## WINDHAM HIGH SCHOOL

 Program of Studies 2022-2023

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| :--- | :--- |
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## Windham High School Mission Statement

Windham High School is an educational community committed to excellence through hard work, high standards, personal responsibility, and dedication to others.
$\boldsymbol{R}$ - Responsibility
$\boldsymbol{O}$ - Opportunity
$\boldsymbol{A}$ - Achievement
$\boldsymbol{R}$ - Respect
21 ${ }^{\text {th }}$ Century Learning Expectations:

- Technology
- Communication
- Numeracy \& Literacy
- Problem Solving \& Critical Thinking
- Healthy Lifestyle \& Kinesthetic Awareness
- Social \& Civic Engagement


## Expectations for Student Learning

Academic
Students will:

- demonstrate literacy, and numeracy across the curriculum
- be critical thinkers who make informed judgments
- read fluently, write expressively, and communicate effectively
- develop problem-solving skills, and understand concepts
- demonstrate creative expression, and kinesthetic awareness
- integrate 21 st century technology into their educational experience


## Civic

Students will:

- contribute to the school and the greater community
- understand their responsibilities as citizens in a democracy

Social
Students will:

- exhibit civility
- respect persons and property
- develop cooperative relationships and make sound decisions


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## Principal's Welcome

Dear Students \& Families:
One of the most important things the staff at Windham High School does for our students is provide them with a first-rate education, one that will make them marketable whether they enter college, the workforce, or the armed services. Our mission is to help students reach their goals by providing them with the necessary skills and knowledge. In order to accomplish that, we have prepared a comprehensive curricula and program that is outlined in this document. Over the years, the curricula and programming of Windham High School has evolved in many ways - courses have been added, removed, and revised. One constant, however, has been the commitment to high standards that is the hallmark of a Windham High School education. The staff members involved in your time here at WHS challenge you, while also supporting you in order to ensure your success.

One of our school mantras is to support teachers so they can step out of their comfort zone and take risks in their teaching as this will lend itself to the creation of "life-changing lessons" in the classroom. While the lessons may not always be successful, it is important for teachers to constantly reflect on and revise their craft. With that said, it is also important for students to take some risks during their time at WHS - challenge yourself by taking a class you think is too difficult, make sure to participate in all your classes even if you are struggling with the concepts. Doing all this will make your high school experience richer and your education more powerful. Remember, your families and entire Windham High School community are here to support you and want you to be successful in and out of the classroom.

Best Regards,


Principal

## Guidance Department

The Guidance Department provides a multitude of services and resources to assist students in developing plans for the future. The school counseling program is committed to focusing on the needs, interests, and issues related to student growth as well as individual development in academic, career, and personal/social areas. Counselors provide direct services to students through individual conferences and both small group and grade-level presentations. These presentations include relevant career, college, and academic information. Parents are encouraged to call their student's counselor when they have a concern or question.

## How to Use this Program of Studies

This Program of Studies contains information to provide students and parents with knowledge pertaining to school courses, programs, and graduation requirements. This catalog is intended to answer questions that may arise regarding these areas and to provide necessary material to make informed decisions in relationship to courses, programs and opportunities. It is important to carefully read and comprehend course sequence and requirements for graduation.

Students are encouraged to contact administrators, counselors, or teachers with questions or concerns regarding course selection. We encourage parents and students to inform educational personnel of special situations or circumstances in order to obtain assistance to ensure student success.

Considerations during the planning process:

- What are the requirements for graduation?
- What courses are needed to graduate depending on the pathway I take?
- What are my strengths? Weaknesses?
- Class selection based on student goals
- How will the courses I choose this year affect courses I may want to take in the future?
- NCAA Course Requirements


## Online Course Selection

Courses are selected online with the selection process being open for a two-week time period. Students must make their class selections during this open enrollment period. Please seek Director approval for a course override sheet, if you do not meet the prerequisites of the class. You can obtain the course override form from Department Directors. Override forms are due prior to March $31^{*}$.

## Requirements for a Traditional 24 Credit Diploma

| Subject | Credits | Required Cours |  |
| :---: | :---: | :---: | :---: |
| English | 4.5 credits ( 1 cr. English per year) | Cultural Foundations <br> American Studies <br> World Literature and Comp. <br> Writing <br> Senior English | 1.0 credit $^{*}$ <br> 1.0 credit* <br> 1.0 credit <br> 0.5 credit <br> 1.0 Credit |
| Social Studies | 3.0 credits | Cultural Foundations American Studies Government elective Economics elective | 1.0 credit* <br> 1.0 credit* <br> 0.5 credit <br> 0.5 credit |
| Mathematics | 4.0 credits | Algebra I | 1.0 credit |
| Science | 3.0 credits | Integrated Science Biology | 1.0 credit <br> 1.0 credit |
| Information \& Communication Technology (ICT) | 0.5 credit | Any ICT elective |  |
| Arts | 1.0 credit | Music, Theater or Visual Arts |  |
| Wellness | 0.5 credit | Wellness | 0.5 credit |
| Human Performance | 1.0 credits | Human Performance | 0.5 credit |
| Electives | 6.5 credits |  |  |
| Service Learning (40 hours) | n/a | 20 hours are encouraged to be completed by end of sophomore year |  |
| TOTAL | 24 credits | Credits needed for Graduation |  |

* These courses are taught by two teachers using an interdisciplinary instructional method and meet every day throughout the school year. Students receive one credit in English and one credit in Social Studies.


## Requirements for a 20 Credit Career and Technical Diploma

| Subject | Credits | Required Courses |  |
| :---: | :---: | :---: | :---: |
| English | 4.0 credits ( 1 cr. English per year) | Cultural Foundations <br> American Studies <br> World Literature and Comp. | 1.0 credit $^{*}$ <br> 1.0 credit* <br> 1.0 credit |
| Social Studies | 2.5 credits | Cultural Foundations American Studies Government elective Economics/Personal Finance | 1.0 credit $^{*}$ <br> 1.0 credit $^{*}$ <br> 0.5 credit <br> 0.5 credit |
| Mathematics | 3.0 credits | Algebra I | 1.0 credit |
| Science | 2.0 credits | Integrated Science Biology | 1.0 credit 1.0 credit |
| Information \& Communication Technology (ICT) | 0.5 credit | Any ICT elective |  |
| Arts | 0.5 credit | Music, Theater or Visual Arts |  |
| Wellness | 0.5 credit | Wellness | 0.5 credit |
| Human Performance | 1.0 credit | Human Performance Human Performance Elective | 0.5 credit 0.5 credit |
| Pathway Electives | 2.0 credits | Career Readiness <br> Economics/Personal Finance | 1.0 credit <br> 0.5 Credit |
| Individualized Electives | 4.0 credits |  |  |
| Service Learning (40 hours) | n/a | 20 hours must be completed by end of sophomore year |  |
| TOTAL | 20 credits | Credits needed for Graduation |  |

* These courses are taught by two teachers using an interdisciplinary instructional method and meet every day throughout the school year. Students receive one credit in English and one credit in Social Studies.

It is our intent for all students' needs to be met, please reach out to your school counselor to discuss all options available to you.

# Windham High School Alternative Diploma of Attainment 

Windham High School Alternative Diploma of Attainment:

This diploma shall only be awarded to students who have disabilities and who participate in the State's alternate assessment. Whereas the determination of a student participating in the alternate assessment is the responsibility of a student's IEP team, including the parent, the decision to award the alternate diploma would also be the responsibility of the student's IEP team.

Additionally, students with IEPs who are granted an alternate diploma may not be prevented from working towards meeting the requirements for the regular high school diploma. This means that being awarded the alternate diploma does not end a student's eligibility for special education, per ED $1102.01(t)(1)$, which states, A "Child with a disability" as defined in 34 CFR 300.8 who is 3 years of age or older but less than 21

Legal References: Ed 306.04(a)(14), Alternative Means of Demonstrating Achievement of Graduations Competencies; Ed. 306.04 (a)(16), Credit Earned; Tracking of Graduation Competencies; Ed 306.04(a)(25), Graduation
Competencies (no later than July 1, 2015); Ed 306.04(a)(26), Graduation Competencies (no later than July 1, 2015); Ed 306.141 (a) (6), Achievement of District and Graduation Competencies; Awarding of Credit; Ed 306.27, High School Curriculum, Credits, Graduation Requirements.
https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-
documents/nhdoe_tech_advisory_alternate_diploma.pdf

## Promotion Credit Requirements

In order to attain the necessary credits to progress toward graduation, students must earn a minimum number of credits by the end of each academic year:

At the completion of 9th grade and to be considered a sophomore:
At the completion of 10 th grade and considered to be a junior:
At the completion of 11th grade: and to be considered a senior:

6 credits
12 credits and 20 hours of community service 18 credits

## Course Load

Students at Windham High School are required to enroll in a minimum of six and a half (6.5) credits per academic year during their freshmen year. Sophomores, Juniors, and Seniors are required to enroll in a minimum of six (6) credits.

## Sample Course Sequence

| Freshmen Year <br> Grade 9 |  | Sophomore Year <br> Grade 10 |  | Junior Year <br> Grade 11 |  | Senior Year <br> Grade 12 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Cultural Foundations | 2.0 | American Studies | 2.0 | World Lit. \& Comp | 1.0 | English | 1.0 |
|  |  |  | Gov't \& Economics | 1.0 | Social Studies | 1.0 |  |
| Algebra I | 1.0 | Geometry | 1.0 | Algebra II | 1.0 | Math Elective | 1.0 |
| Integrated Science | 1.0 | Biology | 1.0 | Chemistry | 1.0 | Physics | 1.0 |
| Foreign Language | 1.0 | Foreign Language | 1.0 | Foreign Language | 1.0 | Foreign Language | 1.0 |
| Human Performance | 0.5 | Art Elective | 0.5 | ICT Elective | 0.5 | Art Elective | 0.5 |
| Wellness | 0.5 | HP/ Open Elective | 0.5 | HP Elective/Open <br> Elective | 0.5 |  |  |
| Writing | 0.5 |  |  |  |  |  |  |
|  |  |  |  |  | Open Electives | 0.5 |  |
| Total | 6.5 | Total | 6.0 | Total | 6.0 | Total | 6.0 |

## Drop/Add Procedure

Once the master schedule is completed, course changes are very limited. If a change is warranted, students must follow the procedure below. If all of the steps are not completed, the change will not be allowed.

1. Once a course has started, all course changes must be completed within one week.
2. Students must meet with their guidance counselor to seek approval for the change.
3. Students must obtain ALL necessary signatures (teachers, directors, counselor, and parent/guardian) and return the completed form to their counselor.
4. Students must remain in the original course until they receive notification that the course change has been approved.

For courses that are being dropped after quarter one-progress reports, a $\mathrm{W}(\mathrm{P})$ or $\mathrm{W}(\mathrm{F})$ will appear on the student's transcript. If a student is changing levels of the same course a W will appear on the students' transcript. A course may not be dropped the last week of the quarter.

## Alternative Credit Opportunities

## Extended Learning Opportunities (ELO)

Opportunities for learning beyond the traditional classroom environment, driven by student; interests, talents and development, are expressly permitted by Windham School District policy IHBH. ELO credits may be available for independent study, service aid, Project Based Learning, Advanced Study, and internships. Other learning experiences, not identified herein, will also be considered on an individual basis. In all instances of alternative credit opportunities, credit may be earned, but the grade is not factored into a students' cumulative GPA. An ELO may not be used to replace a class that WHS currently offers.

Students interested in such opportunities need to meet with the ELO Coordinator so as to become familiar with the exact procedure in order to gain pre-approval for any ELO experience. Without a petition to seek pre-approval, learning experiences already completed will not be retroactively considered an ELO credit.

All grades are pass/fail. ELO's are not calculated into a student's GPA. Students may earn either $1 / 2$ credit or 1 credit, depending upon the nature and scope of the experience.

## Online Learning

In some instances, a student may take an online course for high school credit, provided the course meets the state standards and requirements and the course is approved in advance by the Director of course discipline. In some instances, a course taken outside of Windham High School may be used to meet graduation requirements, however, the grade received will not be calculated into a student's GPA. Any course taken outside of Windham High School must be authorized in writing prior to enrollment. Students should see their counselor for the appropriate authorization form. Failure to obtain prior authorization shall render the course ineligible for graduation credit. There is a limit to the number of courses taken outside of Windham High School.

## Advisory

Advisory personalizes each student's high school experience through guided small group discussions. Topics addressed in advisory include community service, equity, conflict resolution, career and college planning. Advisors will be assigned to all students.

## Service Learning

Service learning experiences provide students with opportunities to develop community engagement; 'real world’ learning and enhance civic responsibility. The students are required to complete a total of 40 hours to fulfill the graduation requirement. To assist in obtaining service hours, the School to Careers Transition Coordinator, posts volunteer opportunities on the service bulletin board as well as weekly school wide emails. The suggestions offered to students are options, students can volunteer in many other ways as well. Students have been involved in a wide variety of opportunities ranging from blood drives, soup kitchens, sports and Big Brother Big Sister mentors, academic and language tutoring, farmers markets, and many local community activities and events. For freshman, service hours matriculate at the start of their freshman school year and can continue into the following summer. For students that transfer into WHS from another high school, service learning hours obtained prior to enrollment can be submitted for review. (10 hours per year will be required while a student at Windham High School)

In order to receive a parking pass, seniors must have a minimum of 30 hours completed, Juniors 20 hours, and Sophomores 10 hours.

## Summer School

Summer School is offered for credit recovery purposes. Classes taken and passed through WHS Summer School will result in a grade of $60 \%$ to be calculated into a student's GPA. Classes that are taken anywhere other than WHS are abbreviated classes and for credit recovery purposes only and will not count towards a student's GPA.

## Transfer Students

Students transferring into Windham High School (WHS) will need an official transcript from their sending school, listing both courses taken and credit awarded. This is a legal document and the letter grades will transfer in as it appears on the sending school's transcript. Those courses and credits will be displayed on a WHS official transcript using the WHS Grade Point Average (GPA) Scale.

## High School Courses Taken at Windham Middle School

In the event a Windham Middle School student is eligible for an advanced course at Windham High School, that course and grade will be calculated into their GPA and will appear on their high school transcript. Students taking Algebra I at Windham Middle School will receive 1 credit on their transcript stating Middle School Algebra.
For students who received a C or better in Algebra I at the Middle School, grades will be displayed on your Windham High School transcript. *you do not get credit

## Academic Performance and Recognition Grade Point Average (GPA)

| Letter |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Grade | Range | College Prep | Honors | AP |
| A+ | $97-100$ | 4.33 | 4.67 | 5.00 |
| A | $93-96$ | 4.00 | 4.33 | 4.67 |
| A- | $90-92$ | 3.67 | 4.00 | 4.33 |
| B+ | $87-89$ | 3.33 | 3.67 | 4.00 |
| B | $83-86$ | 3.00 | 3.33 | 3.67 |
| B- | $80-82$ | 2.67 | 3.00 | 3.33 |
| C+ | $77-79$ | 2.33 | 2.67 | 3.00 |
| C | $73-76$ | 2.00 | 2.33 | 2.67 |
| C- | $70-72$ | 1.67 | 2.00 | 2.33 |
| D+ | $67-69$ | 1.33 | 1.67 | 2.00 |
| D | $63-66$ | 1.00 | 1.33 | 1.67 |
| D- | $60-62$ | 0.67 | 1.00 | 1.33 |
| F | $50-59$ | 0.00 | 0.00 | 0.00 |

Grade Point Average (GPA) is calculated by converting numerical grades to points based on the table. These points are added and then divided by the total number of credits attempted during a marking period.
Windham High School calculates GPA on a 4.0 - weighted scale.

## Valedictorian and Salutatorian

The valedictorian and salutatorian of the graduating class will be determined by calculating the cumulative GPA of all seniors at the conclusion of the $\mathbf{4}^{\text {th }}$ quarter of senior year. The senior with the highest cumulative GPA in the graduating class will be named valedictorian. The senior with the second highest cumulative GPA in the graduating class will be named salutatorian. The top ten student's will be calculated at the end of the $3^{\text {ri }}$ quarter of senior year.

To be eligible for the distinction of valedictorian or salutatorian, a student must be enrolled at Windham High School for the four consecutive semesters immediately preceding graduation. Alternative credit opportunities are not factored into a student's GPA.

## Honors

## High Honors

Students earning the distinction of High Honors will have a GPA of 3.7, or above and must be enrolled in a minimum of 4 courses at Windham High School, not receive a grade below a C, nor receive an Incomplete (I) in any course.

## Honors

Students earning the distinction of Honors will have a GPA of 3.2 to 3.69 and must be enrolled in a minimum of 4 courses at Windham High School, not receive a grade below a C, nor receive an Incomplete (I) in any course.

## National Honor Society

Students who have a cumulative grade point average of 3.7 or higher and meet other eligibility requirements as determined by the Constitution of the Windham HS Chapter of the National Honor Society may be invited to go through the selection process. Applications are distributed and considered in the fall of students' Junior and Senior years, and evaluated on the four pillars of NHS: Service, Scholarship, Leadership, and Character.

## Windham High School <br> National Honor Society Pillars and <br> Rubrics for Membership Consideration <br> Revised Fall, 2018



Note: Although numerical scores are indicated for each rubric column, there is no minimum number required for the acceptance of an application for membership.

## Service:

In order to be eligible for membership, Junior candidates must have evidence of a minimum of 25 hours of service, and Senior candidates must have a minimum of 35 hours.

Service is generally considered to be those selfless actions taken by the student done with or on behalf of others without any financial or material compensation to the individual performing the service. In considering service, the contributions the candidate has made to the school, his/her classmates, and the community, as well as the student's attitude toward service will be reviewed. Through their service, candidates must also demonstrate a variety of quality service projects, or a long-term dedication to a single quality service project. In determining the quality of service, financial or item donations and/or participation in activities as part of a co-curricular team or organization will generally not be considered as high-quality actions. Some activities that are accepted as 'Service Learning' hours by the school may not count towards meeting this requirement.

The student meeting the expectations of this pillar:

- Assists at a variety of community-based opportunities, such as volunteering at a homeless shelter, selling snow cones at the Strawberry Festival, ushering for a school theatrical performance, and/or tutoring classmates in the Learning Center
- Volunteers as a long-term assistant to a Brownie Troop, assistant to a youth athletic team or club, mentor to a child as a Big Brother / Big Sister, or reader to children at the Nesmith Library
- Does not benefit from the service, such as cleaning the playing field of his/her team, building sets for his/her performance, or the receipt of academic credit

Service:

| 4 | 3 | 2 | 1 |
| :---: | :---: | :---: | :---: |
| Student has far exceeded the Service expectations with a wide variety of quality service projects, or a significant, long-term dedication to a single quality service project. | Student has exceeded the Service expectations with a variety of quality service projects, or dedication to a single long-term quality service project. | Student has met the minimum Service expectations through a variety of service projects, or a single project. | Student has met the minimum Service expectations through service projects that lack variety, depth or quality |

## Leadership:

Leadership is generally considered to be actions in the classroom, at work, and in school or community activities, which inspire others to demonstrate positive behavior. A leader is resourceful in proposing new problems, applying principles, and directing action. A leader demonstrates initiative, encourages others, and serves as a model for all. Leaders are able to delegate responsibilities effectively. Leadership roles in both the school and community may be considered, provided they can be verified.

The student meeting the expectations of this pillar:

- Is an elected leader of one or more clubs, teams or organizations
- Effectively participates in those activities in ways that inspire others to greater success
- Is recognized as a person who can be relied on by the leaders of groups and/or activities to work hard without being asked

Leadership:

| 4 | 3 | 2 | 1 |
| :---: | :---: | :---: | :---: |
| Student has far exceeded the Leadership expectations. Faculty survey responses are mostly 4 s in this category. <br> Recommendations are consistently exemplary in all categories. | Student has exceeded the Leadership expectations. Faculty survey responses are mostly 3 s in this area. Recommendations are consistently commendable in all categories. | Student has demonstrated some of the Leadership expectations. Faculty survey responses are mostly 2 s in this area. <br> Recommendations are inconsistent or most categories are found to be acceptable or commendable. | Student has demonstrated few or none of the Leadership expectations. Faculty survey responses are 1 s in this area. Recommendations are inconsistent or most categories are found to be acceptable or unremarkable. |

## Character:

Character is generally considered to be the demonstration of five traits: respect, responsibility, trustworthiness, compassion and integrity. The student of good character respects peers and adults alike, takes responsibility for his/her actions, earns the trust of others, shows compassion for all, and demonstrates integrity. This pillar will be evaluated based on two adult recommendations, a faculty evaluation, as well as a personal essay submitted as part of the application process.

The student meeting the expectations of this pillar:

- Is viewed by his/her peers and adults alike as consistently demonstrating the qualities of character
- Upholds the principles of morality and ethics through word and action
- Manifests his/her character in obedience to federal and state laws, school rules, adherence to policies regarding academic integrity, and taking credit only for his/her own actions individually or as part of a group
- Adheres to these principles at all times, and in all locations

| Character: | 4 | 3 | 2 | 1 |
| :---: | :---: | :---: | :---: | :---: |
|  | Student has far exceeded the Character expectations. Faculty survey responses are mostly 4 s in this category. Student essay shows a strong understanding and demonstration of the five traits of character. Recommendations are consistently exemplary in all categories. | Student has exceeded the Character expectations. Faculty survey responses are mostly 3 s in this area. Student essay shows an understanding and demonstration of the five traits of character. Recommendations are consistently commendable in all categories. | Student has demonstrated the Character expectations. Faculty survey responses are mostly 2 s in this area. Student essay shows an understanding of the five traits of character. Recommendations are inconsistent or most categories are found to be acceptable or commendable. | Student has not upheld the qualities of good character as noted. Faculty survey responses are 1s or 2 s in this area. Significant shortfalls in this area are evident through the student essay. <br> Recommendations are inconsistent or most categories are found to be acceptable or unremarkable. |

## Advanced Placement (AP) Program

The Advanced Placement (AP) Program is a cooperative, educational endeavor of secondary schools, and colleges. The College Board Advanced Placement courses give students the opportunity to take college-level courses while still enrolled in high school. The rigorous course material, classroom discussions, and demanding assignments allow students to develop the content mastery and critical thinking skills expected of college students. Many students report that they enjoy the challenge of advanced placement study; high school faculty find that AP courses greatly enhance students' confidence and academic interest; and college faculty find that these students are far better prepared for serious academic work.

Advanced Placement exams are an essential part of the AP experience and provide students and colleges with a standardized measure of mastery and achievement. Administered nationally in May, the exams are recognized by nearly 2,900 United States and foreign colleges and universities, which grant credit, advanced placement, or both to students who have performed satisfactorily on AP examinations. Approximately 1,200 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these examinations. Many other colleges grant advanced standing to students who have demonstrated competency in Advanced Placement exams.
Students who choose to enroll in an AP course at Windham High School are required to take the AP exam at their own expense. If there is a financial hardship, please see your teacher or school counselor at the start of the course. Tests are ordered in early September. If an AP class is dropped, the student will still be responsible for the cost of the exam.
Source: College Entrance Examination Board and Educational Testing Service.

## Honors Courses

Honors courses are taught at a faster pace and more rigorous level. Students are expected to be self-directed learners and comprehend complex material. Honors courses require students to complete considerable work outside the classroom.

## Course Competencies

Competencies establish performance as the standard for student success, attainment of credit, and graduation. Competency assessments measure a student's ability to apply course content, concepts, and skills. Assessment of course competencies occurs throughout the school year.

## Running Start Program (RSP)/Dual Enrollment (DE)

Running Start/Dual Enrollment are partnerships between the Community Colleges of New Hampshire, Southern New Hampshire University and Windham High School, providing students the opportunity to take college courses while also completing their requirements for high school graduation. These college courses are not extra classes taken before or after school. They are part of the daily class schedule and are taught at the college level by Windham High School teachers who meet or exceed the hiring qualifications to teach at the college level. Currently, high school students with junior or senior status are eligible to participate in the Running Start Program/Dual Enrollment. The tuition is typically $\$ 150$ per course, which is paid directly to the college at the beginning of the course. Scholarships may be available for students with financial need.

The benefits of taking college credits earned through Running Start/Dual Enrollment programs are that the high school junior or senior is able to gain experience in college-level work while receiving college credit at a fraction of the cost of college tuition. Additionally, these college credits may be transferred to many other two-year and four-year colleges across the country. The colleges within the Community College System of NH (CCSNH) and Southern New Hampshire University (SNHU) are accredited by the New England Association of Schools \& Colleges, Commission on Institutions of Higher Education. Although transferability policies vary from college to college, credit transfer is dependent on many variables including your grade in the course, academic major and your willingness to produce proper documentation such as the course syllabus or a course portfolio. However, based on surveys from former Running Start participants, most students who have taken CCSNH/SNHU courses through Running Start/Dual Enrollment have been successful in transferring their credits to other colleges and universities. Course offerings may vary from semester to semester and not all sections of classes will be designated as a Running Start/Dual Enrollment course. Please talk to your high school guidance counselor to learn what courses are offered.

## Academic Supports

## Academic Study

Any student who does not enroll in eight courses will be assigned to Academic Study. This is an opportunity for all students to work on classroom assignments with the assistance of a teacher. Students will also have the opportunity to visit the Learning Center and Media Center, work on special projects, or meet with their teachers or guidance counselor during this time.

## ESOL (English for Speakers of Other Languages)

Support is provided for students who have met the requirements for ESOL services according to the state of New Hampshire guidelines. A placement test is given to each student whose Home Language Survey indicates a language other than English is used in the home. Services can be in the form of a two-credit English class and/or assistance during a student's regularly scheduled study hall. Such supports are offered until the student tests proficient in English on the ACCESS for ELLs test.

## The Academic Learning Center

The Learning Center is available for student access throughout the school day to receive assistance and support for their academic studies. The Learning Center is staffed with a dedicated education professional who assists students with content area assignments. The Learning Center is open after school every day until $4 \mathrm{p} . \mathrm{m}$. to provide an opportunity for students to work privately, collaboratively, or receive support from selected tutors.

## Library Media Center

The primary purpose of the Windham High School Library Media Center is to support the curricular goals of the high school. The Library Media Center staff collaborates with teachers to help students become effective and ethical users of information resources in all formats, to empower them to become well-informed citizens, lifelong learners, and avid seekers of information. The Media Center resources include books, periodicals, newspapers, DVD's, audiobooks, ebooks, online databases, and more. The library catalog, online databases, and media resources are accessible to the WHS community 24/7 through the Media Center Unified classroom page at http://windhamsd.learning.powerschool.com/dmorin/librarymediacenter. Students and staff also have access to printers, scanners, a photocopier, and other equipment such as still cameras, video cameras, GoPro cameras, DVD players, and iPads. Students participate in Media Center instructional classes co-taught with classroom teachers and embedded into the core curriculum to help familiarize them with information and technology resources including how to do research, digital citizenship, proper citation use, copyright information, digital citizenship information, how to use digital tools, ethical use of resources, and much more.

## Special Services

## Consultation and Training

In accordance with documented needs, teachers and other professionals or support staff members will be provided with specialized consultation or training that will allow them to understand the unique educational needs of a student. Consultation and training enables educators to plan and deliver specialized instructional strategies within the context of the classroom or other school-based learning environments.

## Classroom Accommodations

In accordance with a written plan, students' IEPs, 504 s , and individual accommodation plans, will be provided with accommodations that are necessary for a student to access and progress in the general curriculum. Accommodations do not fundamentally change the content of a course or the expectations for student learning. Rather, accommodations are adjustments to the methods of instructional delivery, the assessment or demonstration of learning, and/or other aspects of the regular classroom setting.

