aligned with the NH Community Technical College and may be taken for college credit. **This course may be taken for college credit through the Running Start program.**

## 714 ECONOMICS

$\frac{1}{2}$  credit

Grades 11, 12

Students examine facets of a business - marketing, finance, management, and legal considerations for the entrepreneur. Students will learn the major role economics plays in today's free enterprise society while developing an understanding of the economic principles that influence business decisions. Monthly analysis of current economic issues will be required by reading articles or on-line news briefs and writing a summary/reaction. This is a practical course which investigates the allocation of economic resources, the role of business firms in a competitive market, and the impact of money, banks and government on the behavior of the overall economy. A hands-on stock market simulation sponsored by the Foundation for Investor Education will be part of the class as well as a business management simulation, JA Titan, designed by Junior Achievement. In addition to discussing personal finance, there will be a career exploration

requirement researching a career and job shadowing a person in that role. **This course fulfills the Economics requirement.**

**706 ACCOUNTING 1**

$\frac{1}{2}$  credit

**RS**

Grades 9, 10, 11, 12

This course covers the complete accounting cycle for sole proprietorships and partnerships. Students completing the course should be able to read, understand, and produce the following basic business forms: balance sheets, income statements, journals, ledgers, worksheets, checkbooks, and bank reconciliations. Students will work on a business simulation. Calculators are required and used for all computations in this course. Accounting knowledge and skills obtained in this course help students achieve a much higher degree of success in business administration courses in college. **This course may be taken for college credit through the Running Start program.**

**723 ACCOUNTING 2**

$\frac{1}{2}$  credit

Grades 10, 11, 12

Will be offered alternating years.

*Prerequisite: Grade of C or better in Accounting 1*

*Software: Excel, Quicken, QuickBooks*

Accounting 2 is a continuation course from Accounting 1. Students will have the opportunity to use automated accounting software to solve problems.

**715 COMMUNICATION SKILLS, PERSONAL/BUSINESS**

$\frac{1}{2}$  credit

Grades 11, 12

This course provides written and verbal communication skills for personal and business use, including a review of spelling, grammar, and vocabulary. Students will use PowerPoint, Vohies, and Movie Maker to present information. Emphasis is on career selection, resumes, job and college applications, and interviewing. Students will research careers and present information in an oral report.

**This course may be taken for English credit.**

## ENGLISH

To graduate from Oyster River High School, students must earn four credits of English. 2 ½ of these credits must be earned by passing required courses.

The English Department offers diverse elective courses for students in grades 10 through 12. The basic academic skills of reading, listening, speaking, writing, viewing, and thinking are taught in all courses. To insure a common foundation in writing skills, critical reading skills, communication skills and literary analysis skills, all students are expected to pass a one-year course, either Essentials of High School English or Readers' Workshop (with permission) in grade 9, and a ½ credit from each of the following skills-based groups:

**Writing Emphasis:** Genre Studies, Expository Writing, Journalism I, Poetry and Fiction, Advanced Writing.

**Literature Emphasis:** Issues in Literature, Literature and the Land, Mythology, Readings in Nonfiction, Women's Literature, Peace Studies, American Literature I or II, British Literature I or II, American Studies I or II, Shakespeare, Advanced Seminar in Literature, Science Fiction.

**Communications Emphasis:** Debate and Persuasion, Mass Media & Popular Culture, Journalism I or II, Advanced Publications, Shakespeare, Communication Skills.

### REQUIRED COURSES:

**100 ESSENTIALS OF HIGH SCHOOL ENGLISH** 1 Credit Grade 9

This course integrates reading, writing, listening, viewing, and speaking skills. Work on grammar, syntax, usage, spelling, vocabulary, and composition stresses the skills needed for expository and formal essay writing. Literature units provide students with the tools of analysis for increasing their understanding and appreciation of the short story, novel, poetry, drama, and assorted nonfiction. Students will complete at least three analytical papers. Research skills will be emphasized.

**102 READERS' WORKSHOP** 1 Credit Grade 9  
(Grade 10 with permission of instructor only)

Readers' Workshop is meant to more closely assist students who have struggled with Language Arts/English. Students in Readers' Workshop will cover similar skills and topics as those in Essentials of English, though small class sizes and a slower pace will ensure that students receive the aid they require. Students will have a variety of opportunities to practice, develop, and refine their reading and writing skills. Students will gain experience reading literature collectively and on their own, and will develop skills in discussion, conferencing, and revision. Reading will include short stories, novels, poems, articles, and plays. Over the course of the year, students will compose memoirs, short stories, poems, and analytical essays.

## COURSES SATISFYING THE ONE-HALF CREDIT WRITING REQUIREMENT

### 120 GENRE STUDIES

$\frac{1}{2}$  Credit

Grades 10, 11, 12

*Open only to students who have not received credit for Expository Writing or Poetry and Fiction*

This semester course develops writing skills through a process of multiple drafts, conferences, and small group workshops. Among the genres that may be covered are: essay, journalistic pieces, narrative, fiction, poetry, persuasion, as well as others. Students will read examples of professional, published writing in a variety of genres in order to discuss and examine them for their use of different writing techniques. A variety of print and non-print materials will be analyzed and discussed. Presentations of written work will be required.

### 101 EXPOSITORY WRITING

$\frac{1}{2}$  Credit

Grades 10, 11, 12

Students will read, respond to, and write nonfiction in a variety of forms. Writing activities will include personal narrative, formal and informal essays, natural history, and biography. Class time will be used to read, write, confer, and share work in progress. Class participation and contribution to a supportive class atmosphere will be a significant part of the course grade. Each student will develop a portfolio of original works based primarily on personal experience.

### 109 JOURNALISM I

$\frac{1}{2}$  Credit

Grades 10, 11, 12

*Credit may be applied to either Communications or Writing requirement.*

In this class you will learn the basic skills needed to interview people and write news stories covering national, local and school news. We'll learn about the influence of the Internet, television, and mega-media corporations on the way news is covered. We'll look at the ethical dilemmas that journalists face each day as they cover politics, war and society. We'll also study legal cases connected to the First Amendment. Students are expected to have the discipline to meet strict deadlines. Articles produced by students in Journalism I for the school newspaper will be edited for the newspaper by the staff of Journalism II. Students who excel in Journalism One may have the option to continue on to Journalism II.

### 121 POETRY AND FICTION

$\frac{1}{2}$  Credit

Grades 10, 11, 12

Students will read, respond to, and write poetry and fiction. Writing activities will include creative warm-ups, analytical/response papers, exercise pieces, and revisions of original works with class time for reading, writing, conferencing, and sharing works in progress with the whole class. Students' participation in class and fostering of a supportive atmosphere will be a major part of the course grade. Each student will develop a portfolio of original works. This course is writing intensive.

### **113 ADVANCED WRITING**

$\frac{1}{2}$  Credit      Grades 11, 12

*Prerequisite: Interested students must submit a portfolio to an English teacher by the date determined during course registration.*

This course allows those with unusual self-direction to pursue topics and forms of writing of their own choice. Advanced Writing gives students opportunities to explore writing as well as their own goals within a supportive environment of other motivated writers. Students will be expected to produce a significant amount of writing each week. At the end of the course, students will publish selections of their work and/or offer a public reading. Students who complete this course are encouraged to take the AP exam for English Language and Composition.

### **COURSES SATISFYING THE ONE-HALF CREDIT LITERATURE REQUIREMENT**

Students who are considering taking the AP English Language and Composition or the AP English Literature exam should enroll in a series of recommended courses. These courses include Advanced Seminar (see prerequisite) and at least three of the following: American Literature I & II, British Literature I & II, Advanced Writing, American Studies I & II or Shakespeare.

### **118 ISSUES IN LITERATURE**

$\frac{1}{2}$  Credit      Grades 10, 11, 12

This course offers students opportunities to improve their reading, thinking, writing, and speaking skills by the reading of shorter works of fiction, nonfiction, and poetry. Contemporary issues will be examined through literature and film. Students will help determine some of the issues and materials to be studied. Students will lead the class activities, work in groups and individually, write long and short papers, and complete projects. Class discussion is a critical part of this course.

### **123 LITERATURE AND THE LAND**

$\frac{1}{2}$  Credit      Grades 10, 11, 12

This course uses literature, field experience, and journal keeping to explore environmental issues. Through reading, activities, and discussion, students consider how a variety of present and historical perspectives influence treatment of the natural world in order to determine and/or refine their own views of the land. Among the authors that may be studied are Abbey, Dillard, Emerson, Lopez, Leopold, Kingsolver, Krakauer, Mowat, Muir, and Thoreau. Students also keep a weekly journal on a local land site.

### **125 MYTHOLOGIES AND ANCIENT STORYTELLING ACROSS CIVILIZATIONS AND CULTURE**

$\frac{1}{2}$  Credit      Grades 10, 11, 12

This course studies ancient and modern stories told around the world that explore man's interaction with the supernatural. Readings include creation myths, divine cosmologies, hero and love stories, epic tales (The Odyssey, Arthur, Mwindo, The Ramayana), tragic drama (Oedipus Rex) and ancient religious texts. The course makes extensive use of group projects and oral presentations, and includes nightly reading, quizzes, tests, and papers.

**126 SCIENCE FICTION** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisite: Mythology, EXCEPT for students who will be seniors during the 2010-2011 school year. These seniors may take Science Fiction even if they have not taken Mythology.*

Science Fiction will afford students the opportunity to explore the human race's mythological interaction with the supernatural, in the modern era. Through literature, students will study the realms of utopian and dystopian societies, post-apocalyptic settings, and the theme of man versus the machine. This course will be rigorous, allowing students to engage with authors such as Orwell, Huxley, and Bradbury. In addition, Science Fiction will allow students to continue to hone their analytical skills through discussion, debate, and essay writing. Students who take this course should be prepared for nightly reading (25-35 pages, on average) and regularly assigned projects/essays.

**127 READINGS IN NONFICTION** $\frac{1}{2}$  Credit

Grades 10, 11, 12

This reading intensive course provides a student with an introduction to modern nonfiction literature. Students will study the ways that we write about our own lives, the lives of others, and the world around us with a focus on modern nonfiction literature. Readings will include the nonfiction genres of memoir, social criticism, historical and adventure writing. Involvement in class discussions of the reading is expected. Students will also practice and develop the tools of the nonfiction writer's trade through written assignments. Extensive reading will be required.

