

Windham School Board

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Windham High School

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Windham High School Mission Statement

We recognize our students have unique talents, gifts, and challenges. We empower each student to be an active learner who understands the interconnectedness of knowledge. We commit to a safe learning environment of individual responsibility, respectful action, and appreciation of diversity. We engage each student with dynamic instruction enhanced by collaboration, co-curricular opportunities, and 21st century technology. We aspire to be an exemplary school community wherein all students master lifelong skills to succeed as purposeful citizens of Windham and the world.

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 21st 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

Approved by the Windham School Board, October 7, 2008.

Table of Contents

Windham High School Mission Statement.....	2
Expectations for Student Learning	2
Academic.....	2
Civic.....	2
Social.....	2
Table of Contents.....	3
Principal’s Welcome.....	5
Guidance Department	6
How to Use this Program of Studies.....	6
Requirements for Graduation.....	7
Promotion Credit Requirements	8
Course Load.....	8
Sample Course Sequence	8
Drop/Add Procedure	9
Alternative Credit Opportunities	9
Independent Studies	9
Online Learning.....	9
Advisory.....	10
Personal Learning Portfolio.....	10
Senior Seminar.....	10
Service Learning.....	10
Academic Performance and Recognition	11
Grade Point Average (GPA).....	11
Valedictorian and Salutatorian.....	11
Honor Roll.....	11
High Honors	11
Honors	11
Advanced Placement (AP) Program.....	12
Honors Courses	12
Course Competencies.....	12
Running Start Program.....	12
Academic Supports	14
Academic Study	14
Directed Study.....	14
The Learning Center	14
Library Media Center.....	14
Special Services	14
Consultation and Training	14
Classroom Accommodations.....	14
Classroom Supports.....	15
Specialized Related Services	15
Supplementary Instruction.....	15
Modifications.....	15
Alternative Learning Environment	15
REACH Program.....	15
Planning a Course of Study.....	16
College Admission Requirements	16
Categories of Colleges.....	16
Most Selective.....	16
Highly Selective	16
Very Selective	16
Selective	16
Less Selective.....	17

Nonselective	17
Special Colleges	17
Post High School Education.....	17
Post High School Employment	17
Suggested High School Course of Study	18
4-Year Colleges	18
2-Year Colleges and Technical Schools.....	18
Year-By-Year Checklist for College Bound Students.....	19
Freshman Year	19
Sophomore Year.....	19
Junior Year	19
Senior Year	20
NCAA Freshmen Eligibility Standards	21
Test Scores	21
Grade Point Average (GPA)	21
Course Offerings	22
Arts	24
Music	24
Visual Arts	27
Family and Consumer Sciences	30
Human Performance and Wellness	32
Human Performance	32
Wellness.....	35
Humanities	36
Interdisciplinary Humanities	36
English.....	38
Theatre Arts	42
Social Studies	44
World Language	47
Mathematics and Science.....	51
Mathematics	51
Science	56
Business Education and Information Communication Technology.....	60
Applied and Materials Technology.....	64
Specialized Courses.....	66
Career and Technology Education (CTE) Courses	67
Co-Curricular Offerings	70
Athletic Offerings	70
Important Policies	71
Residency	71
Notice of Nondiscrimination	71
Child Find Notice	71

Principal's Welcome

Dear Students,

The Program of Studies has been developed to provide each of you the opportunity to experience courses that will further develop your academic and social skills and further illuminate your choices as you progress through Windham High School towards your post-secondary aspirations.

As you read through the Program of Studies begin to identify courses that may be of interest to you and support your goals. There are a number of new additions this year as we work towards completion of our 4 year Windham High School curricular plan. Project Running Start for pre-engineering, CTE, and the additional Advanced Placement options are but a few of the new opportunities available to you. The sage advice proffered by your teachers, counselors, and parents will be invaluable to you during the selection process. Always remember to seek input from those that have a vested interest in your success.

Windham High School offers an array of extra-curricular activities for you to enrich your high school experience. The friendships, challenges and successes our athletic teams and clubs offer will enrich your life and establish lifelong memories that you will cherish long after you leave WHS.

It is my hope that your high school experience will be rewarding, enriching, and fun. Your journey through the halls of Windham High School will be brief, make it an experience you will reflect back upon with fond memories.

Sincerely,

Mr. Murphy, Principal

Guidance Department

The Guidance Department provides students with 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

The following pages contain a great deal of information to guide you through next year and your entire high school career. There is information about what you need to do while at Windham High School and how that relates to the world beyond. Take your time and read through all the pages. Then, refer to this Program of Studies when you have questions or when thinking about how to best shape your Windham High School experience to ensure you reach your future goals.

As you start looking through these pages, be sure to talk with the many different people in your life (counselors, teachers, friends, parents, etc.). You will find that each person's perspective can really help in this experience. Then when you are ready to start choosing courses, refer to the Graduation Requirements Table, Planning a Course of Study Section, Four-Year Planning Worksheet, and Course Descriptions to start the long-term planning process. This is an exciting time and just one step along the journey to your future.

Thoughts to keep in mind while planning:

- What are the requirements for graduation?
- What courses do I need if I plan on attending a 4-year college? A 2-year college?
- What are my strengths? Weaknesses?
- What are my future goals and what classes can help me reach those?
- How will the courses I choose this year affect courses I may want to take in the future?
- What courses do I need to take if I want to play athletics in college?

Requirements for Graduation

Subject	Credits	Required Courses
English	4 credits	Western Humanities 1 credit* American Studies 1 credit* British Literature 1 credit Writing 0.5 credit
Social Studies	3 credits	Western Humanities 1 credit* American Studies 1 credit* Modern World History 1 credit
Mathematics	3 credits	Algebra I 1 credit
Science	3 credits	Integrated Science 1 credit Biology 1 credit
Information & Communication Technology (ICT)	0.5 credit	Any ICT elective, Computer Applications, or Adv. Computer Applications
Arts	1 credit	Music, Theatre, or Visual Arts
Health	0.5 credit	Wellness 0.5 credit
Human Performance & Wellness	1.5 credit	Human Performance I 0.5 credit Human Performance II 0.5 credit
Senior Seminar	0.5 credit	
Advisory	1 credit	Earned each year 0.25 credit
Open Electives	6 credits	
Service Learning (40 Hours)*	n/a	Completed through Advisory. Twenty hours must be completed by end of sophomore year.
TOTAL	24 credits	

*For the Class of 2012, Global Studies and English 9 taken at Salem High School meet the Western Humanities requirement. * In addition, the Service Learning requirement is only 30 hours.*

** 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.*

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: 6 credits

At the completion of 10th grade: 12 credits and 20 hours of community service

(10 hours of community service for the class of 2012)

At the completion of 11th grade: 18 credits

Course Load

Students at Windham High School, in grades nine through eleven, are **required** to enroll in a minimum of seven credits per academic year during freshmen, sophomore and juniors years. Seniors are required to enroll in a minimum of six credits.

Sample Course Sequence

Freshman Year Grade 9		Sophomore Year Grade 10		Junior Year Grade 11		Senior Year Grade 12	
Western Humanities*	2.0	American Studies*	2.0	British Literature**	1.0	English	1.0
				Modern World Hist.**	1.0	Social Studies	1.0
Algebra	1.0	Geometry	1.0	Algebra II	1.0	Pre-calculus	1.0
Integrated Science	1.0	Biology	1.0	Chemistry	1.0	Physics	1.0
World Language	1.0	World Language	1.0	World Language	1.0	World Language	1.0
Human Performance I	0.5	Human Performance II	0.5	ICT Elective	0.5		
Wellness	0.5	Writing	0.5	Art Elective	0.5	Art Elective	0.5
Open Electives	1.0	Open Electives	1.0	Open Electives	1.0	Open Electives	0.5
Total	7.0	Total	7.0	Total	7.0	Total	6.0

* For students in the graduating class of 2012, the humanities sequence includes *Global Studies at Salem High School and English 9 at Salem High School in place of Western Humanities.*

***May be satisfied through Advanced Placement coursework.*

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 the steps are not completed, the change will not be allowed.

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

Alternative Credit Opportunities

Students may earn up to four elective credits through any combination of independent studies or online learning. The only exception to this is when additional credits are being earned for credit recovery. In all instances of alternative credit opportunities, credit may be earned, but the grade is **not** factored into a student's cumulative GPA.

Independent Studies

Independent Study Programs may be requested by any student with a strong interest in an area of study not covered in the school curriculum. Interested students should discuss such proposals with the teacher with whom they would like to work, their counselor, and the appropriate dean. In collaboration with the teacher, students develop a course curriculum and propose a method of assessment. All grades are pass, fail, or pass with distinction.

Independent Studies are not calculated into a student's GPA. Students may earn either ½ credit or 1 credit, depending upon the nature and scope of the independent study. All Independent Study Programs must be pre-authorized in writing by the principal.

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 student's guidance counselor. **No correspondence courses may be substituted for any of the courses required for graduation, except for credit recovery, and only courses not offered at Windham High School may be taken online.** All other courses can be used to fulfill open elective credits only.

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 by the principal 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.

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, and the development of the Personal Learning Portfolio and Senior Seminar. Advisors will be assigned to all students. Students will earn 1/4 credit per year for successful participation in Advisory.

Personal Learning Portfolio

During their four years at Windham High School, students will create digital portfolios, which will reflect their growth and development. Students will archive a variety of media and materials from their coursework and learning experiences that demonstrate their personal development and mastery of learning. This personal portfolio will be assessed periodically throughout the school year and formally at the end of each year through Advisory. Completion of the Personal Learning Portfolio demonstrates proficiency in the use of information and communication technology and meets the state of New Hampshire's ICT education requirement.

Senior Seminar

Senior Seminar is a semester-long course designed to fulfill the mission statement and be the capstone course at Windham High School. This course will allow students to reflect upon the school's mission statement in developing a senior project. Students will be asked to develop and present a proposal, complete research, and have involvement with the community as part of their project. The project will culminate in an exhibition, and written reflection paper. Students will also examine contemporary issues and gain insight into problems facing individuals in society today as they relate to the school's mission statement.

Service Learning

As part of the requirement for graduation, all students are to complete a minimum of ten hours of service per year. 40 hours for 4-year students, 30 hours for 3-year students and 20 hours for 2-year students. Students are encouraged to participate in as many civic activities as they would like, although keep in mind that only 10 hours of service per year will be applied towards the graduation requirement. Students will have all of their community service hours on record if needed for future academic or employment purposes. The hours are approved by the Community Service Coordinator and monitored by both the coordinator and student advisor. Driving privileges are extended to those students who have completed the required amount of service hours per year.

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. Students should receive no grade lower than a 50 in all instances.

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 **3rd 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.

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 (see page 10).

Honor Roll

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.

Advanced Placement (AP) Program

The Advanced Placement (AP) Program is a cooperative, educational endeavor of secondary schools, colleges, and 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 this is a financial hardship please see your teacher or guidance counselor at the start of the course.**

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

Running Start is a partnership between the Community Colleges of New Hampshire 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 and senior status are eligible to participate in the Running Start program. The tuition is \$100 per course, which is paid directly to the college at the beginning of the course. Scholarships may be available for students with financial need.

Running Start Program cont'd

The benefits of taking college credits earned through the Running Start program is 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) 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 courses through Running Start 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 course. Please talk to your high school guidance counselor to learn what courses are offered or contact Holly Londo in the School to Career office for more information.

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.

Directed Study

Directed Study prepares students to meet the rigorous demands of high school, post-secondary education, and career goals through a student centered interactive learning approach. This course provides the opportunity to apply technology, organizational, and study skills to curriculum based assignments in an interactive, technology-based setting. Directed Study is supervised by professional staff that assist students with content area assignments while targeting skills and strategies to increase student independence and overall school achievement. Students will work on goals such as developing time management skills, organization, strategies for long-term planning, personal responsibility, and self-advocacy. Students may earn Directed Study credit by demonstrating the application of target skills to their content area assignments.

The 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 general education professionals who assist students with content area assignments. The Learning Center is open after school everyday until 4 p.m. to provide an opportunity for students to work privately, collaboratively, or receive support from National Honor Society 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 and lifelong learners. Resources include 14,000 books, print periodicals, DVDs, CDs, and audio books. Subscription online databases such as EBSCO, Gale, and Facts On File are accessible to the WHS community through the Library Media Center website at <http://windham.libguides.com/index.php>. Students have access to printers (including color), a photocopier, scanner, and other equipment such as still and video cameras. Each fall ninth grade students in Humanities classes participate in an orientation to familiarize them with information and technology resources within WHS and beyond.

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, 504s, 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 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.

Alternative Learning Environment

A small group, highly structured classroom environment is offered in support of students with identified, unique learning needs participating in core content curriculum. In addition to academics, instructional interventions include coaching in self-regulation, social skills, self-awareness, advocacy, organization, and stress management. A hands-on, interdisciplinary approach enables students to be active participants while building connections and making applications within course work. Successful learning will be demonstrated in a variety of ways. Partnerships with regular education, guidance, home, and community provide students with a “tool box” of coping strategies, which will allow them to increase their successful participation in larger, more typical learning or working environments.