## Classroom Supports

In accordance with a written agreement, students will be provided with in-classroom supports that will afford them access to the general curriculum and advance progress toward specific educational goals. Based on the unique educational needs of each student, classroom supports can be delivered in a myriad of ways including, but not limited to: co-teaching, specialized or paraprofessional assistance, or assistive technology devices.

## Specialized Related Services

Students who require additional supplementary services or supports in order to access or benefit from their specially designed educational programs will be afforded those services in accordance with written student-specific agreements. Related services typically provide the most benefit to students when they are delivered within the classroom. Students whose educational needs necessitate specialized related services outside the classroom setting are strongly encouraged to enroll in the Learning Center to better facilitate these services.

## Supplementary Instruction

In accordance with the written recommendation of a multidisciplinary team and the unique educational goals of a student, other areas of academic or school-based need may be addressed through targeted supplementary instruction outside the realm of a specific course.

## Modifications

In accordance with a written plan and based on the unique needs of a student, modifications may be made to the general curriculum in one or more courses. Modifications are changes to the curriculum of a course that do fundamentally alter the targeted outcomes, learning expectations, or grading of the course. Modified courses will be indicated as such, on report cards and transcripts.

## EBD Program:

Emotional/Behavioral Program for students who display difficulty regulating their behavior and emotions within the general education population and require instruction with coping skills and strategies as well as developing appropriate social interactions. This program will offer a drop-in setting where students can de-escalate, meet with counselor and have a quiet place to work as their needs designate. This program will offer supported studies for those with the aforementioned needs.

Autism Program: This is designed to provide instruction as a supported study course and a drop-in program to address students' academic and functional needs that require specially-designed instruction in the following areas per individual education plans and team recommendations: support with academics (Autism specialist will also provide consultation for teachers to help guide their instruction), inter and intra-personal skills, social interactions and reciprocity, and empathy, delivered with a social thinking-like curriculum , identifying facial and behavioral cues, expressive, receptive and pragmatic communication, and behavioral regulation, etc.... using ABA type methods.

As appropriate, students may receive explicit instruction and practice using strategies to mitigate sensory stimuli (sights, sounds, smells, textures against skin and eating, small or large spaces...) and increase adaptive functioning to prepare for academic, vocational and life skills after high school.
In addition, students will be connected with vocational rehabilitation and other agencies as required by the individual education plans all to be coordinated, supervised and monitored by the case manager/Autism specialist.

## REACH Program

Life Skills Program: Program for students who are in need of foundational academic skills, independent living, social and functioning Skills. This program consists of:

Alternate Applied Instruction for 9-12 grade offers basic, functional academics, Independent living, social and functional skills as well as career readiness and employment all with a hands-on, student-driven approach. There are opportunities for instruction and career within the community and the school itself; Work to Learn Program. Direct instruction and consultation from a variety of related providers such as OT, Speech, PT, assistive technology experts, IA's, special educators....

The Redesigned Educational Achievement for the Community and Home (REACH) Program offers a cross-grade, non-categorical, intensive needs program for students whose IEPs call for supports and services that cannot be provided solely through the general education programs. Direct, hands-on instruction enables students to acquire, maintain, and apply skills in the following areas - technology, interpersonal relationships, recreation, self-management, independent living, and preparations for employment - and to apply those skills in a variety of settings. Included in the program is collaboration with general education staff to assist them in helping students carry over their unique goals to the general education setting as appropriate. On-going collaboration with parents will ensure continuity and carryover of the program structure between school, home, and community. Embedded in the program are natural and peer supports that promote skills critical for independence so that participating students can achieve their Transition Plan outcomes and become fully contributing members of their community.

The Work to Learn Program is a career readiness exploratory program for students to become employable and who need explicit instruction and practice with the responsibilities, expectations and skills of a job. This is an extension of the REACH Life Skills program that fosters adult daily living and adaptive skills, social, communication and vocational development and readiness for postsecondary work opportunities. Windham High School (vocational/transition coordinator and Work to Learn instructor) will work collaboratively with local businesses to secure various job opportunities for hands-on training to prepare students for a job during and after high school.

## Homework Expectations

There is no truly "typical" student. The following guidelines are designed to help students and parents plan course selections that maximize a student's potential for overall success. Below, the Deans of each academic department have attempted to define how often homework will be assigned, the length of time the "typical" student will take to complete the homework necessary prior to the next class meeting, and what types of homework assignments students may expect in a class. Some students tend to take longer to complete homework, while others take less time. This is partly a reflection of the student's aptitude for a course/subject, but also speaks to his/her focus, attention to detail, the environment in which homework is completed, as well as the number and types of assignments given by teachers. Most required courses (e.g. Biology, Geometry, Cultural Foundations, HP-1) are specifically identified. In other cases, a general statement is made based on the elective nature of a group of courses (e.g. English or Social Studies electives). These guidelines should not be read or used as an exact statement of how long the homework may take prior to each class.

| Course(s)/Level | Frequency of formative assessments | Approximate time required (per class) | Frequency of summative assessments | Assignments typically assigned for this class include, but are not limited to: |
| :---: | :---: | :---: | :---: | :---: |
| Humanities (English / Social Studies) |  |  |  |  |
| Cultural Foundations (CP) | Each class | 30-40 min. | Weekly | Reading, open responses, journal writing, formal essays, projects, presentations, research |
| Cultural Foundations (Honors) | Each class | 50-60 min. | Weekly | Reading, open responses, journal writing, formal essays, projects, presentations, research |
| American Studies (CP) | Each class | 30-60 min. | Weekly | Reading, notes, open response journal writing, formal essays, projects, presentations, research |
| American Studies (Honors) | Each class | 60-75 min. | Weekly | Reading, notes, open response journal writing, formal essays, projects, presentations, research |
| English |  |  |  |  |
| Writing (CP) | Weekly | 30-40 min. | Weekly | Reading, essays, constructed responses, presentations, research. |
| Writing (Honors) | Each class | 50-60 min. | Weekly | Reading, essays, constructed responses, presentations, research. |
| English Electives (AP) | Weekly | 60-120 min. | Weekly | Reading, essays, presentations, formal notes, research, discussion leading. |
| English Electives (CP) | Weekly | 30-40 min. | Weekly | Reading, essays, constructed responses, presentations, research, projects |
| English Electives (Honors) | Weekly | 50-60 min. | Weekly | Reading, essays, constructed responses, presentations, research, projects |
| World Literature \& Composition | Weekly | $30-40 \mathrm{~min}$. | Weekly | Reading, essays, constructed responses, presentations, research, projects |
| World Literature \& Composition (Honors) | Weekly | 50-60 min. | Weekly | Reading, essays, constructed responses, presentations, research, projects |


| Course(s)/Level | Frequency of formative assessments | Approximate time required (per class) | Frequency of summative assessments | Assignments typically assigned for this class include, but are not limited to: |
| :---: | :---: | :---: | :---: | :---: |
| Social Studies |  |  |  |  |
| Social Studies <br> Elective Courses (AP) | Weekly | 60-120 min. | Weekly | Reading, notes, formal essays, projects, research, presentations. |
| Social Studies Elective Courses (Honors) | Weekly | 60-90 min. | Weekly | Reading, notes, formal essays, projects, research, presentations |
| Social Studies Electives (CP) | Weekly | 15-60 min. | Weekly | Reading, notes, formal essays, projects, research, presentations |
| Fine, Living ed Technical Arts |  |  |  |  |
| Mixed Choir <br> Concert Band <br> Wind Ensemble <br> String Ensemble | Every day of the week | 30 min . | Once every two weeks | Practice logs, performances, rehearsals, presentations, written responses, music theory assignments, sectionals |
| Music Theory <br> Music and Pop Culture <br> Guitar and Piano | Each class | 15-30 min. | Weekly | Practice logs, musical compositions, projects, presentations, written responses, listening logs, theory assignments, performances |
| Drawing I <br> Ceramics/Pottery I Sculpture, Painting I Jewelry \& Light Metal | Weekly | 60 min. per week | Once every 2-3 weeks | Projects, research, reflective writing, worksheets, completion of unfinished projects |
| Drawing II, Painting II Ceramics/Pottery II | Weekly | $\begin{aligned} & 120 \text { min. per } \\ & \text { week } \end{aligned}$ | Once every 2-3 weeks | Projects, research, reflective writing, worksheets, completion of projects |
| Studio Art (AP) <br> Honors Studio Art | Each class | 60 min . | Once every 1.5 weeks | A minimum of 24 high quality art projects by April vacation, projects, portfolios, critique, reflective writing, sketchbook assignments, research |
| Graphic Design I <br> Graphic Design II <br> TV/Video I <br> TV/Video II <br> Digital Media <br> Photography I, II \& III <br> Desktop Publishing | After every 2-3 class sessions | $\begin{gathered} 60-90 \text { min. per } \\ \text { week } \end{gathered}$ | Once every 2-3 weeks | Project segments, reflective writing, reading with written response, research, worksheets, presentations, completion of unfinished projects |
| Fashion Design Interior Design | Weekly | Up to 60 min . per week | 3-4 projects per quarter | Sketchbooks, shopping for items, reading for written responses, preparation for short presentations |
| Parenting and Child Development | Weekly | Up to 60 min . per week | 3-4 projects per quarter | Reading for written responses, preparation for short presentations |
| Foods and Nutrition <br> World Cuisine <br> Pastry Arts | Weekly | 15-30 min. | 1-2 per week | Labs, projects, completion of unfinished projects/labs |


|  | Frequency of <br> formative | Approximate <br> time required <br> (per class) | Frequency of <br> summative <br> assessments | Assignments typically assigned for <br> this class include, but are not |
| :---: | :---: | :---: | :---: | :---: |
| Course(s)/Level | assessments | limited to: |  |  |

Mathematics and Business

| Algebra I Geometry Algebra II | Each class | $30-40 \mathrm{~min}$. | Weekly | Reading, open and multiple-choice responses, journal writing, projects. |
| :---: | :---: | :---: | :---: | :---: |
| Algebra I (CP) <br> Geometry (CP) <br> Algebra II(CP) <br> Pre-Calculus (CP) <br> Calculus (CP) | Each class | 40-50 min. | Weekly | Reading, open and multiple-choice responses, journal writing, projects. |
| Geometry Honors Algebra II Honors Pre-Calculus Honors | Each class | 50-60 min. | Weekly | Reading with open and multiple-choice responses, journal writing, and projects. |
| Statistics (AP) <br> Calculus (AP) | Each class | 60-75 min. | Weekly | Reading with open and multiple-choice responses, journal writing, and projects. Practice AP exams at least twice each month-adds 10-12 hours per month of additional homework. |
| Science é Engineering |  |  |  |  |
| Integrated Science (CP) <br> Biology (CP) <br> Chemistry (CP) <br> Physics (CP) | $2 / 3$ of classes | 20-30 min. | Weekly | Reading with written responses, lab report writing, projects, review of materials needed for class participation. |
| Integrated Sci (Honors) <br> Biology (Honors) <br> Chemistry (Honors) <br> Physics (Honors) | Each class | 30-40 min. | Weekly | Reading with written responses, lab report writing, projects, and review of materials needed for class participation. |
| Biology (AP) <br> Chemistry (AP) <br> Physics (AP) | Each class | 60-80 min. | Weekly | Reading with written responses, lab report writing, projects, practice exams and questions, problem sets |
| Foreion Language |  |  |  |  |
| Foreign Language (Honors) | Each class | 30-90 min. | Weekly | Translations, worksheets, essays, notes, reading, presentations, journal writing |
| Foreign Language (CP) | Each class | 15-60 min. | Weekly | Translations, worksheets, essays, notes, reading, presentations, journal writing |

## Planning a Course of Study

## College Admission Requirements

College entrance requirements vary greatly and students should carefully review individual college requirements. In order to best prepare for the highly competitive college admissions process, students are strongly encouraged to take as demanding a schedule as possible during their four years at Windham High School. Colleges carefully review the following criteria during the admissions process:

1. Grades in college preparatory courses
2. Strength of the curriculum
3. Overall Grade Point Average (GPA)
4. Class rank
5. School counselor/teacher recommendations
6. Standardized test courses (SAT I/ACTs and SAT II Subject tests)
7. Application essay

## Suggested High School Course of Study

## 4-Year Colleges

| English | 4 years |
| :--- | :--- |
| Social Studies | 4 years |
| Math | $3-5$ years depending on college/major |
| Science | $3-5$ years depending on college/major |
| World Languages | $2-4$ years in the same language |
| Electives | 2 or more years depending on personal interest and educational goals |

## 2-Year Colleges and Technical Schools

English
Social Studies
Math
Science
World Languages
Electives

4 years
3 years
$3-4$ years
$3-4$ years
$0-3$ years depending on college/major
2 or more years depending on personal interest and educational goals

## Global Leadership Certification

The Global Leadership Certificate at WHS provides students with the opportunities to immerse themselves into cultural diversity, global citizenship and responsibility as well as gaining the skills and strategies that are necessary to become emerging leaders in a global community. Students will work collaboratively with other students around the world and address current challenges and events by using adaptability skills and strategies. Students will immerse themselves in multi-culturally diverse opportunities and community services, international travel to learn various perspectives, and tackle world issues all while becoming global citizens.

## Windham High School Global Leadership Certificate

| Courses | Years |
| :--- | :--- |
| English | 4 years |
| Mathematics | 3 years |
| Science (Lab) | 3 years |
| Social Studies | 3.5 years |
| Foreign Languages | 3 years of the same language other than English |
| Global Economics | 0.5 year |
| AP Gov't or AP Environmental Science | 1 year |
| Global Perspectives | 0.5 year |
| Additional requirements: $\mathbf{1 5}$ hours of community service in a multi-cultural environment and |  |
| international travel with school or pre-approved family travel. |  |

# Windham High School STEAM Academy Certificate 

Current NH Scholars STEM Emphasis Requirements:<br>4 years of English<br>4 years of Math (Algebra 1, Geometry, Algebra 2, +1)<br>4 years of Science (3 years of Labs in Bio, Chemistry, Physics, H A\&P, Engineering, CS, Health Science)<br>3.5 years of Social Studies<br>2 years of a foreign language<br>1 year (or more) chosen Technology, Engineering, Computers, Science, Math, and some CTE<br>Minimum GPA 3.2

# Windham High School Business Certificate 

## Courses

English
Mathematics
Statistics
Science (Lab)
Scholar)
Social Studies
Foreign Languages
Business Management
Marketing 1
Accounting 1
Business Electives (2)

Years
4 years
4 years
1 semester (can count towards 4 credits in math)
3 years (Integrated Science is not considered a lab science by NH
3.5 years

2 years of the same language other than English
1 semester
1 semester
1 semester
1 semester each

Minimum GPA 3.0
Also participate in at least one semester of a Business based extended learning opportunity and for at least 2 years, actively participate in either FBLA or DECA.

## New Hampshire State Scholars Core Curriculum

Courses
English
Mathematics
Science (Lab)
Social Studies
Foreign Languages
Minimum GPA 3.0

## Years

4 years
3 years
3 years (Integrated Science is not considered a lab science by NH Scholar)
3.5 years

2 years of the same language other than English

## New Hampshire State Scholar w/STEM Emphasis

## Courses

English
Mathematics
Science (Lab)
Social Studies
Foreign Languages
Technology/Engineering, Computers, or Adv. Manufacturing
Minimum 3.2 GPA in STEM courses

## Years

4 years
4 years
3 (Integrated Science is not considered a lab science by NH Scholar)
3.5 years

2 years of the same language other than English
1 or more years (courses)

# New Hampshire State Scholar w/Art Emphasis \%- 

Courses
English
Mathematics
Science (Lab)
Social Studies
Foreign Languages
Visual Arts, Fine Arts,
Performing Arts, Music, Graphic Design
Minimum 3.2 GPA in ART courses
Years
4 years
4 years
3 (Integrated Science is NOT considered a lab science by NH Scholar)
3.5 years

2 years of the same language other than English
2 years

## NCAA Freshmen Eligibility Standards ${ }^{\text {NCAR }}$

College-bound student-athletes who want to compete in NCAA sports at a Division I or II school, need to meet certain division-wide academic and amateurism standards. Students who plan to attend a Division III school only need to meet the admission standards of the school the plan to attend. *They MUST also register on the NCAA Eligibility Center website.

## Division I Initial Eligibility

For students to be eligible to compete in NCAA sports during their first year at a Division I school, they must meet standards for their core courses, course grade-point average and standardized test scores (SAT/ACT).

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses
a. Four years of English
b. Three years of math (Algebra I or higher)
c. Two years of natural/physical science (including one year of lab science)
d. One additional year of English, math, natural/physical science
e. Two years of social studies
f. Four additional years of English, math. Natural/physical science, social science, foreign language or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the start of their seventh semester. Once students begin their seventh semester, they must more than 10 core courses completed to be able to replace/repeat any of the 10 courses used to meet the $10 / 7$ requirement.
3. Earn at least a 2.3 GPA in their core courses.
4. Earn an SAT combined score or ACT sum score matching their core GPA on the Division I sliding scale, which balances test scores and core-course GPA. If students have a low test score, they need a higher core-course GPA to be eligible. If they have a low core-course GPA, they need a higher test score to be eligible.

## Division II Initial Eligibility

For students to be eligible to compete in NCAA sports during their first year at a Division II school, they must meet academic requirements for their core courses, core-course grade-point average (GPA) and test scores.

Students must graduate high school and meet ALL the following requirements.

1. Complete 16 core courses to include:
a. Three years of English
b. Two years of math (Algebra I or higher)
c. Two years of natural or physical science (including one year of lab science).
d. Three additional years of English, math, natural or physical science
e. Two years of social studies
f. Four additional years of English. Math, natural or physical science, social studies, foreign language or philosophy.
2. Earn at least s 2.2 GPA in core courses.
3. Earn an SAT combined score or ACT sum score matching their core GPA on the Division II sliding scale, which balances test scores and core-course GPA. If students have a low test score, they need a higher core-course GPA to be eligible. If they have a low core-course GPA, they need a higher test score to be eligible.
Students seeking eligibility should check the website regularly for any updates or changes to the rules and to view the complete list of approved courses for Windham High School.

## Course Offerings

BUSINESS TECHNOLOGY

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Computer Applications^ | 9 | 10 | 11 | 12 | 0.5 | 37 |
| Accounting I** |  | 10 | 11 | 12 | 0.5 | 37 |
| Accounting II** |  | 10 | 11 | 12 | 0.5 | 38 |
| Business Management \& Entrepreneurship | 9 | 10 | 11 | 12 | 0.5 | 38 |
| Introduction to App Development/Web Design^ | 9 | 10 | 11 | 12 | 0.5 | 38 |
| Marketing I |  | 10 | 11 | 12 | 0.5 | 38 |
| Marketing II |  | 10 | 11 | 12 | 0.5 | 38 |
| Jaguar Junction Small Business Management |  |  | 11 | 12 | 0.5 | 39 |
| Personal Finance** |  | 10 | 11 | 12 | 0.5 | 39 |
| Global Business |  |  | 11 | 12 | 0.5 | 39 |
| Sports \& Entertainment Marketing |  |  | 11 | 12 | 0.5 | 39 |

ENGLISH

| COURSE NAME | GRADE |  | CREDITS | PAGE NO. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Grammar \& Composition | 9 |  |  |  | 1.0 | 40 |
| Writing | 9 |  |  |  | 0.5 | 41 |
| Honors Writing | 9 |  |  |  | 0.5 | 41 |
| World Literature and Composition |  |  | 11 |  | 1.0 | 41 |
| Honors World Literature and Composition |  |  | 11 |  | 1.0 | 41 |
| AP Language and Composition |  |  | 11 |  | 1.0 | 42 |
| Advanced Grammar \& Composition |  |  | 11 | 12 | 0.5 | 42 |
| Honors British Literature: Monsters and The Monstrous |  |  |  | 12 | 0.5 | 42 |
| Honors Introduction to College Writing (DE) |  |  |  | 12 | 0.5 | 42 |
| Honors Philosophical Literature |  |  |  | 12 | 0.5 | 42 |
| Journalism |  |  |  | 12 | 0.5 | 43 |
| Literature of Land and Sea |  |  |  | 12 | 0.5 | 43 |
| Media and Persuasion |  |  |  | 12 | 0.5 | 43 |
| Mythological Literature |  |  |  | 12 | 0.5 | 43 |
| Prose and Poetry |  |  |  | 12 | 0.5 | 44 |
| Public Speaking |  |  |  | 12 | 0.5 | 44 |
| AP Literature and Composition |  |  |  | 12 | 1.0 | 44 |

FAMILY and CONSUMER SCIENCES

| COURSE NAME | GRADE |  |  | CREDITS |  | PAGE NO. |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Fashion Design and Textiles I* | 9 | 10 | 11 | 12 | 0.5 | 45 |
| Foods and Nutrition | 9 | 10 | 11 | 12 | 0.5 | 45 |
| Pastry Arts | 9 | 10 | 11 | 12 | 0.5 | 45 |
| World Cuisine | 9 | 10 | 11 | 12 | 0.5 | 46 |
| European Cuisine | 9 | 10 | 11 | 12 | 0.5 | 46 |
| Interior Design* |  | 10 | 11 | 12 | 0.5 | 46 |
| Parenting and Child Development |  | 10 | 11 | 12 | 0.5 | 46 |

*Fulfills Arts Requirement

## HUMANTTIES

| COURSE NAME | GRADE |  | CREDITS | PAGE NO. |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Cultural Foundations | 9 |  |  |  | 2.0 | 47 |
| Honors Cultural Foundations | 9 |  |  |  | 2.0 | 47 |
| American Studies |  | 10 |  |  | 2.0 | 48 |
| Honors American Studies |  | 10 |  |  | 2.0 | 48 |

HUMAN PERFORMANCE and WELLNESS

| COURSE NAME | GRADE |  | CREDITS | PAGE NO. |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Human Performance |  |  |  |  |  |  |
| Human Performance | 9 |  |  |  | 0.5 | 49 |
| Strength \& Conditioning |  | 10 | 11 |  | 0.5 | 50 |
| Unified Human Performance | 9 | 10 | 11 | 12 | 0.5 | 50 |
| Recreational Games and Activities |  | 10 | 11 | 12 | 0.5 | 50 |
| Advanced Training \& Sports Nutrition |  |  | 11 | 12 | 0.5 | 50 |
| Personal and Lifetime Fitness |  | 10 | 11 | 12 | 0.5 | 51 |
| Team Sports |  | 10 | 11 | 12 | 0.5 | 51 |
| Team Sports II |  |  | 11 | 12 | 0.5 | 51 |
| Wellness |  |  |  |  |  |  |
| Wellness | 9 |  |  |  | 0.5 | 52 |

MATHEMATICS

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Fundamentals of Mathematics I (FOM I) | 9 | 10 |  |  | 1.0 | 53 |
| Fundamentals of Math II (FOM II) |  | 10 | 11 |  | 1.0 | 54 |
| Algebra I - Extended |  |  | 11 | 12 | 2.0 | 54 |
| Algebra I | 9 | 10 | 11 |  | 1.0 | 54 |
| Algebra I Skills Support (excluded from math grad. requirement) | 9 | 10 | 11 |  | 0.5 | 54 |
| CP Algebra I | 9 | 10 |  |  | 1.0 | 54 |
| Geometry |  | 10 | 11 | 12 | 1.0 | 55 |
| CP Geometry | 9 | 10 |  |  | 1.0 | 55 |
| Honors Geometry | 9 | 10 |  |  | 1.0 | 55 |
| Algebra II w/Advanced Functions A |  |  | 11 | 12 | 1.0 | 55 |
| Algebra II w/Advanced Functions B |  |  |  | 12 | 0.5 | 55 |
| CP Algebra II |  | 10 | 11 | 12 | 1.0 | 56 |
| Honors Algebra II | 9 | 10 | 11 |  | 1.0 | 56 |
| CP Precalculus |  |  | 11 | 12 | 1.0 | 56 |
| Honors Precalculus |  | 10 | 11 | 12 | 1.0 | 56 |
| Calculus (DE) |  |  | 11 | 12 | 1.0 | 56 |
| AP Calculus AB |  |  | 11 | 12 | 1.0 | 57 |
| AP Calculus BC |  |  | 11 | 12 | 1.0 | 57 |
| AP Statistics |  |  | 11 | 12 | 1.0 | 57 |
| Statistics |  |  | 11 | 12 | 0.5 | 57 |
| Trigonometry |  |  | 11 | 12 | 0.5 | 57 |
| Math Modeling |  |  | 11 | 12 | 0.5 | 58 |

MUSIC

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Concert Band/Honors Wind Ensemble* $^{*}$ | 9 | 10 | 11 | 12 | 1.0 | 59 |
| Honors Jazz Ensemble* $^{*}$ | 9 | 10 | 11 | 12 | 1.0 | 60 |
| Mixed Choir/Honors Mixed Choir* $^{*}$ | 9 | 10 | 11 | 12 | 1.0 | 60 |
| Orchestra* $^{*}$ | 9 | 10 | 11 | 12 | 1.0 | 60 |
| AP Music Theory* $^{*}$ |  | 10 | 11 | 12 | 1.0 | 61 |
| Intro to Guitar* | 9 | 10 | 11 | 12 | 0.5 | 61 |
| Guitar Ensemble I |  |  |  |  | 0.5 | 61 |
| Guitar Ensemble II | 9 | 10 | 11 | 12 | 0.5 | 61 |
| Beginning Piano I* | 9 | 10 | 11 | 12 | 0.5 | 62 |
| Piano II* | 9 | 10 | 11 | 12 | 0.5 | 62 |
| Music Theory for Beginners* | 9 | 10 | 11 | 12 | 0.5 | 62 |
| Music in Pop Culture* | 9 | 10 | 11 | 12 | 0.5 | 62 |

*Fulfills Arts Requirement

SCIENCE and ENGINEERING DESIGN

| COURSE NAME | GRADE |  |  |  | CREDITS | PAGE NO. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Science |  |  |  |  |  |  |
| Applied Integrated Science | 9 |  |  |  | 1.0 | 64 |
| Integrated Science | 9 |  |  |  | 1.0 | 64 |
| Honors Integrated Science | 9 |  |  |  | 1.0 | 64 |
| Life Science |  | 10 |  |  | 1.0 | 64 |
| Biology |  | 10 |  |  | 1.0 | 65 |
| Honors Biology |  | 10 |  |  | 1.0 | 65 |
| Chemistry |  |  | 11 | 12 | 1.0 | 65 |
| Honors Chemistry |  |  | 11 | 12 | 1.0 | 65 |
| Physics |  |  | 11 | 12 | 1.0 | 66 |
| Honors Physics |  |  | 11 | 12 | 1.0 | 66 |
| Human Anatomy and Physiology (DE) |  |  | 11 | 12 | 1.0 | 66 |
| Honors Computer Science Principles | 9 | 10 | 11 | 12 | 1.0 | 66 |
| AP Computer Science Principles^ | 9 | 10 | 11 | 12 | 1.0 | 67 |
| AP Computer Science A^ |  |  | 11 | 12 | 1.0 | 67 |
| AP Biology |  |  | 11 | 12 | 1.0 | 67 |
| AP Chemistry |  |  | 11 | 12 | 1.0 | 67 |
| AP Environmental Science |  |  | 11 | 12 | 1.0 | 68 |
| AP Physics I |  |  | 11 | 12 | 1.0 | 68 |
| AP Physics C: Calculus Based |  |  |  | 12 | 1.0 | 68 |
| Honors Engineering Capstone Design |  |  | 11 | 12 | 1.0 | 68 |
| Introduction to Python |  | 10 | 11 | 12 | 1.0 | 68 |
| Applied Chemistry |  |  | 11 | 12 | 0.5 | 69 |
| Applied Physics |  |  | 11 | 12 | 0.5 | 69 |
| Astronomy |  | 10 | 11 | 12 | 0.5 | 69 |
| Chemistry of Life |  |  | 11 | 12 | 0.5 | 69 |
| Forensics |  |  | 11 | 12 | 0.5 | 69 |
| Issues in Environmental Science |  |  | 11 | 12 | 0.5 | 69 |
| Mythbusters |  |  | 11 | 12 | 0.5 | 70 |
| Planetary Science |  | 10 | 11 | 12 | 0.5 | 70 |
| STEAM Project Based Learning |  | 10 | 11 | 12 | 0.5 | 70 |
| STEM Seminar |  |  |  | 12 | 1.0 | 70 |
| Senior STEAM Capstone |  |  |  | 12 | 1.0 | 70 |
| Engineering Design |  |  |  |  |  |  |
| Engineering A - The Basics ${ }^{\wedge}$ |  | 10 | 11 | 12 | 0.5 | 73 |
| Engineering B - Digital Design^ |  | 10 | 11 | 12 | 0.5 | 73 |