**130 PEACE AND CONFLICT IN WORLD LITERATURE** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*(Formerly Peaces Studies)*

This course explores both the impact that conflict has on people throughout the world, and the perennial effort to seek solutions to war and violence. We will read the literature that emerges from experiences of unrest and injustice as well as from those efforts people make to change the world they live in for the better. The texts we read in this course represent voices from all areas of the world and will investigate a mix of various cultural perspectives and historical and modern attitudes. Activities will include written and creative responses to literature, supplemental research experiences, and project-based learning opportunities.

**131 WOMEN'S LITERATURE** $\frac{1}{2}$  Credit

Grades 11, 12

*This course will not be offered during the 2010-2011 school year, but will be offered the following year.*

This course, for both young women and young men, examines women's lives as seen primarily in literature by women. After a study of historical roles for women, students will look for images of women from a wide spectrum of society and their concerns, roles, and struggles over the past forty years. Activities include oral reports, interviews with mothers or significant adult women in students' lives, and an ongoing collection of media items concerning women. Students should expect substantial class discussion, reading (three or four books), and writing components, but the course will also feature guest speakers, films, and music to increase awareness of women's issues.

**133 AMERICAN LITERATURE I**Semester I  $\frac{1}{2}$  Credit Grades 10, 11, 12*Recommended for 11 and 12. Grade 10 with instructor permission.*

A sampling of American writers from pre-colonial times through the post-Civil War period, this course emphasizes the development of American literature and its relation to American history. It includes representatives from the various cultural and ethnic groups that make up our society. Students are expected to play an active role in class discussion. There are extensive reading and writing requirements, and students electing this course should be very good readers. One position paper of eight pages is required. Among the authors who may be studied are Edwards, Bradstreet, Douglass, Harper, Hawthorne, Melville, Poe, Whitman, Dickinson, Emerson, Thoreau, Twain, Alcott, Wheatley, Jacobs, Jewett, and Freeman.

**134 AMERICAN LITERATURE II**Semester II  $\frac{1}{2}$  Credit Grades 10, 11, 12*Recommended for 11 and 12. Grade 10 with instructor permission.*

A sampling of American writers from Willa Cather and W.E.B. DuBois through modern and contemporary writers, this course emphasizes the development of American literature and its relation to American history. It includes representatives from the various cultural and ethnic groups that make up our society. Students are expected to play an active role in classroom discussions. There are extensive reading and writing requirements, and students electing this course should be very good readers. One position paper of eight pages is required. Authors who may be studied are Crane, Porter, Faulkner, Fitzgerald, McKay, Hemingway, Steinbeck, A. Lowell, Hurston, Hughes, Olsen, Levertov, Tan, and Walker.

**219 AMERICAN STUDIES I**Semester I  $\frac{1}{2}$  Credit Grades 11, 12*Prerequisite: Permission of the instructor.*

**American Studies I may be taken for either Social Studies or English credit. If taken for Social Studies credit, American Studies I may substitute for the U.S. History I requirement.**

American Studies is a humanities course that explores, in depth, aspects of the American experience from pre-history to 1877. In each of the historical time periods, students will study, research, exchange ideas, and see the connections between history, literature, art, and music. Substantial reading, research, writing, and oral presentations will be required.

**221 AMERICAN STUDIES II**Semester II  $\frac{1}{2}$  Credit Grades 11, 12*Prerequisite: Permission of the instructor.*

**American Studies II may be taken for either Social Studies or English credit. If taken for Social Studies credit, Amer. Studies II may substitute for the U.S. History II requirement.**

American Studies II is a humanities course that explores, in depth, various aspects of the American experience between 1877 and the present. The emphasis in the course is on the underside theme, which focuses on the struggles and triumphs of people from varied backgrounds and beliefs. In four historical periods students will study, research, exchange ideas, and see the

connections between history, literature, art, and music. Through traditional and innovative techniques, students will learn how interdependent these subjects are to an understanding of the 20<sup>th</sup> century. Substantial reading, research, writing, and oral presentations will be required.

**137 BRITISH LITERATURE I**

$\frac{1}{2}$  Credit

Grades 10, 11, 12

Grade 10 with instructor permission.

This course surveys British literature from the Anglo-Saxon period through the Romantic era (approximately 1830). This course emphasizes the development of British literature through a study of important writers and the growth of various genres. Reading and writing requirements are demanding, and the students electing this course should be better than average readers. One position paper of eight pages is required each quarter. Among the authors studied are: Emily Bronte, Chaucer, Shakespeare, Elizabeth I, Donne, Swift, Pepys, Gray, Blake, Austen, Wordsworth, the Shelleys, Keats, and Wollstonecraft.

**138 BRITISH LITERATURE II**

$\frac{1}{2}$  Credit

Grades 10, 11, 12

Grade 10 with instructor permission.

A survey of British literature from the Victorian period through contemporary times, this course emphasizes the development of British literature through a study of important writers and the growth of various genres. Reading and writing requirements are demanding, and students electing this course should be better than average readers. One outside position paper of six pages is required each quarter. Among the authors studied are: the Brownings, Tennyson, Arnold, the Brontes, Hardy, Forster, Wilde, Shaw, Woolf, Mansfield, Lawrence, Thomas, and Hornby.

**144 SHAKESPEARE**

$\frac{1}{2}$  Credit

Grades 11, 12

Grade 10 with instructor permission

*Credit may be applied to either Communications or Literature requirement.*

More than 400 years have passed since William Shakespeare produced a body of work that has inspired countless generations of literature lovers all over the world. The bard from Stratford is more popular today than ever before, and his plays are constantly reinterpreted in stimulating and innovative ways. This course will afford us the opportunity to reflect on his tragedies, histories, and comedies in a more in-depth manner than other literature classes. Classroom participation is mandatory as some of the texts will be both read and acted. A variety of papers will be handed in that range from reflection pieces to more creative responses. A strong background in reading and writing is recommended to get the most out of this challenging but enjoyable course.

**139 ADV. SEMINAR IN LITERATURE**

$\frac{1}{2}$  Credit

Grade 12

*Prerequisites: An extremely strong academic record in English including at least two semesters in American or British Literature and/or strong teacher recommendation.*

This course is for highly motivated seniors who have demonstrated considerable ability in interpretive reading, critical thinking, library research, and the writing of analytical papers. The seminar nature of the course demands that students be committed to sharing ideas and pooling knowledge. Students must be prepared for extensive reading and vigorous participation in

intellectual discussion. Those enrolling in this course must be ready to take turns teaching the class, do oral presentations, and help decide what types of papers will be written and how often. Through a process of negotiation, the students and teacher will design a good part of the course. Students selecting this course will be asked to write an application essay if more than 15 students sign up. Students who complete this course are encouraged to take the AP exam for English Literature and Composition.

### **COURSES SATISFYING THE 1/2 CREDIT COMMUNICATIONS REQUIREMENT**

#### **105 DEBATE AND PERSUASION**

$\frac{1}{2}$  Credit Grades 10, 11, 12

This course is designed to introduce students to the principles of persuasive speaking and debate. Through research and the pursuit of contemporary topics and issues, students will be taught the basic skills and techniques of debate. Along with speaking skills, the course teaches good research and writing skills including the effective use of internet sources. Students enrolling in this course must be prepared for extensive independent research and group work. Students will prepare and deliver at least six speeches and a number of impromptu exercises during the semester. Students are expected to be active participants in the decision making process in this class.

#### **107 MASS MEDIA AND POPULAR CULTURE**

$\frac{1}{2}$  Credit Grades 10, 11, 12

This course will focus on developing tools of critical analysis with which we view various media. Using critical questions and media deconstruction, we will explore the impact of media and popular culture on our intellectual, social, ethical and material lives. A large portion of the course is devoted to an extensive student generated research project. Additionally assessments may include: responses, written media deconstructions, discussion, collaborative and individual projects, journaling, and blogging. Readings in the course include: Feed, Blink, and selections from Common Culture in addition to current materials relating to special topics presented in the course.

#### **109 JOURNALISM I**

$\frac{1}{2}$  Credit Grades 10, 11, 12

(Credit may be applied to either Communications or Writing requirement.)

In this class you will learn the basic skills needed to interview people and write news stories covering national, local and school news. We'll learn about the influence of the Internet, television, and mega-media corporations on the way news is covered. We'll look at the ethical dilemmas that journalists face each day as they cover politics, war and society. We'll also study legal cases connected to the First Amendment. Students are expected to have the discipline to meet strict deadlines. Articles produced by students in Journalism I for the school newspaper will be edited for the newspaper by the staff of Journalism II. Students who excel in Journalism One may have the option to continue on to Journalism II.

#### **111 JOURNALISM II**

1 Credit Grades 11, 12

This advanced level of news writing and newspaper production is for the serious journalist. Students will work individually or in partnership with classmates to investigate major trends and significant themes in the news relevant to a high school or local readership. Members of the class

are responsible for researching and writing articles for the newspaper and will also serve as editors for students in Journalism I who choose to submit articles for the high school newspaper. Journalism II students serve as the production staff and editors for "Mouth of the River". They will become proficient in the use of PageMaker as well as acquire skills in advertising, computer graphics, and photography. Student responsibilities will often extend outside of class time. Because of the level of independence and responsibility granted to students in this course, a high degree of ethical integrity is required.

**143 ADVANCED PUBLICATIONS**       $\frac{1}{2}$  Credit English +  $\frac{1}{2}$  Credit elective      Grades 11, 12  
Journalism I or Photography I and permission of Ms. Horsley

Work as a photojournalist and reporter for the Trion Yearbook. Advanced Publications is a course for serious students with experience in and a passion for photojournalism and/or reporting. In this course student staff members will be entirely responsible for planning, editing, producing, and marketing our yearbook. This work will include interviewing, copy writing, photography, making business contacts, building a budget for our publication, and fundraising, often outside of class time. Students will also become proficient in using an online layout and design program for producing their spreads. Students who enter this course must possess a high level of ethical integrity, must be organized and detail-oriented, and must have the ability to plan ahead in order to reach deadlines. Excellent English skills and computer skills are a must. Staff members must attend after-school staff and deadline meetings.