REACH Program

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.

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. Guidance counselor/teacher recommendations
6. Standardized test courses (SAT I/ACTs and SAT II Subject tests)
7. Application essay

Categories of Colleges

Most Selective

The college admissions process has changed dramatically over the last decade and even strong students will meet intense competition when applying to the most selective schools. In general, colleges and universities that are ranked as most selective will expect applicants to have a class rank in the top ten percent of their high school class and a grade point average of 3.8. Median test scores of admitted students are between 700 and 800 on each section of the SAT Reasoning Test and 30 or above on the ACT. These colleges typically require applicants to submit scores from at least three SAT subjects. Most selective colleges and universities admit only a very small percentage of those who apply. Interviews and/or recommendations from high school teachers are extremely important and provide an opportunity for admissions officers to learn more about the candidate. Students should give careful thought to whom they ask for recommendations.

Highly Selective

Highly selective colleges and universities are looking for students with grade point averages of 3.65 or higher. Students admitted to these schools will be expected to rank in the upper ten to twenty percent of their high school class. Median test scores of admitted students are between 650 and 800 on each section of the SAT Reasoning Test and 28 or above on the ACT. Interviews and/or recommendations from high school teachers are extremely important and provide an opportunity for admissions officers to learn more about the candidate.

Very Selective

Selective colleges in this category admit students with grade point averages of 3.5 or higher, who rank in the top 25-30 percent of their graduating class, and who have taken a challenging college preparatory and honors program in high school. Median test scores are between 600 and 700 on each section of the SAT Reasoning Test and 28 or above on the ACT. Interviews and/or recommendations from high school teachers are extremely important and provide an opportunity for admissions officers to learn more about the candidate.

Selective

Selective colleges in this category admit students with grade point averages of 2.8 or higher, who rank in the top 30-40 percent of their graduating class, and who have taken a challenging college preparatory and honors program in high school. Median test scores are between 500 and 650 on each section of the SAT Reasoning Test and 23-28 or above on the ACT. Interviews and/or recommendations from high school teachers are extremely important and provide an opportunity for admissions officers to learn more about the candidate.

Less Selective

The colleges in this category look for students in the upper half of their graduating class who have taken a college preparatory program and have scored around 500 on each section of the SAT Reasoning Test and 20-26 on the ACT. Students are typically admitted with a GPA range of 2.3 to 2.8. Recommendations enhance a student's overall application.

Nonselective

The colleges in this category require only evidence of graduation from an accredited high school program or equivalent. Some of these colleges require entrance examinations for placement purposes only.

Special Colleges

These are colleges whose programs of study are specialized. They include professional schools of art, music, theater arts, or seminaries preparing students for the clergy. In general, admissions requirements not only consider academic criteria, but look for evidence of talent or special interest in the field. In general, a student's audition or portfolio is weighted more heavily than academic criteria in the admissions process.

Post High School Education

Some students benefit from a post-graduate year of study. Students who do not feel prepared emotionally, socially, or academically, have often found success through a post-graduate year of study. There are a variety of schools and programs that offer this opportunity and many students who participate in such programs are able to move on to a successful collegiate experience.

Post High School Employment

Students who are interested in pursuing a career immediately after high school can take advantage of career training opportunities offered throughout their high school experience.

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	4 years
Social Studies	3 years
Math	3-4 years
Science	3-4 years
World Languages	0-3 years depending on college/major
Electives	2 or more years depending on personal interest and educational goals

Specific program requirements may vary and students need to plan in advance if they are seeking acceptance into a certain field of study. For example, engineering schools require more math and science, and nursing programs generally look for students with a strong background in algebra, biology, and chemistry.

Year-By-Year Checklist for College Bound Students

Students planning to go to college should start working closely with their guidance counselor early in their high school career. Counselors can answer questions and give important information related to the admission process. There is constant communication with college representatives and students are kept up-to-date on current trends in college admissions.

Freshman Year

- **Create a four-year high school plan.** Start preparing a plan that relates to your goals. Follow a strong college preparatory course of study.
- **Start thinking about careers.** Develop a tentative career goal. Consider both academic and non-academic interests. Also, talk with your counselor, teachers, or professionals about different career options.
- **Get involved in co-curricular activities.** Join a sport, club, music or drama group, or volunteer in the community. Colleges would rather see real involvement in one activity than a loose connection to several. If you plan on playing a sport in college, research the National Collegiate Athletic Association (NCAA) eligibility requirements (www.ncaaclearinghouse.org).
- **Meet with your guidance counselor.** Your counselor knows how to help you get the most out of high school; now is a good time to start discussing post-high school plans.
- **Save for college.** It is never too early or late to start a college savings plan. Look into state financial aid programs and 529 plans. Begin to investigate scholarship opportunities.

Sophomore Year

- **Meet with your guidance counselor.** Make sure to check that you are enrolled in the correct classes, including those required for junior/senior level courses and college requirements.
- **Get involved in a school activity or volunteer.** Being involved helps develop good time-management skills and helps build your college résumé.
- **Tour college campuses and attend a college fair.** If you and your family are near a college campus, stop by for a visit. Even if you are not interested in that specific college, it will help you learn what to look for in a college. College fairs are a good opportunity to collect information on the many colleges and universities around the world. There are also opportunities to speak with college representatives.
- **Consider taking the PSAT or SAT II Subject Tests.** Sophomores may register for the PSAT for practice, but you are not eligible for National Merit Scholarships until your junior year. If appropriate, take a SAT II Subject Test in an area of study you have recently completed (biology, foreign language, etc.).

Junior Year

- **Fall:** Start thinking about what you may want to study in college. Search the web, talk with friends, family, and teachers, and list college features which interest you. Meet with your counselor and find out when college representatives will be visiting the school. If you plan on attending a school for art or music, start to gather material for a portfolio. **Sign up for the PSATs.**
- **Winter:** Make an appointment with your counselor to talk about your class choices and readiness for college. Make sure to sign up to take the SAT I: Reasoning Test (www.collegeboard.com) or the ACT (www.actstudent.org) at least once in the spring and again in the fall of your senior year. Think about taking the SAT II: Subject Tests while course material is still fresh. The more selective colleges usually require scores from up to three subject tests.
- **Spring:** In order to get an idea of what college is like, plan a visit. Most students find it helpful to visit colleges while they are in session, rather than in the summer when most students are away from the campus. Attend a college fair to learn more about the colleges in which you may be interested. Develop a list of colleges and go to their websites to request information. Be sure to check for any scholarships available to juniors. Ask two teachers for recommendations.

- **Summer:** If you plan to play a sport in college, make sure to register with the NCAA Clearinghouse. Find a full-time or part-time job or participate in a camp or summer college program. Make sure to visit colleges and take tours at colleges in which you are seriously interested. Make appointments to have interviews with admission representatives. Start creating a resume of all activities in which you have participated since the start of high school. Remember to include both in and out-of-school activities. Make sure to check application deadlines for colleges to which you are applying!

Senior Year

- **September:** Narrow your list of colleges. Given the highly competitive nature of the college admissions process, be certain to apply to several schools. The average number of college applications submitted in recent years has been eight. Meet with your counselor about your choice and download the applications and financial aid forms. Register with commonapp.org. Plan to visit as many of these colleges as possible, attend college fairs, and meet with the college representatives who come to the school. Make sure you know the deadlines for tests, college applications, financial aid applications, and other needed materials. If you have not had your test scores sent to the colleges to which you are applying, be certain to do so (www.collegeboard.com).
If you have not already done so, register for the SATs.
- **October:** Finalize your college choices. Prepare early decision, early action, and/or rolling admission applications as soon as possible. If you have not done so, ask two teachers for recommendations and meet with your counselor to provide necessary information. Start working on your college essays and ask a teacher or counselor to read them.
- **November:** Many early decision/early action deadlines fall between November 1st and November 15th. Make sure to give your teachers and counselor plenty of time to prepare the materials for you application.
- **December:** As you finish and send in your applications, be certain to notify your counselor and keep copies. Begin assembling information for financial aid forms and attend Financial Aid night with your parents.
- **January:** Make certain you and your parents fill out the FAFSA (Free Application for Federal Student Aid) online as soon as possible.
- **February:** Make certain your counselor knows when you apply to colleges to ensure your transcript and other materials are sent out. Check the deadline for AP Tests. Use vacation days to visit colleges and finalize your choices.
- **March:** Check the Guidance Office for information on local scholarships, which are available. Make sure to stay involved and work at your classes. Colleges **do** evaluate second semester grades.
- **April:** As soon as you receive acceptance letters and financial aid award letters, carefully review these with your parents and counselor. Make a final decision and send in a deposit by May 1st. Make sure to notify your counselor of acceptances, denials, and/or deferments from all colleges to which you have applied.
- **May:** Take AP Exams. If you have been wait-listed by a college, contact an admissions representative and ask how to strengthen your application. Fill out dorm forms and send an original SAR (Student Aid Report) to your chosen college.
- **June:** Graduation!! Make sure to have a final transcript sent to your college.

Source: College Counseling Sourcebook, 4th Edition - The College Board

NCAA Freshmen Eligibility Standards

Students who plan to participate in Division I or Division II college athletics must register with the NCAA Clearinghouse. Once all materials have been submitted, the Clearinghouse issues a preliminary certification report to the college. After you graduate, the Clearinghouse reviews your complete transcript to make a final certification decision according to NCAA standards. Students must also complete the amateurism questionnaire through the Eligibility Center website.

To be certified by the Clearinghouse, students must complete a specific number of approved core classes, attain a minimum score on the SAT or ACT, and achieve a minimum GPA:

DIVISION I 16 Core-Course Rule

16 Core Courses

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab, if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or world language)

DIVISION II 14 Core-Course Rule

14 Core Courses

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab, if offered by high school)
- 2 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above or world language)

Test Scores

- Division I has a sliding scale for test scores and grade point average (GPA). This scale can be found at the Clearinghouse website.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT scores used for NCAA purposes include only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections of ACT: English, mathematics, reading, and science.
- All SAT and ACT scores must be reported directly to the NCAA Clearinghouse from the College Board or ACT. Scores on transcripts will not be used. When registering for these tests, use the code 9999 to ensure a score report is sent to the Clearinghouse.

Grade Point Average (GPA)

Only core courses are used in the calculation of GPA for NCAA purposes. Make sure the courses you are taking are approved as core courses on the Clearinghouse's website.

- The Division I GPA requirement is listed online. Division II requires a minimum GPA of 2.0.

Students seeking eligibility should frequently check the Clearinghouse's website for any updates or changes to the rules and to view the complete approved core course list for Windham High School.

(www.ncaaclearinghouse.org)

COURSE OFFERINGS

ARTS

Music

Concert Choir
 Honors Choir
 Concert Band
 Jazz Ensemble
 Music Theory I/
 Keyboard Lab
 Music Theory II/
 Keyboard Lab
 Guitar
 Music and the Media
 Percussion Ensemble and
 World Drumming

Visual Arts

2D-3D Studio Art
 Drawing I
 Drawing II
 Painting I
 Junior/Senior Portfolio
 Ceramics and Pottery I
 Ceramics and Pottery II
 Graphic Design I
 Graphic Design II
 Foundations of Photography
 Sculpture

Family and Consumer Sciences

Foods and Nutrition
 Creative Cuisine
 Fashion Design & Textiles I
 Fashion Design & Textiles II
 Fashion Design & Textiles III
 Human Relations
 Parenting and Child Development

HEALTH & FITNESS

Human Performance

Human Performance I
 Human Performance II
 Recreational Sports
 Team Sports
 Outdoor Fitness
 Personal Cardio Fitness
 Advanced Training Sports & Nutrition
 Jr. Leadership Human Performance
Wellness
 Wellness
 First Aid and CPR

HUMANITIES

Interdisciplinary Humanities

Western Humanities
 Honors Western Humanities
 American Studies
 Honors American Studies

English

The Art of Reading & Writing
 Young Adult Literature
 Popular Reading
 Poetry and Fiction
 Writing
 British Literature
 Honors British Literature
 Journalism
 AP Language & Composition
 AP Literature & Composition
 Women in Literature
 Propaganda & Persuasion
 Young Adult Literature II

Theatre

Theatre Studies I
 Theatre Studies II
 Technical Theatre Design & Production
 Shakespeare from Page to Stage

Social Studies

Economics
 Contemporary Issues
 Psychology
 Introduction to Law
 AP European History
 Modern World History
 Honors Modern Wld History
 AP US History
 AP Economics
 AP Psychology

World Language

Mandarin Chinese I
 Mandarin Chinese II
 Mandarin Chinese III
 French I
 French II
 French III
 Honors French IV
 AP French V
 Latin I
 Latin II
 Honors Latin III
 Spanish I
 Spanish II
 Spanish III
 Honors Spanish IV Literature
 AP Spanish