$\wedge$ Fulfills ICT Requirement

## SOCIAL STUDIES

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Contemporary World History |  |  | 11 | 12 | 0.5 | 74 |
| Economics |  |  | 11 | 12 | 0.5 | 74 |
| Global Economics |  |  | 11 | 12 | 0.5 | 75 |
| Global Perspectives | 9 | 10 | 11 | 12 | 0.5 | 75 |
| Gov't Introduction to Political Science |  |  | 11 | 12 | 0.5 | 75 |
| Gov't Practical Law I |  |  | 11 | 12 | 0.5 | 75 |
| Practical Law II |  |  | 11 | 12 | 0.5 | 75 |
| Legacy of Greco-Roman Culture | 9 | 10 | 11 | 12 | 0.5 | 76 |
| Psychology |  | 10 | 11 | 12 | 0.5 | 76 |
| Studies in Ethics and Genocide |  |  | 11 | 12 | 0.5 | 76 |
| AP Comparative Government |  |  | 11 | 12 | 1.0 | 76 |
| AP Economics |  |  | 11 | 12 | 1.0 | 77 |
| AP European History |  |  | 11 | 12 | 1.0 | 77 |
| AP Government |  |  | 11 | 12 | 1.0 | 77 |
| AP Human Geography | 9 | 10 | 11 | 12 | 1.0 | 77 |
| AP Psychology |  |  |  | 12 | 1.0 | 77 |
| AP U.S. History-Modern |  |  | 11 | 12 | 1.0 | 78 |

VISUAL ARTS

| COURSE NAME | GRADE |  |  |  | CREDITS | PAGE NO. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AP Studio Art and Design* |  |  | 11 | 12 | 1.0 | 80 |
| Honors Studio Art Semester S1* |  |  | 11 | 12 | 0.5 | 80 |
| Honors Studio Art Semester S2* |  |  | 11 | 12 | 0.5 | 80 |
| Ceramics and Pottery I* | 9 | 10 | 11 | 12 | 0.5 | 80 |
| Ceramics and Pottery II* |  | 10 | 11 | 12 | 0.5 | 81 |
| Honors Ceramics and Pottery III* |  |  | 11 | 12 | 0.5 | 81 |
| Digital Media I - Exploration^ | 9 | 10 | 11 | 12 | 0.5 | 81 |
| Digital Media II - Desktop Publishing |  | 10 | 11 | 12 | 0.5 | 81 |
| Drawing I* | 9 | 10 | 11 | 12 | 0.5 | 81 |
| Drawing II* | 9 | 10 | 11 | 12 | 0.5 | 82 |
| Graphic Design I*^ | 9 | 10 | 11 | 12 | 0.5 | 82 |
| Graphic Design II*^ |  | 10 | 11 | 12 | 0.5 | 82 |
| Introduction to Animation* | 9 | 10 | 11 | 12 | 0.5 | 82 |
| Jewelry and Light Metals* |  | 10 | 11 | 12 | 0.5 | 82 |
| Painting I* | 9 | 10 | 11 | 12 | 0.5 | 83 |
| Painting II* |  | 10 | 11 | 12 | 0.5 | 83 |
| Photography I* | 9 | 10 | 11 | 12 | 0.5 | 83 |
| Photography II* |  | 10 | 11 | 12 | 0.5 | 83 |
| Photography III* |  | 10 | 11 | 12 | 0.5 | 83 |
| Sculpture* |  | 10 | 11 | 12 | 0.5 | 84 |
| Sound Design^ | 9 | 10 | 11 | 12 | 0.5 | 84 |
| TV-Video I - Production Fundamentals | 9 | 10 | 11 | 12 | 0.5 | 84 |
| TV-Video II - Studio Production |  | 10 | 11 | 12 | 0.5 | 84 |
| Yearbook 101^ | 9 | 10 | 11 | 12 | 0.5 | 84 |

*Fulfills Arts Requirement
${ }^{\wedge}$ Fulfills ICT Requirement

WORLD LANGUAGE

| COURSE NAME | GRADE |  | CREDTTS | PAGE NO. |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| French I | 9 | 10 | 11 | 12 | 1.0 | 85 |
| French II | 9 | 10 | 11 | 12 | 1.0 | 85 |
| French III |  | 10 | 11 | 12 | 1.0 | 86 |
| Honors French IV - French Language and Literature |  |  | 11 | 12 | 1.0 | 86 |
| AP French V |  |  |  | 12 | 1.0 | 86 |
| Latin I | 9 | 10 | 11 | 12 | 1.0 | 86 |
| Latin II |  | 10 | 11 | 12 | 1.0 | 86 |
| Latin III |  |  | 11 | 12 | 1.0 | 87 |
| Honors Latin IV |  |  |  | 12 | 1.0 | 87 |
| Spanish I | 9 | 10 | 11 | 12 | 1.0 | 87 |
| Spanish 1.5 | 9 | 10 | 11 | 12 | 1.0 | 87 |
| Spanish II | 9 | 10 | 11 | 12 | 1.0 | 87 |
| Spanish III |  | 10 | 11 | 12 | 1.0 | 88 |
| Spanish IV |  |  | 11 | 12 | 1.0 | 88 |
| Honors Spanish IV |  |  | 11 | 12 | 1.0 | 88 |
| AP Spanish V - Language and Culture |  |  | 11 | 12 | 1.0 | 88 |
| AP Spanish VI - Literature |  |  |  | 12 | 1.0 | 88 |

## SPECIALIZED COURSES

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Humanities Skills | 9 | 10 |  |  | 1.0 | 89 |
| Foundations of Learning | 9 | 10 | 11 | 12 | 0.5 | 89 |
| Alternative Applied Instruction | 9 | 10 | 11 | 12 | Varies | 90 |
| Life Skills Business |  | 10 | 11 | 12 | 0.5 | 90 |

CAREER and TECHNICAL EDUCATION - Salem High School

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Automotive Technology I | 10 | 11 |  | 2.0 | 91 |
| Automotive Technology II |  | 11 | 12 | 2.0 | 91 |
| Biomedical Science I | 10 | 11 | 12 | 2.0 | 92 |
| Biomedical Science II |  | 11 | 12 | 2.0 | 92 |
| Business Principles | 10 | 11 |  | 1.0 | 92 |
| Marketing | 10 | 11 |  | 1.0 | 92 |
| Accounting, Honors |  | 11 | 12 | 1.0 | 93 |
| Business Law | 10 | 11 | 12 | 1.0 | 93 |
| Business Management |  | 11 | 12 | 1.0 | 93 |
| Carpentry and Construction I | 10 | 11 |  | 2.0 | 93 |
| Carpentry and Construction II |  | 11 | 12 | 2.0 | 94 |
| AP Computer Science Principles | 10 | 11 |  | 2.0 | 94 |
| AP Computer Science A |  | 11 | 12 | 2.0 | 94 |
| Advanced Cybersecurity |  | 11 | 12 | 2.0 | 94 |
| Cosmetology I | 10 | 11 |  | 2.0 | 95 |
| Cosmetology II |  | 11 | 12 | 2.0 | 95 |
| Culinary Arts I | 10 | 11 |  | 2.0 | 95 |
| Culinary Arts II |  | 11 | 12 | 2.0 | 95 |
| Graphic Design I | 10 | 11 | 12 | 2.0 | 96 |
| Graphic Design II |  | 11 | 12 | 2.0 | 96 |
| Engineering I | 10 | 11 |  | 1.0 | 96 |
| Engineering II | 10 | 11 |  | 1.0 | 96 |
| Engineering III |  | 11 | 12 | 1.0 | 97 |
| Civil Engineering and Architecture |  | 11 | 12 | 1.0 | 97 |
| Architecture and Structural Engineering I | 10 | 11 | 12 | 1.0 | 97 |
| Architecture and Structural Engineering II | 10 | 11 | 12 | 1.0 | 97 |
| Health Science Technology I | 10 | 11 |  | 2.0 | 98 |
| Health Science Technology II (EMT, LNA, MA) |  | 11 | 12 | 2.0 | 98 |
| Teacher Education I | 10 | 11 |  | 2.0 | 99 |
| Teacher Education II |  | 11 | 12 | 2.0 | 99 |
| Television \& Media Production I | 10 | 11 |  | 2.0 | 100 |
| Television and Media Production II |  | 11 | 12 | 2.0 | 100 |

CAREER and TECHNICAL EDUCATION - Pinkerton Academy

| COURSE NAME | GRADE |  | CREDITS | PAGE NO. |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Introduction to Animal Science |  |  | 11 |  | 0.5 | 101 |
| Animal Management |  |  | 11 |  | 1.0 | 101 |
| Animal Health and Veterinary Technology |  |  |  | 12 | 2.0 | 101 |
| Electrical Technology I |  |  | 11 |  | 2.0 | 101 |
| Electrical Technology II |  |  | 12 | 2.0 | 101 |  |
| Environmental Science and Natural Resources I |  |  | 11 | 12 | 2.0 | 102 |
| Environmental Science and Natural Resources II |  |  | 11 | 12 | 2.0 | 102 |
| Welding I |  |  | 11 |  | 2.0 | 102 |
| Welding II |  |  |  | 12 | 2.0 | 102 |

AIR FORCE JROTC - Salem High School

| COURSE NAME | GRADE |  |  | CREDITS | PAGE NO. |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| JROTC Space Technology/Survival/ Career Opportunities | 9 | 10 | 11 | 12 | 1.0 | 103 |
| Management of the Cadet Corp |  |  | 11 | 12 | 1.0 | 103 |

## Business Technology

The Windham High School Business Technology Program has been developed to both prepare students for advanced study of, and career preparation in, business related fields as well as to prepare all students to live and prosper as adults in our society. In the Business courses, students learn critical thinking skills, written and verbal communication skills, professional etiquette, and develop financial awareness. In the ICT courses, students will learn foundational concepts of computer applications and digital organization that will remain relevant through future advances in information and communication technology. Students, enrolled in Business courses, can also earn a WHS Business certificate. The nationwide organizations, DECA and/or FBLA, are also available to students to help them prepare for careers in marketing, finance, hospitality, management and entrepreneurship.

## Courses Offered

| Course Title | Credit Length |  | Grades |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Computer Applications^ | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Accounting I** | 0.5 | Semester |  | 10 | 11 | 12 |
| Accounting II** | 0.5 | Semester |  | 10 | 11 | 12 |
| Business Management \& Entrepreneurship | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Intro to App Dev./Web Page Design^ | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Marketing I | 0.5 | Semester |  | 10 | 11 | 12 |
| Marketing II | 0.5 | Semester |  | 10 | 11 | 12 |
| Jaguar Junction Small Business Management | 0.5 | Semester |  |  | 11 | 12 |
| Personal Finance** | 0.5 | Semester |  | 10 | 11 | 12 |
| Global Business | 0.5 | Semester |  |  | 11 | 12 |
| Sports \& Entertainment Marketing | 0.5 | Semester |  |  | 11 | 12 |

$\wedge$ Fulfills ICT Requirement
**Elective or Math Credit

## Course Descriptions

## Computer Applications ${ }^{\wedge}$

0.5 credit

## Grades 9-12

Computer Applications focuses on the use of technologies that are commonplace in academic and work environments. Students will learn through projects how to leverage computer software applications to improve written/verbal communication, develop research and analytical skills, improve productivity, and foster creativity. Applications and projects include applying formulas in MS Excel, conducting research and collaborating with others, and creating animation and games.
Prerequisite(s): none
${ }^{\wedge}$ Fulfills ICT Requirement

## Accounting I**

## 0.5 credit

## Grades 10-12

Accounting I introduces students to the field of accounting, its applications in business, and its relevance to society. This course is designed for students who are considering careers in business, management, banking, accounting, finance, or administration. Topics include double entry accounting procedures, recording and posting daily transactions, preparing worksheets, basic financial statements, payroll records, and closing a ledger at the end of the fiscal period for a business owned by a sole proprietor. Students will apply their skills using accounting software.
Prerequisite(s): Algebra I **Elective or Math Credit

Accounting II ** 0.5 credit
Grades 10-12
Accounting II focuses on the accounting cycle for Corporations. This course is a value to all students who plan to major in any facet of business in college. Students will apply their skills using accounting software on a regular basis.
Prerequisite(s): Successful completion of Accounting I **Elective or Math Credit

## Business Management \& Entrepreneurship <br> 0.5 credit Grades 9-12

Business Management and Entrepreneurship introduces students to the basic functions of business while exploring current trends. Topics include entrepreneurship, ethics and social responsibility, forms of business ownership, the legal environment, exploration of the global marketplace, and the process of management including planning, organizing, leading, and controlling. This course employs a hands-on approach to learning about Entrepreneurship with the New Business project where students walk through the process of creating a new business by developing a comprehensive business plan. In addition, students will develop critical thinking, professional etiquette, and verbal/written communication skills necessary to compete for career positions in today's global workforce. Students in this course can also join DECA, a nationwide organization created to prepare students for careers in marketing, finance, hospitality, management, and entrepreneurship.
Prerequisite(s): none

## Introduction to App Development/Web Page Design^ Grades 9-12

 0.5 creditIntroduction to App Development/Web Design is a project-based course with an introduction to planning, designing, and creating websites using HTML 5 and CSS. The development of apps with a drag-and-drop interface and gives students a foundation for basic website and app creations.
Prerequisite(s): none
${ }^{\wedge}$ Fulfills ICT Requirement

## Marketing I

## 0.5 credit

Grades 10-12
Marketing I is an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. Students will learn marketing concepts, the role of marketing within an organization, market research and the role of marketing in society. Students will apply critical thinking and professional etiquette skills, as well as strengthen verbal and written communication skills necessary to compete for career positions in today's workforce. Additionally, students will analyze the global environment with relevance to cultural diversity and ethics.
Prerequisite(s): Successful Completion of Business Management and Entrepreneurship or Economics

## Marketing II <br> 0.5 credit <br> Grades 10-12

Marketing II allows students to further develop and increase comprehensive goal setting, problem-solving, and communication skills related to marketing concepts and strategies, while strengthening cross-cultural marketing effectiveness and understanding. Students will determine market factors that influence product distribution and pricing; analyze the relationship between the product life cycle and promotional strategies; demonstrate how to apply effective selling techniques; and explain how to determine customers needs. Students will demonstrate critical thinking and professional etiquette skills, showcasing verbal and written communication. Students will utilize a variety of technology resources to strengthen learning goals, and demonstrate mastery of content using diverse $21^{*}$ century assessments.
Prerequisite(s): Successful Completion of Marketing I

Jaguar Junction Small Business Management Grades 11-12

Jaguar Junction Small Business Management allows students the opportunity to examine advanced functions involved with managing a business. Students will be responsible for the managing and maintaining the daily operations of Jaguar Junction, WHS School Store. Responsibilities will include daily deposits, cash register preparations, customer service and managing and maintaining store inventory. Students will investigate marketing functions including marketing research, identity target market(s), product design and developments, distribution, and pricing activities. Students will determine consumer behavior and buying patterns, while identifying a target market and creating promotional campaigns and advertising activities in response to the Windham High School community. Prerequisite(s): Successful completion of Marketing I and either Business Management or Accounting I

## Personal Finance

## 0.5 credit

## Grades 10-12

Personal Finance introduces students to the relevance of mathematics to everyday living. Topics include managing bank accounts, credit cards, loans, mortgages, financing, taxes, insurance, and stock market investments.
Prerequisite(s): none **Elective or Math Credit
Global Business $\quad 0.5$ credit
Grades 11-12
Global Business will allow students to examine elements of the global marketplace. Students will evaluate fundamentals and principles of management related to global opportunities by examining the differences between domestic and international business. Students will learn about foreign trade, international monetary system, foreign exchange rates, and foreign exchange markets. Students will gain understanding about the opportunities and the challenges involved with owning or operating an international business and/or multinational corporations. Students will also explore topics such as trade barriers, social environments of business, as well as political and cultural differences. Students will research current events within the international financial market and explore international career opportunities.
Prerequisite(s): Business Management; Marketing I or Economics

## Sports \& Entertainment Marketing Grades 11-12

0.5 credit

Sports \& Entertainment Marketing is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, promotion, safety and security, and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course.
Prerequisite(s): Successful completion of Marketing I

## English

The English Program at Windham High School prepares students to be independent learners and thinkers. Through the study of literature, students will become proficient in writing, speaking, critical reading, thinking, listening, and accessing and using media effectively. Students will study literature to examine and respond to classical and contemporary works from many cultures and literary periods, with emphasis on Western cultural tradition and American literary heritage. Throughout their four years of English, students will be encouraged to become responsible for their own learning, develop solid interpretative and evaluative skills, and make connections between their learning, their writing, and their lives. The English Program provides many opportunities to succeed in a wide variety of learning experiences, including writing analytically, writing creatively, delivering speeches, reading literature, viewing films, and experiencing guest speakers. The correct use of Standard English grammar is taught and expected in all English courses. The teaching of Grammar is integrated into student writing as the primary resource for instruction. English courses at Windham High School are designed to align with the common core standards for English language instruction.

## Courses Offered

| Course Title | Credit. | Length | Grades |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grammar \& Composition | 1.0 | Year | 9 |  |  |
| Writing | 0.5 | Semester | 9 |  |  |
| Honors Writing | 0.5 | Semester | 9 |  |  |
| World Literature \& Composition | 1.0 | Year |  | 11 |  |
| Honors World Literature \& Composition | 1.0 | Year |  | 11 |  |
| AP Language and Composition | 1.0 | Year |  | 11 |  |
| Advanced Grammar \& Composition | 0.5 | Semester |  | 11 | 12 |
| Honors British Literature: Monsters and The Monstrous | 0.5 | Semester |  |  | 12 |
| Honors Intro to College Writing (DE) | 0.5 | Semester |  |  | 12 |
| Honors Philosophical Literature | 0.5 | Semester |  |  | 12 |
| Journalism | 0.5 | Semester |  |  | 12 |
| Literature of Land and Sea | 0.5 | Semester |  |  | 12 |
| Media and Persuasion | 0.5 | Semester |  |  | 12 |
| Mythological Literature | 0.5 | Semester |  |  | 12 |
| Prose and Poetry | 0.5 | Semester |  |  | 12 |
| Public Speaking | 0.5 | Semester |  |  | 12 |
| AP Literature and Composition | 1.0 | Year |  |  | 12 |

## Course Descriptions

## Grammar \& Composition

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## 1.0 credit

## Grade 9 only

This course is designed to meet the needs of students whose abilities require more direct emphasis on developing reading and writing skills. Materials selected for this course will be based upon the strengths and weaknesses of the students. Time will be spent instructing students on grammar, syntax, and vocabulary development as well on the specific skills necessary to read closely and analyze both fiction and nonfiction. Students will practice perfecting paragraph development, effectively using textual evidence, and writing extended analytical essays. This course fulfills the Windham High School writing requirement.
Prerequisite(s): $8^{\text {th }}$ grade teacher recommendation


## 0.5 credit

Grade 9 only
This course will develop a student's writing abilities to promote their academic success throughout high school and beyond. Students will understand and practice the various types of writing: expository, academic, analytical, and reflective. Students will understand how to edit and improve their skills in revising and writing for specific audiences. Writing is a required course for all freshmen.
Prerequisite(s): Must take concurrently with Cultural Foundations

##  <br> Grade 9 only

This course will develop a student's writing abilities to promote his/her academic success throughout high school and beyond. Students will understand and practice the various types of writing: expository, academic, analytical, and reflective. Students will understand how to edit and improve their skills in revising and writing for specific audiences. Students will review formal English grammar rules and the standard conventions of composition. Students will read a variety of literary genres and write extensively about both fiction and nonfiction works. Writing is a required course for all freshmen.
Prerequisite(s): A- or higher in $8^{\text {th }}$ grade English; Must take concurrently with Cultural Foundations

## World Literature \& Composition <br> 

## 1.0 credit

## Grade 11 only

In this required junior English course, students will read and analyze literature that addresses the current social issues that impact the world at large. Formal writing instruction will be an integral part of this course. Topics such as the role of the underclass, the nature of prejudice, the effects of war, the future of the planet, good versus evil, and the nature of justice will be viewed through the literary lens. Students will read literary works from a variety of genres: poetry, fiction, nonfiction, and essays and make connections between the text and the contemporary world. Students should expect to complete nightly reading assignments, short analytical/response papers and at least one major literary analysis. Students will read selections from several authors including but not limited to Andre Dubus III, David Guterson, Tim O'Brien, Gabriel Garcia Marquez, Khaled Hosseini and Amy Tan as well as from other independent fiction and non-fiction selections. Students will be expected to contribute to class discussions. Students will continue to fine tune their critical reading and writing skills as well as improve their vocabulary.
Prerequisite(s): Successful completion of American Studies

Honors World Literature \& Composition


## 1.0 credit

## Grade 11 only

In this course, students will write extensively, read and analyze literature, which addresses the current social issues that impact the world at large. Formal writing instruction will be an integral part of this course. Topics such as the role of the underclass, the nature of prejudice, the effects of war, the future of the planet, good versus evil, and the nature of justice will be viewed through the literary lens. Students will read works from a variety of genres including poetry, fiction, and non-fiction. Students will learn to make connections between the text and real-world events. Students should expect to complete lengthy nightly reading assignments, several short analytical/response papers and lengthy literary analysis papers each quarter. Students will be expected to contribute to and to lead class discussions. Students will read class-wide selections from such authors as Andre Dubus III, David Guterson, Tim O'Brien, Gabriel Garcia Marquez, Khaled Hosseini and Amy Tam, as well as from their own independent selections. Students will continue to fine-tune their critical reading and writing skills as well as improve their vocabulary.
Prerequisite(s): A- or higher in previous CP course, B- or better in previous Honors Course

## Advanced Placement (AP) Language and Composition <br> manquanaminan

## Grade 11 only

AP English Language and Composition is a college level course, which will engage students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through their writing and reading students will become aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. All students are expected to take the College Board's AP Language and Composition exam at their own expense. Students enrolled in AP Language and Composition will fulfill the Modern World Literature juniors' English requirement.
Prerequisite(s): A- or higher in previous CP course, B- or higher in previous AP or Honors

## Advanced Grammar \& Composition NOM. $\quad 0.5$ credit

 Grades 11-12In this course, students continue to work on and improve the fundamental skills of effective writing. Emphasis is on the writing process from pre-writing through drafting, revising, and editing. Students gain confidence through the basic principals of effective expository composition and the application of these principles in writing essays and documented papers. Students will also read and examine a wide variety of writers and writing styles.
Prerequisites (s): None

Honors British Literature: Monsters and The Monstrous


## 0.5 credit

 Grade 12 only"...something wicked this way comes." British literature is full of monsters and humans who behave monstrously. In this one semester class we will study what these blood-dripping, shape-shifting, slime-born literary creations have to say about the nature of good and evil, what it means to be human and what we fear when the lights go out. Course texts will include Beowulf, at least one of Shakespeare's plays and The Strange Case of Dr. Jekyll and Mr. Hyde as well as monsters created by more contemporary writers.
Prerequisite(s): A- or higher in previous CP course, B- or better in previous Honors Course

## Honors Introduction to College Writing NCAS <br>  Dual Enrollment (DE) <br> 0.5 credit Grade 12 only

Students enrolled in this course will focus on a variety of writing skills and styles. Students will review formatting, grammar, rhetorical devices, and continue to develop their vocabulary and improve their reading comprehension. Time will be spent practicing the general skills needed for SAT writing, college essay writing, and strategies necessary for successful test taking. Students can expect nightly reading and writing assignments. Students will be able to earn 1.0 credit of English at Southern New Hampshire University.
Prerequisite(s): None
Honors Philosophical Literature NCAn minn

## 0.5 credit

Grade 12 only
This course will introduce students to the most prominent people, movements, and methods of Western philosophy from ancient times to the present. This course will examine the fundamental problems that philosophers have dealt with, as well as the various approaches and arguments they have used. Students will become familiar with the terminology used in philosophical discourse, learn about the historical development of the discipline, and develop their own skills for philosophical argumentation.
Prerequisite(s): A- or higher in previous CP course, B- or better in previous Honors Course

## 0.5 credit

## Grade 12 only

This course will develop students' writing abilities to promote their academic success throughout high school and beyond and will teach them to be informed consumers of media. Students will understand and practice the various types of journalistic writing including hard news, features, sports, and broadcast. Students will analyze professional news examples and improve their skills in writing for a specific audience, revising, fact-checking, and reading critically. They will produce print, online, and broadcast news reports along with developing leadership and collaboration skills by taking on different roles in news production.
This is a writing intensive course.
Prerequisite(s): None

## Literature of Land and Sea

## 0.5 credit

Grade 12 only
Do we still need the wilderness? What is my role in the natural world? What responsibility do we have to the earth? This course, whose texts feature a variety of fiction and non-fiction responses to these questions, emphasizes observation and nature journaling. The woods and wetlands that surround the school are used as an extension of the classroom. The competing demands of development and preservation are explored by reading Henry David Thoreau, John Muir, Jack London and contemporary voices. The culminating research project is an investigation into an economic or environmental issue facing America's public lands. This course would be an excellent companion course for students taking Environmental Science.

## Prerequisite(s): None

## Media and Persuasion <br> 

## 0.5 credit

 Grade 12 onlyThis course is designed to equip students with the tools necessary to view films critically and polish their analytical writing, speaking, and thinking skills. Response journals and class discussions will be at the center of the course, and each viewing experience will conclude with an analytical/response paper, a creative project, an oral presentation, or a combination of these. Students will view films from the silent era to the present, analyzing them based on a variety of cinematic and narrative devices. As a final project, students will choose a genre of film and complete an in-depth research project applying concepts and terminology learned in class. Parental permission needed to view R rated films. This course provides an introduction to the art of rhetoric and persuasion. The broad scope of propaganda will be explored through analysis of historical and contemporary examples. The course will focus on the theory, practice, and construction of persuasion. In addition to persuasions significant role throughout history, propaganda has established an undeniable presence in today's mainstream media. Because of propagandas role in politics, news coverage, popular styles, trends, and beliefs, the ability to identify and respond to the many different means of persuasion has quickly become a necessary skill. Literary, contemporary media, advertising selections, and a variety of speeches and readings will be covered.
Prerequisite(s): None

## Mythological Literature <br> 

## 0.5 credit

 Grade 12 onlyClassical Mythology is a survey of ancient Greek and Roman stories about heroes, gods and the universe. Students will examine the various ways classical mythology influences art, literature and culture of the modern world. Students will read from a wide variety of ancient authors such as Hesiod, Ovid, Sophocles, Vergil, Euripides, and Homer. Time will also be spent examining the mythological theories of Sigmund Freud, Joseph Campbell, and Levi Strauss. Students can expect nightly reading assignments and regular essays and projects.
Prerequisite(s): None

Prose and Poetry NCAB :

## 0.5 credit

## Grade 12 only

Students will read, respond to, and write poetry and fiction. The course will allow students with an interest in poetry and fiction writing the opportunity to create and eventually publish their work. Students will extensively use the writing process to improve their writing and will develop a portfolio of original work. This course is writing intensive. 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.
Prerequisite(s): None

Public Speaking

## 0.5 credit

## Grade 12 only

This one-semester, senior elective focuses on the all-important skill of communication. Students who enroll will learn public speaking techniques as well as the process of drafting, editing, delivering and analyzing speeches. Together, we will conquer our collective fears of public speaking through a variety of forums and performances. We will also spend time analyzing and evaluating the public speeches happening around us all the time. This course will be fun, interactive, timely, and also teach you an invaluable skill. Students can expect to be writing and performing at least 5-6 speeches over the course of the semester.
Prerequisite(s): Successful completion of World Literature and Composition.