**Students who wish to take on an editorial role may repeat the course for credit.**

**144 SHAKESPEARE**       $\frac{1}{2}$  Credit      Grade 11, 12  
*Grade 10 with instructor permission*  
*Credit may be applied to either Communications or Literature requirement.*

More than 400 years have passed since William Shakespeare produced a body of work that has inspired countless generations of literature lovers all over the world. The bard from Stratford is more popular today than ever before, and his plays are constantly reinterpreted in stimulating and innovative ways. This course will afford us the opportunity to reflect on his tragedies, histories, and comedies in a more in-depth manner than other literature classes. Classroom participation is mandatory as some of the texts will be both read and acted. A variety of papers will be handed in that range from reflection pieces to more creative responses. A strong background in reading and writing is recommended to get the most out of this challenging but enjoyable course.

**715 COMMUNICATION SKILLS, PERSONAL/BUSINESS**       $\frac{1}{2}$  credit      Grades 11, 12

This course provides written and verbal communication skills for personal and business use, including a review of spelling, grammar, and vocabulary. Emphasis is on career selection, resumes, job and college applications, and interviewing. Students will participate in an on-site job shadowing activity in a career of their choosing.

## FAMILY AND CONSUMER SCIENCE

### 631 FOODS AND NUTRITION I

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

You will enjoy the experience of preparing a wide variety of foods using different cooking methods. This will prepare you for a healthy and self-sufficient future. Topics covered in this classroom and lab course include the basic nutrition, kitchen safety and sanitation, kitchen management, basic food preparation techniques, and many categories of foods. Labs include making foods such as baked goods, pizza, soups, pasta and rice dishes.

### 632 FOODS AND NUTRITION II

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

*Prerequisite: Foods I*

This is an advanced course in nutrition and food preparation with an increase in laboratory experiences. The emphasis will be on planning and preparing healthful and nutritionally sound meals. Students will study nutrition both in terms of current needs and needs throughout the life cycle. Students will enjoy making familiar foods as well as foods with international flavor. Career opportunities in the area of foods and nutrition will be discussed.

### 634 FIBER ARTS

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

If you love a warm fuzzy scarf, a cozy quilt, beautiful embroidery, or fabric bags and have wondered how they are made, this class is for you. This hands-on course allows you to use a variety of yarns and textiles while learning crafts such as knitting, quilting, weaving, crochet, cross stitch, basket weaving and more. Computer design is available for students who would like to design their own quilts or embroidery. A computerized sewing machine is available to stitch computer-generated designs. Students select their own projects. No prior skill knowledge is needed as instructions will be given individually or in small groups. Students may be required to provide some materials.

### 635 CLOTHING I & COSTUME DESIGN

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

Take fabric you love and make clothing that fits! Students will learn the basics of clothing construction through lessons on pattern selection, sizing, hand and machine sewing. Students will complete a sample book, pajama bottoms, and one other project of their choice. Students are required to provide fabric. Some patterns are available in the classroom.

### 636 CLOTHING II & COSTUME DESIGN

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

*Prerequisite: Clothing I*

Students will learn more advanced sewing techniques such as darts, set-in sleeves, and zippers. Students will learn to use a serger sewing machine to construct a garment. Students are required to complete three wearable garments. They are encouraged to attempt more difficult garments such as dresses and jackets and to use the computerized embroidery machine to add embellishments.

### 639 FASHION DESIGN

$\frac{1}{2}$  Credit      Grades 9, 10, 11, 12

If you pour over the pages of Vogue and Elle every month, you will enjoy this class. This course is designed to offer a broad introduction to fashion design. Students will learn the elements and principles of design and how they are applied to fashion historically and today. Students will complete a self study that includes color application and a computer generated garment style analysis. Career opportunities in fashion such as writing, sketching and fashion merchandising will be explored. Students who wish to actually construct clothing should select Clothing I as an alternative.

### 642 INTERIOR DESIGN

$\frac{1}{2}$  Credit      **RS**      Grades 9, 10, 11, 12

If you enjoy housing design shows or housing design magazines, this course is for you. Students will study the elements of design, principles of design, interior design, spatial organization, furniture styles and arrangement. Lessons will provide the opportunity to design your dream room. As a final project students will create a design board that demonstrates mastery of the concepts studied. **This course is a Project Running Start course. Students can earn college credit through the NH Community Technical College in Manchester.**

### 643 CHILD DEVELOPMENT—PRENATAL THROUGH AGE ONE

$\frac{1}{2}$  Credit      **RS**      Grades 9, 10, 11, 12

This course will examine human development from prenatal through one year of age. Physical, emotional, social, and intellectual development and child health will be covered. This course will develop parenting skills for any student who eventually plans on having children of their own. It will also be helpful to those students who plan to work with children as day care providers, early childhood educators, pediatric physicians and nurses, midwives, child psychologists and more. **This course is a Project Running Start course. Students can earn college credit through the NH Community Technical College in Manchester by completing Child Development I and II during the same school year.**

### 644 CHILD DEVELOPMENT—AGE TWO THROUGH AGE EIGHT

$\frac{1}{2}$  Credit      **RS**      Grades 9, 10, 11, 12

This course will examine human development from age two through eight years of age. Physical, emotional, social, and intellectual development and child health will be covered. This course will develop parenting skills for any student who eventually plans on having children of their own. It will also be helpful to those students who plan to work with children as day care providers, elementary education teachers, early childhood educators, pediatric physicians and nurses, child psychologists and more. **This course is a Project Running Start course. Students can earn college credit through the NH Community Technical College in Manchester by completing Child Development I and II during the same school year.**

## FINE ARTS

The fine and practical arts requirement offers an opportunity to experience, to feel, and to be moved by the arts and to understand the cultural context from which they come.

### 665 THEATER ARTS I

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This course provides an introduction to theater as an entertainment form. Included in the classes will be a variety of projects to increase students' awareness of the various types and styles of theater experiences and the role of theater in our society. All facets of theater production will be discussed and explored, ranging from the work of the actor, director, producer to that of the designers, technicians and publicists. Different types of plays and productions will be analyzed.

**This course may be taken to fulfill the Fine and Practical Arts requirement.**

### 667 ACTING 1

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This class is a combination of analysis of great performances, study of various acting techniques, and the interpretation/performance of a range of play scripts. Students will have practical experiences within and outside the classroom in the various realms of acting. The class will study the collaborative work of actors and directors. The class will include topics such as auditioning techniques, stage fright, sensory recall, improvisation and stage directions. **This course may be taken to fulfill the Fine Arts requirement.**

### 669 ACTING II

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

Acting II is a course that builds upon the techniques and skills introduced in Acting I. The acting student will continue to explore the acting process. From voice, movement, warm-up and characterization skills to analyzing a play and breaking down a role, students will read plays in class and then apply what they are learning to selected scenes from the plays. Over time, dramatic skills and techniques are developed with exploration of increasingly more complex attitudes, values, and behaviors. This class will cover the theory and practice of fundamentals of American "method," based on principles of Stanislavsky and their American evolution as well as direct application of methodology through scene and monologue work. The approach will be based in the American "method" through such proponents as Adler, Strasberg, Hagen, Meisner.

### 673 ART of COMMUNICATION

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

Effective communication is more than finding the right words and putting them in the right order. This class explores how vocal production, physical movement, theatrical masks and other media can have a positive impact on your ability to communicate your message and influence others.

Subtleties of body language and appropriate use of emotion can enhance or detract from making your point. The class involves four major projects integrated into other disciplines: The first is to create a story told through non-verbal movement. In the second we will create theatrical masks and delve into specific emotions and how they affect our message. The third will include writing and performing a Public Service Announcement to be filmed in conjunction with the ORHS Video

Production class. The final project is one of the student's own choosing. Some of the options include creating a sculpture, puppet show, illustrated children's book or a personalized "scrapbook" that is an in-depth expression of the student's own voice. **This course may be taken to fulfill the Fine Arts requirement. This course does not count towards an English requirement.**

**Students may also satisfy their  $\frac{1}{2}$  credit Fine Arts requirement by selecting any course from the following list. Please check the page indicated for a description.**

<b>COURSE #</b>	<b>TITLE</b>	<b>OPEN TO GRADES</b>	<b>Page #</b>
Art 601	Introduction to Art	9, 10, 11, 12	20
Art 605	Three Dimensional Design	9, 10, 11, 12	20
Art 607	Intro to Art History	9, 10, 11, 12	20
Art 615	Digital Video Production	10, 11, 12	21
Mus 616/619	Concert Band	9, 10, 11, 12	44
Mus 617/622	Jazz Band	9, 10, 11, 12	45
Mus 618/629	OR Chorale	9, 10, 11, 12	45
Mus 645/646	Jazz Choir	9, 10, 11, 12	45
Mus 620/648	Music Theory I & II	9, 10, 11, 12	44
Mus 627	Beg. Piano/Keyboard	9, 10, 11, 12	44
Mus 647	World Drumming	9, 10, 11, 12	44

## **INTERDISCIPLINARY COURSES**

### **800 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

1 Credit

Grades 9, 10, 11, 12

Students for whom English is not their native language are encouraged to enroll. This course offers academic and cultural support as well as instruction in English as a foreign language, with particular emphasis on academic writing, oral comprehension, grammar, and vocabulary. Instructor also serves as a communication liaison for ESOL students to other teachers with the goal of achieving a smooth transition to the academic, extracurricular, and social environments of ORHS. For juniors and seniors, assistance is provided in navigating the college application process in the United States, including an introduction to SAT and TOEFL testing.

### **902 INTERNSHIP**

$\frac{1}{2}$  credit

Grades 11 and 12

Credit:  $\frac{1}{2}$  credit/Semester job. 90 hours of work experience per  $\frac{1}{2}$  credit.

*Prerequisite: Completion (or taken simultaneously with) of 2 of the following courses: Economics, Consumer Resource Management, and/or Communication Skills or with instructor permission. In addition, transportation to work site is the responsibility of the student.*

Internship is a supervised work-based learning program. It is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness/exploration. Students select a specific career field or industry job in which to participate. The Internship Coordinator visits the job mentor to assess student performance and

supervises the student in job skill development. The student maintains a weekly journal, records weekly hours on the job, and must complete program participation forms.