MATHEMATICS AND SCIENCE**Mathematics**

Basic Math
 Foundations of Math
 Applied Algebra Arts
 Algebra I
 Applied Geometry Arts
 Geometry
 Honors Geometry
 Applied Algebra II
 Algebra II
 Honors Algebra II
 Applied Functions, Statistics & Trigonometry
 Pre-Calculus
 Honors Pre-Calculus
 Finite Math
 Calculus
 AP Calculus
 AP Statistics

Science

Integrated Science
 Honors Integrated Science
 Biology
 Honors Biology
 AP Biology
 Chemistry
 Honors Chemistry
 Physics
 Honors Physics
 AP Physics
 Anatomy & Physiology
 Forensics
 Exploration in Plant Ecology

BUSINESS & ICT

Computer Applications for Professional Use
 Advanced Computer Application
 Object Oriented Programming
 Computer Game Design Development
 Yearbook
 Personal Finance
 International Business
 Introduction to Business and Entrepreneurship
 Marketing
 Accounting
 Web Design

Applied Materials and Technology

Introduction to Technology
 Introduction to Engineering Design
 Principles of Engineering
 Video Production
 Television Production
 FIRST Robotics
 Robotics I
 Digital Electronics

SPECIALIZED COURSES

Directed Study
 Basic Applied Instruction
 Alternative Applied Instruction

Arts

The goal of the Windham High School Arts Program is to provide opportunities for students to explore courses in visual or performing arts while discovering their talents and abilities. Whether creating a work of art or performing through music or theatre, students learn to develop their creative powers and ability to communicate expressively. The arts enhance learning across the curriculum, and its benefits extend beyond the school environment to cultivate the whole individual, developing life skills such as intuition, reasoning, imagination, and dexterity. Arts courses have intrinsic value that aid students in understanding the world around them. This recommended course of studies encourages self-discovery and the pursuit of a profession or lifelong appreciation for the arts.

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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Concert Choir	1.0	Year	9	10	11	12
Honors Choir	1.0	Year		10	11	12
Concert Band	1.0	Year	9	10	11	12
Jazz Ensemble	1.0	Year	9	10	11	12
Music Theory I/Keyboard Lab	0.5	Semester	9	10	11	12
Music Theory II/Keyboard Lab	0.5	Semester	9	10	11	12
Guitar	0.5	Semester	9	10	11	12
Music and the Media	0.5	Semester	9	10	11	12
Percussion Ensemble & World Drumming	0.5	Semester	9	10	11	12

Courses Descriptions

Concert Choir **1.0 credit**
9-12

Concert Choir is open to all students with a genuine interest in singing and developing their skills in vocal performance and technique. They will rehearse and perform a repertoire of various styles, including classical, semi-classical, contemporary, and Broadway. Students will be assessed regularly in performance and sight-reading skills. They are expected to participate in all major required performances, school and community functions, field trips, and competitions, all of which are predominant factors in determining their grade. They are encouraged to audition for the All State and/or Jazz All State Festival and to study privately. Students may elect Concert Choir four times for credit.

Prerequisite(s): none

Honors Choir
10-12

1.0 credit
Weighted

Honors Choir is open by audition only to students who have had at least one year of Concert Choir experience. Students study challenging choral repertoire in all styles from traditional to jazz and will further develop and refine skills in vocal technique, including tone, balance, blend, diction, and expression. Students will be assessed regularly in performance and sight-reading skills. They are expected to participate in all major required performances, school and community functions, field trips and competitions, all of which are predominant factors in determining their grade. Students are encouraged to audition for All State and Jazz All State Festival and to study privately. Students may elect Honors Choir three times for credit.

Prerequisite(s): audition only

Concert Band
9-12

1.0 credit

Concert band is open to all students who have previously studied a musical instrument. They will continue to learn the fundamentals of technique and performance through rehearsing various styles of repertoire from classical to contemporary and popular music. Students will be assessed regularly in performance and sight-reading skills. Students are expected to participate in all major required performances, school and community functions, field trips, and competitions, all of which are predominant factors in determining their grade. They are also encouraged to take private lessons as well as audition for the All State and/or Jazz All State Festivals. All concert band students will be required to also participate in the pep band playing at home football games. Students may elect Concert Band four times for credit.

Prerequisite(s): must have experience playing a musical instrument and/or be taking private lessons; percussionists must audition to be part of the percussion section – percussionists that do not pass their audition have the opportunity to take Percussion Ensemble and World Drumming.

Jazz Ensemble
9-12

1.0 credit

Jazz Ensemble explores various styles of jazz repertoire. Students will develop improvisational skills with a strong focus on the Blues. Students will continue to develop their music and sight-reading skills. They are expected to participate in all major required performances, school and community functions, and competitions, all of which are predominant factors in determining their grade. They are also encouraged to audition for the Jazz All State Festival. Students may elect Jazz Band four times for credit.

Prerequisite(s): audition only; students must also be in Concert Band with the exception of pianists, guitarists, and bass guitarists.

Music Theory I/Keyboard Lab
9-12

0.5 credit

This course is designed for students who are interested in studying the fundamentals of music including rhythm, pitch, tonality, harmony, and form. Students will use the keyboard to apply these skills as well as learn basic keyboard technique. Through this, students will learn simple piano repertoire, chords, and contemporary pieces. Use of Musical Instrument Digital Interface (MIDI) software will allow the students to practice these skills as well as compose and arrange simple melodies and accompaniments. This class is geared to the musician with minimal to moderate knowledge of music.

Prerequisite(s): none

Music Theory II/Keyboard Lab
9-12

0.5 credit

This is a course designed for students who are interested in advancing the skills learned in Music Theory I/Keyboard Lab. Students will study more complex concepts of music, learn four-part voice writing, and apply these skills to composition and arranging. Students will use the keyboard as a creative tool as they learn more piano repertoire. They will use Musical Instrument Digital Interface (MIDI) to further develop their skills with a variety of notational and recording software. The course is recommended for students wanting a deeper level of understanding or those who are looking to pursue a career in music studies.

Prerequisite(s): Music Theory I/Keyboard Lab or permission of instructor

Guitar**0.5 credit****9-12**

This course is for students with little or no experience and with a genuine interest in guitar, the medium for today's popular music. Students learn chord construction, strumming patterns, and blues-style performance skills. They will also research the lives of contemporary artists and learn to play well-known songs. Students will learn to tune and read music on a basic level. **Students are required to supply their own acoustic instrument for this course.**

Prerequisite(s): none

Music and the Media**0.5 credit****9-12**

Music and the Media is a discussion-based course designed to examine the role and effect music has on society. Students will investigate its relationship to media through a variety of sources including, but not limited to, the Internet, television, documentaries, movies, and newsprint. Discussion topics will include politics in music, media influence, and trends in music production and advertising. Throughout the course students will engage in many multi-media technology based projects as well as share their own listening experiences and preferences.

Prerequisite(s): none

Percussion Ensemble and World Drumming**0.5 credit****9-12**

Open to students of all musical abilities, Percussion Ensemble and World Drumming explores and emphasizes a variety of percussion instruments, performance techniques, and repertoire. Students will focus on ensemble playing and will be assessed regularly on performance skills and musical technique. Students will also be expected to perform at the winter/spring concert as well as other school and community related functions. Students may elect Percussion Ensemble and World Drumming four times for credit. Prerequisite(s): none

Visual 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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
2D-3D Studio Art	0.5	Semester	9	10	11	12
Drawing I	0.5	Semester	9	10	11	12
Drawing II	0.5	Semester	9	10	11	12
Painting I	0.5	Semester	9	10	11	12
Ceramics and Pottery I	0.5	Semester	9	10	11	12
Ceramics and Pottery II	0.5	Semester	9	10	11	12
Graphic Design I	0.5	Semester	9	10	11	12
Graphic Design II	0.5	Semester	9	10	11	12
Sculpture	0.5	Semester	9	10	11	12
Foundations of Photography	0.5	Semester	9	10	11	12
Junior/Senior Portfolio	0.5	Semester			11	12

Courses Descriptions

2D-3D Studio Art **0.5 credit**

9-12

2D-3D Studio Art is an introductory course suitable for all students. The elements of principle and design are taught through diverse 2-D and 3-D projects. Students experience hands-on studio work to develop their artistic abilities with a range of media. Art history will be discussed, and students will be assigned regular projects. Regular group and individual critiques will occur, and a final project/exam will be the culmination of this course of study.

Prerequisite(s): none

Drawing I **0.5 credit**

9-12

This course is for students with an interest in drawing who wish to explore a variety of subjects and materials in order to develop technical, observational, and creative skills on paper. They will work with pencil, charcoal, pastel, or ink to create diverse subjects, and be introduced to pen and pencil technique. Creativity will be explored through hands-on studio projects, critiques, and discussion of historical, contemporary, and multicultural art.

Prerequisite(s): none

Drawing II **0.5 credit**

9-12

This course is for students with an interest in drawing who wish to expand upon the skills and knowledge acquired in Drawing I. Students will work with pencil, charcoal, pastel, and ink to create in-depth projects that are diverse in subject, purpose, and technique. Creativity will be explored through hands-on studio projects, critiques, and discussion of historical, contemporary, and multicultural art.

Prerequisite(s): Drawing I

Painting I**0.5 credit****9-12**

In this course students will explore the basic elements of painting with a variety of painting techniques (brush, knife, etc.) and media (water-mixable oil, acrylic paint, watercolor, etc.). Specific studies of fundamental paint handling, color mixing and blending, issues of form and space relationships, composition and development of ideas on a variety of subject matters such as still life, portraiture, and landscape will be addressed. Students are encouraged to explore their creativity and self-expression.

Prerequisite(s): Fundamentals of Art or Drawing I

Ceramics and Pottery I**0.5 credit****9-12**

This is an exploratory course into the world of clay. Projects include production of hand-built pieces (pinch, coil, and slab methods). Students will learn the theory and methods of hand construction, glazing, and kiln firing, while practicing safety measures. They will create sculptural and functional pieces to demonstrate artistic expression. Through the student's own work and study of the work of others, each student will gain an understanding and appreciation of the influences that clay work has had on society. Emphasis will also be placed on the historical and cultural background of the craft.

Prerequisite(s): none

Ceramics and Pottery II**0.5 credit****9-12**

This is a course that expands upon the practices and theory introduced in Ceramics and Pottery I. Projects include more intensive production and hand-built pieces (pinch, coil, and slab methods) and more intensive wheel throwing practices. Students will expand upon their learning methods of hand construction, glazing, and kiln firing, while practicing safety measures. They will create sculptural and functional pieces to demonstrate artistic expression. Through the student's own work and study of the work of others, each student will gain an understanding and appreciation of the influences that clay work has had on society. Emphasis will also be placed on the historical and cultural background of the craft.

Prerequisite(s): Ceramics and Pottery I

Graphic Design I**0.5 credit****9-12**

The ideas, language, and techniques of the visual artist will be introduced through projects that have a strong design emphasis. Students will learn the foundation skills necessary in the graphic design profession. Drawing, painting, photography, printmaking and computer design and creative problem solving are some of the topics to be explored. Students will be introduced to well-known fine artists and graphic artists. Students will develop their art skills and a deeper understanding of art in general through a series of projects and exercises that use; the elements of art, principles of design, drawing techniques, color theory, art history, and the critique process.

Prerequisite(s): none

Graphic Design II**0.5 credit****9-12**

With a basic understanding of the ideas, language, and techniques of the visual arts under their belt, students will concentrate more heavily on developing their computer design skills. Students will learn to apply their understanding of the elements of art, principles of design, proportion, balance, and color, by creating projects in Adobe Photoshop, Illustrator and other design programs. Cartooning, illustration, logo design and advertising layout are some of the projects that will be introduced. Prerequisite: B or better in Graphic Design I

Sculpture**9-12****0.5 credit**

This class is designed to give students the opportunity to explore different 3-D methods, materials and philosophies. Students will be challenged with a number of assignments that focus on Art History and the Elements and Principles of Art.

Prerequisite: 1 semester of Art

Foundations of Photography**9-12****0.5 credit**

This is a basic course in photography. Students will learn how to better use their digital cameras, learn about composition, shooting techniques, and be introduced to the digital darkroom and basic computer manipulation. We may even cover pinhole photography and basic darkroom skills. Students will develop their art skills and a deeper understanding of art in general through a series of photo projects and exercises that use; the elements of art, principles of design, color theory, art history, and the critique process.

Prerequisite(s): B or better in one semester of Art; limited to 18 students (equipment limited to 12)

Junior/Senior Portfolio**11-12****0.5 credit**

This class is designed for students that wish to take art classes at a post-secondary level. The emphasis will be on building a body of work that can be assembled into a portfolio. This includes writing an artist's statement and learning how to formally critique personal work as well as the works of others. There will be a heavy emphasis on drawing and opportunities for students to create projects of their own design with classroom support.