## Advanced Placement (AP) Literature and Composition NCAM

## Grade 12 only

The AP English Literature and Composition is a college level course that is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider and evaluate a work's structure, style, and themes, as well as such smaller-scale elements such as figurative language, imagery, symbolism, and tone. All students are expected to take the College Board's AP Literature and Composition exam at their own expense.
Prerequisite(s): A- or higher in previous CP course, B - or higher in previous AP or Honors

## Family and Consumer Sciences

The Family and Consumer Sciences Program provides students with opportunities to learn practical and essential life skills and prepares young people to assume future adult roles within the family structure. Our society depends on strong families that nurture children, serve as their first teachers, and instill values and standards for behavior. The goal of the program is to enhance each student's quality of life through knowledge of the art and science of living well. Family and Consumer Sciences encompass the specialty areas of food and nutrition, clothing, textiles, and human development.

Courses Offered

| Course Title Credit |  |  | Length | Grades |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| Fashion Design and Textiles I* | 0.5 | Semester | 9 | 10 | 11 | 12 |  |
| Foods and Nutrition | 0.5 | Semester | 9 | 10 | 11 | 12 |  |
| Pastry Arts | 0.5 | Semester | 9 | 10 | 11 | 12 |  |
| World Cuisine | 0.5 | Semester | 9 | 10 | 11 | 12 |  |
| European Cuisine | 0.5 | Semester | 9 | 10 | 11 | 12 |  |
| Interior Design* | 0.5 | Semester |  | 10 | 11 | 12 |  |
| Parenting and Child Development | 0.5 | Semester |  | 10 | 11 | 12 |  |

*Fulfills Arts Requirement

## Course Descriptions

## Fashion Design and Textiles I*


0.5 credit

Grades 9-12
This beginning level course introduces students to the world of clothing design and construction. Areas of study include basic sewing equipment, the use and care of the sewing machine, hand sewing, clothing construction, care and maintenance. Emphasis is upon fashion fundamentals, fashion trends, design principles, color theory, and personal fashion analysis. Students are required to provide some materials and supplies.
Prerequisite(s): None
*Fulfills Arts Requirement

## Foods and Nutrition

## 0.5 credit

Grades 9-12
Students in this course will be introduced to the fundamental skills and laboratory practices of food preparation. Students will demonstrate cooking techniques as well as learn about nutrition, budgeting, and quality food preparation. The formation of good work practices and safety habits are an essential feature of this course. The culmination of the course will result in a personalized digital cookbook to use and expand throughout their life.
Prerequisite(s): None

## Pastry Arts

## 0.5 credit

Grades 9-12
Students will develop skills in basic bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. The students will apply the knowledge and skills of how basic ingredients function, learn baking and pastry vocabulary, and develop skills needed to produce baking and pastry products based on industry standards. Special focus will be on attention to detail and artistic flair, which are the cornerstone skills used in creative baking.
Prerequisite(s): Successful completion of Foods and Nutrition

## World Cuisine

## 0.5 credit

## Grades 9-12

Students will study international cuisine such as Asian, Middle Eastern, Italian, Greek, French and Indian. Recipes used are more complex and require a higher level of skill. Areas of study for each region will include cultural awareness with food presentation techniques emphasized.
Prerequisite(s): Successful completion of Foods and Nutrition

## European Cuisine <br> 0.5 credit <br> Grades 10-12

The purpose of this course is to study a variety of countries located in Europe. Even though geographically they are located relatively close to each other they still have very diverse food choices and cultural traditions. The student will be preparing foods from these countries, experiencing the time intensive labor involved in food preparation. These opportunities will allow students to gain experience in tasting and comparing foods and the ingredients used in different countries and how their preferred cooking methods may vary. In addition to learning the background information, the students must also experience cultural traditions. Through this investigation students will understand and appreciate diverse cultures and found in Italy, Scandinavian, Greece and France.
Prerequisite(s): Successful completion of Foods and nutrition


## 0.5 credit

This course examines interior design, determined by needs, the environment, and technology. Students will learn to make appropriate selections of paint, fabrics, furnishings, lighting and accessories, based on sound financial decisions and design principles. Drawing in perspective, creating floor plans, color schemes, and rendering interiors in color and textures are some of the skills students will develop. Students will have exposure to various career opportunities in interior design. Students are required to provide some materials and supplies.
Prerequisite(s): None
*Fulfills Arts Requirement

## Parenting and Child Development

## 0.5 credit

## Grades 10-12

This course introduces the broad field of child development. Students will identify the characteristics of the developmental areas (physical, social/emotional, cognitive) and stages (prenatal, infancy, toddlerhood, preschool and school age). Students will obtain a broad understanding of the considerations needed to make an informed decision to become a responsible parent or educator. This content topic will provide opportunities for the students to apply communication, leadership, management, and cognitive skills needed to understand raising and educating a child. In addition, students will have the opportunity to examine the wide variety of career paths within child development, psychology, and the skills necessary for success within this field.
Prerequisite(s): None

## Humanities

At the heart of a rigorous academic education is the study of the humanities. The study of humanities enables students to understand what it is to be human. Humanities sweep across a multitude of disciplines including philosophy, modern and ancient language, literature, history, rhetoric, religious studies, and the fine arts. The study of humanities challenges students to draw connections and find purpose and meaning in the world. WHS's Humanities Program is designed to provide an interdisciplinary approach to learning. The humanities courses will offer challenging reading and writing assignments and will foster intellectual independence and strong critical thinking skills.

## Interdisciplinary Humanities


#### Abstract

There are two required core humanities courses at Windham High School: Cultural Foundations and American Studies. The purpose of these courses is to enable students to think deeply across academic disciplines and to build solid academic skills, particularly in the areas of writing and reading. Interdisciplinary instruction enables students to view learning as more than an accumulation of isolated facts and helps students develop the skills necessary to solve multifaceted problems. Each core course is team-taught by a social studies teacher and English teacher. Students will earn credit in both social studies and English.


## Courses Offered

| Course Title | Credit | Length |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Cultural Foundations | 2.0 | Year | 9 |  |  |  |
| Honors Cultural Foundations | 2.0 | Year | 9 |  |  |  |
| American Studies | 2.0 | Year |  | 10 |  |  |
| Honors American Studies | 2.0 | Year |  | 10 |  |  |

## Course Descriptions

## Cultural Foundations


2.0 credits Grade 9 only
This team-taught, interdisciplinary course, challenges students to understand the development of Western society and to appreciate the various influences on modern Western culture. Students study the renaissance, the reformation, the enlightenment, the industrial and French revolutions, imperialism, the world wars, and other modern events leading up to the present day. Students will read selected texts from authors such as Shakespeare, Locke, Martin Luther, Voltaire, Wilde, Lee, and Haddon among others. In addition, students will also examine other forms of human expression such as art, music, and architecture in their historical context. Students will be required to work collaboratively on group projects and presentations, write extensively, and present orally throughout the course. Grammar, vocabulary development, literary analysis, and basic research methods will be the focus of the instruction and will be embedded in a variety of assignments. Students will be required to complete one summer reading assignment and one formal research paper. Students earn 1.0 credit in English and 1.0 credit in social studies.
Prerequisite(s): None
Honors Cultural Foundations


## 2.0 credits

Grade 9 only
This team-taught, interdisciplinary course engages students in an exploration of who we are as Americans. It challenges students to understand how the historical and literary developments from the high renaissance to the present day have impacted the United States and humankind in general. Authors covered are Shakespeare, Locke, Martin Luther, Milton, Wilde, Voltaire, Achebe, Kincaid, Lee, as well as others. In addition, students will also examine other forms of human expression such as art, music, and architecture in historical context. Students will be required to work collaboratively on group projects and presentations, write extensively, and present orally throughout the year. Grammar, vocabulary development, literary analysis, and basic research methods will be the focus of the instruction and embedded in a variety of assignments. Students in Honors Cultural Foundations will complete several summer reading assignments and write two formal research papers as major course requirements. Students earn 1.0 credit in English and 1.0 credit in social studies.
Prerequisite(s): A- or higher in $8^{\text {th }}$ grade English and social studies

## American Studies



## 2.0 credits

## Grade 10 only

This team-taught, interdisciplinary course examines the history, literature, government, and economics of the United States beginning with the Colonial era and continuing through contemporary times. Authors covered will include Bradstreet, Jefferson, Poe, Cooper, Hawthorne, Melville, Dickinson, Frost, Fitzgerald, Hemingway, Faulkner, as well as others. Students work with some primary documents, read and interpret classic and contemporary American literature, and analyze essays and commentaries on American culture. Students will explore the art, music, economy, politics, and government that are a part of the American identity. Close attention will be placed on New Hampshire's role in the growth and development of the United States. Students will be required to work collaboratively on group presentations and projects, write both critical and expository essays, prepare formal speeches, and conduct research. Students will continue to improve their analytical writing skills and critical reading abilities. Students will be required to complete one reading assignment over the summer. Students earn 1.0 credit in English and 1.0 credit in social studies. Prerequisite(s): Successful completion of Cultural Foundations

## Honors American Studies <br>  <br> 2.0 credits Grade 10 only

This team-taught, interdisciplinary course examines the history, literature, government, and economics of the United States beginning with pre-Colonialism through contemporary times. Authors covered will include Mather, Bradstreet, Jefferson, Madison, Poe, Cooper, Hawthorne, Melville, Dickinson, Frost, Fitzgerald, Hemingway, Faulkner, as well as others. Students work with primary documents, read and interpret classic and contemporary American literature, and analyze essays and commentaries on American culture. Students will explore the art, music, economy, politics, and government that are a part of the American identity. Close attention will be placed on New Hampshire's role in the growth and development of the United States. Students will be required to work collaboratively on group projects and presentations, write both critical and expository essays, prepare formal speeches, and conduct research throughout the year. Students will continue to improve their analytical writing skills and critical reading abilities. A number of formal papers on a variety of topics will be assigned throughout the year. This is a rigorous course and requires, which will require extensive work outside the classroom. Several assignments must be completed over the summer. Students earn 1.0 credit in English and 1.0 credit in social studies.

Prerequisite(s): A- or higher in Cultural Foundations, B- or higher in Honors Cultural Foundations

## Human Performance and Wellness

The Human Performance and Wellness Program integrates the physical education and health curriculum and delineates the requirements for graduation. Through an interdisciplinary collaboration with other core disciplines a wealth of knowledge may be gained by students and used throughout their lifetime. The programs are developed to provide students with lifelong wellness knowledge and to promote the physical fitness skills needed to develop and maintain a healthy lifestyle beyond high school. In order to meet graduation requirements, all students are required to take Human Performance freshman year and are required to take an additional elective over the course of the next three years. The focus of the Wellness Program is to provide support for students and to assist them in making healthy choices in their lives, to develop positive self-concepts, and to promote personal physical, mental, and emotional health.

## Human Performance

The goal of the Human Performance Program is to enable students to become active participants in physical activities and also knowledgeable spectators. The program will enable students to identify enjoyable interests that keep them physically, mentally, socially, and emotionally fit. In addition, the program develops students' abilities to work cooperatively to achieve goals, and develop leadership and sportsmanship skills. Units will include personal fitness, lifelong team and individual sports skill development, problem-solving activities, and outdoor activities such as snowshoeing, hiking, walking, and adventure-based learning experiences.
Courses Offered
Course Title

| Credit | Length | Grades |  |  |  |  |
| :--- | :---: | :--- | :--- | :--- | :--- | :--- |
| Human Performance | 0.5 | Semester | 9 |  |  |  |
| Strength \& Conditioning | 0.5 | Semester |  | 10 | 11 | 12 |
| Unified Human Performance | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Recreational Games and Activities | 0.5 | Semester |  | 10 | 11 | 12 |
| Advanced Strength \& Conditioning and Sport <br> Nutrition | 0.5 | Semester |  |  | 11 | 12 |
| Personal and Lifetime Fitness | 0.5 | Semester |  | 10 | 11 | 12 |
| Team Sports | 0.5 | Semester |  | 10 | 11 | 12 |
| Team Sports II | 0.5 | Semester |  |  | 11 | 12 |

## Course Descriptions

## Human Performance <br> Grade 9 only

The Human Performance course will provide an opportunity for each student to gauge their fitness level, and learn about the foundational concepts involved in a basic personal fitness program. Students' personal fitness programs will include the health related fitness components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition). They will engage in realistic goal setting and chart their progress regarding muscular fitness and cardiovascular health. The instructor will integrate basic nutrition, health and skill related fitness, primary muscular fitness concepts, flexibility, and target heart rate. Students will participate in a variety of games, recreational activities, traditional sports, and personal lifetime fitness interests. Human Performance is a required course for all ninth graders.
Prerequisite(s): None

## Strength \& Conditioning

## 0.5 credit

 Grade 10-12Strength \& Conditioning is a course designed for students whose fitness goals center around performance-based strength and athleticism. The course is an excellent fit for busy multi-sport athletes, all athletes interested in playing at the college level, and strength-focused students looking for consistent, high-level training. Training methods focus on those used in college-level training programs for all male and female sports. These methods include Olympic lifts, free-weight training, sport-specific metabolic conditioning, mobility and flexibility, and lifestyle considerations for optimal performance. Core strengthening, agility, power, and speed drills will be introduced to allow for kinesthetic exploration. Students will also participate at competitive intensity levels in a variety of traditional and individual sport and activities.
Prerequisite(s): Successful completion of Human Performance and Wellness.

## Unified Human Performance Grades 9-12

In this high quality inclusive Human performance classroom, students recognize their abilities to create inclusive communities as they learn to value difference and appreciate each individual's unique gifts and talents. An inclusive peer to peer teaching model provides opportunities for students of all abilities to participate as leaders in some way, reinforcing and confirming the potential of every student to lead and contribute meaningfully. The benefits of UHP include: improve motor skills; improve fitness; learn cognitive concepts related to game play; develop communication skills; foster a sense of belonging and being valued by others; build confidence and self-esteem; develop friendships and increase positive social interactions; and how to help another student achieve success; respect and value each individual; becoming advocates in their school.
Prerequisite(s): Teacher recommendation

## Recreational Game and Activities Grades 10-12

0.5 credit

This course is designed for students who desire indoor and outdoor activities that have a lifetime carryover value. Various activities may include, but not limited to: croquet, horseshoes, badminton, walking, frisbee, ping-pong, tennis, pillo-polo, and bocce ball. Some traditional activities may include rules variations for sports such as flag football, soccer, volleyball, floor hockey. Students will participate in outdoor fitness-based activities including sledding, snowshoeing, and hiking. Team-building/adventure based activities will contribute to the student's social-emotional well-being and knowledge of the benefits of maintaining a healthy and active lifestyle. Understanding the value of physical activity for social interaction and enjoyment are key components of the course.
Prerequisite(s): Successful completion of Human Performance and Wellness

## Advanced Strength \& Conditioning and Sport Nutrition

## 0.5 credit

 Grades 11-12The emphasis of this course is on optimizing athletic abilities through the most current strength and conditioning methods and sports nutrition practices. Students will maximize their physical potential through high intensity resistance training (complex free weights/Olympic lifts), progressive plyometrics, power, agility, speed, mobility, and core stabilization drills. Sports nutrition topics will include an in-depth look at how food impacts performance and recovery, including; meal timing, hydration, and supplementation. Constructing, analyzing, and utilizing performance programs and individual nutrition plans will help the students obtain enhanced sports performance and maximize their fitness goals. An excellent course for athletes and students interested in a career in the fields of fitness, health, nutrition, or sports medicine.
Prerequisite(s): Successful completion of Human Performance and Strength \& Conditioning

## Personal and Lifetime Fitness

## 0.5 credit

## Grades 10-12

This course is designed for the student whose training style prefers individual activities in a less competitive, lower intensity environment. Lessons and workouts aim to improve daily health habits, cardiovascular health, functional strength, flexibility, and stress management skills. High expectations are placed on valuing individual differences among classmates and maintaining respectful etiquette in a workout studio environment. Activities include, but are not limited to...Yoga, Pilates, meditation, stretching, cardiovascular training, Functional Movement Screen, Martial Arts Fitness, Dance Fitness, hiking, walking, Crossfit and circuit training.
Prerequisite(s): Successful completion of Human Performance and Wellness

## Team Sports I

0.5 credit Grades 11-12
The Team Sports elective will provide an opportunity for each student to experience a range of interactions with classmates. Students will increase their health and fitness by participating in a variety of team sport games and competitions. Additionally, important life skills will be stressed as the concepts of teamwork and team building are put into play. Taking this course will provide students the opportunity to perform active roles in the areas of team management, coaching, and developing individual skills and game strategies.
Prerequisite(s): Successful completion of Human Performance and Wellness

## Team Sports II <br> 0.5 credit <br> Grades 11-12

The team Sports 2 elective will provide an opportunity for each student to experience a range of competitive interactions with classmates. Additionally, important life skills will be stressed as the concepts of teamwork and competition are put into play. Students will take on leadership roles in small groups where they will be responsible for interpreting rules, concepts, skills, history, safety, sport specific strength \& conditioning, and assessment of a particular sport. Students will have the ability to select a preferred team sport activity for their personal area of concentration. Prerequisite(s): Successful completion of Human Performance, Wellness, and Strength \& Conditioning or Team Sports.

## Wellness

In the world today, all students must be aware of what it means to "be healthy." Good health involves not just proper food and nutrition but also being aware of personal and lifestyle attitudes. This program provides support for students as they develop the knowledge to make healthy choices in their lives regarding positive self-concept and personal physical, mental, and emotional health.

Courses Offered

| Course Title | Credit |  |  |  |  | Length |
| :--- | ---: | :---: | :---: | :---: | :---: | :---: |
| Wellness | 0.5 | Semester | 9 |  |  |  |

## Course Descriptions

## Wellness

## 0.5 credit

## Grade 9 only

This course is a comprehensive wellness course that covers skills necessary to lead a healthy lifestyle. The focus will be on goal setting, decision making, personality, mental health, drugs/alcohol/nicotine abuse, conflict resolution, human growth and development, refusal skills and reducing stress and anxiety. Students will have the opportunity to do a self-evaluation of their own knowledge, attitudes, and behaviors as well as leadership opportunities within large and small group work, class discussions, and projects. Wellness is a graduation requirement that satisfies the State of New Hampshire health education requirement.
Prerequisite(s): None

## Mathematics

The goal of the Windham High School mathematics curriculum is to deepen students' conceptual understanding in the field of mathematics and to foster abstract thought and analytical proficiency through the connection of mathematics to other disciplines. Students develop their problem-solving techniques and critical thinking skills in a cooperative learning environment with an emphasis on communication, constructive dialogue, and multiple ways of representation. Students will learn to explain their reasoning and gain confidence in mathematics through the exploration and proof of new mathematical ideas. Mathematics courses at Windham High School are designed to align with both state and national standards for mathematics instruction.

To ensure that all students are placed in classes that both support and challenge them, teachers will determine the appropriate course by completing recommendations for each student. Any questions should first be directed to the teacher and, if needed, students can contact the Director of Mathematics.

Courses Offered

| Course Title | Credit | Length |  | Grade |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Fundamentals of Math I (FOM I) | 1.0 | Year | 9 | 10 |  |  |
| Fundamentals of Math II (FOM II) | 1.0 | Year |  | 10 | 11 |  |
| Algebra I - Extended | 2.0 | 2 Years |  |  | 11 | 12 |
| Algebra I | 1.0 | Year | 9 | 10 | 11 |  |
| Algebra I Skills Support excl. from Grad. Req. | 0.5 | Semester | 9 | 10 | 11 |  |
| CP Algebra I | 1.0 | Year | 9 | 10 |  |  |
| Geometry | 1.0 | Year |  | 10 | 11 | 12 |
| CP Geometry | 1.0 | Year | 9 | 10 |  |  |
| Honors Geometry | 1.0 | Year | 9 | 10 |  |  |
| Algebra II w/Adv. Functions A | 1.0 | Year |  |  | 11 | 12 |
| Algebra II w/Adv. Functions B | 0.5 | Year |  |  |  | 12 |
| CP Algebra II | 1.0 | Year |  | 10 | 11 | 12 |
| Honors Algebra II | 1.0 | Year | 9 | 10 | 11 |  |
| CP Precalculus | 1.0 | Year |  |  | 11 | 12 |
| Honors Precalculus | 1.0 | Year |  | 10 | 11 | 12 |
| Calculus (DE) | 1.0 | Year |  |  | 11 | 12 |
| AP Calculus AB | 1.0 | Year |  |  | 11 | 12 |
| AP Calculus BC | 1.0 | Year |  |  | 11 | 12 |
| AP Statistics | 1.0 | Year |  |  | 11 | 12 |
| Statistics | 0.5 | Semester |  |  | 11 | 12 |
| Trigonometry | 0.5 | Semester |  |  | 11 | 12 |
| Math Modeling | 0.5 | Semester |  |  | 11 | 12 |

*This is a pass/fail course which does not count towards Math requirement(s)

## Course Descriptions

Fundamentals of Mathematics I (FOM I)

## Grades 9-10

FOM I is designed to address the needs of students whose math skills are below grade level and who need extra instruction to master rational number operations, percentages and ratios prior to taking Algebra I. Basic Algebra and Geometry skills will also be introduced. Students will continue the development of their skills in the common core mathematical practices including problem solving and communication. Upon successfully completing this course, most students will take Algebra I.
Prerequisite(s): Teacher recommendation

## Fundamentals of Mathematics II (FOM II)

1.0 credit

## Grades 10-11

FOM II is designed for students, who after taking FOM I, still need extra support prior to taking Algebra 1. This course will integrate concepts from numbers and operations, patterns, fractions, geometry, and statistics. The emphasis will be on conceptual understanding through concrete examples designed to engage visual, auditory, and hands-on learners. Students will also continue the development of their skills in the common core mathematical practices including problem solving and communication. Upon successfully completing this course, most students will take Algebra 1 - Extended.
Prerequisite(s): Teacher recommendation


#### Abstract

Algebra I - Extended* 2 credits Grades 11-12 Algebra I - Extended is designed to meet the Algebra I state requirements within a two-year period. Algebra concepts are presented with concrete examples and various manipulatives in order to meet the unique needs of each learner. The topics include simplifying numerical and algebraic expressions, solving algebra equations, graphing linear functions, and applying algebraic concepts in the real world. *Due to the individualized portion of this course, if a student needs more than 2 years to complete this program, extra time may be granted. Prerequisite(s): Teacher Recommendation



1.0 credit

## Grades 9-11

Algebra provides the students with a solid foundation in the frameworks of Algebra I. The emphasis is on conceptual understanding through applications and projects. The topics for this course include manipulation of real numbers and algebraic expressions, rational numbers, solving and graphing linear equations, inequalities and systems of equations, factoring, radical expressions, exponents, and precents. Students will also continue the development of their skills in the common core mathematical practices including problem solving and communication.
Prerequisite(s): Teacher Recommendation

## Algebra I Skills Support (Excluded from Math Graduation Requirement) <br> 0.5 credit Grades 9-11

Algebra Skills Support is a semester class that gives students additional re-teaching of math concepts as well as reinforcement of numbers and operations skills expected of Algebra students. This class is designed to align with the units of Algebra I in order to reinforce foundational mathematics skills such as integers, rational number computations and operations needed for continued success in Algebra. This is a pass/fail course.
Prerequisite(s): Taken concurrently with the first semester of Algebra I and Teacher Recommendation.

