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SCHOOL PROFILE

Bow High School is a comprehensive public high school that will start its nineteenth year in September of 2015. Our student population will be approximately 530 in grades 9-12.

The emphasis of our curriculum is meant to provide students with a rigorous and relevant approach to their learning. We intend to develop students who are independent thinkers that use their minds well. The process of learning is embraced with the same vigor as its product.

Bow High School has earned its accreditation by the New England Association of Schools and Colleges and has been fully approved by the New Hampshire Department of Education.

As a member of the NH Interscholastic Association, Bow High School’s athletic teams compete in Division 3 (enrollments of 350 to 650 students) in the majority of sports. The most common opponents are Hopkinton and Kearsarge.

Mascot - Falcon

School Colors - Navy Blue, Gold & White

CEEB # 300059

Principal-John House-Myers
Assistant Principal-Linda Frost
Director of School Counseling-Colleen DesRuisseaux
Academic Dean-Dr. Jacqueline Coe
Athletic Director-Jim Kaufman

The Bow School District and School Administrative Unit # 67 govern Bow High School.

Bow School District
55 Falcon Way
Bow, New Hampshire 03304-4219
Phone  (603) 224-4728    Fax  (603) 224-4111

Superintendent of Schools - Dr. Dean Cascadden
Assistant Superintendent for Business Administration - Duane Ford
Director of Special Education - Dan Ferreira
Curriculum Director - Dr. Don Gage
School Board Members - Robert Louf, Chairperson
Debra Alfano, Vice Chairperson
June Branscom
Ginger Fraser
Dee Treybig
MISSION STATEMENT

The mission of our school community is to develop knowledgeable, inquiring and caring young people who become confident lifelong learners.

CORE VALUES STATEMENTS

We believe that our students will be curious, independent learners who embrace academic challenges and think in a creative and critical manner.

We believe that our students will be effective and proficient communicators.

We believe that interdisciplinary coursework strengthens the depth of student knowledge.

We believe that promoting student empowerment fosters collaborative leadership and decision-making.

We believe heterogeneity enhances the academic, social and cultural experience and fosters tolerance and a diversity of ideas, perspectives and opportunities.

We believe that learning through experience helps us to gain respect for others and ourselves.

We believe that well-rounded students participate in co-curricular activities, including arts, athletics, and community service, in order to develop a balanced and healthy lifestyle.

We believe that we are all citizens in a global community and are committed to social responsibility.

We believe that maintaining active community partnerships enriches and benefits students, the school, and our community.

We believe that accepting challenges through risk taking prepares students to face the demands of the 21st century.

EXPECTATIONS FOR STUDENT LEARNING

Students will embrace responsibility for their education by challenging themselves to take risks.

Students will effectively analyze and synthesize information from diverse sources.

Students will be confident and effective communicators through written, verbal, digital and creative expression.

Students will exhibit mastery application of problem solving and critical thinking skills.

Students will demonstrate collaborative and adaptive capabilities.

Students will show evidence of personal, social, civic and global responsibility.

See the rubric on the following page.
<table>
<thead>
<tr>
<th>CRITICAL THINKING</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise vital questions and identify problems clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capable of applying abstract ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to well-reasoned conclusions and solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively gather, analyze, and synthesize relevant information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from diverse sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think open-mindedly and evaluate the implications of new ideas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVITY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new, unique, or innovative ideas or products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create considering aesthetic, thematic, and practical ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make connections between ideas where none previously existed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop skills and use resources to turn ideas into reality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on process and mistakes and adapt to this learning process</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLABORATION</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Adapt, compromise, and work cooperatively with others to realize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a common goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute your ideas and complete your fair share of group’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to and show respect for the efforts and contribution of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and express meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write and speak confidently and effectively, adapting for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>audience and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of word choice, convention, and/or delivery to enhance the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intended message and develop voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an awareness of tone and body language in speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and listening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL RESPONSIBILITY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on time, fully prepared, and meet deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use time effectively; manage and prioritize appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate resourcefulness and tenacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to accept feedback and engage in reflection to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a self-advocate and ask questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADUATION CREDIT REQUIREMENTS

Bow High School requires **24** credits to graduate. Credits will fall into one of the four categories listed below.