Prerequisite(s): One semester of art with a B or better average & an interest in Art beyond high school.

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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Foods and Nutrition	0.5	Semester	9	10	11	12
Creative Cuisine	0.5	Semester	9	10	11	12
Fashion Design & Textiles I	0.5	Semester	9	10	11	12
Fashion Design & Textiles II	0.5	Semester	9	10	11	12
Fashion Design & Textiles III	0.5	Semester	10	11	12	
Parenting & Child Development	0.5	Semester	10	11	12	
Human Relations	0.5	Semester	10	11	12	

Courses Descriptions

Foods and Nutrition **0.5 credit**

9-12

Students in this course will learn fundamental skills required for the planning and preparation of a variety of basic food items. Through class instruction and laboratory practice, students will demonstrate cooking techniques as well as learn about nutrition, budgeting, and quality food preparation. The formation of good work and safety habits is also an essential feature of the course.

Prerequisite(s): none

Creative Cuisine **0.5 credit**

9-12

Students will advance their skills selecting, storing, preparing, and serving foods after having taken Foods and Nutrition I. This class uses a creative approach to design cakes, candies, chocolates, and gingerbread houses. This course takes foods to a form of 3-D art. Explore the ever-changing world of multi-cultural cuisine as students prepare new and exciting foods. "Hands-on" learning is an integral part of this class, providing opportunities for individual and group work. Students are evaluated on lab experiences, group work, and research assignments.

Prerequisite(s): Foods and Nutrition I

Fashion Design and Textiles I **0.5 credit**

9-12

This beginning level course introduces students to the world of clothing construction and textile fabrics. 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, and personal fashion analysis. Students will be required to select and purchase materials for sewing projects.

Prerequisite(s): none

Fashion Design and Textiles II**0.5 credit****9-12**

This course will allow students who have completed Fashion Design and Textiles I to further develop skills and competencies in this area of study. Students will learn about the history of fashion and fashion careers. Students will choose the clothing they want to create, based on their skill level, which will enhance their sewing techniques. Students will have the opportunity to personalize each creation to reflect their own sense of design and style. Students will be required to select and purchase materials for sewing projects.

Prerequisite(s): Fashion Design and Textiles I

Fashion Design and Textiles III**0.5 credit****10-12**

This advanced course will allow students who have completed Fashion Design and Textiles II to further develop skills and competencies in this area of study. Students will build on their knowledge of the history of fashion by applying it to personal design creations. Students will explore current designers and design trends. Each student will work through the process of sketching, selection of fabrics, and execution of personal design concepts. Students will further explore a career interest in the field of Fashion Design. Students will be required to select and purchase materials for sewing projects.

Prerequisite(s): Fashion Design and Textiles II

Human Relations**0.5 credit****10-12**

Students taking this course will focus in-depth on all aspects of individual and family development, communication skills, and relationships with others. Activities include positive team building, discussion groups, role-playing, and presentation. Students will also study units on psychology, multiple intelligences, personality, and friendships. This course is excellent for any student pursuing career choices in childcare or elementary education as well as for future parents/caretakers.

Prerequisite(s): none

Parenting and Child Development**0.5 credit****10-12**

This course introduces students to the psychological, emotional, and intellectual growth of children as well as aspects of parenting and childcare. They will learn about prenatal development, preparation for childbirth, caring for a newborn, positive parenting techniques, and characteristics of development at each stage of early childhood. Special topics include child abuse and neglect and dealing with emergency situations.

Prerequisite(s): none

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 I freshman year and Human Performance II sophomore year. 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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>
Human Performance I	0.5	Semester	9
Human Performance II	0.5	Semester	10
Recreational Sports	0.5	Semester	10 11 12
Team Sports	0.5	Semester	11 12
Outdoor Fitness	0.5	Semester	11 12
Personal Cardio Fitness	0.5	Semester	11 12
Advance Training & Sports Nutrition	0.5	Semester	11 12
Junior Leadership Human Performance	0.5	Semester	11 12

Courses Descriptions

Human Performance I **0.5 credit**
9 only

The Human Performance I course will provide an opportunity for each student to assess his/her fitness level and formulate a personal fitness program. Students' personal fitness programs will include cardiovascular endurance, muscular endurance, muscular strength, and body composition. Through use of the Fitness for Life program, students will also participate in a variety of personal fitness activities, goal development, and individual and life long skill activities. Students will be assessed in their performance in each activity. The instructor will integrate concepts from the principles of exercise, fitness, and health risk behaviors. Students will contribute to the development of their Personal Learning Portfolios as well as evaluate ways that technology may enhance their physical activity. Human Performance is a required course for all ninth graders.

Prerequisite(s): none

Human Performance II**0.5 credit****10 only**

The design for Human Performance II provides an opportunity for students to continue their personal development in various fitness components, including cardiovascular endurance, muscular endurance, muscular strength, and body composition. Through continued use of the Fitness for Life program, students will be able to explore their own kinesthetic skill levels as they relate to agility, balance, coordination, power, and speed, while reinforcing the cognitive process in relation to physical performance. Students will also participate in a variety of traditional and individual sport and lifelong skill activities.

Prerequisite(s): successful completion of Human Performance I and Wellness

Recreational Sports**0.5 credit****10-12**

This course is designed for students who desire less competitive activities that have a lifetime carry-over value. These activities may include, but are not limited to: croquet, horseshoes, badminton, walking, Frisbee, shuffleboard, ping-pong, relays, tennis, and bocce ball. Students will learn a variety of tournament structures and will be able to set up their own tournament play.

Prerequisite(s): successful completion of Human Performance I and Wellness

Team Sports**0.5 credit****11-12**

The Team Sports elective will provide an opportunity for each student to experience a range of interactions with classmates. Additionally, important life skills will be stressed as the concepts of teamwork and teambuilding 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 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. 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 I and II

Outdoor Fitness**0.5 credit****11-12**

This course is for students who desire outdoor physical activities in a noncompetitive atmosphere. Activities may include, but are not limited to, outdoor adventure, snowshoeing, survival skills, hiking, cycling, and cross country skiing.

Prerequisite(s): successful completion of Human Performance I and Wellness.

Personal Cardio Fitness**0.5 credit****11-12**

Students will be exposed to activities designed to improve their cardiovascular fitness which may include, but are not limited to, power walking, low impact and step aerobics, tae bo, jazzercise, yoga, Pilates and tai chi.

Prerequisite(s): successful completion of Human Performance I and Wellness.

Advanced Training & Sports Nutrition**0.5 credit****11-12**

Students who elect this course should be serious about learning and participating in improvement of their personal fitness through lectures and activities. The emphasis of this class will be on reaching optimal individual fitness, athletic ability and health with an emphasis on weight training. Classes will be physically intense and designed to help students reach their physical potential. Topics covered will include: terminology, types of exercises, principles, biomechanically correct techniques, and safety. Students will learn and participate in the most current fitness topics/methods in weight training, injury prevention, agility, plyometrics, power, linear and lateral speed. Tests of student's fitness abilities and body fat will be performed at the start and end of the course to show improvement. Constructing and utilizing optimal personal fitness programs and nutrition plans will help the students reach high level fitness goals, which will also enhance sports performance. Other topics associated with a healthy lifestyle and athletic performance such as hydration, supplements, energy drinks, performance enhancement drugs etc will be discussed. Prerequisite(s): successful completion of Human Performance I and II, Wellness as well as teacher approval.

Junior Leadership Human Performance**0.5 credit****11-12**

This course would allow students the opportunity to enhance their leadership skills in communication, initiation, organization, and problem solving in the Human performance class settings. Students will actively participate in lessons and learn how to facilitate large and small group games, error detect and correct for strength and cardio exercises, learn how to deal with problematic situations, officiate games, organize classes and help with other managerial tasks associated with human performance classes. While enrolled in class students will become certified in coaching through the CoachSmartNH program that will allow them to coach in the state of New Hampshire. Students would be nominated for this course through the Human performance/Wellness department two (2) weeks prior to course selection. Students will meet at 6:45-7:45 on A days their junior year (September- May). Their senior year they will be required to give up one block to work with a human performance teacher. Prerequisite(s): successful completion of Human Performance I and II, Wellness as well as teacher recommendation.

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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>	
Wellness	0.5	Semester	9	
First Aid and CPR	0.5	Semester	11	12

Courses Descriptions

Wellness **0.5 credit**
9 only

This course is a comprehensive health course that covers all the topics required for the student’s health credit. The focus will be on nutrition, mental health, drugs/alcohol/tobacco abuse, conflict resolution, human sexuality, communicable diseases, and coping with stress. Students will have the opportunity to initiate a self-evaluation of their own knowledge, attitudes, and behaviors. All ninth graders are required to take Wellness. This course satisfies the state of New Hampshire health education requirement.

Prerequisite(s): none

First Aid and CPR **0.5 credit**
11-12

Students will learn an extraordinary skill in this class, the ability to save a life. Students will learn the basics of first aid including treating bleeding, puncture wounds, splinting, shock, and cold/heat emergencies. Students will learn how to recognize and render assistance to the ill or injured in situations likely to be encountered. CPR includes breathing, compressions, and identifying cardiac emergencies for adults, children, and infants, as well as advanced airway management skills. Automated External Defibrillator (AED) use and operation for both children and adults will also be a major emphasis of this course. The students will be given the opportunity to earn their certification (fee for testing) in First Aid and CPR with successful completion of the First Aid and CPR written and skills test.

Prerequisite(s): successful completion of Wellness

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 sweeps 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. Windham High School'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

There are two required core humanities courses at Windham High School: Western Humanities 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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>
Western Humanities	2.0	Year	9
Honors Western Humanities	2.0	Year	9
American Studies	2.0	Year	10
Honors American Studies	2.0	Year	10

Courses Descriptions

Western Humanities	2.0 credits
9 only	

This team-taught, interdisciplinary course challenges students to understand the roots of Western society and to appreciate the influences of the civilizations of the ancient world on modern Western culture. Students study the ancient civilizations, the classical era, the rise of Christendom and the West, the Renaissance and Reformation, the Enlightenment, and the Modern Era up to 1750 C.E. Students will read selected texts from authors including Aristotle, Socrates, Sophocles, Shakespeare, Locke, and Martin Luther, 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 Western Humanities**9 only****2.0 credits****Weighted**

This team-taught, interdisciplinary course engages students in an exploration of who we are as Americans. It challenges students to understand what our roots are as Western thinkers and to uncover and appreciate the many influences that the great civilizations of the ancient world have had on the United States as well as humankind in general. Students will begin their studies with Ancient Greece and continue through the Enlightenment (1750 C.E.). Authors covered will include Aristotle, Socrates, Sophocles, Chaucer, Shakespeare, Locke, Martin Luther, and Milton, 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 Western Humanities 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 middle school English and social studies courses or teacher/guidance recommendation

American Studies**10 only****2.0 credits**

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 ninth grade English and social studies

Honors American Studies**10 only****2.0 credits****Weighted**

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 one 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): B+ or higher in previous humanities courses, B or higher in previous honors humanities courses or teacher/guidance recommendation

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 year course 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. Grammar is taught with student writing as the primary resource for instruction. English courses at Windham High School are designed to align with both state and national standards for English language instruction.

Courses Offered

Course Title	Credit	Length	Grades			
The Art of Reading & Writing	1.0	Year	9	10		
Young Adult Literature	1.0	Year	9	10		
Popular Reading	0.5	Semester	9	10	11	12
Poetry and Fiction	0.5	Semester	9	10	11	12
Writing	0.5	Semester		10	11	
British Literature	1.0	Year			11	
Honors British Literature	1.0	Year			11	
Journalism	0.5	Semester			11	12
Propaganda and Persuasion	0.5	Semester			11	12
Women in Literature	0.5	Semester			11	12
AP Language & Composition	1.0	Year			11	12
AP Literature & Composition	1.0	Year			11	12
Young Adult Literature II	1.0	Year			11	12

Courses Descriptions

The Art of Reading and Writing

1.0 credit

9-10

The Art of Reading and Writing 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, and composition as a whole group and as it applies to their Western Humanities or American Studies classes for practical application purposes. Students will learn and practice content area reading and comprehension skills as it applies to both fiction and non-fiction text. Students will conference regularly with their teacher in order to develop their ability to assess and revise their own writing. Students will be required to work collaboratively and individually on writing and reading assignments and oral presentations. (Special Education to review)

Prerequisite(s): prior approval from academic team

Young Adult Literature I

1.0 credit

9-10

This course is designed for students who wish to hone their skills in reading comprehension and critical thinking through reading, writing, and discussion. The modern stories in this course reflect the troubled times in which young readers are growing up, as well as the need to laugh at themselves and at their world to escape that world and thereby gain a better hold of it. A focus on learning and practicing the reading process will be a driving force in this curriculum. Work on roots, prefixes, suffixes, grammar, syntax, spelling, vocabulary, and composition develops the skills necessary for success in subsequent high school courses. Students will conference regularly with their teacher in order to develop their ability to assess and revise their own reading comprehension and writing.