## CP Algebra I



## 1.0 credit

## Grades 9-10

CP Algebra I prepares students to continue studies in mathematics and aids the analytical thought process. The focus is on solving and applying algebraic equations in real-world applications. Students are expected to solve problems both with and without the use of a calculator, to clearly communicate their work processes and solutions both orally and in writing, and to develop the ability to analyze and solve open-ended response problems. The topics for this course include solving and graphing linear equations, inequalities and systems of equations, percents, polynomials, radical expressions, exponents, statistics, and probability.
Prerequisite(s): Teacher recommendation
1.0 credit

## Grades 10-12

Geometry introduces students to the topics covered in Geometry with an emphasis on conceptual understanding through concrete examples and projects. This course supports student understanding of the creative and practical applications of geometric principles while providing a constant review of algebraic methods. Computer geometry software will be used where appropriate. Topics include the organization of geometry, undefined terms, angles, congruent triangles, triangles and inequalities, perpendicular and parallel lines, quadrilaterals, similarity, right triangles, polygons, circles, coordinate geometry, and right triangle trigonometry.
Prerequisites): Successful completion of Algebra I and teacher recommendation

## CP Geometry NCAB Miner

## 1.0 credit

## Grades 9-10

CP Geometry focuses on the development of the student's ability to solve problems using a systematic and structured process. Students will apply the theorems, corollaries, definitions and postulates to applications. Computer geometry software will be used where appropriate. Students continue the development of their skills in communicating their work processes, proofs, and solutions both orally and in writing. Topics include defined and undefined terms, angles, parallel and perpendicular lines, planes, congruent triangles, similar polygons, right triangle trigonometry, circles, area and volume, quadrilaterals, coordinate geometry, and transformations.
Prerequisites): Completion of CP Algebra I and teacher recommendation

## Honors Geometry



## 1.0 credit

## Grades 9-10

Honors Geometry introduces students to geometric concepts, presents a deep theoretical and abstract approach to spatial reasoning, and teaches students to think analytically and creatively. This course will be a formal deductive development of geometry using definitions, postulates, theorems, and corollaries, based on the relationship of points, lines, and planes in a two and three-dimensional space. There will be extensive work in deriving and proving theorems and corollaries and their application. Topics include defined and undefined terms, inductive and deductive reasoning, angles, perpendicular and parallel lines, planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, area and volume, constructions, coordinate geometry, and transformations.
Prerequisites): Successful completion of $8^{\text {th }}$ grade Algebra I and teacher recommendation


## 1.0 credit

Grades 11-12
Algebra II Part A develops and extends concepts learned in Algebra with an emphasis on the conceptual understanding of quadratics and their applications to real world problems. This class also explores questions related to the SAT to better prepare students for the spring SAT test. Topics include a review of linear functions, systems of equations, compound inequalities, functions and transformations, as well as graphs and solutions of quadratic functions.
Prerequisites): Completion of Geometry and teacher recommendation


## 0.5 credit

 Grades 12Algebra II Part B is a semester course that completes the study of the topics traditionally seen in CP Algebra 2. Topics include a review of quadratic functions, exponents, polynomials, and rational expressions,.
Prerequisites): Completion of Algebra 2 Part A and teacher recommendation

## CP Algebra II

## 1.0 credit

## Grades 10-12

CP Algebra II focuses on advanced Algebra topics with emphasis on quadratics and their applications to real-world problems utilizing an analytical thought process. Topics include properties of functions and relations, polynomials, factoring, rational expressions, rational and irrational numbers, complex numbers, quadratic equations, and exponents. Students apply prior math knowledge to clearly communicate their work processes and solutions both orally and in writing. Graphing calculators are recommended.
Prerequisite(s): Completion of CP Algebra I and CP Geometry and teacher recommendation

## Honors Algebra II <br> 

## 1.0 credit

## Grades 9-11

Honors Algebra II focuses on advanced algebra topics with an emphasis on quadratics and applications to real world problems. In this course, topics are developed through multiple perspectives so that students gain a deeper understanding of concepts. The pace of the course is demanding and students should have a strong background in algebra and geometry. Topics include functions and relations, inequalities, polynomials, factoring, rational expressions, irrational numbers, complex numbers, quadratic equations, and logarithms. Graphing calculators are required.
Prerequisite(s): Completion of Honors Algebra I and Honors Geometry and teacher recommendation


## Grades 11-12

Students choosing CP Precalculus should enjoy mathematical challenges and have a solid background in both Algebra II and Geometry. This course is needed in preparation for Calculus. Topics include trigonometric functions and equations, linear, quadratic and polynomial functions, domain and range, inverse of functions, logarithmic and exponential functions, conic sections and analytical geometry. Graphing calculators are required.
Prerequisite(s): Successful completion of CP Algebra II and teacher recommendation.
Honors Precalculus


## 1.0 credit

## Grades 10-12

Honors Precalculus is the study of advanced mathematical topics needed as preparation for AP Calculus. Topics include advanced trigonometric functions and equations, linear, quadratic, and polynomial functions, domain and range, inverse of functions, logarithmic and exponential functions, conic sections and analytical geometry, and limits of functions. Graphing calculators are required.
Prerequisite(s): Successful completion of Honors Algebra II and teacher recommendation

## Calculus NCAS "nyminn <br> Dual Enrollment (DE) <br> 1.0 credit

Grades 11-12
Calculus is designed for students who enjoy advanced mathematics. The key prerequisite topics will be reviewed but the majority of the course will assume a reasonably sound working knowledge of algebra, geometry, trigonometry, and elementary functions. Topics to be covered include: limits and continuity, the derivative, anti-differentiation, slope fields, the definite integral and its application, derivatives of logarithmic and exponential functions, trigonometric functions and techniques of integration. Graphing calculator is required.
Prerequisite(s): Successful completion of Precalculus and teacher recommendation

## Advanced Placement (AP) Calculus AB

## 1.0 credit

## Grades 11-12

AP Calculus AB develops the student's understanding of the concepts of calculus and provides experiences with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Topics include functions, graphs and limits, derivatives (concept, applications, computation) and integrals (Riemann sums, definite integrals, fundamental theory of calculus, anti-differentiation). Graphing calculators are used extensively throughout this course. All students enrolled in AP Calculus AB are required to take the Calculus AB Exam in May at their own expense. Prerequisite: Successful completion of Honors Precalculus and teacher recommendation

## Advanced Placement (AP) Calculus BC



## 1.0 credit

## Grades 11-12

AP Calculus BC develops mathematical knowledge conceptually by guiding students to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Calculus BC includes all topics covered in Calculus AB plus additional topics. Topics include functions, limits, differentiation, integration, vectors, and differential equations. Graphing calculators are used extensively throughout this course. All students enrolled in AP Calculus BC are required to take the Calculus BC Exam in May at their own expense.
Prerequisite(s): Successful completion of Honors Precalculus and teacher recommendation

## Advanced Placement (AP) Statistics <br> 

## 1.0 credit

## Grades 11-12

The purpose of AP Statistics is to introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Graphing calculators are used extensively throughout this course. All students enrolled in AP Statistics are required to take the Statistics Exam in May at their own expense. Prerequisite: Completion of Honors Algebra II and teacher recommendation

Statistics


## 0.5 credit

Grades 11-12
Statistics is a semester course designed to introduce students to tools used for collecting data and analyzing and drawing conclusions from data. Students are exposed to statistical themes such as exploring data, sampling and experimentation, and statistical inference. Students will explore these topics through applications and projects. Graphing calculators are recommended.
Prerequisite(s): Completion of CP Algebra II and teacher recommendation

## Trigonometry



## 0.5 credit

## Grades 11-12

Trigonometry is a semester course designed to explore both triangle trigonometry as well as circular trigonometry. Topics include the law of sines and cosines and their applications; the unit circle and trigonometric values of special angles; solutions of basic trigonometric equations, graphs of the trigonometric functions; and basic trigonometric identities. Graphing calculators are recommended.
Prerequisite(s): Completion of CP Algebra II and teacher recommendation

## Math Modeling

## 0.5 credit

## Grades 11-12

Math Modeling is a semester course that allows students the opportunity to use skills from algebra, geometry and probability and statistics to solve realistic applied problems by modeling functions. Homework, recreation, consumer issues, public policy, and science investigations are just a few of the areas from which applications may originate. Each unit will culminate in a summative project. As this is primarily a project based course, students must be self-motivated to complete assignments. They should also be curious to see the connections between mathematics and the real world.
Prerequisite(s): Completion of CP Algebra II and teacher recommendation

## Personal Finance <br> 0.5 credit

## Grades 10-12

Personal Finance introduces students to the relevance of mathematics to everyday living. Topics include managing bank accounts, credit cards, loans, mortgages, financing, taxes, insurance, and stock market investments.
Prerequisite(s): none **Elective or Math Credit

## Accounting I** <br> 0.5 credit <br> Grades 10-12 <br> Accounting I** 0.5 credit <br> Grades 10-12 <br> Accounting I introduces students to the field of accounting, its applications in business, and its relevance to society. This course is designed for students who are considering careers in business, management, banking, accounting, finance, or administration. Topics include double entry accounting procedures, recording and posting daily transactions, preparing worksheets, basic financial statements, payroll records, and closing a ledger at the end of the fiscal period for a business owned by a sole proprietor. Students will apply their skills using accounting software. <br> Prerequisite(s): Algebra I **Elective or Math Credit

## Accounting II ** <br> Grades 10-12

0.5 credit

Accounting II focuses on the accounting cycle for Corporations. This course is a value to all students who plan to major in any facet of business in college. Students will apply their skills using accounting software on a regular basis. Prerequisite(s): Successful completion of Accounting I **Elective or Math Credit

## Music

The goal of the Windham High School Music Program is to enable students to develop self-expression and creativity through instrumental or choral performance, composing, listening, and developing improvisational techniques. Music has its own vocabulary and distinct symbol system to aid students as they learn to experience the world in a more perceptive fashion. The study of music fosters self-discipline, critical thinking, and self-assessment. It prepares students for careers as professional musicians or for a lifelong appreciation of music's value in our society.

Courses Offered
Course Title

| Concert Band/H. Wind Ensemble $^{*}$ | 1.0 | Year | 9 | 10 | 11 | 12 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Honors Jazz Ensemble* $^{*}$ | 1.0 | Year | 9 | 10 | 11 | 12 |
| Mixed Choir/Honors Mixed Choir* $^{*}$ | 1.0 | Year | 9 | 10 | 11 | 12 |
| Orchestra* $^{*}$ | 1.0 | Year | 9 | 10 | 11 | 12 |
| AP Music Theory* $^{*}$ | 1.0 | Year |  | 10 | 11 | 12 |
| Intro to Guitar | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Guitar Ensemble I | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Guitar Ensemble II | 0.5 | Semester |  |  |  |  |
| Beginning Piano I* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Piano II* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Music Theory for Beginners* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Music in Pop Culture* | 0.5 | Semester | 9 | 10 | 11 | 12 |

*Fulfills Arts Requirement

## Course Descriptions

## Concert Band/Honors Wind Ensemble*

## 1.0 credit

 Grades 9-12The WHS Concert Band is an outstanding performance ensemble that performed at regional and national festivals and in renowned venues across the country. Though the ensemble prides itself on performing high-level music, it welcomes any and all students who have previously studied a concert band instrument. Through their rehearsal preparation and concerts, the students will not only learn the fundamentals of technique and performance, but will collaborate together developing strong relationships that extend beyond musical performance. The ensemble embraces students that are musically advanced as well as those that have not been in band for a few years or have not even played an instrument before. Students will participate in all major required performances, school and community events, field trips, and festivals, as they are a significant part of the program. Students are also given the opportunity to take private lessons as well as audition for the NHMEA Classical All State Festival. Students will also participate in the WHS Pep Band performing at home football games. Students may elect Concert Band four times for credit. As an extension to the WHS Concert Band, students can audition to take concert band as an honors class called Honors Wind Ensemble. Honors Wind Ensemble is an audition-based instrumental ensemble embedded into the Concert Band curriculum. Students will rehearse twice a week before school during the first semester and then be part of smaller instrumental ensembles second semester. The course is open to all students who are enrolled in the WHS Concert Band who want to rehearse more advanced repertoire alongside other advanced students. Enrollment will only allow for a equally balanced instrumentation. Students may elect Honors Wind Ensemble 4 times for credit.
Concert Band Prerequisite(s): Previous participation in a school band program, private lessons, or permission from instructor. Percussion students must audition each year to be a part of the Concert Band's percussion section. Percussionists who do not pass their audition have the opportunity to enroll in Percussion Ensemble.
Honors Wind Ens. Prerequisite(s): Same as Concert Band, enrollment is by audition only or permission of instructor. *Concert Band and Honors Wind Ensemble Fulfills Arts Requirement

Honors Jazz Ensemble*

## 1.0 credit

Grades 9-12
From Duke Ellington, Sinatra, Tower of Power, The Beatles, and everything in between, the Windham High School Honors Jazz Ensemble is an audition-based honors ensemble that performs a variety of music from blues to swing, rock, and Latin, among others. Students will have the experience of being a professional jazz musician in a "Big Band" setting. Along with playing as a member of the band, students will have opportunities to perform as soloists with the band at performances. Students will be assessed regularly in performance, improvisation and music theory skills. All members are encouraged to audition for the NHMEA Jazz All State Festival. Enrollment will only allow for an equally balanced instrumentation. Windham High School Jazz Ensemble may be elected four times for credit.
Prerequisite(s): Enrollment by audition. Students must also be enrolled in Concert Band or Honors Wind Ensemble with the exception of pianists, guitarists, and bass guitarists.
*Fulfills Arts Requirement

## Mixed Choir/Honors Mixed Choir* <br> 

1.0 credit

Grades 9-12
Mixed Choir is an ensemble that is open to everyone from the person who find themselves singing wherever they go, to those who want to learn how to sing! No previous experience is needed. Choral singing lets you experience the rich harmonies of Classical, Popular/Broadway, Jazz and World Music. Travel to exciting venues is offered but not required but allows the ensemble the experience of spreading their musicianship to places away from home. Mixed Choir members develop connections and friendships that last a lifetime. Students will be expected to perform at our two annual concerts as well as at functions and will also be given great opportunities to showcase their talents at festivals, field trips and other community events. The Mixed Choir is a place where musicianship is the highest of priorities, along with vocal technique and performance etiquette as a part of the curriculum. Students are encouraged to audition for NHMEA Classical All State and/or Jazz All State Festival, the All New England Festival and to study privately. Honors Mixed Choir is an extension of the Mixed Choir giving students the opportunity to sing in smaller ensembles. It is expected that students who choose this option will have extra rehearsals outside the normal scheduled class time. Students in Honors will also be expected to be leaders in the Mixed Choir to help develop high expectations in the classroom. Rehearsals for Honors Mixed is at the same time as Mixed Choir during the day. Prerequisite(s): None
*Fulfills Arts Requirement

## Orchestra*



## 1.0 credit

Grades 9-12
Orchestra is open to all students who have previously studied a string instrument. Students will continue to learn the fundamentals of technique and performance through rehearsing various styles of repertoire including, but not limited to, traditional string ensemble and chamber literature, contemporary standards, and popular music. Students will be assessed regularly in performance and sight-reading skills. All students may be asked to participate in school and community performances, field trips, and festivals. They are also encouraged to take private lessons as well as audition for the NHMEA Classical All State Festival. Students may elect String Orchestra four times for credit.
Prerequisite (s): Previous participation in String Ensemble, private lessons, or permission from instructor.
*Fulfills Arts Requirement

## 1.0 credit

## Grade 10-12

AP Music Theory is a year-long, high level elective designed for students who are interested in advancing their music theory, composition, and ear training skills. Students will study more complex concepts of music, learn four-part voice writing, analysis skills, and apply these skills in composition and arranging. The course focuses greatly on ear training and aural skills where students will develop their listening skills in a way that will enhance their understanding of music theory in a compositional context. Piano skills are not necessary, but will be built upon throughout the class. Upon completion of the course, students will be prepared to take the AP Music Theory Exam as prepared by the College Board (exam fee required). In most colleges, this course satisfies the Fine Arts requirement for graduation. Prerequisite(s): Successful completion of Intro to Music Theory and Comp, or previous/current study of a musical instrument/voice (privately or within one of WHS's performance ensembles), or permission of the instructor. *Fulfills Arts Requirement


Learn to play the guitar! Students in beginning guitar will learn the fundamentals of the guitar, eventually enabling them to accompany a vocalist, play in a garage band, jam with friends, read music notation, and understand basic music theory. Music performed in class will range from pop, rock, classical, blues, and many other genres. Students beginning guitar should have less than one year of previous guitar experience. More advanced guitarists are strongly encouraged to sign up for advanced guitar.
Prerequisite(s): Less than one-year experience. Students may use their own personal guitars, however a limited number of school owned guitars are available for use.
*Fulfills Arts Requirement

## Guitar Ensemble I*



## 0.5 credit

 Grades 9-12 (Grade 9 only with permission)For students with a previous foundation playing the guitar, advanced guitar will continue to develop abilities covered in beginning guitar. The advanced guitar class will also have the opportunity to perform as a guitar ensemble as part of WHS concerts. Music performed will include contemporary and classical styles including anything from classical fingerpicking to modern rock and jazz. Along with performance, students will continue to develop their skills in reading music notation and music theory.
Prerequisite(s): Successful completion of Beginning Guitar with a grade of B or higher, or by permission of the instructor. Students who have significant experience with guitar outside of school, such as by taking private lessons, should talk to the instructor for permission. Students may use their own personal guitars, however a limited number of school owned guitars are available for use.
*Fulfills Arts Requirement

Guitar Ensemble II*


## 0.5 credit

Grades 9-12 (Grade 9 only with permission)
A continuation of Guitar Ensemble I. Skills worked on in Guitar Ensemble II will be continued and expanded upon.
Students must have previously taken Guitar Ensemble I or have written permission from the instructor.
Prerequisite(s): None
*Fulfills Arts Requirement

## Beginning Piano I****

## 0.5 credit

Grades 9-12
Play one of the most popular musical instruments and learn the skills to perform your favorite tunes. Beginning Piano is a course geared towards students with little or no experience in music or in playing the piano keyboard. Students will learn how to read standard notation in both treble and bass clef as well as focus on chords and chord construction. Students will also explore historical and contemporary icons in music and learn to perform well-known musical charts. Students will learn how to read music at a basic level.
Prerequisite(s): None
*Fulfills Arts Requirement

## Piano II*



## 0.5 credit

## Grades 9-12

"I like to play piano but would like to learn more!" If this is you, our Piano 2 class could be a perfect fit! Great extension for the student who took Beginning piano with a B- or better who wants to continue learning how to play music with the skills you learned previously. We will also work on some of the composition concepts you can use to write your own music and play it for your friends. More playing with both hands. Repertoire will include reading standard piano music as well as your favorite pop tunes. Perfect for the students who want to work into the intermediate level.
Prerequisite(s): Previous experience in playing piano at beginner level (6 months-year) or successful completion of Beginning Piano with B- or better.
*Fulfills Arts Requirement

## Music Theory for Beginners*



## 0.5 credit

## Grades 9-12

Have you ever wondered how to write a song? Have you listened to music and wondered what was going on inside the brain of the composer? Music Theory for Beginners is a class aimed at students who have little or no music theory background. We will start with the very basics of reading music and will make it all the way to writing chord progressions, analyzing music in the classical/pop/rock genres, writing melodies and everything in between. Students will have opportunities to create and discover new types of music. Opportunities to learn basic piano skills will also be a part of this course.

## Prerequisite(s): None

*Fulfills Arts Requirement


## 0.5 credit

## Grades 9-12

Do you like Hip-Hop, Jazz, Rock and Roll or maybe just a little of everything? This is a discussion-based and hands on course designed to help students examine the effect music has on society and in pop culture. Explore how music is used to enhance our world beyond the performance stage. Students will explore the trends in music and its connection to pop culture in the past and present through a variety of sources including, but not limited to, the social network, television, documentaries, movies, and newsprint. Throughout the course, students will engage in many multimedia based projects as well as share their own listening experiences and preferences.
Prerequisite(s): None
*Fulfills Arts Requirement

## Science and Engineering Design Science

The goal of the Windham High School Science Program is to engage students in the processes and strategies of scientific inquiry and to encourage their understanding of the basic laws of the natural world. Students investigate hypothesis and research modern topics through field and laboratory projects designed to stimulate wonder and curiosity in the biological, chemical, physical, and environmental sciences. Students learn to think creatively and rationally, apply scientific knowledge, employ safe practices, and communicate their findings with support of academic research and mathematics. Science courses are designed to align with both state and national standards for science inst.
Courses Offered

| Course Title | Credit | Length | Grades |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Integrated Science | 1.0 |  | 9 |  |  |  |
| Integrated Science | 1.0 | Year | 9 |  |  |  |
| Honors Integrated Science | 1.0 | Year | 9 |  |  |  |
| Life Science | 1.0 | Year |  | 10 |  |  |
| Biology | 1.0 | Year |  | 10 |  |  |
| Honors Biology | 1.0 | Year |  | 10 |  |  |
| Chemistry | 1.0 | Year |  |  | 11 | 12 |
| Honors Chemistry | 1.0 | Year |  |  | 11 | 12 |
| Physics | 1.0 | Year |  |  | 11 | 12 |
| Honors Physics | 1.0 | Year |  |  | 11 | 12 |
| Human Anatomy \& Physiology (DE) | 1.0 | Year |  |  | 11 | 12 |
| Honors Computer Science Principles^ | 1.0 | Year | 9 | 10 | 11 | 12 |
| AP Computer Science Principles^ | 1.0 | Year | 9 | 10 | 11 | 12 |
| AP Computer Science A^ | 1.0 | Year |  |  | 11 | 12 |
| AP Biology | 1.0 | Year |  |  | 11 | 12 |
| AP Chemistry | 1.0 | Year |  |  | 11 | 12 |
| AP Environmental Science | 1.0 | Year |  |  | 11 | 12 |
| AP Physics I | 1.0 | Year |  |  | 11 | 12 |
| AP Physics C: Calculus Based | 1.0 | Year |  |  |  | 12 |
| Honors Engineering Capstone Design | 1.0 | Year |  |  | 11 | 12 |
| Introduction to Python | 1.0 | Year |  | 10 | 11 | 12 |
| Applied Chemistry | 0.5 | Semester |  |  | 11 | 12 |
| Applied Physics | 0.5 | Semester |  |  | 11 | 12 |
| Astronomy | 0.5 | Semester |  | 10 | 11 | 12 |
| Chemistry of Life | 0.5 | Semester |  |  | 11 | 12 |
| Forensics | 0.5 | Semester |  |  | 11 | 12 |
| Issues in Environmental Science | 0.5 | Semester |  |  | 11 | 12 |
| Mythbusters | 0.5 | Semester |  |  | 11 | 12 |
| Planetary Science | 0.5 | Semester |  | 10 | 11 | 12 |
| STEAM Project Based Learning | 0.5 | Semester |  | 10 | 11 | 12 |
| STEM Seminar | 1.0 | Year |  |  |  | 12 |
| Senior STEAM Capstone | 1.0 | Year |  |  |  | 12 |

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## Course Descriptions

## Applied Integrated Science ${ }^{\text {ncan }}$

## Grade 9 only

Integrated Science is an applied lab science course that focuses on the interconnectedness of science, application to everyday life and introduces students to the issues of science in the 21st century. This course fulfills the State of New Hampshire requirement for physical science. Topics include the properties of matter and energy, basic principles of chemistry and physics, earth and space science, origin and structures of the universe, planetary evolution and physical geography, renewable and nonrenewable resources, dynamics of our ecosystem, introduction to engineering, and coding to handle data/simulate scientific processes. While learning safe laboratory procedures and analyzing current research, students explore the relationships between scientific topics and the ways in which advances in one area of science inform and can lead to advances in other areas. Students will engage in scientific experiments, writing, and scientific modeling.
Prerequisite(s): Teacher Recommendations
Integrated Science NCAS.
1.0 credit

Grade 9 only
Integrated Science is a lab science course that focuses on the interconnectedness of science, introduces students to the issues and ethics of science in the 21 st century, and fulfills the State of New Hampshire requirement for physical science. Topics include the properties of matter and energy, basic principles of chemistry and physics, earth and space science, origin and structures of the universe, planetary evolution and physical geography, renewable and nonrenewable resources, dynamics of our ecosystem, introduction to engineering, and coding to handle data/simulate scientific processes. While learning safe laboratory procedures and analyzing current research, students explore the relationships between scientific topics and the ways in which advances in one area of science inform and can lead to advances in other areas. Students will engage in scientific research, writing, scientific
modeling.
Prerequisite(s): None

Honors Integrated Science
1.0 credit

Grade 9 only
Honors Integrated Science is a lab science course that investigates the topics presented in Integrated Science more extensively and in greater depth. Students use critical thinking skills, strong prior math and science experience, and oral and written communication to conduct in-depth scientific study and prepare a research report. Students will engage in scientific literature review as well as laboratory experiments and/or fieldwork. This course meets the state of New Hampshire requirement for physical science.
Prerequisite(s): A- each quarter in prior science course.

Life Science
1.0 credit

Grade 10 only
Life Science is a lab science course focusing on the nature of life, its structures and functions, and the interrelationships between living systems and their environment. Topics include the scientific method, cells and their processes, human biology, genetics, anatomy and physiology, matter and energy transfer, ecology, biodiversity, and evolution. The course emphasizes inquiry and research through labs, project based learning, case studies, discussion, technological resources, and projects.
Prerequisite(s): Integrated Science
Enrollment determined by team recommendations
1.0 credit

Grade 10 only
Biology is a lab science course focusing on the nature of life, its structures and functions, and the interrelationships between living systems and their environment. Topics include the scientific method, anatomy and physiology of cells, biological processes, species classification, human biology, genetics, anatomy and physiology, biochemistry, matter and energy transfer, botany, ecology, biodiversity, and evolution. The course emphasizes inquiry and research through labs, lecture, discussion, technological resources, and projects.
Prerequisite(s): Integrated Science or Honors Integrated Science.

## Honors Biology NCAB.

## 1.0 credit

Grade 10 only
Honors Biology is a lab science course in which the highly motivated, independent learner acquires a deep understanding of the biological principles presented in Biology. Topics include the scientific method, anatomy and physiology of cells, biological processes, species classification, human biology, genetics, anatomy and physiology, biochemistry, matter and energy transfer, botany, ecology, biodiversity, and evolution. Students use critical thinking skills, prior math and science experience, and oral and written communication to conduct in-depth scientific study. Students engage in laboratory experiments and/or fieldwork, conduct a scientific literature review, and prepare a research report and presentation on a topic relevant to course material.
Prerequisite(s): B or higher in Honors Integrated Science. Freshman may be considered for Honors Biology with approval of the Director of Science and space permitting, prospective students must complete a placement exam, show a record of A and $\mathrm{A}^{+}$grades in $8^{\text {th }}$ grade science courses, and meet with the Director.

1.0 credit

## Grades 11-12

Chemistry is a lab science course focusing on chemical processes, safe laboratory practices, data analysis, and the evaluation of lab results. Topics include measurement, periodic classification, states of matter, atomic and nuclear structure, formulas and equations, stoichiometry, equilibrium, bonding, energy, kinetics, ionization, molecular geometries, the electromagnetic spectrum, oxidation and reduction, metals and nonmetals, reactions, solutions, acids and bases, and lab safety and skills. Students will investigate chemical processes from both theoretical and concrete points of view and will be expected to participate in-group discussions and experiments, practice safety in the lab, and communicate their scientific reasoning.
Prerequisite(s): Biology, prior or concurrent enrollment in Geometry

## Honors Chemistry <br>  <br> F

## 1.0 credit

 Grades 11-12Honors Chemistry is a lab science course in which the highly motivated, independent learner acquires a deeper understanding of the principles presented in Chemistry. This course is intended for students who have excellent science abilities, strong study habits, and a desire to learn rigorous course content at an accelerated pace. Honors Chemistry is recommended for students who plan to take one or more AP science courses. Students use critical thinking skills, prior math and science experience, and extensive oral and written communication to conduct an honors level scientific study including a scientific literature review, laboratory experiments and/or fieldwork, a research report, and a presentation on a topic relevant to course material.
Prerequisite(s): B or higher in Honors Biology and prior or concurrent enrollment in Algebra II or teacher recommendation

1.0 credit

## Grades 11-12

This course is designed to investigate physics with a greater emphasis on conceptual development rather than numerical problem solving. Students will be expected to use algebra for mathematical analysis; however, there will not be a heavy reliance on formula usage. The course includes a substantial amount of laboratory work and other handson activities and projects that reinforce important concepts. Topics in the first semester focus primarily on mechanics - which includes the study of kinematics (one and two dimensional motion), dynamics (the study of forces), and concepts in gravitational interactions, work, energy, impulse, and momentum. In the second semester, students will investigate topics in waves (propagation, reflection, and refraction phenomena) as applied to sound and light, optics, as well as electrostatics, electricity, DC circuits, and magnetism. Students will also be required to complete outside projects that require applications of concepts from the course.
Prerequisites(s): Biology, Algebra I

Honors Physics


## 1.0 credit

## Grades 11-12

This course is an in-depth and fast-paced study of physics. The successful student will be self-motivated and mathematically fluent in algebra, geometry, and trigonometry. Introductory applications of calculus will be introduced when appropriate. Readings will be at the college-text level and will include outside reading from primary sources.
Topics in the first semester focus primarily on classical mechanics - the study of kinematics (one and two dimensional motion), dynamics (the study of forces), and concepts in gravitational interactions, work, energy, impulse, momentum, and rotational mechanics. In the second semester, students will investigate topics in waves (propagation, reflection, and refraction phenomena) as applied to sound and light, optics, as well as electrostatics, electricity, DC circuits, and magnetism. The course will include a substantial laboratory component, which will require data collection, analysis, and presentation, relying heavily on the use of technology. Students will also be required to complete outside projects that require applications of concepts from the course.
Prerequisites(s): Biology and prior or concurrent enrollment in Pre-calculus

## Human Anatomy and Physiology



## DUAL ENROLLMENT (DE)

## 1.0 credit

 Grades 11-12Human Anatomy and Physiology is a course designed for motivated students interested in careers in the health science or in learning more about how the human body works. Students will gain an understanding of the different organ systems in the human body and the ways in which they work together to maintain proper functioning. There will also be opportunities to explore topics of further interest through long-term research projects. The subject will be explored through various methods including group discussions, hands-on lab activities, research-based case studies, and in-depth dissections and lab practicals.
Prerequisite(s): Prior or concurrent enrollment in Chemistry and a B or better in Biology
1.0 credit

Grades 9-12
Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.
Prerequisite: None
$\wedge$ Fulfills ICT requirement

1.0 credit

## Grades 9-10

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.
Prerequisite: None
$\wedge$ Fulfills ICT requirement
AP Computer Science $\mathrm{A}^{\wedge}$ ncms.