### **997 UNIVERSITY OF NEW HAMPSHIRE COURSES**

Grade 11, 12

Prerequisites: \*a strong, balanced selection of college preparatory coursework (including mathematics, laboratory sciences, English, foreign language, social science)  
\*Overall "B" achievement (GPA of 3.0 or better)  
\*Rank in approximately the top 25% of the class  
\*1120 or higher combined SAT (Critical Reading and Math)

ORHS students who have a strong academic record are encouraged to consider enrolling in a course(s) tuition-free through the University of New Hampshire's CATS (Challenging Academically Talented Students) program. Students may choose from credit courses offered through the Division of Continuing Education at the freshman level (400-500 numbered coursework). **Students who choose to transfer the credit earned back to Oyster River should know that some selective colleges/universities may not offer college-level credit if high school credit was also awarded. Students should meet with their counselor with any questions.**

Eligible students have generally completed their Junior year, are under the age of 18, and have not yet graduated from high school. Juniors with exceptionally strong credentials may also be allowed to take a course and will be considered on a case-by-case basis. Students approved for participation will generally meet the guidelines described above as prerequisites (which are essentially meeting the criteria for admission to the University).

ORHS students who would like to learn more about this program and obtain an application are encouraged to meet with their counselor. The application completion and approval process generally takes a minimum of three to four weeks; therefore students wishing to take a Fall Semester class should see their counselor by May 1st. Students wishing to take a course during the Spring Semester should complete the application before December 1st.

Students approved for the CATS program follow the registration procedures of the University's Division of Continuing Education. Students who carry a course through the CATS program may reduce their ORHS course schedule by one course. When a student is enrolled in a CATS course, a notation is made on their permanent record/transcript (i.e. "S1 University of New Hampshire Course"). Grades for CATS course are awarded and reported through the office of the Registrar at the University of New Hampshire and do not impact GPA at Oyster River High School.

Students who meet the admission criteria and who plan to apply to competitive colleges are strongly encouraged to consider taking advantage of this excellent opportunity to challenge themselves academically, earn college credit, explore potential college majors, experience the rigors of a university-level course, and demonstrate the ability to manage the requirements of a college course.

# MATHEMATICS

Oyster River High School has a graduation requirement of three credits in mathematics. The New Hampshire Department of Education requires that all students fulfill an algebra requirement as a part of their three credits in mathematics. This algebra credit can be earned through both traditional and applied programs. The mathematics department encourages all students to develop a four-year plan of study in cooperation with their mathematics teachers.

Grades, except where noted, will be based on class performance, daily homework assignments, laboratory activities, projects, quizzes and tests. **Course prerequisites MUST be met before any course may be taken.** In all mathematics courses, the student is responsible for all required working materials such as **notebooks, pencils, rulers, compasses, protractors, and calculators.**

**Several suggested course sequences follow:**

Employment after high school	<b>A, B, C, D</b>
Vocational and Technical Colleges	<b>B, C, D</b>
Two-year Colleges	<b>D, E, F</b>
Four-year Liberal Arts Colleges	<b>E, F, G, H, I</b>
Engineering Colleges	<b>G, H, I</b>

## A

General Mathematics  
Applications of Mathematics  
Computer Integrated Math

## B

General Mathematics  
Applications of Mathematics  
Introduction to Algebra & Geometry  
Topics in Geometry I, II or  
Computer Integrated Mathematics

## C

General Mathematics  
Introduction to Algebra and Geometry  
Algebra I  
Topics in Geometry I, II or  
Computer Integrated Mathematics

## D

General Mathematics  
Applications of Mathematics  
Introduction to Algebra and Geometry  
Algebra I

## E

Introduction to Algebra and Geometry  
Algebra I  
Geometry  
Algebra II

## F

Algebra I  
Geometry  
Algebra II  
Trigonometry (Sem. 1)  
Finite Mathematics (Sem. 2)

## G

Algebra I  
Accelerated Geometry  
Algebra II and Trigonometry  
Precalculus, AP Statistics or  
Computer Integrated Mathematics

## H

Geometry  
Algebra II  
Trigonometry (Sem. 1)  
Finite Mathematics (Sem. 2)  
Precalculus, AP Statistics or  
Computer Integrated Mathematics

## I

Accelerated Geometry  
Algebra II & Trig.  
Precalculus  
AP Calculus or  
AP Statistics

**301 GENERAL MATHEMATICS**

1 Credit

Grades 9-12

Open to: Students who have not completed Intro to Algebra and Geometry or Algebra I

*Prerequisite: Recommendation of eighth grade math teacher.*

This course is a review of the fundamentals of arithmetic involving whole numbers, fractions, decimals, and percents. Students will work to achieve suitable competence levels in arithmetic skills determined by frequent tests, quizzes and class assignments. Approximately 30 minutes of homework will be expected each day.

**303 APPLICATIONS OF MATHEMATICS**

1 Credit

Grades 10, 11, 12

*Prerequisite: Successful completion of General Mathematics*

This course offers a continuation of the basic mathematics skills studied in *General Mathematics* with an application approach. Students will learn how to use mathematics in daily living, including consumer and career situations. There will be constant review of arithmetic skills, applications using a calculator or a computer, and problem-solving methods. There will be homework assignments, class work, and frequent tests and quizzes. Approximately 30 minutes of homework will be expected each day. This course fulfills the first part of the algebra requirement for graduation.

**305 INTRO TO ALGEBRA AND GEOMETRY**

1 Credit

Grades 9, 10, 11, 12

*Prerequisite: Grade of C- or better in previous high school mathematics course or Grade of C or better in eighth grade mathematics course, and the recommendation of eighth grade mathematics teacher.*

The objectives of this course are to strengthen the student's computational and problem-solving skills needed for Algebra I and Geometry. This course provides an extra year of mathematics to prepare the student for the rigor and abstract problem-solving of Algebra I. Approximately 45 minutes of homework will be expected each day. This course fulfills the algebra component requirement for graduation.

**307 TOPICS IN GEOMETRY PART I** $\frac{1}{2}$  Credit Each

Grades 10, 11, 12

**308 TOPICS IN GEOMETRY PART II**

*Prerequisite: Students who have passed Introduction to Algebra and Geometry or Algebra I*

Basic geometric concepts will be explored. There will be an emphasis on hands-on activities, applications, and problem-solving without formal geometric proof. This course may satisfy the geometry requirement for some 2-year vocational/technical colleges. This course does not fulfill the geometry prerequisite for Algebra II. This course is often a terminal mathematics course for students in order to fulfill graduation requirements. Approximately 30 minutes of homework will be expected each day.

**309 COMPUTER INTEGRATED MATHEMATICS**

1 Credit

Grades 11, 12

*Prerequisite: Students who have completed a minimum of two credits in mathematics.*

This course provides opportunities for students with different mathematical expertise to connect mathematics with computer design. This course will prepare students to use mathematics in real world situations. Students will learn how mathematics and technology are interwoven in the professional world in such fields as architecture, landscaping, engineering and food service. Students will use professional tools such as CAD (computer-aided design) programs and other professional computer programs. Students will also continue to develop mathematical skills in problem solving, graphing, mental computation and estimation. This course will fulfill the second half of the algebra component needed for graduation.

**310 ALGEBRA I**

1 Credit

Grades 9, 10, 11, 12

*Prerequisite: Grade of C- or better in Introduction to Algebra and Geometry or Grade of B- or better in Topics of Geometry (A and B). Incoming 9<sup>th</sup> grade students must have a grade of B- or better in eighth grade mathematics and the recommendation of eighth grade mathematics teacher.*

This college preparatory course develops the skills in the algebraic process needed in advanced courses in mathematics and science. This is a rigorous course which requires a strong foundation in arithmetic skills, especially fractions, percents, and problem-solving. Approximately one hour of homework will be expected each day.

This course fulfills the algebra requirement for graduation.

**312 GEOMETRY**

1 Credit

Grades 9, 10, 11, 12

*Prerequisite: Average grade of C- or better in Algebra I. Incoming 9<sup>th</sup> grade students must have a grade of B- or better in Algebra I and the recommendation of the eighth grade mathematics teacher.*

This is a college preparatory course which develops the process of deductive reasoning. The postulates and theorems of Euclidean geometry are studied. A strong background in algebra skills is essential for success in this course. Approximately one hour of homework will be expected each day.

**314 ACCELERATED GEOMETRY**

1 Credit

Grades 9, 10, 11, 12

*Prerequisite: Average grade of A- or better in Algebra I*

In this college preparatory course the concepts of Euclidean geometry and methods of logical reasoning are studied in depth at a demanding pace. A strong background in algebra is essential. This course is recommended for the student who wishes to continue in a rigorous mathematics sequence leading to Precalculus and Calculus courses in the high school. Approximately one hour of homework will be expected each day.

**316 ALGEBRA II**

1 Credit

Grades 10, 11, 12

*Prerequisite: Grade of C- or better in Algebra I and a passing grade in Geometry*

This is a college preparatory course in which advanced algebraic concepts such as functions, matrices, logarithms, and conic sections are studied. A strong background in Algebra I is essential for success. Approximately one hour of homework will be expected each day.

**318 ALGEBRA II AND TRIGONOMETRY**

1 Credit

Grades 10, 11, 12

*Prerequisite: Grade of A- or better in both Algebra I and Geometry or a grade of B- or better in Accelerated Geometry.*

This college preparatory course will give the excellent mathematics student a solid foundation in the concepts and applications of advanced algebra as well as a half-year course in trigonometry. This course is part of the accelerated course sequence leading to the Precalculus and Calculus courses offered in the high school. This is a demanding fast-paced course requiring at least one hour of homework each day.

**319 TRIGONOMETRY** $\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: Completion of Algebra II and Geometry with a grade of C- or better in each.*

This is a first-semester course in the study of circular and trigonometric functions. This course includes trigonometric applications to the physical world. The course gives the student a thorough preparation in the trigonometry needed for further studies in mathematics. . Approximately one hour of homework will be expected each day.

**320 FINITE MATHEMATICS** $\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: Completion of Algebra II with a grade of C- or better*

This course will be offered during the second semester. This course includes probability, statistics, finance, data analysis, curve fitting, and other topics of finite mathematics. Approximately one hour of homework will be expected each day.

**323 PRECALCULUS**

1 Credit

Grades 11, 12

*Prerequisite: C- or better in Algebra II and Trigonometry or B- or better in Algebra II (full-year course) and a grade of B- or better in both Trigonometry and Finite Mathematics.*

This course is a systematic development of some of the advanced topics in mathematics for the student with a strong mathematics background. The topics to be covered will include permutations and combinations, probability, the conic sections, vectors in space, and DeMoivre's Theorem. Additional work will be done with functions, logarithms, and trigonometry. This course is designed to serve as a foundation for the student who expects to enroll in calculus or other college mathematics courses. Approximately one hour of homework will be expected each day.