Young Adult Literature I cont'd

Readings will include high interest modern books intended for young adults, short stories, poems, and articles designed to improve students' reading abilities. This course satisfies the high school graduation writing requirement. Acceptance into the course based on teacher and guidance counselor recommendations.

Prerequisite(s): teacher/guidance recommendation

Young Adult Literature II**1.0 credit****11-12**

A continuation of Young Adult Literature, this course is designed for students who wish to further enhance their skills in reading comprehension and critical thinking through reading, writing, and discussion. Similar modern stories found in YA Lit will reflect the troubled times in which young readers are growing up, as well as the need to laugh at themselves and at their world to escape that world and thereby gain a better hold of it. Additional focus on learning and practicing the reading process will be a driving force in this curriculum. Extensive work on roots, prefixes, suffixes, grammar, syntax, spelling, vocabulary, and intensive composition refines the skills necessary for success in subsequent high school and college courses. Students will conference regularly with their teacher in order to develop their ability to assess and revise their own reading comprehension and writing. Readings will include high interest modern books intended for young adults, short stories, poems, and articles designed to improve students' reading and writing abilities. Acceptance into the course based on successful completion of Young Adult Literature.

Prerequisite(s): teacher/guidance recommendation

Popular Reading**0.5 credit****9-12**

Popular Reading is intended for students who enjoy reading and want to further their reading abilities. Alternating between fiction and nonfiction, students read novels, newspapers, magazines, essays, biographies, and popular histories. Students prepare written reactions to these readings and participate in daily discussions and presentations.

Prerequisite(s): none

Poetry and Fiction**0.5 credit****9-12**

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

Writing**0.5 credit****9 & 10**

This course will develop students' 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): none

British Literature**1.0 credit****11 only**

The course provides a survey of selected works in British Literature from the Anglo-Saxon period to the present. Through careful reading and critical analysis, students will understand the contribution of British authors to world literature. Writings will be presented in their social, cultural, and historic context. Different genres will be examined through such authors as Chaucer, Shakespeare, Milton, Swift, Devoe, Johnson, Wordsworth, Byron, Shelley, Keats, Hardy, Bronte, Austen, Dickens, Woolf, and Orwell. Students will be required to write a minimum of one analytical paper per quarter as well as complete a research project on a selected British author.

Prerequisite(s): successful completion of 10th grade humanities

Honors British Literature
11 only

1.0 credit
Weighted

This course provides a survey of selected works in British literature and human origins from the Anglo-Saxon period to the present. Through careful reading and critical analysis of these works, students will understand the contribution of British authors to world literature. Writings will be presented in their social, cultural, and historic context.

Different genres will be examined through such authors as Chaucer, Shakespeare, Milton, Swift, Devoe, Johnson, Wordsworth, Byron, Shelley, Keats, Hardy, Bronte, Austen, Dickens, Woolf, and Orwell. Students will be required to write several formal critical analysis papers and select and read several novels independently. In addition, students will select and complete an in depth study of a British novelist, poet or playwright.

Prerequisite(s): B+ or higher in previous humanities course, B or higher in previous honors humanities course or teacher/guidance recommendation

Journalism
11-12

0.5 credit

This course will develop students' writing abilities to promote their academic success throughout high 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 understand how to edit and improve their skills in revising and writing for specific audiences and will produce print, online, and broadcast news reports.

Prerequisite(s): none

Propaganda and Persuasion
11-12

0.5 credit

In addition to its significant historical role, propaganda has become more prevalent in mainstream media. Identifying the means of persuasion one is faced with has quickly become a necessary and pertinent skill, as politics, news coverage, and current styles and trends are often crafted with an influence from propaganda and persuasion.

This course will provide an introduction to the art of 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 literary, Hollywood, and contemporary media and advertising selections, a variety of speeches and texts will be covered including those made by Patrick Henry, Abraham Lincoln, Richard Nixon, John F. Kennedy, and Martin Luther King and other great orators.

Prerequisite(s): none

Women in Literature
11-12

0.5 credit

In this course students will read and study literature by and about women. The course materials will represent women's development through out history and reflect their viewpoints. The course will allow students to recognize how gender roles have shaped their own development and appreciate female contributions to literature and the world. Students will read and view a variety of literary forms and will learn how to analyze themes, motifs, and stereotypical patterns and apply this knowledge to contemporary society. Students will study leading literary women such as Mary Wollstonecraft, Kate Chopin, Emily Dickinson, Simon de Beauvoir, and Maya Angelou. Students will need critical reading and writing skills to complete successfully this course.

Prerequisite(s): successful completion of grade 10 humanities course

Advanced Placement (AP) Language and Composition
11 only

1.0 credit
Weighted

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.

Prerequisite(s): B+ or higher in previous humanities courses, B or higher in honors humanities courses or teacher/guidance recommendation

**Advanced Placement (AP) Literature and Composition
12 only****1.0 credit
Weighted**

The AP English Literature and Composition is a college level course which 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): B+ or higher in previous English courses, B or higher in AP Language and Composition, Honors British Literature or teacher/guidance recommendation

Theatre Arts

The Theatre Arts program at Windham High School provides students with both classroom and on-stage opportunities to learn about the power of live, dramatic performance. Students will examine the roles of playwright, actor, director, and stage technician as they explore what is required for the creation of theatrical art. By understanding and practicing the different aspects of theatre arts, students will learn to express their artistry and personality on stage. Theatre is a means of communicating thoughts and ideas requiring individuals to contribute to a group collaboration that is far greater than the sum of its parts. Multiple formal productions are offered throughout the school year as an enhancement to the classroom study of theatre. Theatre courses may be used to fulfill English or Arts requirements with the exception of “Technical Theatre Design and Production” which can only be used to fulfill the Arts requirement.

Courses Offered

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Theatre Studies I	0.5	Year	9	10	11	12
Theatre Studies II	0.5	Year	9	10	11	12
Technical Theatre Design & Production	0.5	Year	9	10	11	12
Shakespeare from Page to Stage	0.5	Year	9	10	11	12

Courses Descriptions

Theatre Studies I **0.5 credit** **9-12**

This course gives beginning drama students a broad overview of theatre. Topics covered will include: acting fundamentals, memorization techniques, vocal awareness, performance critiques, general stage movement, and other subjects. We will also study western theatre history and performance techniques from the ancient Greeks to Shakespeare’s era. This course contains both academic and performance-based components.

Prerequisite(s): none

Theatre Studies II **0.5 credit** **9-12**

This course continues the performance skills work practiced in Theatre Studies I as well as introducing students to directing, production design, general stagecraft, and stage management. Specific acting techniques, audition skills, and basic rehearsal principles will be developed through in-class scene performances. Students will continue the study of western theatre history and performance styles from the Renaissance through the 19th century and apply this knowledge to modern stage performance. This course contains both academic and performance-based components.

Prerequisites(s): Successful completion of Theatre Studies I or permission of instructor

Technical Theatre Design and Production **0.5 credit** **9-12**

This course examines the processes of creating a theatrical production concept from inception to design to construction. Stage lighting, sound, set construction, costuming, and make-up are discussed with emphasis on fundamental technique. In-depth analysis and understanding of what goes on backstage to make a theatrical performance possible, including stage and theatre management principles, will also be covered. Students will participate in set construction and strike for school productions and drama class presentations. This course can be repeated for additional credit – when doing so, students will undertake a leadership role in the mentoring of first-time students.

Prerequisite(s): none

Shakespeare from Page to Stage

0.5 credit

10-12

Shakespeare from Page to Stage explores the text of Shakespeare's plays primarily from a theatrical point-of-view. This course will detail Elizabethan theatrical practices and how Shakespeare and his contemporaries used them. Students will use techniques such as discussion groups, scene presentations, and theatrical analysis of character/theme/plot. We will read and perform scenes from at least four plays -- one each from the comedy, tragedy, history, and romance categories.

Prerequisite(s): none

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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>		
Economics	0.5	Semester	9		
AP Economics	1.0	Year		11	12
Contemporary Issues	0.5	Semester	9		
Introduction to Law	0.5	Semester		10	11 12
Psychology	0.5	Semester		10	11 12
AP Psychology	1.0	Year		11	12
AP European History	1.0	Year	10	11	12
Modern World History	1.0	Year		11	
Honors Modern World History	1.0	Year		11	
AP US History	1.0	Year		11	12

Courses Descriptions

Economics **0.5 credit**
9-12

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.

Prerequisite(s): none

Advanced Placement (AP) Economics **1.0 credit**
11-12 **Weighted**

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.

Contemporary Issues **0.5 credit**
9-12

In Contemporary Issues, students will examine important issues influencing their state, nation, and world. Students will use various media forms to study issues in depth and explore how the media affects people's understanding of events. Students will also conduct research to place current economic, political, social, and cultural events within a historical perspective, while also thinking about the future implications of these events. Class discussion and debate will be used extensively so that students confront multiple perspectives on complex issues, while also developing their own informed opinions.

Prerequisite(s): none

Introduction to Law**0.5 credit****10-12**

This course is designed to provide an introduction to criminal law. 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.

Prerequisite(s): none

Psychology**0.5 credit****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 stress 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

Advanced Placement (AP) Psychology**1.0 credit****11-12****Weighted**

The AP 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.

Prerequisite(s): B+ or higher in previous social studies/humanities courses or recommendation of teacher or guidance counselor.

Advanced Placement (AP) European History**1.0 credit****10-12****Weighted**

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. This course is offered pending College Board approval.

Prerequisite(s): B+ or higher in previous humanities courses, B or higher in honors humanities courses or teacher/guidance recommendation

Modern World History**1.0 credit****11 only**

Modern World History is a year-long course that will cover the themes of power and authority, religious and ethical systems, revolution, interaction with the environment, economics, cultural interaction, empire building, science, and technology. The course will cover the beginnings of the modern world, absolutism in Europe, The French Revolution, The Industrial Revolution, Imperialism, WWI, WWII, and the postwar world. The course focuses on key historical trends as well as the continued development of students' analytical abilities. Students will read both primary and secondary sources. A major research paper and presentation will be assigned.

Prerequisite(s): successful completion of 10th grade Social Studies

Honors Modern World History
11 only**1.0 credit**
Weighted

Modern World History is a year-long course that will cover the themes of power and authority, religious and ethical systems, revolution, interaction with the environment, economics, cultural interaction, empire building, science, and technology. The course will cover the beginnings of the modern world, absolutism in Europe, The French Revolution, The Industrial Revolution, Imperialism, WWI, WWII, and the postwar world. This course builds on relevant factual knowledge in conjunction with leading interpretive issues and types of historical evidence. Students in Honors Modern World History will read primary sources and be expected to write extensively on these documents. A major research paper and presentation will be assigned each semester, in addition to other formal writing assignments. Extensive and lengthy independent reading assignments will be assigned regularly. Prerequisite(s): B+ or higher in previous humanities courses, B or higher in previous honors humanities courses or teacher/guidance recommendation

Advanced Placement (AP) US History
11-12**1.0 credit**
Weighted

This year-long course will examine the development of America from the time of initial European exploration of North America up through the modern day. Through this course, students will gain content knowledge of U.S. history, as well as critical thinking and writing skills. The ultimate goal of the course is to prepare students for the AP Exam in the spring. The course will be divided based on time periods, but will also emphasize various themes in American history. These themes will include the creation of an American identity, the role of politics and citizenship in America, as well as how the US has been impacted by its engagement with other countries. All students are expected to take the corresponding AP exam at their own expense. Prerequisite(s): B+ or higher in American Studies, B or higher in Honors American Studies or recommendation

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. World language courses at Windham High School are designed to align with both state and national standards for world language instruction.

Courses Offered

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Mandarin Chinese I	1.0	Year	9	10	11	12
Mandarin Chinese II	1.0	Year	9	10	11	12
Mandarin Chinese III	1.0	Year	9	10	11	12
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	1.0	Year			11	12
Advanced Placement French V	1.0	Year				12
Latin I	1.0	Year	9	10	11	12
Latin II	1.0	Year	9	10	11	12
Honors Latin III	1.0	Year		10	11	12
Spanish I	1.0	Year	9	10	11	12
Spanish II	1.0	Year	9	10	11	12
Spanish III	1.0	Year		10	11	12
Honors Spanish IV Literature	1.0	Year			11	12
Advanced Placement Spanish	1.0	Year				12

Courses Descriptions

Mandarin Chinese I **1.0 credit** **9-12**

This course builds understanding, speaking, reading and writing skills and emphasizes basic Mandarin Chinese sentence structures. Students use the language within a limited context of vocabulary and structure with the ability to write short passages. Students learn the difference between formal and informal speech patterns and subtleties of tone and context. Approximately 200 Chinese characters are learned. A general introduction to Chinese culture is also included. The principal topics include community, home and family life, physical environment, health, education, work and leisure, food, shopping and current events.