## 1.0 credit

 Grades 11-12This course introduces students to computer science with fundamental topics that include problem solving, design strategies, organization of data (data structures), approaches to processing data (algorithms) and analysis of potential solutions. This course emphasizes both object-oriented and imperative problem solving and esign. All students are expected to take the corresponding AP exam at their own expense.
Prerequisite: $\mathrm{B}+$ or higher in Honors Algebra II and AP Computer Science Principles
$\wedge$ Fulfills ICT requirement


## 1.0 credit

## Grades 11-12

AP Biology is designed to be the equivalent of a college introductory biology course. The three general content areas covered will include Molecules and Cells, Hereditary and Evolution, and Organisms and Populations. Laboratory skills and an appreciation of science as a dynamic process will be gained through designing, implementing, and interpreting complex labs. Analytical skills and thought processes will be developed to assess the rapidly changing science of biology, especially as it relates to environmental and social concerns. All students are expected to take the corresponding AP exam at their own expense.
Prerequisite(s): B+ or higher in Honors Biology and completion or concurrent enrollment in Honors Chemistry

## AP Chemistry



## 1.0 credit

## Grades 11 or 12

Advanced Placement Chemistry is designed to prepare students for the AP Chemistry Exam given annually in the spring. The course is the equivalent of a full year of college level General Chemistry that a student may encounter at a university or college. This is a high paced, rigorous course that requires strong math skills and problem-solving abilities. The course is a combination of theoretical and descriptive chemistry with a strong laboratory component. Investigative and problem-solving skills are assessed through textbook problems and laboratory activities. AP Chemistry is a college class with college level expectations. Students are expected to work at a fast pace, perform outside reading and in some cases master topics in the absence of classroom instruction. Students will demonstrate the ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. All students are expected to take the corresponding AP exam at their own expense.
Prerequisite(s): B+ or higher in Honors Chemistry and B+ or higher in Honors Algebra II

## AP Environmental Science

## 1.0 credit

## Grades 11 or 12

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is aligned with the curriculum set forth by the College Board and will prepare students to take the AP Environmental Science test in May.
Prerequisites: B or better in Biology and prior/concurrent enrollment in Chemistry


## 1.0 credit

## Grades 11-12

This course is designed to be the equivalent of a first semester college-level physics course in Newtonian Mechanics inclusive of kinematics (one and two dimensional motion), dynamics (the study of forces), gravitational interactions, work, energy, impulse and momentum, and rotational mechanics. Problem solving is a primary focus of the course and the successful student will develop tools and methods for independent data collection, analysis, and presentation. All students are expected to take the corresponding AP exam at their own expense.
Prerequisite(s): Prior or concurrent enrollment in Honors Pre-calculus

## AP Physics C: Calculus-Based Physics



## 1.0 credit

## Grade 12

The AP Physics C course is a second-year, calculus-based, college-level physics course; it is equivalent to a full year of calculus-based, college-level physics. AP Physics C is especially appropriate for students planning to specialize or major in the physical sciences or engineering. The first semester of the course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The second semester of the course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. All students are expected to take the corresponding AP exams at their own expense.
Prerequisite(s): $\mathrm{B}^{+}$or higher in AP Physics I and concurrent enrollment in Calculus

##  <br> Grades 11-12

In this innovative new course for 2017, student teams will generate ideas and business plans for creative new products, apps, or scientific research and compete for access to venture capital in a Shark Tank like event before moving into development and prototyping. In the spring, teams will deliver and showcase their project outcomes to the community with demonstrations and visits to other WSD schools, invited guests from industry, and VIPs.
Topics of study include the engineering process, organizational leadership, communication, intellectual property, patents, entrepreneurship, technical writing, the business plan, as well as foundation knowledge and skills in physics, engineering, and computer science. The successful student will be motivated by applied science and team engineering with outside mentors from industry and the technical challenges associated with bringing an idea to fruition.
Prerequisite(s): Prior or concurrent enrollment in Chemistry, Physics, and Computer Science.

## Introduction to Python

1.0 credit

Grades 10-12
Learn the fundamentals of computer programming as well as some advanced features of the Python language. This course is equivalent to a semester-long introductory Python course at the college level. The course does not assume any prior programming experience. Learn the basics of programming, and then gradually harness the power of some of Python's more advanced features to make games and solve real-world problems. Students can take this course as their first introduction to computer science as a secondary introductory course that explores a new language after AP Computer Science Principles.
Prerequisite(s): Successful completion of AP Computer Science Principles with a B+ or better.

## Applied Chemistry <br> 

## Grades 11-12

Applied Chemistry is designed to introduce students to chemical behavior in everyday life. Students will gain a better understanding of common substances, their behavior and how they relate to the environment. Course study includes measurement, matter and its properties, basic atomic structure, chemical reactions in industry, environment, and everyday processes.
Prerequisite(s): Successful completion of Applied/Integrated Science and Life Science/Biology

## Applied Physics NCAR

## 0.5 credit

## Grades 11-12

Applied Physics offers the subject matter of a traditional physics course with a qualitative approach to problem-solving. The format includes lecture/discussion, problem-solving and experimentation. Students will complete hands-on projects which demonstrate topic mastery. General areas of study may include motion, forces, energy, momentum, astronomy, heat, light, sound, electricity, and magnetism.
Prerequisite(s): Successful completion of Applied/Integrated Science and Life Science/Biology.

## Astronomy

## 0.5 credit

## Grades 10-12

This semester long course will study the stars and galaxies. How did the Sun form? How did the Universe begin? This course will introduce students to the life cycle of starts galaxies and the greater Universe. Topics will include spectroscopy, HR diagrams, the life cycles of starts and the Big Bang.
Prerequisite(s): None

## Chemistry of Life

## 0.5 credit

Grades 11-12
This semester class focuses on introductory-level Organic and Biochemistry. Topics covered include the chemistry of carbon, hydrocarbons, functional groups, polymers, and the study of carbohydrates, proteins, fats, and nucleic acids. Lab work and modeling are key components of the class.
Prerequisite(s): C+ or better in Chemistry

##  <br> Grades 11-12

Forensic Science is an elective science course designed for students interested in the science used to solve crimes. The many different types of evidence found at crime scenes will be studied and students will learn methods to collect them safely. Modern technology will be examined to discover how it has made forensic work easier and more reliable over the years. Through hands-on experiments and crime-scene analysis, students will look to use what has been learned to solve "real" crimes. This course will cover many different aspects of science including biology, chemistry, physics, and biotechnology.
Prerequisite(s): Biology or Honors Biology


## 0.5 credit

## Grades 11-12

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Also, students will learn to identify and analyze environmental problems and the role humans can play in modifying those problems. Students will evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing problems. Laboratories support student content mastery of environmental principles and concepts.
Prerequisite(s): Biology

## Mythbusters

0.5 credit

## Grades 11-12

What is real and what is just a hoax? Eight myths are evaluated for validity throughout the course while the underlying physics are explored. For each myth, students conduct experiments and analyze data to determine the plausibility of the myth. Results are conveyed through short video vignettes (Adam and Jamie style!) that share data and results with the class. Students are expected to work in varied teams in order to produce video results.
Prerequisite(s): Biology or Honors Biology.

## Planetary Science



## 0.5 credit

Grades 10-12
This semester long course will study the most interesting aspects of our local part of the Universe. How did Earth form? How do we know so much about the stars and Universe? Are there other planets out there with life on them? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and the Universe. This course introduces students to the study of astronomy, including its history and development, basic laws of motion and light, and our solar system. Topics include the solar system, the Sun and exoplanets. Using online tools and telescopes, students will examine the properties of the planets and the exploration of our solar system.
Prerequisite(s): None

## STEAM Project Based Learning

## 0.5 credit

## Grades 10-11

This semester course will guide students as they explore a STEAM project of their choosing along with time for career exploration. Practicing the experimental or engineering design process, students will work in teams to develop implement and present a project. This class is a required for the Senior STEAM Capstone class.

## Prerequisite(s): None

## STEM Seminar

## 1.0 credit

## Grade 12

This course bridges the gaps between technical coursework in high school, university majors, and careers. Topics include an exploration of engineering, science, and math disciplines, a systematic approach to identifying college selection targets, application and decision strategies, and the school to college transition. Students will engage with a variety of guests ranging from industry professionals, WHS alumni, and college admissions and financial aid specialists.

## Senior STEAM Capstone

## Grade 12

Meets requirements for STEAM Certificate. CP level course
Student teams will learn a variety of science/engineering skills that will be used to generate ideas and business plans for creative new products, apps, or scientific research before
moving into development and prototyping. In the spring, teams will deliver and showcase their project outcomes to the community with demonstrations and visits to other WSD schools, invited guests from industry, and VIPs. Topics of study include the engineering process, organizational leadership, communication, intellectual property, patents, entrepreneurship, technical writing, the business plan, as well as foundation knowledge and skills in science, engineering, and computer science. The successful student will be motivated by applied science and team engineering with outside mentors from industry and the technical challenges associated with bringing an idea to fruition.
Prerequisite(s): Seniors only. C+ or better in STEAM Project Based Learning

## WHS STEAM Academy Certificate

## Current NH Scholars STEM Emphasis Requirements:

4 years of English
4 years of Math (Algebra 1, Geometry, Algebra 2, +1)
4 years of Science ( 3 years of Labs in Bio, Chemistry Physics, H A\&P, Engineering, CS, Health Science)
3.5 years of Social Studies

2 years of a foreign language
1 year (or more) chosen Technology, Engineering, Computers, Science, Math, and some CTE
Minimum GPA 3.2

In addition, the WHS STEAM Academy Certificate will require all NH STEM Scholar plus:
1.5 Art, Music, or Science of Art (WHS graduation requirements)
1.0 *Computer Science (AP Principles or Python)
0.5 Statistics
0.5 Engineering A
1.5 STEAM PBL and STEAM Capstone (Senior)

NA One of the Science/Math have to be Early College or AP
*Computer Science must be one of the NH Scholars STEM Emphasis Technology courses

STEAM Academy Totals

| Science | 4.0 credits |
| :---: | :---: |
| STEAM | 1.5 credits |
| Tech (CS \& Engineering) | 1.5 credits |
| Art | 1.5 credits |
| Math | 4.5 credits |

WHS Stem Academy Certificate
Overall GPA: 3.2

## Suggested Pathways

NH STEM Scholar requirements
Windham STEAM requirements

|  | 9 | 10 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: |
| Science <br> 4 credits | Integrated Science (PBL model) | Biology (H or CP) | Chemistry (H,CP) <br> Physics (AP, H, CP) Early College or AP | Physics (AP, H or CP) Early <br> College or AP |
| STEM Group 1.5 credits | Computer <br> Science (AP <br> Principles or <br> Python) | Engineering A ( $1 / 2$ credit) |  |  |
| PBL/Capstone 1 credit |  | STEM PBL or | STEM PBL or | STEM Capstone |
| Math 4.5-5.5 credits | CP Algebra 1, CP/H Geometry | CP/H Geometry or CP/H Algebra 2 | CP/H Algebra II or Pre-Calculus | Calculus (CP, AP or Running Start) and Statistics (AP or $1 / 2 \mathrm{cr}$ ) |
| English 4 credits | Cultural <br> Foundations (Eng. 1cr; SS1cr) | American Studies (English 1 cr ; SS 1 cr ) | Modern World Literature | English Elective ( 1 cr ) |
| Social Studies 3.5 credits | Cultural <br> Foundations <br> (English 1 cr; SS <br> 1 cr ) | American Studies (English 1 cr ; SS 1 cr ) | Gov't ( $1 / 2 \mathrm{cr}$ ) and Economi cs ( $1 / 2 \mathrm{cr}$ ) | Social Studies (1/2 cr) |
| Language 2 credits | Spanish/French/L atin | Spanish/French/ Latin |  |  |
| WHS Req. 3 credits | ( $1 / 2 \mathrm{cr}$ )Wellness, <br> (1/2) Writing | $\begin{aligned} & \mathrm{HP}(1 / 2 \mathrm{cr}) \\ & \mathrm{Art} / \mathrm{Musi} \\ & \mathrm{c}(1 / 2 \mathrm{cr}) \end{aligned}$ | HP (1 cr) |  |
| ELO/Commun ity Service |  | 10 hour of community service in STEM | or 10 hour visitation at STEM field job |  |

## Engineering Design

The goal of the WHS engineering program is to introduce students to the field of engineering and to the vast opportunities available to them. The engineering field is growing rapidly and represents diverse areas of study and applications. In order to help prepare students for these emerging opportunities, the WHS Engineering program offers courses which are appropriate for a variety of skill and experience levels, from novice to advanced. Engineering cultivates creativity and an entrepreneurial spirit as well as the ability to problem solve, design, innovate, build, and code. Students will be expected to work in collaborative teams to achieve these goals and to design technological solutions to real-world problems.

## Courses Offered

| Course Title | Credit |  |  |  |  | Length |  | 11 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Engineering A - The Basics^ | 0.5 | Semester |  | 10 | 11 | 12 |  |  |
| Engineering B - Digital Design^ | 0.5 | Semester |  | 10 | 11 | 12 |  |  |

$\wedge$ Fulfills ICT Requirement

## Course Descriptions



Hands on, project-based course, designed to familiarize students with the basic skills associated with the Engineering field. This course will also include an introduction into the digital creation process via Tinkercad.com. The emphasis will be on: Collaboration/Communication Skills; Technical Drawing; Design and Brainstorming Process; Build Process; Time and Materials Constraints; Multiple Projects and Challenges; Introduction to 3D CAD (ComputerAided Design) Modeling.
Prerequisite(s): None, but due to the shop portion of this course, it will not run if we are in remote or hybrid schedule.
$\wedge$ Fulfills ICT requirement


## 0.5 credit

## Grades 10-12

This course focuses on utilizing a digital environment to create Three-Dimensional structures in order to complete real world challenges. This project-based course is designed to familiarize students with the basic CAD skills associated with the Engineering field. This course will also include an introduction into Software Engineering via robotic programming. The emphasis will be on: Collaboration/Communication Skills; 3D CAD (Computer-Aided Design) Modeling; Digital Design and Brainstorming Process; Digital Assembly Process 3D Printing using MakerBot 3D Printers; Time and Materials Constraints; Multiple Projects and Challenges; and Introduction to Software Engineering-Robotics.
Prerequisite(s): None
$\wedge$ Fulfills ICT requirement

## Social Studies

Social studies is the integrated study of the social sciences and humanities. Social studies courses provide coordinated, systematic study of such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as content from mathematics, and the natural sciences. Windham High School's social studies curriculum helps students acquire knowledge, judgment, and skills to participate intelligently and responsibly in their role as citizens of a democracy. The essential skills of reading and writing expository materials, using media and technology, reading maps, interpreting documents and data, preparing research papers, and participating in discussions are taught and reinforced in all courses, grades 9-12. Social studies courses at Windham High School are designed to align with both state and national standards for social studies instruction.

Courses Offered

| Course Title | Credit Length |  | Grades |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Contemporary World History | 0.5 | Semester |  |  | 11 | 12 |
| Economics | 0.5 | Semester |  |  | 11 | 12 |
| Global Economics | 0.5 | Semester |  |  | 11 | 12 |
| Global Perspectives | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Gov't Introduction to Political Science | 0.5 | Semester |  |  | 11 | 12 |
| Gov't Practical Law I | 0.5 | Semester |  |  | 11 | 12 |
| Practical Law II | 0.5 | Semester |  |  | 11 | 12 |
| Legacy of Greco-Roman Culture | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Psychology | 0.5 | Semester |  | 10 | 11 | 12 |
| Studies in Ethics and Genocide | 0.5 | Semester |  |  | 11 | 12 |
| AP Comparative Government | 1.0 | Year |  |  | 11 | 12 |
| AP Economics | 1.0 | Year |  |  | 11 | 12 |
| AP European History | 1.0 | Year |  |  | 11 | 12 |
| AP Government | 1.0 | Year |  |  | 11 | 12 |
| AP Human Geography | 1.0 | Year | 9 | 10 | 11 | 12 |
| AP Psychology | 1.0 | Year |  |  |  | 12 |
| AP US History - Modern | 1.0 | Year |  |  | 11 | 12 |

## Course Descriptions

## Contemporary World History NCAB <br> Grades 11-12

This is a survey course of the world from WWI through the turn of the $21^{t t}$ century. The course is designed to emphasize events that shaped our contemporary global society and challenge students to predict how the future will define our present era. Students will examine such topics as the rise of Communism, Socialism, European Union, conflicts of the Middle East, and Globalization. Students can expect nightly reading assignments and several essay assignments.
Prerequisite(s): None


## 0.5 credit

## Grades 11-12

Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy. Students will participate in a stock market simulation. This course satisfies the Economics graduation requirement. Prerequisite(s): None

Global Economics
0.5 credit Grades 11-12
This course will allow students to examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations. The course will include regular reading and writing assignments. It will also fulfill a requirement for the Global Competency Certificate.
Prerequisite(s): Economics

Global Perspectives


## 0.5 credit

Grades 9-12
In this individualized course, students will complement their student travel experience through the completion of a series of assignments that focus on research, data collection and topic development. The course will culminate with a final project that allows students to demonstrate a greater awareness of their global community. The course will fulfill a requirement of the Global Certificate program, as well as having the potential for students to earn credit through Southern New Hampshire University.
Prerequisite(s): Students must be enrolled in or intending to enroll in a student travel opportunity.

## Government: Introduction to Political Science NCM. "

0.5 credit

## Grades 11-12

Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated "town hall" exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to process by which voters ultimately are influenced in their voting decisions. This course satisfies the Social Studies/Government requirement.
Prerequisite(s): Successful completion of American Studies


## 0.5 credit

## Grades 11-12

This course explores the structure and function of the U.S. government through the lens of practical applications within the U.S. legal system. The course will include a broad study of the U.S. government from the local, state, and federal levels, as well as an in-depth study of the criminal justice system. Emphasis is placed on learning about the United States court systems, lawmaking, individual legal rights and responsibilities, as well as an in-depth look at the criminal investigation process through the eyes of the police, defense, and prosecution. Small group activities, guest speakers, and simulation exercises will be used within this course. This course satisfies the Social Studies/Government requirement.
Prerequisite(s): Successful completion of American Studies

## Practical Law II



## 0.5 credit

## Grades 11-12

This course is designed as a continuation of the study of the U.S. legal system from the Practical Law I course. This course will include a very specific study of the U.S. court systems at the state and federal levels. In-depth case studies will be used to learn about the various steps in the criminal justice process. Students will also take part in a mock trial simulation from jury selection through the final verdict. Small group activities, guest speakers, and simulation exercises will be used within this course. This course does not satisfy the Social Studies/Government requirement.
Prerequisite(s): None

## Legacy of Greco-Roman Culture

## Grades 9-12

Why are the Lincoln Memorial and the Capitol building in Washington D.C. similar to the Parthenon in Athens and the Coliseum in Rome? What does American government owe to the Roman Republic? How do modern authors like J.K. Rowling and J.R.R. Tolkien draw from ancient writers like Homer and Vergil? What does it mean to be a virtuous person? What is good government? Can we learn from our past errors and not repeat the mistakes of history? These are questions that human beings, like Socrates, Plato, and Seneca, have been asking for centuries and modern people are still asking. What can we learn from these thinkers? How did their ideas influence later people? How can these thinkers inform and guide us today? In this course, students will examine and engage in the architecture, government, literature, and thought of Greco-Roman civilization. They will read classical authors in translation, like Cicero and Sophocles, and explore Greco-Roman art and architecture to investigate how ancient motifs and perspectives inform and influence modern American thought and culture. Students should expect to engage in reading, research, writing, and discussion.

## Prerequisite(s): None

## Psychology <br> 

0.5 credit

Grades 10-12
This course will introduce students to the field of psychology. Students will study the history and development of this social science, its impact on our society, and its influence on how human beings perceive themselves. Areas of emphasis in this course will include definition of psychology, developmental psychology, personality theory, psychological testing, stress, abnormal psychology, therapy and change, human interaction, attitudes and social influences, motivation and emotion, and pharmacology. This course requires regular reading and writing assignments as well as group projects/presentations.
Prerequisite(s): None

0.5 credit Grades 11-12
This course examines the essential questions of moral philosophy, progressing from issue to issue (e.g., Does evil exist? How do we determine what is right? Is war ever just?) with primary and secondary sources offering the landmark perspectives, such as Aristotle's Nicomachean Ethics, Mill's Utilitarianism, and Nietzsche's On the Genealogy of Morals. Students study of moral and ethical philosophy will lead them to question how one of the greatest human atrocities of all time, genocide, is still present and ongoing despite technological and human advancements. This study often leaves a scholar seeking answers and clarity with an ever-increasing list of ethical questions. This course will place great emphasis on critical thinking, debate, and written expression.
Prerequisite(s): None

## Advanced Placement (AP) Comparative Government



## 1.0 credit

## Grades 11-12

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. This course will fulfill a requirement for the Global Competency Certificate.
Prerequisite(s): B- or higher in previous honors or AP social studies or humanities course, A- in previous social studies or humanities course

## Advanced Placement (AP) Economics

## 1.0 credit

## Grades 11-12

The AP Program offers two separate exams in economics: one in microeconomics and one in macroeconomics Each exam is intended for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course. Each exam presumes at least one semester of college-level preparation. Students may take one or both exams in a given year. A separate score is reported for each. Students are expected to take both College Board AP Economics exams at their own expense. This course satisfies the Economics graduation requirement Prerequisites): $\mathrm{B}^{+}$or higher in Algebra II

## Advanced Placement (AP) European History <br> 

## 1.0 credit

## Grades 11-12

This course is designed to engage students in a comprehensive study of the history of Europe from 1450 C.E. to present times. Students will examine the cultural, economic, political, and social developments of Europe and the various ways Europe has influenced the world. Students will work extensively with primary documents and develop the ability to undertake authentic historical scholarship. This is a fast paced, academically intense course. Students must be willing to work independently and undertake a considerable amount of reading and writing outside of the classroom. Several assignments must be completed over the summer. All students are expected to take the corresponding AP exam at their own expense.
Prerequisites): B- or higher in previous honors or AP social studies or humanities course, A- in previous social studies or humanities course

## Advanced Placement (AP) Government NAn mann

## 1.0 credit

 Grades 11-12A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. This course satisfies the Government graduation requirement.
Prerequisites): B- or higher in previous honors or AP social studies or humanities course, A- in previous social studies or humanities course

Advanced Placement (AP) Human Geography
1.0 credit Grades 9-12
This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Prerequisites): None

Advanced Placement (AP) Psychology NCAM 1.0 credit Grade 12 only
Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. All students are expected to take the College Board's AP Psychology exam at their own expense. Psychology is not a requirement for AP Psychology.
Prerequisites): B- or higher in previous honors or AP social studies or humanities course, A- in previous social studies or humanities course

## Advanced Placement (AP) US History - Modern NC.n minn <br> Grades 11-12

Course Description: This course is a nationally standardized course for advanced students. Some students may be eligible for earning college after having successfully completed this course. This fast-paced overview of U.S. history is designed to stimulate and challenge students who are particularly interested in history. The course examines the causes and effects of historical events and the social conditions of the last three centuries. Outside reading, research projects each quarter, and participation in class discussion of historical and current events is mandatory and key for a student's success in the class. All students are expected to take the College Board's AP US History course at their own expense. This course satisfies the Social Studies government requirement.
Prerequisite(s): B- or higher in Honors American Studies, A- in American Studies.

## Visual and Technical Arts

The goal of the Windham High School Art Program is to enable students to use art as a medium to respond to and express their creativity. Since early civilization, people have created visual artifacts to communicate ideas, reflect, and expand upon life. Today, visual arts remain an important part of our daily lives. Students taking any of the specialized courses in visual arts will be able to explore materials and processes and develop their imagination and ability to create meaningful works. Students will be able to understand and evaluate art from structural, historical, and cultural perspectives. The art curriculum prepares students for careers as professional artists, artisans, or hobbyists, or for a lifelong appreciation of forms and materials.

Courses Offered

|  | Credit Length |  | Grades |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AP Studio Art* | 1.0 | Year |  |  | 11 | 12 |
| Honors Studio Art* Semester 1 | 0.5 | Semester |  |  | 11 | 12 |
| Honors Studio Art* Semester 2 | 0.5 | Semester |  |  | 11 | 12 |
| Ceramics and Pottery I* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Ceramics and Pottery II* | 0.5 | Semester |  | 10 | 11 | 12 |
| Honors Ceramics and Pottery III* | 0.5 | Semester |  |  | 11 | 12 |
| Digital Media I - Exploration^ | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Digital Media II - Desktop Publishing ^ | 0.5 | Semester |  | 10 | 11 | 12 |
| Drawing I* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Drawing II* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Graphic Design I* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Graphic Design II*^ | 0.5 | Semester |  | 10 | 11 | 12 |
| Intro to Animation* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Jewelry and Light Metals* | 0.5 | Semester |  | 10 | 11 | 12 |
| Painting I* | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Painting II* | 0.5 | Semester |  | 10 | 11 | 12 |
| Photography I* DE | 0.5 | Semester | 9 | 10 | 11 | 12 |
| Photography II* DE | 0.5 | Semester |  | 10 | 11 | 12 |
| Photography III* DE | 0.5 | Semester |  | 10 | 11 | 12 |
| Sculpture | 0.5 | Semester |  | 10 | 11 | 12 |
| Sound Design | 0.5 | Semester | 9 | 10 | 11 | 12 |
| TV-Video I - Production Fundamentals^ | 0.5 | Semester |  | 10 | 11 | 12 |
| TV- Video II - Studio Production^ | 0.5 | Semester |  | 10 | 11 | 12 |
| Yearbook 101^ | 0.5 | Semester | 9 | 10 | 11 | 12 |

## Fulfills ICT Credit

| Digital Media I - Exploration^ | 0.5 | Semester | 9 | 10 | 11 | 12 |
| :--- | :---: | :--- | :--- | :--- | :--- | :--- |
| Digital Media II - Desktop Publishing ^ | 0.5 | Semester |  | 10 | 11 | 12 |
| Graphic Design II*^ | 0.5 | Semester |  | 10 | 11 | 12 |
| TV-Video I - Production Fundamentals^ | 0.5 | Semester |  | 10 | 11 | 12 |
| TV- Video II - Studio Production^^ | 0.5 | Semester |  | 10 | 11 | 12 |
| Yearbook 101^ | 0.5 | Semester | 9 | 10 | 11 | 12 |

[^1]Course Descriptions

## AP Studio Art ${ }^{*}$



## 1.0 credit

Grades 11-12
AP Studio Art and Design is a year-long college level course that is designed to engage students in the execution and completion of artwork which will encompass a high level of personal expression and technical merit. Focus will be on the creation of a body of work that can be displayed as both a single piece and a larger collection. Students will elect to focus on 2D, 3D, or Drawing as their concentration. Upon completion of the course, all students will be required to submit a digital porffolio containing a minimum of 15 and a maximum of 20 artworks for review by the College Board. Upon completion of the course students will submit a finished portfolio and exhibit their final art pieces. Exam fee required. (This course runs concurrently with Honors - Studio Art)
Prerequisite(s): $\mathrm{B}+$ or higher in at least two previous consecutive art courses and teacher recommendation required.
*Fulfills Art Requirement
Honors Studio Art $^{*}$ (S1)
0.5 credit

## Grades 11-12

Do you want to continue to an art medium with more depth? Explore your own ideas by taking Honors Studio Art, a semester long course with an option to extend a second semester. Focus will be on the creation of a body of work that can be used for a portfolio for college admission. Students will have the opportunity to work in all areas of focus, 2D, 3D, and Drawing. Artwork is intended to be student driven with guidance and assistance from the instructor. Upon completion of this course students will submit a finished portfolio and exhibit their final art pieces. (This course runs concurrently with AP Studio Art and Design)
Prerequisite(s): B+ or higher in at least two previous consecutive art courses
*Fulfills Arts Requirement
Honors Studio Art* (S2)

## 0.5 credit

Grades 11-12
This class is a continuation of Honors Studio Art S1. Focus will be on the creation of a body of work that can be used for a portfolio for college admission. Students will have the opportunity to work in all areas of focus, 2D, 3D and Drawing. Artwork is intended to be student driven with guidance and assistance from the instructor. Upon completion of the course, students will submit a finished portfolio and exhibit their final art pieces. (This course runs concurrently with AP Studio Art and Design)
Prerequisite(s): B+ or higher in at least two previous consecutive art courses
*Fulfills Arts Requirement
Ceramics and Pottery I ${ }^{*}$