**324 ADV. PLACEMENT (AP) CALCULUS- LEVEL AB**      1 Credit      Grade 12

*Prerequisite: Grade of C or better in Precalculus*

This comprehensive course follows the advanced placement syllabus covering both differential and integral calculus. Topics considered in this course are limits, continuity, the derivative, applications of the derivative, integrals, transcendental functions, and methods and applications of integration. A TI 83 or TI 89 calculator is needed. Students are expected to devote a substantial amount of time to daily class preparation. Students must take the Advanced Placement Examination (Level AB) in May of the senior year. (The cost of the exam is approximately \$80) Students are strongly encouraged to have completed or be currently enrolled in Physics. Successful completion of the AP examination usually earns students college credit.

**325 ADV. PLACEMENT (AP) CALCULUS- LEVEL BC**       $\frac{1}{2}$  Credit      Grade 12

*Prerequisite: Concurrent enrollment in AP Calculus - Level AB and the recommendation of the Level AB Calculus teacher.*

This course is a continuation of AP Calculus - Level AB, and covers some of the more advanced methods and applications of calculus with two variables. Topics covered include parametric and polar equations, integration techniques with trigonometric substitution and partial fractions, improper integrals, and infinite series. The objective of this course is to prepare students to take the BC level of the Advanced Placement Exam in May of the senior Year. (There is no additional fee for the BC level exam) Successful completion of the AP examination usually earns students college credit.

**326 ADVANCED PLACEMENT (AP) STATISTICS**      1 Credit      Grade 12

*Prerequisite: Grade of C or better in Precalculus, or Algebra II and Trigonometry or Grade of B- or better in both Trigonometry and Finite Mathematics.*

This comprehensive course follows the Advanced Placement syllabus which includes such topics as exploring and analyzing data, producing models using probability theory and simulation, statistical inference, and conducting a study. Both a computer and T1-83 calculator will be used in the statistical analysis. A T1-83+ calculator is required for this course. Students are expected to devote a substantial amount of time to daily class preparation. Students must take the Advanced Placement Statistics Examination in May of the senior year. (The cost of the exam is approximately \$80)

## MUSIC

Where courses require "Permission of Instructor", please realize that is an absolute requirement. Students who sign up for these courses without permission will not be scheduled. **Be sure to check full year vs. semester #'s.**

### 620/648 MUSIC THEORY I & II

#620  $\frac{1}{2}$  Credit (Sem. I) Grades 9, 10, 11, 12

#648  $\frac{1}{2}$  Credit (Sem. II) Grades 9, 10, 11, 12

This course focuses on the analysis and application of musical fundamentals through the various historical periods. The content will include instruction in composition through written analysis and performance with emphasis placed on aural development, harmonic notation and analysis, and the study of major historical eras in music. This course requires no background in music, and is well suited for students with an interest in writing music. Students who intend to major or minor in music in college should take Music Theory I & II, as well as Advanced Music Theory. Music Theory I and II are best taken the same school year. **This course meets the Fine Art Requirement.**

### 625 ADVANCED MUSIC THEORY

$\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisite: "C" average in 621 Music Theory I (full year).*

Students will focus on advanced concepts in theory with greater emphasis on specific areas of interest. The course will also study harmony in greater detail. Students will compose music and work extensively with the MIDI labs generating musical projects and recording equipment to be included in a final portfolio.

### 627 BEGINNING PIANO/KEYBOARD

$\frac{1}{2}$  Credit

Grades 9, 10, 11,12

Learn how to play the piano. No previous musical experience is required. Students will learn to read music in treble and bass clef and also to play chord progressions found in popular music. Students will perform in weekly classroom recitals and perform a longer piece at the conclusion of the class. **This course meets the Fine Art Requirement.**

### 647 WORLD DRUMMING

$\frac{1}{2}$  Credit

Grades 9, 10, 11,12

The World Drumming class gives an overview of the music, drumming, rhythmic styles, history, customs and geography of cultures such as Africa, Cuba and Brazil. Students will perform on different world percussion instruments daily while accruing technique and aesthetic sense along the way. The class is designed to emphasize and develop self-awareness and self-confidence in the student through ensemble and individual experiences and students will improve upon their skills of collaboration, sharing, communication and taking on their own responsibilities. This exciting and interactive program educates the students about themselves and the larger world outside of North America. Through demonstrating and playing several instruments and musical styles, the World Drumming class emphasizes how music can serve as a universal form of communication and act as a catalyst for improving self-awareness and confidence. Students will develop a personal sense of commitment and responsibility to themselves and the world. The course will combine different learning techniques to reach each objective. **This course meets the Fine Art Requirement.**

## PERFORMING GROUPS

All performance courses are offered each semester. Regular attendance at rehearsals and attendance at all performances is required for credit. **Be careful to select the correct course number when registering.**

**616/619 CONCERT BAND**                      **#616**  $\frac{1}{2}$  Credit (Sem. I)      Grades 9, 10, 11, 12  
**#619**  $\frac{1}{2}$  Credit (Sem II)

This course teaches instrumental techniques and fundamentals of music through performance. Students will learn musicianship, improve their technical skills, and develop independence. Performance techniques and aesthetic awareness are also learned through rehearsal and performance of classical and modern jazz literature. Experiences include evening concerts, field trips, and school assemblies. Attendance at all performances is mandatory. This course may be repeated for credit each year. It is strongly recommend that 616 and 619 be taken successively. **This course meets the Fine Art Requirement.**

**617/622 JAZZ BAND**                      **#617**  $\frac{1}{2}$  Credit (Sem. I)      Grades 9, 10, 11, 12  
*Prerequisite:*    *Permission of the instructor*    **#622**  $\frac{1}{2}$  Credit (Sem. II)

Jazz Band is an ensemble in which contemporary and classic jazz is performed. The ensemble is open to all instruments. The ensemble performs songs in Swing, Funk, Latin, and popular Rock styles. The ensemble will perform in school and community performances throughout the school year, and will compete in festivals in the spring semester. Attendance at all performances is mandatory. This course may be repeated for credit each year. Students are strongly encouraged to enroll in 617 and 622 successively. **This course meets the Fine Art Requirement.**

**618/629 OYSTER RIVER CHORALE**                      **#618**  $\frac{1}{2}$  Credit (Sem. I)      Grades 9, 10, 11, 12  
**#629**  $\frac{1}{2}$  Credit (Sem. II)

Vocal ensemble open to students who desire experience in singing choral music of all styles in three and four part harmony. Topics studied include: tone production, vocal technique, sight-reading, and expressiveness through singing. Performing experiences include concerts, assemblies, and festivals throughout the year. Attendance at all performances is mandatory. This course may be repeated for credit each year. **This course meets the Fine Art Requirement.**

**645/646 JAZZ CHOIR**                      **#645**  $\frac{1}{2}$  Credit (Sem. I)      Grades 9, 10, 11, 12  
**#646**  $\frac{1}{2}$  Credit (Sem. II)

Jazz Choir is a vocal ensemble which focuses on jazz and popular music, often performing with a rhythm section. Students will participate in performances at public concerts and competitions throughout the year. Attendance at all performances is mandatory. This course may be repeated for credit each year. Students are strongly encouraged to enroll in 645 and 646 successively. **This course meets the Fine Art Requirement.**

## PHYSICAL and HEALTH EDUCATION

Physical and Health Education are required courses for all Freshmen and Sophomores. During Grade 9, Freshmen will take one semester of Health and one semester of Physical Education. During Grade 10, students will enroll in two semesters of Sophomore Physical Education. Persons wishing more detailed course descriptions than those provided below are invited to contact the Physical Education Department.

### **550 FRESHMAN PHYSICAL EDUCATION**

$\frac{1}{2}$  Credit

Required: Grade 9

This course of coeducational elective activities emphasizes the lifelong importance of exercise for maintaining a healthy body and a healthy mind. Students learn how to analyze their current level of fitness and the key elements needed to maintain a healthy lifestyle.

### **558 HEALTH**

$\frac{1}{2}$  Credit

Required: Grade 9

This is a comprehensive course that includes: Human Sexuality, Stress Management, Nutrition, Diet and Weight Control, mental Health, Substance Abuse Awareness. The instructor will gear the course to the needs, questions, and concerns of students. Information will be given so as to allow students to make informed decisions.

### **555/556 SOPHOMORE PHYSICAL EDUCATION**

1 Credit

Required: Grade 10

This course is coeducational program of elective activities which emphasizes individual and lifetime activities. A wide variety of team sports is also offered. This course continues the goals established in the Freshman Physical Education program.

### **559 PHYSICAL EDUCATION PEER MENTOR**

$\frac{1}{2}$  Credit (/Sem)

Grades 11 & 12

The Physical Education Peer Mentor program is offered to provide select students the opportunity to take on a leadership role in Physical Education classes. This course is will utilize peer relations as a means to support those students who may otherwise not easily succeed in class. The mentor program is by **invitation only** and is for those students who excelled in Physical Education as freshmen and sophomores.

### **600 PE FOR JUNIORS AND SENIORS**

$\frac{1}{2}$  Credit

Grades 11 and 12

*Prerequisite: Students must have completed Physical Education requirement with an A-/90%*

This course is designed for students who would like to continue to be physically active throughout their junior and senior years. It will encompass a variety of team sports, individual sports, and lifetime fitness activities. The course curriculum will be based on student input, available equipment, and space.

## SCIENCE

To graduate from Oyster River High School, every student is required to successfully complete two years of credit in science: one in a Physical Science (Physical Science, or Chemistry and Physics) and one in a Biological Science (Biology).

The credit requirement is a minimum, and we strongly urge every ORHS student to broaden his/her science background to the fullest extent possible. While the department makes general recommendations regarding the sequencing of courses, we encourage each student to discuss his/her individual circumstance with a science teacher or the science department chairperson. Generally, the department recommends that Physical Science be taken in the Freshman year. The primary considerations for this recommendation are that the Physical Science course:

1. covers a wide range of topics at the introductory level so students have an opportunity to discover and explore subjects they will study in greater depth in later science offerings;
2. prepares students for a more rigorous treatment of topics found in later courses.