Prerequisite(s): none

Mandarin Chinese II **1.0 credit** **9-12**

Mandarin II continues to develop reading, writing, and speaking skills introduced in Mandarin I. Emphasis is placed on the phonetic system, vocabulary development, and sentence structure. The study of Chinese history, traditions, and culture is emphasized.

Prerequisite(s): C+ or higher in Mandarin I

Mandarin Chinese III**1.0 credit****9-12**

Mandarin III continues to develop reading, writing, and speaking skills introduced in Mandarin II. Emphasis is placed on vocabulary development, sentence structure, and increased use of conversational Mandarin inside and outside of the classroom. Students will start reading adapted Chinese literature. In addition to the continuation of learning the language itself, students will also develop Chinese “cultural literacy” through the understanding of Chinese tradition, culture, and history.

Prerequisite(s): C+ or higher in Mandarin II

French I**1.0 credit****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 C+ or lower in middle school French.

Prerequisite(s): none

French II**1.0 credit****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): successful completion of French I, and teacher/guidance recommendation

French III**1.0 credit****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 better in French II or teacher/guidance recommendation

Honors French IV**1.0 credit****11-12****Weighted**

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, especially in the use of tenses such as conditional perfect and past subjunctive. 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 or teacher/guidance recommendation

Advanced Placement French V**1.0 credit****12****Weighted**

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/guidance recommendation

Latin I
9-12**1.0 credit**

This is an introductory course, which focuses on the language, history, and culture of the ancient Romans. Time will be spent on an intensive review of English grammar to better prepare students for the challenges of studying an inflected language. Students will begin to lay the foundation of Latin grammar and build their Latin vocabulary. Careful attention will be paid to the relationship between Latin and our own Western culture.

Prerequisite(s): none

Latin II
10-12**1.0 credit**

This course reviews and expands upon the material presented in Latin I. Increased time is spent on the reading of Latin both in adapted and original texts. The cultural study focuses on the daily life in ancient Rome, exploring family life, social ceremonies, celebrations, and pastimes as well as the Roman army and its campaigns.

Prerequisite(s): successful completion of Latin I or teacher/guidance recommendation

Honors Latin III
10-12**1.0 credit**

Students complete their study of Latin grammatical forms through the translation of advanced reading passages, as well as the translation of original passages from the works of Pliny, Cicero, Livy, Seneca, and Petronius. Students also begin to analyze original texts and authors in an effort to appreciate the place of Latin literature in Western culture and history. Study of the connection between English and Latin vocabulary continue, as does the study of the history and culture of ancient Rome.

Prerequisite(s): B or better average in Latin II or recommendation of teacher

Spanish I
9-12**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 designed for students with no previous Spanish experience or students who earned a grade of C+ or lower in middle school Spanish.

Prerequisite(s): none

Spanish II
9-12**1.0 credit**

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): successful completion of Spanish I or teacher/guidance recommendation

Spanish III
10-12**1.0 credit**

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 better in Spanish II or teacher/guidance recommendation

**Honors Spanish IV Literature
11-12****1.0 credit
Weighted**

This course is designed for students who are passionate about their studies of the Spanish language and the Hispanic culture. The course introduces advanced grammatical concepts while further developing prior basics. Students will hone their listening, speaking, reading and writing skills to a higher proficiency level. Students will deepen their knowledge of the Spanish-speaking world through literacy analysis of various Hispanic authors, research current events, and examination of cultural perspectives. Students will demonstrate mastery of skills through journal entries, weekly writing assignments, short compositions, and/or reports.

Prerequisite(s): B- or higher in Spanish III

**Advanced Placement (AP) Spanish V
12****1.0 credit
Weighted**

This course is designed for students who want continue their literary studies of Latino 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 through 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 discussion in class, so students must make a commitment to learning outside of class time.

All students are expected to take the College Board’s AP Spanish exam at their own expense.

Prerequisite(s): B or higher in Spanish IV or teacher/guidance recommendation

Mathematics and Science

The Mathematics, Science, and Technology (MST) Program at Windham High School provides a strong interdisciplinary and academic foundation in mathematics, science, and technology that prepares students to become active participants in our global society. Science classes incorporate technology into laboratory experiments and mathematical methods in the analysis of data. Mathematics classes rely heavily on applied examples from science, technology, the arts, and humanities. Technology classes support and advance understanding in mathematics, science, and other disciplines by emphasizing connections and applications. The Windham MST Program addresses modern global issues such as alternative energy, climate change, and the complex ethics of science and technology. Students develop abstract reasoning skills through the analysis of real-world problems and are expected to take responsibility for their learning by thinking critically, asking questions, and reflecting on their learning.

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.

Two business courses can also be applied to the mathematics graduation requirement: Accounting or Personal Finance.

Courses Offered

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Basic Math	1.0	Year	9	10	11	
Foundations of Math	1.0	Year	9	10	11	12
Applied Algebra Arts	1.0	Year	9	10	11	12
Algebra I	1.0	Year	9	10	11	
Applied Geometry Arts	1.0	Year	9	10	11	12
Geometry	1.0	Year	9	10	11	12
Honors Geometry	1.0	Year	9	10		
Applied Algebra II	1.0	Year	9	10	11	12
Algebra II	1.0	Year	9	10	11	12
Honors Algebra II	1.0	Year	9	10	11	12
Applied Functions, Statistics, Trigonometry	1.0	Year		10	11	12
Pre-Calculus	1.0	Year		10	11	12
Honors Pre-Calculus	1.0	Year		10	11	12
Finite Math	1.0	Year			11	12
Calculus	1.0	Year			11	12
AP Statistics	1.0	Year			11	12
AP Calculus	1.0	Year			11	12

Specialized Course: Basic Math**1.0 Credit****9-11**

The Basic Math course is designed to help students to build their mathematical skills to the level in which they will achieve success in the Applied Algebra Arts course. Students will learn basic math skills, concepts, and applications. This course is individualized to each student's mathematical ability and can be taken for credit over the course of two years, if needed.

Prerequisite: recommendation by academic team

Foundations of Mathematics**1.0 credit****9-12**

Foundations of Mathematics is taken in conjunction with Applied Algebra Arts for students who need additional re-teaching of math concepts as well as reinforcement of numbers concepts, operational skills and application of algebraic concepts. A strong emphasis is placed on mathematics terminology/vocabulary and application of algebraic concepts to real world situations. This class is designed to align with the units of the Algebra Arts course in order to reinforce foundational mathematics skills such as integers, rational number computations and operations needed for continued success in Algebra

Prerequisite: prior approval of academic team. Must be enrolled in Applied Algebra Arts

Applied Algebra Arts**1.0 credit****9-12**

Applied Algebra Arts introduces students to the topics of Algebra I with an emphasis on conceptual understanding through applications and projects designed to engage visual, auditory, and hands-on learners. This course includes the following topics, review of basic math skills, rational numbers, solving and graphing linear equations, inequalities, systems of equations, factoring, radical expressions, exponents, and percents. This course fulfills the Algebra I requirement.

Prerequisite(s): Pre-Algebra or teacher/guidance recommendation

Algebra I**1.0 credit****9-11**

This course will prepare students to continue studies in mathematics and aids the analytical thought process. The focus will be 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 course includes the following topics, rational numbers, solving and graphing linear and quadratic equations, inequalities, systems of equations, percents, polynomials, factoring, radical expressions, rational equations, exponents, statistics, and probability. This course fulfills the Algebra I requirement.

Prerequisite(s): C or higher in Pre-Algebra or teacher/guidance recommendation

Applied Geometry Arts**1.0 credit****9-12**

Applied Geometry Arts introduces students to the topics covered in Geometry with an emphasis on conceptual understanding through concrete examples and projects designed to engage visual, auditory, and hands-on learners. This course supports student understanding of the creative and practical applications of geometric principles and prepares students for the study of Algebra II. 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.

Prerequisite(s): Applied Algebra Arts or Algebra I

Geometry**1.0 credit****9-12**

This course stresses the development of the student's ability to solve problems using a systematic and structured process. Emphasis will be on applying the theorems, corollaries, definitions and postulates in 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.

Prerequisite(s): C or higher in Algebra I

Honors Geometry**1.0 credit****9-10****Weighted**

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.

Prerequisite(s): B or higher in 8th grade Algebra I**Applied Algebra II****1.0 credit****9-12**

This course develops and extends concepts learned in Algebra I with emphasis on teaching equations and their applications to real world problems conceptually. The course will start with an extensive review of Algebra I. Topics include properties of real numbers, linear functions and relations, inequalities, polynomials, factoring, rational expressions, radicals and irrational numbers, quadratic equations, exponents, and matrices. Students apply prior math knowledge to clearly communicate their work processes and solutions both orally and in writing. Graphing calculators are recommended.

Prerequisite(s): Applied Algebra Arts or Algebra I and Applied Geometry Arts or Geometry**Algebra II****1.0 credit****9-12**

Algebra II is the formal development and extension of Algebra I with emphasis on teaching equations and their applications to real-world problems utilizing an analytical thought process. Topics include properties of real numbers, linear functions and relations, inequalities, polynomials, factoring, rational expressions, radicals and irrational numbers, complex numbers, quadratic equations, exponents and logarithms, matrices, sequences, series, and set theory. Students apply prior math knowledge to clearly communicate their work processes and solutions both orally and in writing. Graphing calculators are required.

Prerequisite(s): C or higher in both Algebra I and Geometry**Honors Algebra II****1.0 credit****9-12****Weighted**

Honors Algebra II extends the concepts covered in Honors Algebra I and presents deeper algebraic and trigonometric perspectives of the concepts covered in Algebra II. The pace of the course is demanding and students should have a strong background in algebra and geometry. Topics include properties of real numbers, linear functions and relations, inequalities, polynomials, factoring, rational expressions, radicals and irrational numbers, complex numbers, quadratic equations, exponents and logarithms, trigonometric functions, identities, and right triangle trigonometry. Graphing calculators are required.

Prerequisite(s): B- or higher in Honors Geometry

Applied Functions, Statistics, and Trigonometry**1.0 credit****10-12**

This course builds on the algebra and geometry students have previously studied to examine functions, statistics, and trigonometry in a unified way to help students prepare for everyday life and future courses in mathematics. Topics include functions and models, transformations of graphs and data, trigonometric functions, counting, probability, and inference, polynomial functions, sequences and series, roots, powers, and logarithms, binomial and normal distributions, and matrices. Spreadsheet and graphing technology are employed to enable students to explore and investigate complicated functions and data. Students will be expected to clearly communicate their work processes and solutions both orally and in writing. Graphing calculators are recommended.

Prerequisite(s): Applied Algebra II or Algebra II

Pre-calculus**1.0 credit****10-12**

Students choosing this course 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, matrices and determinants, and vectors. Graphing calculators are required.

Prerequisite(s): C or higher in Algebra II or Honors Algebra II

Honors Pre-calculus**1.0 credit****10-12****Weighted**

This course is the study of advanced mathematical topics needed as preparation for AP Calculus. Topics include more 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, matrices and determinants, vectors, curve fitting models, polar coordinates, and limits of functions. Graphing calculators are required.

Prerequisite(s): B or higher in Honors Algebra II

Finite Math**1.0 credit****11-12**

Finite math includes topics of mathematics, which deal with finite sets. This course is intended for students who require an appreciation of higher mathematics, but do not require calculus. Finite math stresses a logical and critical thinking approach while investigating the following topics, an introduction to linear algebra, linear programming, the simplex method, set theory and counting, an introduction to probability and statistics, and game theory. Problems of counting various kinds of sets leads to the study of combinatorics and the art of advanced counting. Counting problems are the basis for probability and include combinations and permutations. Topics include probability and statistics, conditional probability, compound and independent events, frequency distributions, measures of central tendency and dispersion, random variables, and probability distributions.

Prerequisite(s): Applied Algebra II, Algebra II or Honors Algebra II

Advanced Placement (AP) Statistics**1.0 credit****11-12****Weighted**

The purpose of this course 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 the course. *All students enrolled in AP Statistics are required to take the Statistics AP Exam in May at their own expense.

Prerequisite(s): B or higher in Honors Pre-calculus

Calculus**1.0 credit****11-12**

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, the differential and anti-differentiation, slope fields, the definite integral and its application, logarithmic and exponential functions, trigonometric functions and techniques of integration. Graphing calculator is required.

Prerequisite(s): Honors Pre-calculus or C or higher in Pre-Calculus

Advanced Placement (AP) Calculus**1.0 credit****11-12****Weighted**

AP Calculus 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). TI-Nspire calculators are used extensively throughout the course.

*All students enrolled in AP Calculus are required to take Calculus AB Exam in May at their own expense.