## 0.5 credit

## Grades 9-12

Explore your three-dimensional creative side by learning how to make art with clay. This class is open to all students, where you will be introduced to a variety of clay construction methods. Functional and sculptural forms will be explored using the methods of pinch, slab, coil and wheel throwing. Emphasis will be placed on craftsmanship, idea development, and the historical and cultural background of the craft.
Prerequisite(s): None
*Fulfills Arts Requirement

## 0.5 credit

## Grades 10-12

Broaden your creativity and personal expression as you expand upon the hand-building and wheel-working techniques that you were introduced to in Ceramics and Pottery I. Now that you have the basics of clay craftsmanship, explore your ideas and study of the work of others. Emphasis will be placed on the conceptual, historical and cultural background of the craft. Students will continue to develop their skills in two-dimensional design and alternative decorative techniques.
Prerequisite(s): Successful completion of Ceramics and Pottery I
*Fulfills Arts Requirement

## Honors Ceramics and Pottery III* <br> 0.5 credit <br> Grades 11-12

This course is designed for students who are interested in exploring ceramics on a more personal level. Honors Ceramics and Pottery III will be broken up into units of study, where the students will follow a basic framework, and create customized projects. Projects explored in this class will depend vastly on the direction the students wants to take in the course. A student may decide to take a primary concentration of coil forms, while another may try a variety of different construction methods. This level is designed to encourage students to be more creative, to push the limits of what they are already proficient in while incorporating techniques that are new to them. Prerequisite(s): Successful completion of Ceramics and Pottery II *Fulfills Arts Requirement
Prerequisite(s): Successful completion of Ceramics and Pottery II
*Fulfills Arts Requirement
Digital Media I - Exploration^ ${ }^{\wedge}$

## 0.5 credit

Grades 9-12
This hands-on exploration course compares a variety of digital design software, digital and print media sources, and also commercial advertising and marketing techniques. It examines music and video graphics, and introduces video production topics, such as storyboarding, sound design, video production, and editing. Recommended for students interested in exploring digital media careers.
Prerequisite(s): none
$\wedge$ Fulfills ICT Requirement

## Digital Media II - Desktop Publishing^ 0.5 credit Grades 10-12

This computer graphics course focuses on technical aspects of Adobe design software. Students will deepen their understanding of Photoshop learned in level 1, and explore the basic tools and functions of Illustrator and InDesign to edit digital images, draw and compose illustrations, transform and distort objects, incorporate color techniques, and create and manipulate text and graphics. This class is highly recommended if you are thinking about a career in the design field.
Prerequisite(s): Digital Media 1 or Graphic Design 1
Note: Graphic Design 2 students not eligible to take this course.
$\wedge$ Fulfills ICT Requirement

## Drawing I*



## 0.5 credit

## Grades 9-12

Anyone can learn to draw! Do you love to draw or want to learn to draw? This course explores a variety of subjects and materials in order to develop technical, observational, and creative skills on paper. Self-expression will be explored through diverse subjects, hands-on studio projects and classroom discussions. This class is a must if you are thinking about entering a creative field such as Visual Arts, Architecture, Interior Design, Fashion Design, Graphic Design, Animation or whipping up a quick sketch to explain your ideas to your fellow engineers!
Prerequisite(s): None *Fulfills Arts Requirement

## Drawing II*



## 0.5 credit

Grades 9-12
Broaden your creativity and personal expression as you expand upon the skills and knowledge acquired in Drawing I. Explore new mediums and techniques, and longer term more in depth projects. Enhance your own artistic skills and voice by pushing your creative side and working with professional techniques and media. Students will be creating artwork that can be used for college portfolios, the AP Studio Art and Design Exam and exhibitions.
Prerequisite(s): Successful completion of Drawing I
*Fulfills Arts Requirement


## 0.5 credit

## Grades 9-12

If you want to learn to express yourself visually and digitally, Graphic Design I is a good place to start. This entry-level course is recommended for students who would like an art elective with an emphasis in technology. Through logo design, printing methods, and digital image manipulation in Photoshop, students will not only explore color and other art elements, but also practice basic design principles that introduce the student to the world of graphic design.
Prerequisite(s): None
*Fulfills Arts Requirement
Graphic Design II* ${ }^{*}$ " 7

## 0.5 credit

## Grades 10-12

Graphic Design II is for students interested in deepening their basic design skills, and focuses on combining text and images to create and communicate effective messages in different forms through Photoshop, Illustrator and InDesign software. This class is recommended if you are thinking about a career in the design field, such as Graphic Design, Desktop Publishing, Illustration, Multimedia, Architecture, Engineering, or Interior Design.
Prerequisite(s): Successful completion of Graphic Design I or Digital Media 1
NOTE: Digital Media 2 students not eligible.
*Fulfills Arts Requirement

## Intro to Animation* <br> 0.5 credit

## Grades 9-12

This fun introductory art course allows students to express their visual creativity through drawing, clay-sculpting, storytelling, mixed media, and other art mediums. Students will use basic drawing techniques to produce a variety of forms of animation, including early animation toys (thaumatropes and flipbooks), traditional animation cut out and mixed media animation, 2D computer software animation, stop-motion and Claymation, and other basic methods. Animation principles will be explored, as well as the technical and historical evolution of animation, to gain an appreciation of this expressive art form.
Prerequisite(s): None
*Fulfills Arts Requirement


## 0.5 credit

## Grades 10-12

Metal, fire, saws and hammers! Students will be exploring how to make rings, earrings, pendants and other wearable art using professional techniques and equipment. The class will be working with copper, silver, and other traditional and non-traditional jewelry materials. Throughout the semester students will be creating pieces that need to be completed in a studio setting as well as those that can be created at home using minimal equipment. Limited to 18 students. Limited to 18 students
Prerequisite(s): None
*Fulfills Arts Requirement

Painting $I^{*}$ sming

## 0.5 credit

Grades 9-12
Painting is the king of all art forms. Discover your inner artist with a variety of techniques, media and subjects. Design, observation, abstraction and imagination will be explored using modern and Renaissance techniques. Media such as acrylics, watercolor, sumi inks, printmaking and oil paints will be introduced. Value is key. Color is never neutral. Connect with your creative side and express yourself!
Prerequisite(s): None
*Fulfills Arts Requirement
Painting II**)

## 0.5 credit

Grades 10-12
Go beyond the basics and express yourself through the language of art and painting. In this course students will further explore the elements of painting with a focus on intent. Students will have the opportunity to use and choose multiple mediums and are encouraged to interject more symbolic and personal meaning into the pieces. Students will be creating artwork that can be used for college portfolios, the AP Studio Art and Design Exam and exhibitions. Prerequisite(s): Successful completion of Painting I
*Fulfills Arts Requirement

## Photography I* <br> Grades 9-12

## 0.5 credit

Photography I introduces the fundamental principles of photography as an artistic form. Students will use digital cameras to explore shooting techniques, lighting, and photo composition, and will be introduced to basic photo manipulation through post production software. Through a series of photo projects and exercises, students will explore photographic philosophies, design principles, color theory, art history and career possibilities. Owning a digital camera is encouraged but not required.
Prerequisite(s): none
*Fulfills Arts Requirement

## Photography II*

## 0.5 credit

Grades 10-12
Expand and reinforce your photography skills and knowledge acquired in Photography I through this advanced-level course. Photography II introduces students to studio and product photography, posing techniques, and lighting, and other advanced fundamentals and complex techniques. Experiment with available technology to achieve specific results, and expand skills in Adobe Photoshop and other photography-related software applications. Connections to photography as artistic expression will continue to be key, and portfolio development will be emphasized throughout the semester. Owning a digital camera is encouraged, but not required. Limited to 18 students
Prerequisite(s): Successful completion of Photography I with a grade of B- or higher
*Fulfills Arts Requirement
Photography III
Grades 10-12
Expand and reinforce your photography skills and knowledge acquired in Photography II through this advanced-level
course. Photography III will focus on the creation of a body of work that can be used for a portfolio for college
admission. Students sill have the opportunity to create Artwork intended to be student driven with guidance and
assistance of instructor. Upon completion of this course students will submit a finished portfolio. Students will also
experiment with available technology to achieve specific results, and expand skills in Adobe Photoshop, Adobe
Lightroom and other photography-related software applications. Owning a digital camera is encouraged, but not
required. Limited to 18 students
Prerequisites(s): Successful completion of Photography II with a grade of B- or higher
*Fulfills Arts Requirement


## 0.5 credit

Grades 10-12
Students will produce both functional and non-functional three-dimensional art forms constructed from polymer clay, wire, plaster, copper, and more to explore various sculpture processes, tools, and techniques in this foundation course. Projects will be exhibited throughout the course, and students will produce an electronic portfolio of their course work. Limited to 18 students.
Prerequisite(s): None.
*Fulfills Arts Requirement

## Sound Design^

## 0.5 credit

## Grades 9-12

In this course, students will be introduced to the multi-faceted world of digital audio production. Through this very hands-on type of course, they will learn microphone technique, digital audio workstations, and live music recording-both orchestral and contemporary. Students will also learn sound effects design for visual media - editing sound effects on actual television programs and excerpts from feature films. Students will discover how these design concepts can be used in the world of video game design as well. As with all areas of media production and post-production, the ability to collaborate with other members of a creative team will be stressed. This is a difficult thing for many people to learn, but it is an absolute requirement of the media production work environment.
Prerequisite(s): Digital Media 1 - Exploration

## TV- Video I - Production Fundamentals $\wedge$

## 0.5 credit

## Grades 9-12

Students will be introduced to a truly technical art form. The art is that of storytelling. Conveying thoughts, narratives, and emotions through this powerful medium that uses our perception of sight and sound to tell the story. In order to do that effectively, students will learn the importance of planning, storyboarding, and script writing. In addition, the students will begin to develop a mastery of the technical tools of the trade. In production, they will learn about cameras, lights, microphones, locations, shot compositions, and a myriad other elements that produce compelling video. As their projects move through post-production, they will learn the processes of editing, graphics creation, music scoring, and other techniques that will put the finishing touches on their productions.
Prerequisite(s): Digital Media 1 - Exploration
TV-Video II - Studio Production ^

## 0.5 credit

## Grades 10-12

This hands-on course focuses on production procedures for in-studio production shooting with an emphasis on directing. Students will write scripts, interpret and block scenes, and direct individual and team projects. Students become a proficient crew member in all positions including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio, video and recording engineer, and graphics operator. Production projects will include morning WHS announcements, in-studio talk shows, documentaries, and public service announcements for local community organizations. Student productions may be cablecast on Windham Community Television. Apart from all the obvious aspects of this course, students will learn the importance of collaboration in a work environment. Video production depends on good working relationships within a team. Students will learn how to deal effectively with any conflicts that should arise.
Prerequisite(s): TV-Video I

## Yearbook 101^

## 0.5 credit

Grades 9-12
Be part of the creative team behind the WHS Yearbook. Students in this course photograph and interview students, faculty and administrators, edit photos using Adobe Photoshop, plan a theme and cover design for the year, develop layouts using online design tools, sell and set up advertisements to support the development of the book, and much more! The goal is for the production of a high-quality yearbook that accurately and successfully reflects a history of the campus activities for the school year that the WHS community can be proud of for years to come! Students may elect to take this course two times for credit.
Prerequisite(s): None
$\wedge$ Fulfills ICT Requirement

## World Language

The study of a world language enables students to see the world through different perspectives and to increase their understanding of both their own culture and the world at large. It also prepares students for meaningful participation in a global society. Students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general. A minimum of a three-year high school sequence of one language is recommended for students seeking admission to selective colleges. A two-year sequence of study generally meets the admission requirement for less selective two and four-year colleges. Foreign Language courses at Windham High School are designed to align with both state and national standards for Foreign Language instruction.

Courses Offered
Course Title

| Credit |  |  |  |  |  | Length |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| French I | 1.0 | Year | 9 | 10 | 11 | 12 |
| French II | 1.0 | Year | 9 | 10 | 11 | 12 |
| French III | 1.0 | Year |  | 10 | 11 | 12 |
| Honors French IV-French Language and Literature | 1.0 | Year |  |  | 11 | 12 |
| AP French V | 1.0 | Year |  |  |  | 12 |
| Latin I | 1.0 | Year | 9 | 10 | 11 | 12 |
| Latin II | 1.0 | Year |  | 10 | 11 | 12 |
| Latin III | 1.0 | Year |  |  | 11 | 12 |
| Honors Latin IV | 1.0 | Year |  |  |  | 12 |
| Spanish I | 1.0 | Year | 9 | 10 | 11 | 12 |
| Spanish 1.5 | 1.0 | Year | 9 | 10 | 11 | 12 |
| Spanish II | 1.0 | Year | 9 | 10 | 11 | 12 |
| Spanish III | 1.0 | Year |  | 10 | 11 | 12 |
| Spanish IV | 1.0 | Year |  |  | 11 | 12 |
| Honors Spanish IV | 1.0 | Year |  |  | 11 | 12 |
| AP Spanish V Language | 1.0 | Year |  |  | 11 | 12 |
| AP Spanish VI Literature | 1.0 | Year |  |  |  | 12 |

## Course Descriptions

French I

## Grades 9-12

This course offers a traditional approach to the formal study of a world language. Students learn sounds, stress patterns, and intonation. Great emphasis is placed on students' developing a solid grammatical foundation as well as increasing their verbal and auditory fluency. Students will read, write, and converse daily in French and they will begin their study of French history and culture. This course is designed for students with no previous French experience or students who earned a grade of $\mathrm{C}+$ or lower in middle school French.
Prerequisite(s): None

## French II



## 1.0 credit

## Grades 9-12

This course will reinforce and build upon the skills and knowledge acquired in French I. Students will be expected to increase their use of French in the classroom and to begin to read both authentic and adapted French literature with increased fluency and comprehension. The study of French history and culture will continue and students will begin to explore how the French culture has influenced American culture as well as many other cultures around the world. Prerequisite(s): C or higher in French I.
1.0 credit

Grades 10-12
Students will continue to build upon their knowledge and understanding of French grammar and work towards communicating entirely in French during class time. Students will be expected to read in French from a variety of sources: novels, poems, plays, and newspapers. An extensive project on an aspect of French culture and history will be a major requirement for the course.
Prerequisite(s): C+ or higher in French II.

## Honors French IV - French Language and Literature <br>  <br> 1.0 credit

## Grades 11-12

French IV is a year- long course, conducted in French, which continues to develop greater proficiency in the competencies surrounding the core skills of listening, speaking, reading and writing. Linguistic mastery will involve greater facility in the use of grammar and structures. To the greatest degree possible, this will involve oral and written practice in the context of readings and a variety of types of French literature, as well as realia, from countries within the francophone world. The program's literature also provides a basis for greater cultural understanding and appreciation of French involvement in the world, as well as contributions throughout history to fields such as art, music, and government.
Prerequisite(s): B or higher in French III

## 

## 1.0 credit

## Grade 12 only

AP French Language is comparable in content and in difficulty to a course in French Composition and Conversation at the third-year college level. Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. All students are expected to take the College Board's AP French exam at their own expense.
Prerequisite(s): B+ or higher in French IV or teacher recommendation


## 1.0 credit

## Grades 9-12

This course is an introduction to the language, history, and culture of the ancient Romans. The course will focus primarily on reading and writing the language, but students will also be expected to listen to and speak Latin. They will also learn about different aspects of ancient Roman culture, such as the Roman family, the Roman house, GrecoRoman heroes and gods, theater, and government. This course will also explore the influence of Latin and ancient Roman culture on English grammar and vocabulary. American history and government, modern science, and American popular culture. This course will use The Cambridge Latin Course: Unit 1.
Prerequisite(s): None

Latin II


## 1.0 credit

## Grades 10-12

This course will review and expand upon the material from Latin I. The students will continue to read, write, listen to, and speak Latin. They will continue to learn about Roman culture and will explore cultural topics, such as GrecoRoman medicine and science, Roman religion, the Roman army, trade and travel in the Roman Empire, and Roman philosophy. This course will continue to explore the influence of Latin and ancient Roman culture on the modern world. This course will use The Cambridge Latin Course: Unit 2 and The Cambridge Latin Course: Unit 3.
Prerequisite(s): C or higher in Latin I or teacher recommendation

## Latin III

1.0 credit

## Grades 11-12

This course will review and expand upon the material from Latin II. Students will complete their knowledge of Latin grammar and will begin to read Latin prose literature. Students will begin reading medieval Latin literature and then move on to classical prose works, such as the story of Cupid and Psyche from Apuleius' Metamorphoses, Petronius' Satyricon, and Caesar's De Bello Gallico. Students will explore such cultural topics as the nature of stories in human cultures, cultural interaction and exchange in the ancient and modern worlds, and imperialism in the ancient and modern worlds.
Prerequisite(s): C+ or higher in Latin II or teacher recommendation

## Honors Latin IV NCMS. <br> 

## 1.0 credit

## Grade 12 only

The course will review and expand upon the material from Latin III. Students will continue to read and explore Latin literature, but will focus on poetic texts, such as the love poetry of Catullus and Ovid, Ovid's Metamorphoses, the fables of Phaedrus, and Vergil's Aeneid. Students will explore such cultural topics as heroism in the ancient and modern worlds, love in the ancient and modern worlds, and Greco-Roman mythology.
Prerequisite(s): B or higher in Latin III


## 1.0 credit

This course offers a traditional approach to the formal study of a world language. Students learn the basic sounds, stress patterns, and intonation of the language. Great emphasis is placed on students' developing a solid grammatical foundation as well as increasing their verbal and auditory fluency. Students will read, write, and converse daily in Spanish and they will begin their study of Spanish and Latin American history and culture. This course is reserved for students with no previous Spanish experience.
Prerequisite(s): None


## 1.0 credit

## Grades 9-12

This course is designed for those students who have had previous Spanish instruction. In this course, students will continue to reinforce and expand their knowledge of the Spanish 1 content. The course will use alternative resources to extend and solidify students' basic language acquisition. The course is targeted at students who earned a grade of $\mathrm{C}+$ or lower in middle school Spanish or feel they need a reinforcement of the topics covered at the middle school.
Prerequisite(s): Spanish at the middle school level

## Spanish II



This course will reinforce and build upon the skills and knowledge acquired in Spanish I. Students will be expected to increase their use of Spanish in the classroom and to begin to read both authentic and adapted Spanish literature with increased fluency and comprehension. Great emphasis is placed on increased grammar instruction. The study of Spanish and Latin American history and culture will continue and students will begin to explore how Spanish culture has influenced our own as well as many other cultures around the world.
Prerequisite(s): C or higher in Spanish I
1.0 credit Grades 10-12
Students will continue to build upon their knowledge and understanding of Spanish grammar and work toward communicating entirely in Spanish during class time. Students will be expected to read in Spanish from a variety of sources: novels, poems, plays, and newspapers. An extensive project on an aspect of Spanish or Latin American culture and history will be a major requirement for this course.
Prerequisite(s): C+ or higher in Spanish II


## 1.0 credit

## Grades 11-12

This course will introduce advanced grammatical concepts in Spanish while further developing prior basics. Students will focus their listening, speaking, reading, and writing skills. Students will gain a deeper understanding of the Spanish-speaking world through geographic studies, continued exposure to Hispanic authors, and analysis of various cultural perspectives. Students will make frequent presentations to the class in Spanish as well as, complete a research project on an assigned country.
Prerequisite(s): C+ or higher in Spanish III

## Honors Spanish IV NCAM : <br> 1.0 credit Grades 11-12

Honors Spanish IV is a year-long course, conducted in Spanish, which continues to develop greater proficiency in the competencies surrounding the core skills of listening, speaking, reading, and writing. Linguistic mastery will involve greater facility in the use of grammatical structures, especially in the subjunctive mood. To the greatest degree possible, this will involve oral and written practice in the context of readings and a variety of types of Spanish literature, as well as reglia, from countries within the Spanish-speaking world. The program's literature also provides a basis for greater cultural understanding and appreciation of Spanish involvement in the world as well as contributions throughout history. This is a pre-advanced placement course.
Prerequisite(s): B or higher in Spanish III

## Advanced Placement (AP) Spanish V-Language and Culture ${ }^{\text {NCAD }}$



## 1.0 credit

 Grades 11-12AP Spanish Language is comparable in content and in difficulty to a course in Spanish Composition and conversation at the $3^{\text {rd }}$ year college level. Students who enroll in AP Spanish Language should already have a good command of Spanish Grammar and vocabulary and have competence in listening, reading, spelling, and writing. All students are expected to take the College Board's AP Spanish Language and Culture exam at their own expense.
Prerequisite (s): Honors Spanish IV B+ or higher or CP Spanish IV A- or higher

## Advanced Placement (AP) Spanish VI-Literature



## 1.0 credit

## Grade 12 only

This course is designed for students who want continue their literary studies of Hispanic Culture. The main focus is on reading and interpreting literary works in Spanish. Although grammar is referenced, there is no formal study of grammar in this course. This course will prepare students to take AP Spanish Literature Exam. Students will hone their listening, speaking, reading and writing skills to a higher proficiency level through literary analysis and monthly coffee- house style "tertulias". Students will demonstrate mastery of skills through writing assignments, short compositions, class discussions and projects. Students in this course are expected to read most works outside of class, in preparation for class discussion, so students must make a commitment to learning outside of class time. All students are expected to take the College Board AP Spanish exam at their own expense.
Prerequisite(s): A- or higher in AP Spanish V

## Specialized Courses

Students at Windham High School will be provided with specially designed instruction and related services as needed in order to access and progress through the general high school curriculum. The overwhelming majority of students will be most appropriately served through the options described in the Academic Supports Section. However, students with significantly divergent educational needs may enroll in specialized courses as described below in order to meet personalized goals that allow them to prepare for and transition successfully to adult life. Students' unique strengths, interests, and abilities determine the manner in which coursework addresses vocational preparation, community functioning, and independent living.

## Courses Offered

| Course Title | Credit | Length | Grades |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Humanities Skills | 1.0 | Year | 9 | 10 |  |  |
| Foundations of Learning | 0.5 | Year | 9 | 10 | 11 | 12 |
| Alternative Applied Instruction | Varies | Varies | 9 | 10 | 11 | 12 |
| Life Skills Business | 0.5 | Semester |  | 10 | 11 | 12 |

## Course Descriptions

Humanities Skills
1.0 credit

## Grades 9-10

Humanities Skills will engage students in a hands-on approach to the necessary skills involved in content area reading and writing. Students will participate in direct instruction to practice, develop, and refine their reading and writing skills. The students will work on grammar, syntax, usage, spelling, vocabulary, reading fluency, and composition. Students will receive direct instruction in making the connection to how these skills apply to some of the work assigned in Cultural Foundations or American Studies. Students will learn and practice content area reading and comprehension skills as it applies to both fiction and nonfiction text. Students will conference regularly with their teacher in order to develop their ability to assess and revise their own writing. Consultation with a Reading Specialist and Speech \& Language Pathologist is embedded into the course. Students will be required to work collaboratively and individually on writing and reading assignment and oral presentations. The writing requirement credit towards graduation can be met through this course. This course must be taken concurrently with the Cultural Foundations and/or American Studies course.
Prerequisite(s): Recommendation by academic team

## Foundations of Learning

## 0.5 credit

Grades 9-12
Foundations of Learning is a specialized year-long course designed for students with individual education plans to work on IEP goals. Students will receive direct instruction and remediation in accordance with their individual education plans. Curriculum based assessments, both formal and informal, as well as executive functioning performance, will be evidence of progress toward the students' goals as outlined on their individual education plan.
Prerequisite(s): Recommendation by academic team

## Alternative Applied Instruction

Credit Varies
Grades 9-12
Alternative Applied Instruction is an individualized course of study for students that need specially designed instruction in the following domains of academics and functional life skills to prepare them for a smooth and successful transition to adult life: Personal/Self-Care, Safety, Social Skills, Home/Household Management, Functional Reading, Writing, Communicating, Functional Math, and Leisure Activities \& Exploration. Pre-Vocational/vocational Skills, Community and Work Experiences, Self-Advocacy \& Self Help, Accessing Community Resources. The goal of Alternative Applied Instruction is to increase student success and independence in these domains in a range of situations and settings, while emphasizing the value of each student's contributions at home, in school, and in the community.

In the context of school, community, or vocational settings, this course will emphasize and reinforce the fundamental skills of functional academics, while targeting higher-level skills that are directly applicable to independent living, socialization, community participation, and the world of employment. The goal of Alternative Applied Instruction is to provide students with targeted instruction in a range of natural settings, while emphasizing vocational abilities, the use of community resources, and skills needed to function successfully in post-high school situations.

Prerequisite(s): Documented present level of functional performance and baseline data (assessment) in the areas of: Academic Performance, Vocational/Vocational Skills, Community Based Work Experiences, Self-Advocacy \& Self Help including targeted goals and objectives, as well as the written recommendation/determination of a multidisciplinary team, including parents, in accordance with state and federal regulations. Prior approval by multidisciplinary team.

## Life Skills Business <br> 0.5 credit

## Grades 10-12

Life Skills Business will allow students to learn and apply work skills to help maintain and run the Windham High School Store, Jaguar Junction. Students learn how to conduct inventory, check products for inspection and stock shelves. Additionally, students will manufacture merchandise to create various apparel as needed by Jaguar Junction. Students will practice daily workplace, routings, including social interactions in the work place, preparing for work, and daily store routines.
Prerequisite(s): Teacher Recommendation Only

## Career \& Technology Education (CTE) Courses

Windham High School students have the opportunity to enroll in CTE classes at Salem High School or Pinkerton Academy. The CTE Centers offer opportunities for students to pursue a variety of career and technical programs that provide them with the essential skills to succeed in the workforce and postsecondary education. You will work in brand new, state of the art, labs and facilities. Many of the CTE programs provide students the opportunity to earn both high school and college credit and industry certifications.
Students are required to apply for admittance into programs. Transportation will be provided to and from schools.

Seating in CTE programs can be competitive and limited. Students must complete an application for admission. Selection for a CTE program is based on prerequisites, attendance record, discipline record, and in some cases a personal interview.

## PROGRAMS OFFERED AT SALEM HIGH SCHOOL:

## Automotive Technology Pathway

Automotive Technology is a two-year program aimed at preparing students for careers in the automotive industry such as: automotive technicians, service writers, engineers, parts distributors and aviation, motorsports, and diesel technicians. You can earn industry credentials and college credit through Manchester Community College.

## Automotive Technology I

## 2.0 credits

## Grade 10-11

In Automotive Technology I, you will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include shop safety, shop operations, lubrication, engine components, steering and suspension, brake systems, and vehicle safety inspections. You will also develop an understanding of service write-ups, customer service, and parts management. You will gain valuable hands-on experience performing live work in the Salem AutoTech shop. Appropriate safety instruction is provided and students are required to wear proper footwear, eyewear, and clothing for use in laboratory activities. You will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-driven training from various local companies.
Prerequisite(s): Application

## Automotive Technology II

## 2.0 credits

## Grade 11-12

In Automotive Technology II, you will use the skills and competencies mastered in Automotive Technology I, while mastering new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair, as well as scan tool use. A continued emphasis on safety, shop management, and proper workplace attitude are important components of this course. You are required to provide proper footwear and clothing for use in laboratory activities. Automotive related colleges and post-secondary schools visit the program each fall to inform you of post-secondary options. You will be eligible for student level ASE certification and have the opportunity to compete in Skills USA competition.
Prerequisite(s): C or higher in Automotive Technology I or teacher recommendation

## Biomedical Science Pathway

Biomedical Science is a laboratory-based, two-year program aimed at preparing students for a variety of careers and professions in the life science, biotechnology and medical fields. This program will prepare you for careers in medicine, genetics, biotechnology, pharmaceuticals, biochemistry, biomedical engineering, and research to name a few. You will have access to state-of-the art equipment and technology which rivals many post-secondary programs. Completion of Biomedical Science I within the same school year satisfies the life science graduation requirement.