GRADE	GENERAL STUDIES	COLLEGE PREP/ GENERAL	COLLEGE PREP/ SCIENCE ENGINEERING
9	Physical Science	Physical Science	Physical Science/Biology*
10	Biology	Biology	Biology
11	<u>Elect 1 or more:</u> Marine Biology Astronomy Physics Con. & Applications	<u>Elect 1 or more:</u> Chemistry Physics Marine Biology Astronomy	Chemistry <u>and Elect 1 or more:</u> Physics Marine Biology Astronomy
12	<u>Elect 1 or more:</u> Marine Biology Astronomy Physics Con. & Applications	<u>Elect 1 or more:</u> Chemistry Physics Environmental Sci. Human Anatomy & Physiology Marine Biology Intro. To Forensics Astronomy AP Physics	Physics (if not already taken) <u>and</u> <u>Elect one or more:</u> Environmental Science Human Anatomy & Physiology Marine Biology Intro. To Forensics Astronomy Adv. Topics in Physics Advanced Chemistry

\*not recommended as explained in the Science Department introduction above.

**400 PHYSICAL SCIENCE**

1 Credit

Grade 9 or 10

This is a course designed to provide students with the experiences and basic science principles needed for future science courses and to make sense of the world around us. Topics are designed to encourage inquiry, scientific thinking, hands-on activity and lab experiences, a willingness to tackle complex concepts, and integrating math into scientific understanding. Emphasis will be placed on matter, energy and motion, properties of substances, graphing, and patterns and change.

**408 BIOLOGY**

1 Credit

Grades 9, 10, 11, 12

In biology, students will gain an understanding of the unity and diversity among organisms. Several unifying themes will be addresses throughout the year including the nature of science, homeostasis, evolution, energy, and systems and interactions. Students will gain knowledge through a wide range of teaching methods including lecture, inquiry projects, problem solving activities, and laboratory and field investigations. Assessment of student work will include exams, lab reports, presentation, homework and portfolios. Assessment will be conducted in order to evaluate student skills in communication, science literacy, critical thinking, problem solving and technology application. Students will be asked to consider moral, social and civic aspects of biological principles.

**410 CHEMISTRY**

1 Credit

Grades 10, 11, 12

*Prerequisite: Completion of Algebra I (grade of C+) and Biology (grade of C)*

In this course the student investigates the nature and behavior of matter. Special attention is given to the energy and stability implications and the developmental process involved in such scientific models as atomic structure, bonding, kinetic molecular theory, acid-base theories, the mole concept, and gas laws. Considerable time is spent in the laboratory with equal emphasis given to the empirical work and the reporting of this work. Students should have a strong math background and a willingness to conduct laboratory investigations in a safe manner, which includes wearing goggles. This course meets six periods a week, every week.

**411 HUMAN ANATOMY AND PHYSIOLOGY**

1 Credit

Grades 11, 12

*Prerequisite: Completion of Biology (grade of B) and Chemistry (grade of C)*

This course is designed to help students gain knowledge, practical experience, and a sense of excitement and appreciation for the field of anatomy and physiology. Emphasis will be placed on the structure and function of the human body at the gross and microscopic levels of organization. The class is geared toward those students that are considering a career in fields such as medicine, nursing, physical and occupational therapy, paramedic, athletic trainer, and other biology related fields. Topics to be covered include: nervous system, skeletal and muscular systems, respiratory system, circulatory system, digestive system, biomechanics and kinesiology. Class periods will be primarily lab oriented with further depth and detail gained through lecture, research investigations, and class discussion. Students will be reading from periodicals and books to extend understanding of topics for discussion. Dissection is an integral part of this class. Assessment of student work will be based primarily on lab investigations but will also include group and individual projects, research papers, and midterm exams.

**412 ENVIRONMENTAL SCIENCE**

1 Credit

Grades 11, 12

*Prerequisite: Successful completion of biology (C or better), chemistry is suggested*

In this course students will be introduced to the principles of environmental science. The interdisciplinary nature of environmental science will be emphasized by looking at not only the scientific aspects of environmental issues but also their social and political aspects. Students will also be involved in collecting and analyzing a wide variety of data related to environmental topics discussed in class. When possible, students will share their data and projects with the high school, town, and regional communities. An emphasis will be put on the central theme of sustainability and understanding the role that humans play in the environment. Environmental science is a project-based class that will require lab and field work and a general enthusiasm for the outdoors.

**414 PHYSICS CONCEPTS AND APPLICATIONS**

1 Credit

Grades 11, 12

*Prerequisite: Completion of Algebra I*

This course is intended for those students who do not need Physics to fulfill a college entrance requirement but who would still like to understand the basic laws of physics and how they apply to our everyday lives. Topics to be investigated include motion, forces, work and energy, momentum, gravity and satellites, sound, light, electricity, and thermodynamics. The course will feature numerous demonstrations and laboratory activities.

**416 PHYSICS**

1 Credit

Grades 11, 12

*Prerequisite: Completion of Algebra II with a minimum grade of C*

In this course the student will investigate various physical phenomena such as the nature and causes of motion, the nature and behavior of waves (both sound and light), heat and thermodynamics, and electricity and magnetism. Special attention is given to concepts and intuitively developing the mathematical expressions describing these concepts. Students electing this course should be prepared to spend considerable time conducting and reporting laboratory experiments and solving problems. A solid science and math background is essential. This course meets six times per week. It is strongly recommended that students have calculators available to them for this course.

**418 ADVANCED PLACEMENT PHYSICS** 2 Credits (double period class daily) Grade: 11 or 12*Prerequisite: Biology, Chemistry (or taking Chemistry concurrently), Completion of Algebra II with a minimum grade of B-*

This course is meant for the student who, by virtue of his/her success in math and science, has demonstrated above average aptitude and a keen interest in the Physical Sciences. The course involves a more sophisticated look at the topics covered in Physics as well as additional curricula. The course moves at a rapid pace. Students will be introduced to the concepts in class through lecture, discussion, and demonstrations, as well as performing labs, but much of class time will be devoted to problem solving. A fair amount of preparation outside of class is to be expected by students. *Students will choose this course or Physics 416.*

**419 INTRODUCTION TO FORENSIC SCIENCE** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisite: Completion of Biology*

This class is an introduction to the science behind crime scene investigations. An emphasis will be placed on the chemistry and biology used to investigate various criminal activities. Topics to be covered will include: identification of physical evidence, fingerprint analysis, serology, chromatography, identification of accelerants used in arson investigation, footwear impression analysis, paint chip identification, questioned document analysis, and overall crime scene investigation techniques. Class periods will be primarily lab oriented with supplemental lecture, guest speakers, research projects, group projects, and class discussion. Students will participate in a comprehensive evaluation of current developments in research, instrumentation, and laboratory technology. Students will be exposed to levels of instrumentation including microscopy, DNA electrophoresis, ultraviolet visible spectrophotometry, high performance liquid chromatography, and thin layer chromatography. Assessment of student work will be based on homework, laboratory analysis, tests, and projects.

**420 ASTRONOMY** $\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: One year of Science*

This course will serve as an introduction to astronomy. The course will explore the size and scale of the universe and solar system and Earth-moon system. Observation and measurement techniques will be used to discover the celestial sphere, track the stars, planets, seasons and lunar cycles. Special significance will be given to the historical models and theories of the universe from Aristotle to Einstein. Additional study will bring the focus to the physics of gravity, light and relativity. Ultimately, students will gain knowledge of our contemporary space programs, technology and dreams for the future, including space travel, string theory and the search for the origins of life.

**423 MARINE BIOLOGY** $\frac{1}{2}$  Credit

Grades 10, 11, 12

*Prerequisite: Successful completion of biology.*

This course is designed to introduce students to the unique challenges faced by organisms living in the marine environment. Topics of study will include: seawater chemistry, waves, currents and tidal formation, marine biology and marine ecology, biological communities, and oceanography. In addition, students will gain an understanding of current issues in oceanography and marine biology such as global climate change, ocean pollution, shoreline erosion, and the human threat to the marine ecosystem.

**430 ADVANCED CHEMISTRY**

1 Credit

Grades 11, 12

*Prerequisite: B or better in Chemistry; B or better in Algebra II*

Advanced Chemistry is a laboratory course which provides an opportunity for students to make a comprehensive investigation of chemistry equivalent to an introductory college-level course. Topics include kinetics, equilibrium, acid-base equilibria, thermodynamics, and electrochemistry.

## SOCIAL STUDIES

The main goals of the Social Studies curriculum include preparing students for their civic responsibilities, learning to make good decisions, analyzing past and current events, and learning to appreciate the variety of people in the world.

### COURSES REQUIRED FOR GRADUATION

Successful completion (final grade D- or better) of one full credit in **World Cultures**, one-half credit in **Government and Citizenship Education**, and one full credit in **United States History** are required for graduation from Oyster River High School.

**World Cultures** is required for students enrolled in Grade 9. Students entering ORHS in Grade 10 also must complete World Cultures. Successful completion is required prior to enrollment in any other Social Studies course. **Government and Citizenship Education** is also required. It is strongly suggested that this course be taken in Grade 10.

A full credit in United States History is required by ORHS and the State of New Hampshire for all students in Grade 11 who have met their World Cultures requirement. A student may satisfy the U.S. History requirement by successfully completing (grade of D- or better) U.S. History I and II, American Studies I and II, U.S. History I and American Studies II, or American Studies I and U.S. History II. Students who take American Studies are encouraged to take U.S. History also.

#### 200 WORLD CULTURES

1 Credit

Grade 9

*This course must be completed prior to taking other Social Studies offerings.*

This course is a year-long survey of several world regions. Each student will study all the regions in the course, but the order regions are studied varies according to teachers, in an order that permits library and other materials to be shared. Units are centered on one of the following regions; Europe-including Russia, Asia, the Middle East, Latin America, and Africa. Emphasis in the course is on *Geography, Anthropology, Economics, Sociology, and the history of the regions as well as the development of skills including speaking, reading and writing.* Students will be evaluated through a variety of assessment methods including homework assignments, essays, research projects, oral presentations, creative response projects, exams and participation in class simulations and discussions.