Prerequisite(s): B or higher in Honors Pre-calculus

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 will learn to think creatively and rationally, apply scientific knowledge, employ safe practices, and communicate their findings with the support of academic research and mathematics. Science courses at Windham High School are designed to align with both state and national standards for science instruction.

Courses Offered

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>
Integrated Science	1.0	Year	9
Honors Integrated Science	1.0	Year	9
Biology	1.0	Year	10 11
Honors Biology	1.0	Year	10 11
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	1.0	Year	11 12
Forensics	0.5	Semester	11 12
Explorations in Plant Ecology	0.5	Semester	11 12
AP Biology	1.0	Year	11 12
AP Physics	1.0	Year	12

Courses Descriptions

Integrated Science

1.0 credit

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 21st century, and fulfills the state of New Hampshire requirement for physical science. Topics include the properties of matter and energy, Newton's Laws, basic principles of chemistry and physics, the origin and structures of the universe, planetary evolution and physical geography, the evolution of life on earth, renewable and nonrenewable resources, the history and politics of science, renewable energy, and the dynamics of our ecosystem. 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 and writing.

Prerequisite(s): none

Honors Integrated Science

1.0 credit

9 only

Weighted

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- or higher in prior science course or teacher/guidance recommendation

Biology**1.0 credit****10-11**

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, zoology, mycology, 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**1.0 credit****10-11****Weighted**

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, zoology, mycology, 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 or teacher/guidance recommendation

Chemistry**1.0 credit****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): prior or concurrent enrollment in Biology and Geometry

Honors Chemistry**1.0 credit****11-12****Weighted**

Honors 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/guidance recommendation

Physics**1.0 credit****11-12**

This course is designed to investigate physics with a greater emphasis on comprehension 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 hands-on 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, rotational mechanics, 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, magnetism, and AC and DC circuit theory.

Prerequisites(s): Integrated Science and Biology

Honors Physics**1.0 credit****11-12****Weighted**

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, rotational mechanics, 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, magnetism, and AC and DC circuit theory. 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.

Prerequisite(s): B or higher in Honors Integrated Science. Prior or concurrent enrollment in Pre-calculus

AP Physics**1.0 credit****12****Weighted**

This course is designed to be the equivalent of a college-level physics course. The five general content areas covered are Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. 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): B or higher in Honors Physics and Pre-calculus

Human Anatomy and Physiology**1.0 credit****11-12**

Human 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 practical's.

Prerequisite(s): prior or concurrent enrollment in Chemistry and successful completion of Biology

Forensics**0.5 credit****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

Explorations in Plant Ecology**0.5 credit****11-12**

This course is designed to introduce the basic understanding of plant identification, growth and development. Attention will also be given to the roles of plants in ecosystems and their contributions to biodiversity. Students will study the science of soils, insects, disease, invasive species and the impact these have on their ecosystems. Relationships between plants and humans through agriculture and food science will be explored. Students will also be introduced to greenhouse techniques and management practices. Learning experiences will incorporate problem-based assignments, research and writing, lab experiments, dissection, and practical hands-on activities.

Prerequisite(s): Biology or Honors Biology

Advanced Placement (AP) Biology**11-12****1.0 credit****Weighted**

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 Honors Chemistry and/or teacher recommendation

Business Education and Information Communication Technology (ICT) Course Offerings

The goal of the Windham High School Business and Information Communication Technology (ICT) Program is to prepare students **for advanced study of, and preparation for careers in business and technology related fields**. Business course offerings will provide students with the opportunity to learn **critical thinking and professional etiquette skills** necessary for productive and successful contribution to the business community as well as to make informed financial decisions throughout life. Students will learn **written and verbal communication skills**, business practices, mathematics, technologies, **and social and emotional skills** through **technology simulations and real-world collaborative projects** designed to build character, leadership, and experience.

ICT courses allow students to explore software and equipment from end-user and development perspectives, develop skills in digital research and collaboration, and design and maintain information management systems. Students will learn foundational concepts of computer applications and digital organization that will remain relevant through future advances in information and communication technology.

Courses Offered

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>			
Computer Applications for Professional Use	0.5	Semester	9	10	11	12
Advanced Computer Applications	0.5	Semester		10	11	12
Web Design	0.5	Semester	9	10	11	12
Object Oriented Programming	0.5	Semester	9	10	11	12
Computer Game Design and Development	0.5	Semester		10	11	12
Yearbook	1.0	Year	9	10	11	12
Personal Finance	1.0	Year	9	10	11	12
Marketing	0.5	Semester		10	11	12
Accounting	1.0	Year		10	11	12
Introduction to Business Management and Entrepreneurship	0.5	Semester	9	10	11	12
International Business	0.5	Semester		10	11	12

Courses Descriptions

Computer Applications for Professional Use 0.5 credit 9-12

Computer Applications focuses on the use of technologies that are commonplace in academic and work environments. Students will learn through professional application 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 resume development, professional writing, and MLA research in MS Word and Apple Pages, budgets in MS Excel, public speaking presentations in PowerPoint, and multimedia using Apple iLife suite. Students may elect to count this course for either information and communication technology or business credit.

Qualifies for Project Running Start.

Prerequisite(s): none

Advanced Computer Applications**0.5 credit****10-12**

Advanced Computer Applications prepares students to handle a variety of techniques in web and print layout with professional software applications geared towards multimedia, Web/Internet, and print production. Exercises and projects provide challenging design experience valuable for internships or job portfolio preparation. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Student are introduced to animation and interactive communication techniques using Adobe software applications such as Flash, Dreamweaver, Fireworks, Photoshop, and InDesign. Project themes involve self-promotion and client-based work. All projects rely on previously mastered techniques in Photoshop, Illustrator, Dreamweaver and Fireworks.

Prerequisite(s): Graphic Design or teacher/guidance recommendation

Web Design**0.5 credit****9-12**

Web Design introduces the overall production processes surrounding web site development with particular emphasis on design elements involving layout, navigation, and interactivity. Hands-on web development exercises will be taught using HTML, Adobe Photoshop for producing web ready images, and Adobe Dreamweaver web-authoring software. Students will learn web design in preparation for jobs in the Internet economy. Areas of study will focus on the creation of visual content and will explore what constitutes a visually exciting and engaging site. Students will gain valuable, transferable skills that can be used and integrated into other classes.

Prerequisite(s): Computer Applications, Graphic Design, or teacher/guidance recommendation

Object Oriented Programming**0.5 credit****9-12**

This course offers students an initial exposure to object oriented programming paradigms using the Java and Objective C programming languages. The course introduces OOP program design using the ALICE 3D programming environment, and then progresses to use the Apple Xcode development tools for development of Mac OS X and iOS applications (including iPad, iPhone, and iPod Touch apps). Programming topics include object oriented design, data structures, algorithms, input and output, variables, operators, conditional statements, loops, strings, recursion, arrays, and computer number systems. This course is recommended for students pursuing careers in engineering, mathematics, science, and computer science.

Prerequisite(s): Algebra I and either Advanced Computer Applications or teacher/guidance recommendation

Computer Game Design and Development**0.5 credit****10-12**

This course builds on the programming skills learned in Object Oriented Programming, and teaches students about the broad range of tools and skill sets necessary to bring a computer game development project from concept to completion. The end result of this class will be the production of a prototype or a complete game for Mac, Win, web and/or mobile platforms (including iPad, iPhone, or iPod Touch). Topics covered will include game play mechanics and game flow, character design and animation, set design and artistry, interactive storytelling, and functional game play choreography. Tools to be utilized in this class include a leading 3D game design engine, as well as the design tools of the Adobe Creative Suite.

Prerequisite(s): Object Oriented Programming and either Advanced Computer Applications or teacher/guidance recommendation

Introduction to Business and Entrepreneurship **0.5 credit**
9-12

Business Management and Entrepreneurship introduces students to the basic functions of business while exploring current trends. Topics include the concept of profit, economic systems, ethics and social responsibility, forms of business ownership, 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 for a business of their choosing. 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 interested in learning more about the world of business and possibly running their own business in the future should take this course. Qualifies for Project Running Start.

Prerequisite(s): none

Yearbook **1.0 credit**
9-12

Yearbook is an interdisciplinary course designed to produce the official Jaguar Yearbook for Windham High School. All phases of yearbook production will be covered in this course including photography and photo editing, theme development, copywriting, page design layout, business, and advertising. Students must be committed to working collaboratively, meeting deadlines, solving production problems, and presenting information to both the school and community at large. Students who have experience with business computer applications, journalism, art, photography, marketing, and/or multimedia communications are urged to enroll.

Prerequisite(s): teacher/guidance recommendation

Personal Finance **1.0 credit**
9-12

Personal Finance introduces students to the relevance of mathematics to everyday living. Topics include exploring career options, finding and keeping a job, managing bank accounts, budgeting, credit cards, loans, mortgages, financing, taxes, insurance, and stock market investments. Students will use computer software to track financial information and conduct Internet research of current investing and financial planning strategies. Students may elect to count this course for either mathematics or business credit.

Prerequisite(s): none

Marketing **0.5 credit**
10-12

The course 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 basic marketing concepts, the role of marketing in the organization, and the role of marketing in society. Topics include market segmentation, product development, promotion, distribution, and pricing. 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. Other topics include marketing research, international/global marketing with relevance to cultural diversity, ethics, the impact of technology on marketing, and careers in marketing. Students will apply marketing concepts to current trends in the real world as the marketing "Apprentice" to local area businesses.

Qualifies for Project Running Start.

Prerequisite(s): none

Accounting **1.0 credit**
10-12

Accounting 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, or administration. Topics include the accounting cycle, recording and posting daily transactions, preparing worksheets, basic financial statements, payroll records, and closing a ledger at the end of the fiscal period. Students will also be introduced to popular Accounting software packages including Intuit QuickBooks where students simulate the accounting practices for a rock band. Students may elect to count this course for either mathematics or business credit.

Prerequisite(s): Algebra I

International Business**0.5 credit****10-12**

The International Business course provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Students will gain understanding about the opportunities and the challenges involved with international business and for multinational corporations, such as trade barriers, emerging markets, political risks, and cultural differences. Students will participate in researching current events within the international financial market and explore international career opportunities. Students will complete various activities that will incorporate real-world issues faced by businesses working within the global marketplace. 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.

Prerequisite(s): Business Management and Entrepreneurship

Applied and Materials Technology

The goal of the Windham High School Applied and Materials Technology Program is to offer students opportunities to explore the practical application of modern technology to solving real world problems. Students develop collaboration skills, gain leadership experience, and explore careers in materials science, engineering, and media. Students will learn to apply both general techniques and specific skills using computers, equipment, materials, and tools through hands on and virtual activities and laboratory exercises.

Courses Offered

Course Title	Credit	Length	Grades			
Introduction to Technology	0.5	Semester	9	10	11	12
Introduction to Engineering Design (IED) PLTW	1.0	Year	9	10	11	12
Principles of Engineering (POE) PLTW	1.0	Year		10	11	12
Video Production	0.5	Semester	9	10	11	12
Television Production	1.0	Year		10	11	12
Introduction to Robotics	0.5	Semester	9	10	11	12
FIRST Robotics	1.0	Year		10	11	12
Digital Electronics	0.5	Semester		10	11	12

Courses Descriptions

Introduction to Technology **0.5 credit** **9-12**

Introduction to Technology is a hands-on introduction to the technological principles used in a wide range of careers. Topics include design, construction and manufacturing methods, alternative energy systems and energy concerns of the 21st century, and leadership and teamwork skills. Students gain significant experience in using hand and power tools as they construct solutions to real and simulated problems, make models and small parts, practice safety in the lab environment, and explore the field of technology to determine their future interests.

Prerequisite(s): none

Enrollment Limit: 16

Introduction to Engineering Design (IED) (Project Lead the Way) **1.0 credit** **9-12**

In this course, students learn and use 3D solid modeling (CAD) software to help them design solutions to solve proposed problems. Skills developed include freehand sketching, two-dimensional and three-dimensional modeling, measurements and conversions, multi-view drawings, dimensions, tolerances, and documentation. Students will learn how to communicate solutions to peers and members of the professional community. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

Prerequisite(s): prior or concurrent enrollment in Algebra I

Principles of Engineering (POE) (Project Lead the Way) **1.0 credit** **10-12**

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of the concepts employed in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community.

Prerequisite(s): Introduction to Engineering Design (IED); prior or concurrent enrollment in Geometry

Video Production**0.5 credit****9-12**

Video Production introduces students to the technical and aesthetic concepts of creating and editing effective video presentations. Topics include production methods, storyboarding and script writing, editing, special effects, transitions, titles, and voice-overs. This course is designed for students who are motivated to improve their technical and communication skills through visual media and want to gain skills and experience in video production and editing. Prerequisite(s): none

Television Production**1.0 credit****10-12**

Television Production is a hands-on course focusing on production procedures for in-studio and on-location shooting with an emphasis on directing. Students will write scripts, interpret and block scenes, and direct individual and team projects. Students will 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.