## Biomedical Science I

## 2.0 credits

Grades 10-11
Biomedical Science is a two-year program for students interested in pursuing a major of career in the medical sciences, biotechnology and many affiliated fields. This is a very hands-on program where you will learn skills and techniques in our state-of-the art laboratory while preparing you for these high-demand jobs. In Biomedical Science I you will focus on microbiological techniques such as aseptic technique growing culture, media preparation, microbial genetics and identification. You will study techniques in DNA manipulation, cell culture, protein purification, microbiology, bioinformatics, and much more. If you enjoy the sciences in a hands-on laboratory environment, then this course is for you!
Prerequisite(s): Application and Grade of C or better in Biology

## Biomedical Science II

## 2.0 credits

## Grade 11-12

This is the second course in the biomedical science program with a focus on advanced topics and skills related to biomedical science, biochemistry and biotechnology. You will further your skills in areas including recombinant DNA technology, protein production, purification, DNA 'barcoding', and plant and animal cell culture techniques. As experienced scientists, you are given the opportunity to gain experience working independently on a number of longterm research projects. This course qualifies for 3 college credits in biotechnology.
Prerequisite(s): Grade of C or better in Biomedical Science I

## Business Pathway

The Business Pathway is a four-course program that offers students the opportunity to earn 12 college credits through Manchester Community College which may be transferred to many 4-year colleges and universities. This core group of business courses is integral to most college business programs and will prepare you for careers in business, management, insurance, finance and marketing.

## Year 1 of Business Pathway

## Business Principles (semester 1) <br> 1.0 credit <br> Grade 10-11

This course will provide you with a basic understanding of the structures and operations of business. You will gain an awareness of social and ethical responsibility as it relates to the environment, consumers, employees and investors. Business ownership, management, marketing, the global economy, money and investments will also be explored. Prerequisite(s): Application. This course is in the Business Pathway Program.

## Marketing (semester 2)

1.0 credit

Grades 10-11
The sales and marketing fields have great opportunity for employment. In this semester-long course, students will take an in-depth look into the marketing of goods and services within the diverse marketing industry. Topics include sports and entertainment, fashion, retail and marketing communication.
Prerequisite(s): Successful completion of Business Principles

## Year 2 of Business Pathway

## Accounting, Honors (semester 1) <br> Grade 11-12

1.0 credit

This course provides a rigorous, comprehensive study, of accounting principles. Students who are interested in a career in accounting, financial management, or who intend to major in business in college should consider this course. The course content is equivalent to a first semester college accounting course.
Prerequisite(s): Successful completion of Business Principles.
OR:

## Business Law (semester 1)

## 1.0 credit

Grade 10-12
Business Law will increase your understanding of business' responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions. Students will work with case studies to learn how business and personal law affect organizations and individuals. Topics discussed include: constitutional law for business and online commerce, torts and privacy, business and cyber-crimes, ethics and social responsibility, and contracts and warranties.
Prerequisite(s): Successful completion of Business Principles.

## Business Management (semester 2)

1.0 credit

Grade 11-12
In Business Management, you will be introduced to the principles and techniques underlying the successful management of business organizations. Topics you will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and the functions of management. You will analyze basic management activities and apply knowledge to complete a business plan for a company of your own creation.
Prerequisite(s): Successful completion of Business Principles.

## Carpentry and Construction Pathway

Carpentry and Construction is a program designed to prepare you for a career in the construction industry with a primary focus on residential and basic carpentry skills and techniques. Students interested in residential and commercial construction, construction management, architecture, and engineering will benefit from this program. The course is a blend of classroom theory and on-site, hands-on construction projects where you will learn basic building systems and techniques.

## Carpentry and Construction I

## 2.0 credits

## Grade 10-11

In this course, you will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. You should be comfortable on ladders and with working outside in a variety of conditions. Students will complete projects such as sheds, decks and additions as part of this program. Students are required to have proper work boots and clothing.
Prerequisite(s): Application

## Carpentry and Construction II

## 2.0 credits

## Grade 11-12

In level 2, you will expand on your skills from the first year and learn more advanced skills in areas such as roof and stair framing, siding systems, insulating, window installation, roofing, and finish work. Students will complete more advanced projects in this course. You are required to have proper work boots and clothing.
Prerequisite(s): C or higher in Carpentry and Construction

## Computer Science Pathway

The Computer Science Pathway is a two-year program designed for students who are interested in careers in the information technology sector such as programming, software development and software engineering. This is one of the fastest growing sectors for job growth with excellent earning potential. Career pathways include certificate programs, and two and four-year college degrees. Students can take AP Computer Science Principles at their home school.

## AP Computer Science Principles

## 2.0 credits

## Grade 10-11

Don't let the "AP" scare you from taking this program; no experience is necessary and you can do the work with commitment and a positive attitude. If you are interested in exploring the IT world or in pursuing a lucrative career in computer science, then you should be in this program. Explore how computer technologies affect your world, how the Internet works, cyber security and the role of big data and analytics. You will create an App using Javascript, and program with Spheros, Raspberry Pi's and drones.
Prerequisite(s): Application

## AP Computer Science A

## 2.0 credits

Grade 11-12
This course is the second year of the Computer Science \& Technology program. You will learn to create well- designed programs using the Java programming language. You will also learn about cutting edge technologies in machine learning and artificial intelligence (AI) using programmable, AWS Deep Racers and drones.
Prerequisite(s): AP Computer Science Principles (can be taken at WHS)
Advanced Cybersecurity

## 2.0 credits

## Grade 11-12

his is a full-year course, meeting every day and qualifies for college credit through UNH Manchester. Students will learn about Linux, security basics, actors and vulnerabilities, malware, attacks, and organizational security. This course is taught on the US CyberRange platform using cyber.org curriculum. This course prepares students to take the industry-recognized, Security + exam. This certification would make them a valuable intern or entry-level security analyst.
Prerequisite: AP Computer Science Principles (can be taken at sending school)

## Cosmetology Pathway

## Cosmetology I

## 2.0 credits

## Grade 10-11

In Cosmetology I, students will be introduced to the cosmetology industry and associated careers. Students will work in a combined classroom and hands-on environment, learning safety and sanitation, hair cutting and styling techniques, nail technology and esthetics. A newly constructed cosmetology salon serves as the classroom for working with hair mannequins. All students are required to obtain a cosmetology apprentice license from the State of New Hampshire and purchase a cosmetology kit and mannequin head (approx. \$150.00).

## Cosmetology II

## 2.0 credits

## Grade 11-12

In Cosmetology II, students continue to improve and practice their skills from level 1 while learning more advanced hair cutting and styling techniques, coloring techniques and advanced esthetics such as facials and pedicures. Students will learn about the business of salon operations and ownership. Cosmetology II students will have the opportunity to work with customers in the salon. An additional cost for advanced tools may be required.
Prerequisite(s): Successful completion of Cosmetology I with a grade of C or better or teacher recommendation.

## Culinary Arts and Hospitality Pathway

Do you love to cook? Do you enjoy serving people in your community and making them happy? Are you interested in a career that allows you to travel? Hospitality and tourism is one of the largest industries in New Hampshire and demand for quality trained cooks, chefs, managers and servers are high. You will gain excellent industry experience in this highly hands-on program, learning your way around our state-of-the-art commercial kitchen and restaurant, and practicing fundamental cooking methods and hospitality principles. You will work with a team to operate the on- site restaurant as well as catering a variety of functions. Start your culinary education with us and prepare for an exciting career in the food service industry or take the next step following high school and advance your skills in an accredited and respected culinary or hospitality management program.

## Culinary Arts I <br> Grade 10-11

## 2.0 credits

In Culinary Arts I you will learn about kitchen safety and sanitation, culinary terminology, product identification, baking skills, knife skills and other culinary skills essential to the industry. You will work as a team preparing food for the Three Seasons restaurant and other catering and culinary functions. If you enjoy cooking and working with a fun team in a fastpaced environment, then culinary arts is for you. Opportunity in the culinary and hospitality business is endless and is a profession that you can practice anywhere in the world.
Prerequisite(s): Application

## Culinary Arts II

## 2.0 credits

Grade 11-12
In this course, you will build on your skills from year one and take on a leadership role in menu design, working brigade positions such as Sous Chef, dining room manager, expediting, and lead baker. Students assume all upper management positions within the kitchen, dining room, and bakery. You will further refine your skills and knowledge by completing a culinary arts electronic portfolio. This project serves to document your cooking, baking pastry and employability skills, as well as your knowledge of safety and sanitation. Students may also participate in after school functions and banquets. College credit is available through Lakes Region Community College.
Prerequisite(s): C or higher in Culinary Arts I or teacher recommendation

## Graphic Design Pathway

The Graphic Design program introduces students to all design fundamentals in preparation for careers in the graphic design and the digital arts. This program will develop the creativity and software skills necessary to be competitive in the graphic design field. Students learn the software, principles, materials, equipment and skills to bring design projects from concept to completion. The classroom environment is highly hands-on, project, and product-based, and provides students with many opportunities for authentic learning. In addition to learning Adobe Illustrator, InDesign, and Photoshop, students have access to current technologies such as wide-format printing, digital press, vinyl banner making, laser engraving, and notepad construction.

## Graphic Design I

## 2.0 credits

## Grade 10-11

This course provides a broad-based curriculum designed to include a range of learning activities associated with the graphic design industry. Students work in a professional design lab environment with access to high-end computers, Adobe CS software, digital press and plotter printing technology, vinyl banner construction and other equipment relevant to project construction. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration and typography. Software skill focus on Adobe Photoshop, Illustrator, InDesign and Premier. Students will work on a variety of project for both themselves and other clients in a team environment while building their portfolio.
Prerequisite(s): Application
Graphic Design II

## 2.0 credits

Grade 11-12
This is the second year of the Graphic Design program and will continue to focus on improving and enhancing the creativity and design skills of students. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans and hone their collaborative and project management skills. Opportunities for job shadows and internships are encouraged.
Prerequisite: C or better in Graphic Design 1 or permission of instructor.

## Engineering Pathway

The engineering pathway is designed for students interested in careers in engineering, engineering technician, advanced manufacturing, architecture, construction, CNC operation, CADD, and product design. The program is a blend of classroom and hands-on experiences designed to teach students the engineering process and fields associated with engineering. Students earn college credit from NHTI for each course completed.

## Engineering I

## 1.0 credit

## Grade 10-11 (semester 1)

The first course in the engineering sequence, Engineering I will introduce you to basic engineering design principles and teach you how to digitally model and then physically create objects of your own; Learn to use advanced computer design software, 3D printers, and basic machinery and techniques in the fabrication lab. You will develop marketable, transferable skills useful in multiple career pathways.
Prerequisite: Successful completion of Algebra I

## Engineering II

## 1.0 credit

## Grade 10-11 (semester 2)

The second course in the engineering sequence, Engineering II goes beyond the design step to teach you the skills needed to construct and test a prototype. Students learn build strategies and testing and analysis techniques while working on multiple hands-on projects and problems that integrate intermediate fabrication and solid modeling tools while learning how the world around you works. A focus will be on developing interpersonal and team-based skills essential for career and college success.
Prerequisite: Successful completion of Engineering 1

## Engineering III

2.0 credit

Grade 11-12 (year long)
This is the third course in the engineering sequence. This full-year course incorporates advanced manufacturing techniques and CNC operation into previously learned engineering skills and processes. Students will work on teambased capstone designs and develop working prototypes in the fabrication lab.
Prerequisite: Successful completion of Engineering II
Civil Engineering and Architecture
1.0 credit

Grade 11-12 (semester 2)
A specialty course in the engineering sequence, CEA is a hands-on design course where you learn basic principles of Architectural Design and Civil Engineering. Explore build sites, build models, design your dream house, and compete in a state-wide Architectural Design Competition all while learning skills that apply to any job related to architectural design, construction technology and build site management.
Prerequisite: Successful completion of Engineering I

## Architecture and Structural Engineering 1 <br> 1.0 credit Grade 10-12 (semester 1)

The first course in the Architecture and Structural Engineering sequence, ASE1 will introduce students to the basics of architectural design and structural engineering with a focus on residential design and structures. Students will learn the basics of architectural style, residential construction standards and structural modeling over the course of this semester long class. Students will also work with makerspace equipment to develop their 3D modeling, physical modeling, and structural design skills.
Prerequisite: C or better in Algebra 1

## Architecture and Structural Engineering 2

1.0 credit

## Grade 10-12 (semester 2)

The second course in the Architecture and Structural Engineering sequence, ASE2 will continue from ASE1, pursuing a deeper understanding of architecture and structural design language and technology with a focus on design and structures for commercial applications. Throughout this course, students will work on a culminating commercial design project where they will research community needs, relevant building codes, perform site work, perform structural loading analyses, and ultimately design a green community center.
Prerequisite: C or better in Architecture and Structural Engineering 1

## Health Science Pathway

The health care industry is one of the top 3 industries in New Hampshire and abroad. The employment opportunity is vast in this diverse field of study. This outstanding program will prepare you for a variety of healthcare jobs. Our program completers are highly successful and typically go on to be nurses, EMT's, physicians, occupational and physical therapists, pharmacists and physician's assistants to name a few.

## Health Science Technology I

2.0 credits

Grade 10-11
Health Science Technology is a two-year program for juniors and seniors who are interested in pursuing a career in the healthcare field. During the first, year we will concentrate on establishing a strong foundation in anatomy and physiology, safety issues, infection control and career exploration. Students are eligible to receive 3 college credits in medical terminology from Manchester Community College. Classroom activities include: lecture, poster presentations, internet projects, competitive games, anatomy labs and audio-visual learning related to diagnosis, treatment and prevention of disease. Skills component include: vision and hearing testing, vital signs, (temperature, pulse, respiration and blood pressure), gown, glove and hand washing techniques as well as training in taking EKGs. The clinical experience for first year students includes vision and hearing testing at local elementary schools and Salem High School. Students also have the opportunity to assist in the annual "sport physicals" offered through the Athletic Department. Students interested in pursuing any career in healthcare would benefit greatly from this course.
Prerequisite(s): Grade of B- or better in Biology

## Health and Science Technology II (EMT, LNA, MA)

## 1.0 credits

 Grade 11-12Health Science Technology 2 continues with the completion of studies in anatomy and physiology, pathophysiology, infectious disease, and safety training. American Heart Association CPR certification is provided to all level two students. During second semester, students choose to participate in one of three clinical rotations: Emergency Medical Technician (EMT), Nursing Assistant (NA), or Allied Health Community Internship (MA). The EMT and NA program require both classroom and clinical rotations at the Salem Fire Department or the Northeast Rehabilitation Hospital. These rotations will require some weekend and evening clinical hours. Upon successful completion of the EMT or NA program, and the corresponding state licensing exam, licensing will occur. Students in the NA program are responsible for coordinating and assisting with an annual blood drive. Students enrolled in the Allied Health Community Internship program (NA) require both classroom hours and a four-month clinical rotation in the community with a preceptor of their choice. A clinical interview with the clinical preceptor is required for all students. At the end of the semester, students will have approximately 60 clinical hours of experience. Available community sites include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy and veterinarian medicine. Health Science Technology promotes responsibility, leadership, maturity, communication skills and professional behavior. Requirements: EMT course: EMT book and uniform approximate cost $\$ 150.00$ - NA course: book and uniform approximate cost $\$ 100.00$ - financial aid is available. EMT and NA students are required to have a covid-19 and influenza vaccine and pass a drug test prior to clinical. Nametag and immunization records with updated PPD within the year are also required.
Prerequisite(s): Grade of B- or better in HST I and teacher recommendation

## Teacher Education

Are you considering a career as a teacher or in the education field? ${ }^{?}$ This program will prepare you to work in a school, for any grade or subject. You will spend time in the classroom learning education theory and teaching strategies, working in the on-site preschool, or observing classrooms at various grade levels. If you are considering school counseling, speech or occupational therapy, special education or teaching, this program will give you an excellent preparation for work in college.

## Teacher Education I

## 2.0 credits

## Grade 10-11

Teacher Education I, introduces students who are considering a career in any level of education to education history, theory, and methods of teaching. This course provides students with a basic understanding of and introduction to teaching and the education profession. The competencies and curriculum focus on education topics similar to those taught in a college course. The nature of this course requires mature, responsible, self-directed learners interested in pursuing a career in the education field. Emphasis will be placed on attendance, work ready skills, academic skills, and content. Teacher Education 1 also requires students to complete observation hours in a variety of classroom settings to reinforce the educational theory and practice addressed in class. These observations also provide students the opportunity to practice professionalism in behavior and expectations. This course earns 4 college credits from Southern New Hampshire University.
Prerequisite(s): It is recommended that students have a C+ or better in previous math and English classes.

## Teacher Education II

## 2.0 credits

Grade 11-12
Teacher Education 2 focuses on child growth and development. Theories relevant to individual stages of development are discussed and the sociological, cultural and psychological aspects of human growth and development are studied. An overview of all developmental stages will be covered and students will explain and discuss age and developmentally appropriate experiences for children, particularly in an educational context. Additionally, this course will introduce students to the principles and practices of assessment for teaching and learning. Topics include the types, benefits, and uses of formal and informal assessment as well as the ethical issues of assessment and grading. Students will create assessments aligned with standards-based content and understand what educators need to know about the goals, benefits, and uses of formal and informal assessment. Through classroom observations, students will identify developmentally appropriate use of classroom resources, procedures, and assessments. Students enrolling in Teacher Education 2 are expected to have mastered or be proficient in the basic teaching skills learned in Teacher Education 1.
Prerequisite(s): Grade of C+ or better in Teacher Education 1 or teacher recommendation

## Television \& Media Production Pathway

TV and Video Production is a program designed for students who are interested in careers in the visual arts, broadcasting and production. This highly hands-on, project-oriented program teaches you a multitude of skills and techniques which rivals many college programs. If you have an interest or passion for film, broadcasting, TV and production, this is where you belong. Many of our graduates go on to lucrative jobs and careers in this profession.

## Television \& Media Production I <br> 2.0 credits <br> Grade 10-11

Television and Media Production I is designed to help you gain an understanding of the writing and technical skills required for quality video production. Emphasis will be on building a foundation through lecture, readings, writing, and video production. Completing this course will be preparing you for the rigorous production work in level 2. You will utilize state-of-the-art television, computer and multimedia equipment to produce quality media productions.

Through interesting and thought-provoking project-based assignments, you will learn the basics of creating clear and concise multi-media presentations. You must be able to work well in a team environment as this class relies heavily on group work. Assignments will range from short films, PSA’s, music videos and news production, and finished projects will air on our local educational channel, SLC-6 and our YouTube channel. Active class participation is mandatory, and you should be prepared to perform daily in front of and behind the camera. Students are expected to assist on some productions of after school sports and school-related events as part of the curriculum.
Prerequisite(s): Application

## Television \& Media Production II Grade 11-12

Television and Media Production 2 is an advanced course that builds upon the skills gained in level 1, and exposes you to advanced concepts in television and multimedia production. You will assume the roles of writer, producer, director, actor, camera person, technical and audio director, and editor while applying organizational production skills to produce a weekly newscast among many other projects throughout the year. Projects are designed to solidify your skills. You will direct live studio productions as well as direct and produce ENG and EFP productions. You will demonstrate effective pre-production, production, and post-production skills using best practices all while reinforcing the fundamentals of digital video and broadcast journalism. You are expected to participate in extracurricular production work and assist Salem's SLC-6 channel with the videotaping of sports and school events as part of the curriculum. Students completing this course gain the skills and knowledge needed to advance into a college level program or seek gainful employment in a rapidly growing field.
Prerequisite(s): Grade of C+ or better in Television \& Media I or teacher recommendation

# Courses Offered at Pinkerton Academy 



## Introduction to Animal Science Grade 11 only

Animal Science

This half-year ( 0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoonoses, reproduction, digestive systems, and nutrition of companion and livestock animals.
Note: Students take concurrently with Animal Management for the first semester.
Prerequisite(s): CTE Application

## Animal Management

1.0 credit

## Grade 11 only

In this full-year ( 1 credit) course, students will learn how to successfully become prepared to work in an animal care facility by learning proper sanitation and care techniques of the small animals within the lab. Specific units of instruction will include but are not limited to: proper animal husbandry of large and small animals, breeds of animals, careers in the animal industry, resumes, animal economics and All Aspects of Industry. College articulations are available.
Note: Students take concurrently with Introduction to Animal Science for the first semester.
Prerequisite(s): CTE Application

## Animal Health and Veterinary Technology $\quad 2.0$ credits Grade 12 only

This full-year (2 credit) course meets every day. It is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include but are not limited to: introduction to veterinary technology, veterinary terminology,, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise, The Pinkerton Pet Palace. College articulations are available.
Prerequisite(s): Successful completion of Animal Management with a min. grade of 80 and permission from the CTE Director.

## Electrical Technology

## Electrical Technology I <br> Grade 11 only

This full-year (2 credit) course meets every day. It is the first half of a 2 -year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, special tools and test equipment, blueprint reading and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment.
LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is $\$ 30$.
Prerequisite(s): CTE application and completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C

## Electrical Technology II <br> Grade 12 only

This full-year (2 credit) course meets every day. It is the second half of a 2 -year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.
Prerequisite(s): Completion of Electrical Technology 1 with a 75 or higher and permission from the CTE Director.
LAB FEE: Students will be required to renew their NH Apprentice Electrical license-approximate cost is $\$ 30$.

## Natural Resources

## Environmental Science and Natural Resources I 2.0 credits Grades 11-12

This full-year (2 credit) course meets every day. It is for students who wish to explore and conserve both public and private habitats through a variety of real life science applications. Activities in this course use science, planning, and geospatial technology to protect and restore forest ecosystems. This course will teach students how to conserve and sustain the forest to provide wildlife habitat, conserve soils, watersheds and recreational opportunities. Students will gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students will utilize class time to engage in outdoor activities throughout the seasons applying skills to both Pinkerton Academy's outdoor classroom and Forsaith Forest in Chester, NH. Students obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations include: FFA and SEA.
Prerequisite(s): CTE Application

## Environmental Science and Natural Resources II Grades 11-12

 2.0 creditsThis full-year (2 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native \& invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.
Prerequisite(s): Successful completion of Environmental Science and Natural Resources 1 and permission from the CTE Director.

## Welding Technology

## Welding Technology I

2.0 credits

Grade 11 only
This full-year (2 credit) course meets every day. It is the first half of a 2 -year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metalfabrication. Personal protective equipment required to be worn.
Prerequisite(s): CTE Application

## Welding Technology II

2.0 credits

## Grade 12 only

This full-year (2 credit) course meets every day. It is the second half of a 2 -year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.
Prerequisite(s): Successful completion of Welding Tech. 1 with a min. grade of 75 and permission from the CTE Director.

## Air Force JROTC

Air Force Junior Reserve Office Training Corps (AFJROTC) offers a blend of aerospace science and history along with development of one's leadership abilities. It is linked in concept with the Air Force Officers Training program. Students study aviation and its impact on society. Leadership skills and qualities such as enhanced sense of selfreliance, self-discipline and commitment are taught. There is no obligation to serve in the military.

## Space Technology/Survival/Career Opportunities <br> 1.0 credit Grades 9-12

The forty percent of the course covering aerospace science covers space technologies and survival skills. Space technologies investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and the use of robots on space missions. Students will design, build and launch model rockets to enhance their understanding of rocket science and build small robots. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation. The forty percent of the course covering leadership education will prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. It is a "hands-on" course focusing on teaching the students valuable life skills, such as preparing for college, employment and the basics of financial management. Military customs and courtesies, how to project a positive attitude, and an examination of ethical and moral behavior is also included. Twenty percent of the course is a wellness program that includes sports, physical training and testing to help develop a healthy lifestyle. This training satisfies physical education requirements and as such, 0.25 Credits will be granted towards the graduation requirement.
Prerequisite(s): Application

## Management of the Cadet Corp <br> Grades 12

1.0 credit

This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. This is a "hands-on" management course affording the cadets the opportunity to put the theories of previous leadership courses and the LE Management part of this course into actual practice. Cadets will plan, organize, coordinate, direct, and control the key events and activities of the cadet corps. Twenty percent of the course is wellness program that includes sports, physical training and testing to help develop a healthy lifestyle. This training satisfies select physical education requirements and as such, 0.25 credits will be granted towards the graduation requirement.
Prerequisite: Senior with at least two JROTC courses or Senior Aerospace Science Instructor recommendation

## Co-Curricular Offerings

The following co-curricular activities are offered at Windham High School. Some of these activities are subject to change depending upon student interest. Students are encouraged to join multiple activities.

| A Capella | Girl Talk | School Newspaper |
| :--- | :--- | :--- |
| Art Club | GSA/LGBTQ+ | Science National Honor Society |
| Assoc. for Female Representation | Helping Paws | Science Olympiad |
| Baking Club | JagSat | Ski club |
| Band | Jaguar Community Alliance | SMILES |
| Best Buddies | Jazz Band | Social Justice Club |
| Board/Tabletop Games | Kicks 2 Give | Spanish Honor Society |
| Book Club | KIND Club | Student Council |
| Choir | Literacy Magazine | Theatre |
| Dance Team | Marine Science Team | Tri M Honor Society |
| Debate Club | Math Honor Society | TV Club - Jagnet TV |
| DECA | Model UN | US First |
| Environmental Club | National Honor Society | Volunteer Club |
| Esports | New England Math League | WHS Mathletes |
| Fashion \& Knitting Club | Passport Club | Yearbook |
| FBLA | Photography Club |  |
| French Honor Society | SALT |  |

## Athletic Offerings

Windham High School will offer a comprehensive athletic program. The following sports will be offered at Windham High School based on student interest:

| B | Cross Country, Football | Alpine Ski, Basketball, Hockey | Baseball, Lacrosse |
| :--- | :--- | :--- | :--- |
| O | Golf, Soccer | Indoor Track, Swimming | Track \& Field <br> Y |
| Solleyball, Tennis |  |  |  |
| S |  |  |  |
|  |  |  |  |
| G | Cheerleading, Cross Country | Alpine Ski, Basketball, | Lacrosse, Softball, |
| I | Field Hockey, Golf, Soccer | Cheerleading, Gymnastics | Track \& Field |
| R | Volleyball | Indoor Track, Swimming | Tennis |

## Important Policies

## Residency

Windham High School students along with their parent(s) or legal guardian(s), must be residents of the Town of Windham. All registration documents must list a specific Windham street address.

## Notice of Nondiscrimination

The Windham School Board hereby notifies all parents/guardians and students that the Windham School District does not discriminate in any of its educational program, activities or employment practices on the basis of race, color, national origin, religion, age, gender, or disability under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for all Handicapped Children Act of 1975. Any person having inquires, concerning compliance with the regulations implementing these laws may contact:

The Superintendent of Schools<br>Windham School District<br>19 Haverhill Road<br>Windham, NH 03087<br>Phone: (603) 845-1550

Any persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, or Director, U.S. Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.

## Child Find Notice

As mandated by the Education for All Children Act, public schools must provide special education for all children determined to be educationally handicapped. The law also requires a school district to identify such children birth through 21 years of age. This law applies to all children including those in non-public schools, pre-schools, and hospital settings.

If at any time, you suspect your child might have an educationally handicapping condition, you are encouraged to contact your child's school to discuss your concerns. School personnel will provide you with information on the procedure for determining if a child is educationally handicapped and in need of special education services.

For more detailed information about the policies, procedures, and services established in your school district for special education, the Windham School District Special Education Plan is available for review at the Superintendent's Office.


[^0]:    AFulfills ICT Requirement

[^1]:    *Fulfills Arts Requirement
    $\wedge$ Fulfills ICT Requirement