#### 201 GOVERNMENT and CITIZENSHIP EDUCATION $\frac{1}{2}$ Credit

Grades 10, 11, 12

*Required; strongly recommended for Grade 10.*

This course is designed to prepare students to meet their responsibilities as local, national and global citizens. Students use an integrated approach to national, state and local, and international governments, and investigate the role of the citizen in each. There is emphasis on relating present day citizenship issues to what is being studied. Grades are based on exams; oral projects; written projects such as essays, analytical biographies, papers and homework, and class participation. When the course is offered in an election year, the election will be examined quite closely in order to gain greater insight into the candidates and the issues. The class is student-centered and discussion-based.

**211 UNITED STATES HISTORY I** $\frac{1}{2}$  Credit

Grades 11, 12

A survey of American history from early civilizations to 1877, the official end of reconstruction. Emphasis is placed on reading and communication skills; critical evaluation of performance will be based upon tests, quizzes, research papers and/or book reviews, oral presentations, and regular completion of homework assignments.

**212 UNITED STATES HISTORY II** $\frac{1}{2}$  Credit

Grades 11, 12

A survey of American history from 1877 to present, with reflections on the future. Emphasis is placed upon reading and communication skills; evaluation of performance will be based upon tests, quizzes, research papers, and/or book reviews, oral presentations, and regular completion of homework assignments.

**SOCIAL STUDIES ELECTIVE COURSES**

Students are urged to take electives beyond the required courses. They are encouraged to talk to teachers in the department or to a counselor if they have questions about a course or would like help in selecting a sequence of Social Studies courses. Courses are listed in the order in which most students will choose to take them. It is essential that course descriptions be read carefully to understand the level of difficulty, course requirements (reading, writing, and research), as well as content. Many courses are available to students in certain grades; some have prerequisites. Some courses are not offered every semester and some are not offered every year. Usually at least 10 students must register for a course to be offered.

**202 RUSSIAN STUDIES** $\frac{1}{2}$  Credit

Grades 10, 11, 12

"Russia is something beautiful and ugly, something rich and poor, all at the same time; it cannot be comprehended; it is something to be felt and believed in." The words of the great Russian poet Pushkin invite us to try to sort out the riddle that is Russia. The course will take an interdisciplinary, student-centered approach where we will study history, art, music, literature, geography, science, sociology, Russian cinema, a little language, current issues, and hear a few guest speakers. Students will be expected to do a good deal of reading, analyze film, create a semester project, do school and community outreach projects, work creatively in groups, and produce a steady diet of creative response papers and oral presentations on various topics. Russia is still the largest country in the world and needs to be understood. This is your chance. This course is highly recommended to those who are thinking of joining the Russian exchange program next year, and to all others who want to learn more about this great culture.

**203 WORLD HISTORY I** $\frac{1}{2}$  Credit (Sem. I)

Grades 10, 11, 12

This is a course which inquires about the human experience to see what it has to teach us. From prehistoric cultures to the dawn of the Renaissance, the course deals with selective cultures and civilization. From the Sumerians to medieval European peasants and from the Islamic Arab empire to the aborigines of Australia, students will discuss and research ancient and medieval lives to see

what enlightenment they hold for us and what forces are emerging that will create the modern world.

### **204 WORLD HISTORY II**

$\frac{1}{2}$  Credit (Sem. II) Grades 10, 11, 12

*Prerequisite: None (World History I not required)*

From the Renaissance in Europe and dynastic greatness in China (c. 1500) to the present, students will explore the bewildering cross-currents that comprise the modern world. The forces of change, for better or worse, will be the constant challenge for students' critical thinking skills. The emerging role that Europe and North America play in the world will be a large part the story, but the rest of the world will be explored as well and not just from the point of view of how Europe influenced it. The goal of this course is to help prepare students to make the critical decisions needed in the 21<sup>st</sup> century.

### **213 PSYCHOLOGY**

$\frac{1}{2}$  Credit

Grades 11, 12

The aim of this course is to gain a greater understanding of psychology. As a result of taking the course, students will gain greater insight into why they behave the way they do. Grades are based on a take-home mid-term and final, an analytical biography, an oral presentation, class participation, and weekly essays. The class format will be discussion-based. Areas of emphasis in this course include: Definition of Psychology, Developmental Psychology, Personality Theory, Psychological Testing, Stress, Adjustments in Society, Abnormal Psychology, Therapy and Change, Human Interaction, Attitudes and Social Influences, and Motivation and Emotion. Many guest speakers will share their expertise in various areas of psychology. The class is student-centered and discussion-based, and has enabled many students to do extremely well in their Introductory Psychology courses in college.

### **215 SOCIOLOGY**

$\frac{1}{2}$  Credit

Grade 12

*Grade 11 with permission of the instructor*

Sociology, the study of the way people behave in groups, of social institutions, and social problems, provides the student the opportunity to see his/her life in a larger perspective. From readings, videos, guest speakers, and classroom discussions, the student is introduced to a wide variety of people, ideas, issues, and topics in the field of sociology. Grades are based on classroom participation, written and creative projects, oral presentations, and quarter projects.

### **219 AMERICAN STUDIES I**

$\frac{1}{2}$  Credit (Sem. I) Grades 11, 12

*Prerequisite: Permission of the instructor*

American Studies is a humanities course which explores, in depth, aspects of the American experience from pre-history to 1877. In each of the historical time periods students will study, research, exchange ideas, and see the connections between history, literature, art, and music. Substantial reading, research, writing, and oral presentations will be required. **American Studies I may be taken for either Social Studies or English credit. If taken for Social Studies credit, American Studies I may substitute for the U.S. History I requirement.**

## **221 AMERICAN STUDIES II**

$\frac{1}{2}$  Credit (Sem. II) Grades 11, 12

*Prerequisite: Permission of the instructor.*

American Studies II is a humanities course which explores, in depth, various aspects of the American experience between 1877 and the present. The emphasis in the course is on the underside theme which focuses on the struggles and triumphs of people from varied backgrounds and beliefs. In four historical periods students will study, research, exchange ideas, and see the connections between history, literature, art, and music. Through traditional and innovative techniques, students will learn how interdependent these subjects are to understanding the 20<sup>th</sup> century. Substantial reading, research, writing, and oral presentations will be required. **American Studies II may be taken for either Social Studies or English credit. If taken for Social Studies credit, American Studies II may substitute for the U.S. History II requirement.**

## **223 SEMINAR: TOPICS IN CURRENT HISTORY**

$\frac{1}{2}$  Credit

Grades 10, 11, and 12

*Prerequisite: Permission of the course instructor*

This is an in-depth course for motivated students who desire to get beyond the headlines and do the challenging research necessary to develop truly informed opinions about today's current issues. The course is structured with clear deadlines, but because it is a seminar, it also requires excellent self-direction. Topics will be selected from the domestic and international scene. Substantial term research projects will be required as well as shorter topics for oral presentation. Rigorous, informed discussion of the issues and promotion of opinions which can be substantiated are basic to the course. Oral participation is required.

Periodicals, newspapers, primary and secondary sources replace a text. At-home access to a daily news source (newspaper, Internet, etc.) is absolutely essential. The library offers an opportunity to purchase the *New York Times* at a reduced rate.

## **225 SEMINAR: TOPICS IN WORLD CULTURES**

$\frac{1}{2}$  Credit

Grades 11, 12

*Prerequisite: Successful completion of World Cultures*

Topics in World Cultures is a class designed to allow students to gain a deeper understanding of culture and its diversity not only in other parts of the world, but also within our own country. This course is a semester-long survey of the driving agents behind culture and their differences both internationally and nationally. Students will be evaluated through a variety of assessment methods with the exception of examinations.

## **227 THE SIXTIES: MAKING SENSE OF DYNAMIC TIMES**

$\frac{1}{2}$  Credit

Grade 12

*Grade 11 with instructor permission*

This course will put the 60's under a microscope. We will begin this course examining the 50's and events that lead to the 60's. Some of the major topics discussed are: the Civil Rights Movement, the Vietnam War, Music, The Counter Culture, the Media, Drugs, and the Women's Movement. Grades are based on class participation, oral presentations, book reports, and a take-home mid-term and final exam. The class is student-centered and discussion-based.

**228 ADVANCED PLACEMENT U.S. HISTORY**

1 Credit

Grade 12 only

*Prerequisites: This course is a second-year U.S. History course and requires 1 full credit in U.S. History, with a final grade of A- or higher, and a teacher recommendation. An interview, portfolio, and essay are required in May of junior year for acceptance evaluation. Students must take the Advanced Placement Exam in May of the senior year as part of the course requirement. A summer assignment is given prior to the start of the class.*

*Recommended: Student selection of American Studies 1 & 2 as English electives in the junior year*

Advanced Placement U.S. History is a demanding, fast-paced course that assumes a high level of interest and competence in history. Because this course is equivalent to a first-year college course, students should expect that the workload will be heavier than most history classes. Students must keep up with the reading and be prepared for class discussion every day. The analytical thinking, writing, and reading skills that students develop in A.P. U.S. History will equip them for college and lifelong learning.

**229 INTRODUCTION TO PHILOSOPHY** $\frac{1}{2}$  Credit

Grades 11 and 12

Philosophy is a yearning to know; the serious search for answers to perplexing problems like: Who am I? Why am I here? What is Human Happiness? How should one act? What is Goodness? What is Evil? What does it mean to live a meaningful life?

The goal of this course is less to answer these questions than to address them intelligently and earnestly. This is a course for students who wonder about things, who are interested in ideas and are willing to talk about them, think about them, read about them, and write about them. Students will explore the methods and ideas of both Western and Eastern philosophy, concentrating on such great figures as Socrates, Plato, Aristotle, Lao Tzu, Confucius, and the Dalai Lama, and such topics as the nature of reality, the existence of God, knowledge and doubt, the relation of consciousness to the world, free will and determinism, good and evil. Student assessment will be based primarily on class participation and written assignments.

## TECHNOLOGY EDUCATION

### 651 BASIC WOODWORKING

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

Basic Woodworking is an introductory woodworking class where students will learn the fundamentals of woodworking through the process of project construction. Emphasis is placed on project planning through design, sketches, and construction steps, the proper and safe use of tools, and quality craftsmanship. Students may be responsible for some material costs.

### 653 ADVANCED WOODWORKING

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

*Prerequisite: Basic Woodworking*

This course continues the objectives of Basic Woodworking with emphasis on larger and more complex projects. Students design projects of sufficient depth and complexity and with approval of instructor. Students may be responsible for some material costs. Students may repeat this course for credit.