Prerequisite(s): Video Production or teacher/guidance recommendation

Introduction to Robotics**0.5 credit****9-12**

Robotics I introduces students to the many facets of modern robotics through projects and hands-on activities using LEGO NXT and Tetrax building components. Robot programming and control is explored through the use of the LabVIEW graphical programming environment. Topics include simple machines, motion, forces, sensors, feedback, design strategies, control systems, and autonomous programming. Class work is equally divided between robot building and robot programming, and all students are expected to perform both functions. This class is designed for students interested in gaining firsthand experience creating small, functional, mobile robots for a variety of tasks.

Prerequisite(s): Algebra I or teacher/guidance recommendation

FIRST Robotics**1.0 credit****10-12**

FIRST Robotics is a full-year engineering research course in which students work as a team to research, design, construct and test a solution to the annual FIRST Robotics Competition engineering challenge. The product development life cycle and design process are used to guide the team to reach a solution to the problem. Robotics class work will cover the science and engineering of mechanical manipulation through the synergistic use of mechanisms, sensors, actuators, and computation. Specific topics include gears and chains, power supplies, pneumatics, mechanical manipulators, electricity and electronics. The use of 3D design software and CNC machinery helps students design and build solutions to the problem their team has chosen. This course also engages students in time management, standard business practices, and teamwork skills, all valuable skill sets for students considering a future in any technical field.

Digital Electronics**0.5 credit****10-12**

Digital Electronics is a hands-on study of electronic circuits that are used to process and control digital signals. Digital electronics are the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of this course is to expose students to digital circuitry fundamentals, the process of combinational and sequential logic design, and the use of integrated circuits and microcontrollers in digital applications. Students explore circuit design and analysis, learn to use electronic test equipment, and analyze emerging technologies related to the electronics industry while investigating careers related to electrical engineering.

Prerequisite(s): Algebra I

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

<u>Course Title</u>	<u>Credit</u>	<u>Length</u>	<u>Grades</u>
Directed Study	0.5	Semester	9 10 11 12
Basic Applied Instruction	Varies	Varies	9 10 11
Alternative Applied Instruction	Varies	Varies	11 12

Courses Descriptions

Directed Study **0.5 credit**

9-12

The Learning Center prepares students to meet the rigorous demands of high school, post-secondary education, and career goals through a student centered interactive learning approach. This course provides the opportunity to apply technology, organizational, and study skills to curriculum based assignments in an interactive, technology-based setting. The Learning Center is staffed by professional staff who assist students with content area assignments while targeting skills and strategies to increase student independence and overall school achievement. Students will work on goals such as developing time management skills, organization, and strategies for long-term planning, personal responsibility, and self-advocacy.

Prerequisite(s): prior approval from academic team

Basic Applied Instruction **Credit varies**

9-11

Individualized courses of study are offered for students needing specially designed instruction delivered in a practical, hands-on format. Courses provide students with access to the general curriculum through experiential training in the areas of self-management, home living, community skills, recreation, and interpersonal relations. Applied academics, communication, socialization, and motor skills are embedded into each student's course of study as needed. The goal of Basic Applied Instruction is to increase student success and independence in a range of situations and settings, while emphasizing the value of each student's contributions at home, in school, and in the community.

Prerequisite(s): enrollment in a specialized instructional course requires the written recommendation of a multidisciplinary team, including parents, in accordance with state and federal regulations.

Alternative Applied Instruction **Credit varies**

11-12

Individualized courses of study are offered for students needing specially designed instruction that will prepare them for a smooth and successful transition to adult life. In the context of school, community, or vocational settings, these courses will emphasize and reinforce fundamental skills 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): enrollment in a specialized instructional course requires the written recommendation of a multidisciplinary team, including parents, in accordance with state and federal regulations.

Career & Technology Education (CTE) Courses

Windham High School juniors and seniors have the opportunity to enroll in CTE classes at Salem High School. The Salem Career and Technology Center offers 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 post-secondary education. All of the programs utilize state of the art technology, which aligns with current industry standards.

Students are required to apply for admittance in these programs. Transportation will be provided to and from Salem High School. Expected course offerings include the following but are subject to change.

Automotive Technology 1 **2.0 credits** **11 only**

Students in Automotive Technology 1 develop an understanding of the major automotive systems. Major topics of instruction will include lubrication, engine principals, engine tune-ups, maintenance of vehicle systems, inspections, and testing. Students will also develop an understanding of shop service and parts management. Appropriate safety instruction is provided and students are required to provide proper footwear and clothing for use in laboratory activities.

Building Trades 1 **2.0 credits** **11 only**

Students participate in a variety of classroom and laboratory activities providing instruction in four areas of Building Trades: carpentry, electricity, plumbing, and basic masonry found at most home construction sites. Students will develop fundamental skills in these trade areas through the completion of construction projects. Safety instruction in each trade area will be provided and students will be required to provide appropriate clothing for use with certain laboratory activities.

Business and Office Technology 1 **2.0 credits** **11 only**

Business and Office Technology 1 prepares students to perform routine administrative duties in an office environment. This course includes instructions in the composing, editing, and proofreading of business-related correspondence, filing systems and records management, proper telephone etiquette and emailing procedures, the processing of business documents, both written and oral communication skills, human relation skills, proper business ethics, mail handling, business math skills, and business equipment operation. Time management, organization, and prioritization skills are stressed. Career opportunities will be discussed while covering all phases of the employment process including looking and applying for a job, preparing a letter of application and professional resume, filling out a job application, interviewing techniques, and composing a thank-you letter. Students in this course are encouraged to join Future Business Leaders of America (FBLA).

Computer-Aided Drafting & Design I **2.0 credits** **11 only**

Students in CADD 1 will develop an understanding, and gain hands-on experience in the practical use of basic and intermediate skills needed to produce printable drawings and utilizing the AutoCAD software. The course will concentrate on two and three-dimensional drafting and design for architecture and engineering. Topics include single and multiple-view projection, three dimensional wireframe and solid modeling, general and industry accepted standards for dimensioning and detailing, along with color and photo realistic rendering.

Culinary Arts 1 **2.0 credits****11 only**

Students in this class will develop skills in preparing a variety of foods for a full-service restaurant and catered events. The food items will include, but are not limited to, appetizers, soups, salads, salad dressings, sandwiches, entrees, and desserts. Students will also learn culinary techniques, background information, history, and vocabulary. Specific topics to be covered are sanitation, safety, knife skills, small and large equipment identification and use, and proper moist and dry cooking techniques. Students will be required to attend a minimum of three catered functions.

All students are required to purchase a uniform.

Early Childhood Education 1 **2.0 credits****11 only**

Students in this program learn a great deal of theory related to early childhood education, as well as skills that are necessary to work with preschool age children. The program includes working alternate weeks in the classroom studying theory and working in an actual on-site preschool. Students become “employees” of the Salem Preschool and put “theory” into “practice” as they develop the skill and work ethic necessary for successful employment as a teacher or childcare worker. Students considering careers such as: Early Childhood Education, Elementary School Instructors, Pediatric Healthcare Worker, Daycare Workers, Teacher Aides, Children’s Librarians, or Camp/Recreational Workers would benefit from this course. **The nature of this course requires that students have an excellent attendance record, be responsible, self-directed, mature, and have a strong desire to pursue a career in working with children.**

Graphic Communications & Desktop Publishing 1 **2.0 credits****11 only**

Graphic Communication & Desktop Publishing is a multifaceted industry with a wide range of career avenues such as desktop publishing, graphic design, business management, sales and marketing, art and design, people and personnel, technology and science, and printing. Skill competencies acquired include desktop publishing, graphing design using CS3, photography and digital camera, image editing and special effects using Photoshop, offset press production, various types of bindery, finishing operations, and customer relations. Qualified candidates operate and manage our in-plant printing company. All training takes place within a classroom laboratory setting with approximately 20% classroom and 80% hands-on experience.

Health and Science Technology 1 **2.0 credits****11 only**

Students in this course will learn what the hottest jobs are in the health care field. By completion of the first year, students will have learned about health careers, and participate in a large college and career search. There is a *strong academic emphasis* the following areas: anatomy and physiology, medical terminology, infection control, and safety and blood borne pathogen training. **The medical terminology unit offers 3 college credits through the Running Start Program.** Classroom activities will include lecture, discussion, poster presentation, Internet projects, Clay’s anatomy lab, as well as some dissection, competitive games, and audiovisual learning related to diagnosis, treatment, and prevention of disease. Students will be able to perform: vision and hearing screenings, take vital signs (blood pressure, temperature, pulse, and respirations), CPR for adults, infants and children, the Heimlich maneuver, first aid applications, and take EKG’s. The classroom learning experience prepares students for the first year clinical rotation, which includes doing vision and hearing screenings in local elementary schools. Students considering any career in the health care field such as physicians, nurse, physical therapists, dental hygienists, veterinarians, pharmacists, etc. would greatly benefit from this course. Immunization records and a name tag are required.

Prerequisite(s): B- or better in Biology or C+ with written Biology teacher recommendation.

Intro to Computer Maintenance and Repair (Semester 1) **1.0 credit****11 only**

Introduction to Computer Maintenance and Repair provides students with an excellent opportunity to learn more about how computers really work. Students will have the opportunity to construct an actual PC computer. Students will learn how to troubleshoot, diagnose and repair computer problems as well as how to configure, install, and optimize. Time will be spent using computer simulation software which allows student to get hands-on experience repairing computers. Qualified students are eligible to receive the CompTIA IT Essentials certification.

Computer Networking (Semester 2)**1.0 credit****11 only**

Computer Networking provides students with a basic understanding of computer networks. The course presents current coverage of networking hardware and software along with the skills necessary to succeed in the dynamic field of computer networking. Thorough explanations of networking fundamentals such as protocols, network design and implementation, and troubleshooting will be covered. Qualified students are eligible for certification in networking through the CompTIA's Network certification exam. Prerequisite: C+ or better in Introduction to Computer Maintenance and Repair or Permission of Instructor

Introduction to MS office**1.0 credit****11 only**

This course will introduce students to the basic elements of the Microsoft Office suite and the use of common computer peripherals (digital cameras, scanners, microphones, etc.). Using Windows-based PC's in a hands-on environment, students will complete the following basic units: Microsoft Word (word processing), Excel (Spreadsheets), Access (databases), and PowerPoint (multimedia presentations). Students will also be exposed to computer terminology and language commonly used within the IT (information technology) industry. Due to high demand for this course, priority will be given to those students planning on taking the entire sequence of CSMA courses (required for the college credits through Running Start).

Marketing Education 1**2.0 credits****11 only**

This course addresses the functions involved in the marketing of goods and services and provides students with the competencies necessary for successful marketing employment. Topics include marketing planning, consumer behavior, product planning, visual merchandising, pricing, advertising, retail marketing, and sports marketing. In both Marketing 1 and 2 students will obtain their skills and knowledge through classroom instruction, group and individual projects, and operation of the Blue Devil Café.

Television Production 1**2.0 credits****11 only**

Television Production is designed to introduce students to the use and practical application of TV production techniques. Through both formal classroom presentations and practical hands-on experience, students will be introduced to camera operation, audio techniques, character generator, special effects generator, sets, graphic, editing, storyboarding, script writing, and operation of field production equipment. Working as a member of a production crew, students will produce, write, direct, and videotape their own productions as well as SHS activities.

Air Force JROTC**Varies****11-12**

Students will have the opportunity to take advantage of the many courses offerings through the Air Force JROTC program at Salem High School. Students interested in this program should see their guidance counselor for specific information.

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 Cappella
 Art Club
 Book Club
 Dance
 Drama
 Fitness Club
 French Club
 Garden Club

Glee Club
 Granite State Challenge
 Math Club/League
 Math Honor Society
 Model U.N.
 National Honor Society
 Needlework Club

Pep Band
 School Newspaper
 Science Club
 SMILES Club
 Spanish Club
 Tri-M Honor Society
 U.S. First

Athletic Offerings

Windham High School will offer a comprehensive athletic program at the start of the 2010-2011 school year. The following sports will be offered at Windham High School based on student interest:

	FALL	WINTER	SPRING
BOYS	Cross Country	Alpine Skiing	Baseball
	Football	Basketball	Lacrosse
	Golf	Ice Hockey	Tennis
	Soccer	Indoor Track	Track & Field
		Swimming	Volleyball
		Wrestling	
GIRLS	Cheerleading	Alpine Skiing	Lacrosse
	Cross Country	Basketball	Softball
	Field Hockey	Cheerleading	Tennis
	Golf	Gymnastics	Track & Field
	Soccer	Indoor Track	
	Volleyball	Swimming	

Important Policies

Residency

Windham High School students must be residents of the Town of Windham. All registration documents must list a specific street or highway address. Any non-student wishing to attend Windham High must make a formal request to the Windham School Board through the Superintendent of Schools.

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
Windham School District
19 Haverhill Road
Windham, NH 03087
Phone: (603) 425-1976

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.