### 657 BASIC BUILDING CONSTRUCTION TECH.

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This course discusses and studies stick-frame construction. It includes group construction of to-scale model frame homes, electrical wiring techniques, and plumbing techniques.

### 658 ADV. BUILDING CONSTRUCTION TECH.

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

*Prerequisite: Basic Building Construction Techniques*

This course discusses and studies larger frame construction. It includes group construction of building projects, electrical wiring techniques, and plumbing techniques.

### 659 MECHANICAL TECHNOLOGY

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

Mechanical Technology provides an introduction to various forms of technology used today in simulated and real life situations. This course will cover the principles of gears and gear ratios, electric motors, combustion engines, pulleys, and various computer programs.

### 661 EXPLORING ELECTRICITY

$\frac{1}{2}$  Credit

Grades 9, 10, 11, 12

This course introduces students to basics of electricity. Course topics include the exploration of resistors, conductors, electric motors, electric theories, and basic electrical wiring. Electrical technology will be explored in simulated and real situations.

## WORLD LANGUAGE

French and Spanish are offered to students in the seventh and eighth grades at ORMS. If successfully completed, two years of Middle School foreign language study is equivalent to one year at the high school level. The World Language Department recommends a minimum of two years of any language at the high school level in addition to the first year completed at the Middle School for students who are planning to attend a four-year college. Students who maintain an average of C or better are encouraged to complete a four-year sequence of a language in order to achieve maximum fluency, comprehension, and appreciation of the language as well as the culture.

**499 ACCELERATED FRENCH I**                       $\frac{1}{2}$  credit                      Grades 9, 10, 11, 12  
Open to all grades with teacher permission

This semester long class is open to students that have taken one or more years of Middle School French who would benefit from a stronger foundation before advancing to French 2. High School students who have completed Spanish 2 or above are also encouraged to enroll in this fast paced class. Accelerated French 1 will cover much of the same content as French 1 in a shorter period of time. Focus will be placed on vocabulary acquisition and improving previously acquired grammar skills.

**501 FRENCH I**    1 Credit                      Grades 9, 10, 11, 12  
Prerequisite: Open to all grades with no previous French experience. All others will be admitted with instructor permission.

Learn to speak French in everyday settings: at a park, at a café, in a clothing store, and more. Learn about France and the other French-speaking cultures of the world. Compare your daily life to theirs. What's similar? What's different? Discover Paris and find your way around France's capital city.

**502 FRENCH II**    1 Credit                      Grades 9, 10, 11, 12  
*Prerequisite: French I (Teacher permission required)*

Double your French vocabulary! Learn three new verb tenses! Expand your knowledge of French grammar. Learn about French cities and the beautiful chateaux of the Loire Valley. Improve your oral comprehension - a CD and a video are an integral part of each lesson. Follow the adventures of a young boy (Marcel Pagnol) growing up in Provence.

**503 FRENCH III**    1 Credit                      Grades 10, 11, 12  
*Prerequisite: French II (Grade of C or better strongly recommended)*

Begin writing about your past and your future. Learn to talk about what was, what will be, and what might have been. Increase your vocabulary through reading short stories and excerpts from French literature. Experience the ancient and mysterious caves of Lascaux. Learn to appreciate Monet, Renoir, Manet, and other impressionist painters culminating with a first hand look at their art. Start putting it all together and begin communicating in French.

**504 FRENCH IV**

1 Credit

Grades 11, 12

*Prerequisite: French III (Grade of C or better strongly recommended)*

Expand your practical and literary vocabulary. Review and master ten verb tenses. Produce original skits and videos. Learn about Quebec and French history, art and music. Improve your communication skills while enjoying French films and video clips. Read short stories, newspaper and magazine articles, poems, and excerpts from French novels.

**505 FRENCH V**

1 Credit

Grade 12

*Prerequisite: French IV (Grade of C or better strongly recommended)*

Expand your vocabulary, polish your writing skills, and master the intricacies of French grammar. Improve your oral comprehension and your knowledge of French culture through French film. Using the internet, visit France and other French-speaking countries. Listen, learn, and report on political and cultural happenings by listening to Champs Elysees.

**506 ADVANCED PLACEMENT FRENCH**

1 Credit

Grade 12

*Prerequisite: French IV (Grade of A- and teacher recommendation)*

AP students will be enrolled in a class with French 5 students. In addition to fulfilling the requirements of the fifth-level class, the AP students will be expected to pursue a rigorous independent study of thematic vocabulary and grammatical structures as well as complete AP test preparation materials. Part of the student's grade will be based on monthly assessments of the independent work. All AP students will be required to take the Advanced Placement Exam in May of the senior year. AP Examination Fee is required.

**530 ACCELERATED SPANISH I** $\frac{1}{2}$  credit

Grades 9, 10, 11, 12

Open to all grades with teacher permission

This semester long class is open to students that have taken one or more years of Middle School Spanish who would benefit from a stronger foundation before advancing to Spanish 2. High School students who have completed French 2 or above are also encouraged to enroll in this fast paced class. Accelerated Spanish 1 will cover much of the same content as Spanish 1 in a shorter period of time. Focus will be placed on vocabulary acquisition and improving previously acquired grammar skills.

**531 SPANISH I**

1 Credit

Grades 9, 10, 11, 12

Prerequisite: Open to all grades with no previous Spanish experience. All others will be admitted with instructor permission

Speak to your friends in a new language - tell them about yourself and your family - about your likes and dislikes. Take a chance and learn about other cultures. Experience the charm of the Caribbean, the mysteries of Mexico, the rainforests of Central America, and the diversity of South America and Spain. Why are you waiting to discover the Hispanic world?

**532 SPANISH II**

1 Credit

Grades 9, 10, 11, 12

*Prerequisite: Spanish I (Teacher permission required)*

Experience Hispanic culture right here in the United States and learn more about foods, art and daily lives of families in Mexico, South America and Spain. Improve your vocabulary through reading legends and stories from Latin America. Expand your ability to converse and write through the study of the past, present, and future tenses. Follow Jaime and Carlos on their search for the truth as they travel through Mexico in the video series "La Catrina".

**533 SPANISH III**

1 Credit

Grades 10, 11, 12

*Prerequisite: Spanish II (Grade of C or better recommended)*

You're at the crossroads of your skills in Spanish. Now you're ready to really start putting it all together! Boost your knowledge of vocabulary by reading Mexican legends and other short stories. Learn more about Spanish-speaking cultures and become an expert on one Latin American country. Get to know Spain's most well known artists like Picasso and Velazquez. View their art first-hand at the Museum of Fine Arts in Boston. Learn about Spain's rich history and why it was once the most influential country in the world.

**534 SPANISH IV**

1 Credit

Grades 11, 12

*Prerequisite: Spanish III (Grade of C or better recommended)*

Continue to improve your overall skill level in spoken and written Spanish. Be able to express your opinions to others about current events and contemporary issues. Defend an endangered species, cook a la Rachel Ray, become an art and movie critic. Explore a region of Spain. Read well-known short stories and even a novel from the Spanish-speaking world.

**535 SPANISH V**

1 Credit

Grade 12

*Prerequisite: Spanish IV (Grade of C or better recommended)*

Use the Internet to read newspapers, visit with artists and historians, and share your cultural insight with the class. Polish your writing skills by penning poems, essays, letters, jokes, ad campaigns, movie and art reviews. Get more accustomed to the variety of Hispanic accents and culture by watching movies from all over the Hispanic world. Listen to pod casts and learn about political and cultural events. Read plays, short stories, and Spain's first novel, "Don Quijote".

**536 ADVANCED PLACEMENT SPANISH**

1 Credit

Grade 12

*Prerequisite: Spanish IV (Grade of A- or better and teacher recommendation)*

AP students will be enrolled in a class with Spanish 5 students. In addition to fulfilling the requirements of the fifth-level class, the AP students will be expected to pursue a rigorous independent study of thematic vocabulary and grammatical structures as well as complete AP test preparation materials. Part of the student's grade will be based on monthly assessments of the independent work. All AP students will be required to take the Advanced Placement Exam in May of the senior year. AP Examination Fee is required.

## The Program and Services of the Bruce Smith Library

The resources of our library are available to support and enhance each student's learning and understanding of information and ideas; the goal of the library's program is to encourage students to become independent and capable learners throughout their lives. Students receive orientation to the library during their freshman year. Further support in finding and using resources is provided for individuals and groups through class visits to the library, presentations in classes, and individual instruction on an "as needed" basis.

Our resources come in many formats and are selected to meet the curricular and personal needs of our students and staff. The collections include more than 17,000 items including fiction, nonfiction, reference materials, audio recordings and video recordings in VHS and DVD formats. Several regional and national newspapers are received every day. The library also subscribes to more than 70 periodicals which are held for five years.

Using the library homepage, <http://www.orcsd.org/hs/library>, access for many resources is available on the World Wide Web; these include our library catalog, several full-text article and reference databases, the University of New Hampshire library catalog, other local and district library catalogs, and the Internet. Reference databases on the library site include **Proquest** and **EBSCO** full-text newspaper and magazine article collections; the **eLibrary Science** resource which includes video, images, and books in addition to articles; **Biography Resource Center** with over 300,000 entries; the new **Facts.com** resource for current and historical news as well as other special features; and the **Countries of the World** database with detailed cultural, political, geographic and historical data. For information on accessing these resources from home, see the library site through Edline or contact the library staff. Internet workstations are available in the library and in classrooms throughout the building. Oyster River participates in the statewide interlibrary loan network, through which we borrow from and loan to libraries around New Hampshire.

The library is open every school day from 7:15 a.m. to 3:30 p.m. except the second Wednesday of each month when it closes at 12:30. Books may be checked out for three weeks, magazines for three days, and most reference books and videorecordings may be borrowed overnight. Both the Librarian and Library Assistant are available to help students in finding and using materials.

The library provides a pleasant and quiet place for students to read, study and do research. We expect everyone's cooperation in following a few rules to maintain an appropriate atmosphere for learning. Students are asked to work quietly. Students using Internet workstations for research have priority; if others are waiting for these computers, students should limit their use to ten (10) minutes. Students should not bring food, drink, or games into the library. The number of students who use the library for their study and free time is increasing each year; we ask students to help us in creating a good place to work.