**Humanities** for a total of **8 credits**
- 2 credits in American Studies: which includes English, US & NH History, Art/Music
- 2 credits in World Studies: which includes English, World History/Geography, Economics, Art/Music
- .5 credit in Senior Seminar: English
- .5 credit in English Elective
- 1 credit Humanities based electives (Art, Music, English or social studies)

**Math, Science, Technology & Business** for a total of **8 credits**
- 1 credit in Integrated Science and Technology 9: which includes Physical, Biological, Earth & Space Science topics
- 1 credit in Integrated Science and Technology 10: which includes Physical, Biological, Earth & Space Science topics
- 3 credits in Math (including Algebra I) 4 years of Math instruction required beginning with the Class of 2019.
- 3 credits in Math, Science, Tech or Business based electives

**BEST** for a total of **2.5 credits**
- 1 credit in BEST 9: which includes Physical & Health Education topics
- 1 credit in BEST 10: which includes Physical & Health Education topics
- .5 credit in BEST 11: which includes Physical & Health Education topics

**Electives** for a total of **5.5 credits**
Electives include any course successfully completed and not yet used to fulfill a requirement listed above. All FACS and World Language courses fall into this category.

*As mandated by the New Hampshire State School Approval Standards, 2014*

GRADUATION NON-CREDIT REQUIREMENTS FOR ALL STUDENTS

**Digital Portfolio**
A Digital Portfolio will be required for all graduates. The components of this Portfolio will be determined in each of the student’s required classes. For more information please visit the Bow School District’s website: [http://www.bownet.org/ict/DigiPorts.htm](http://www.bownet.org/ict/DigiPorts.htm)

**Senior Project/Presentation**
All students must successfully complete and present a senior project in order to earn a Bow High School diploma. Students will prepare for their Senior Project in their required Senior Seminar. The purpose of the Senior Project is to provide seniors with the opportunity to explore and experience interdisciplinary topics of their choice, demonstrating knowledge and public presentation skills.

**Community Service**
20 hours minimum; pro-rated at 5 hours per year for those students not attending Bow High School for 4 years.

**Career Exploration Requirements**
20 hours minimum; pro-rated at 5 hours per year for those students not attending Bow High School for 4 years.
Intersession

Intersession is a unique three-day learning experience, which allows students the opportunity to explore interests outside of the confines of the school environment. Activities are planned, organized and supervised by BHS staff. Intersession participation is recorded on the transcript as SP—Successful participation, EP—Excused or exempt participation or NP—Non participation.

POST SECONDARY ADMISSIONS

If you are considering post-secondary education the following matrix can be used as a guide. Admissions standards vary from school to school so it is important for you to research the schools that you are interested in pursuing. Our school also uses Naviance, a web based program, that lists all colleges and their recommendations and requirements. Please go to the quick link Family Connection to Naviance on our Bow High School web page.

Admission to post-secondary schools is based on several criteria including strength of program, GPA, honors options, SAT/ACT scores, co-curricular participation and recommendations.

<table>
<thead>
<tr>
<th>Type of College</th>
<th>English</th>
<th>Social Studies</th>
<th>Math</th>
<th>Science</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year College</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2+</td>
<td>-</td>
</tr>
<tr>
<td>4 Year College/University (Example: UNH)</td>
<td>4</td>
<td>3+</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Most Selective College/University (Example: Tufts)</td>
<td>4+</td>
<td>3+</td>
<td>4+</td>
<td>4+</td>
<td>4+</td>
</tr>
</tbody>
</table>

HONORS OPTION

Our intention at Bow High School is to challenge each student academically. Some students, however, may wish to challenge themselves beyond the general curriculum requirements. For these students, Bow High School offers an honors option. Students may choose to complete an honors option in any course not designated Advanced Placement. Students should inquire with their teacher during the first few weeks of the start of the course if they wish to do an honors option. Upon successful completion of honors option requirements, students will receive an honors designation on their academic records. For more information please visit the Bow High School Website at www.bownet.org

ADD/DROP POLICY

Students may add or drop courses with parent permission during the first five days of each semester. After the five day add/drop period a dropped course will be noted on the transcript as a WP (withdraw pass) or WF (withdraw fail). No student will be permitted to withdraw from a course during the fourth quarter. If a student stops attending class at any point during the fourth quarter (which requires administrative permission) zeros will be applied to all missed assignments. The final grade will be calculated in the student’s GPA.
STANDARDIZED TESTING PROGRAMS

All students will take the Accuplacer in the spring. This computerized assessment identifies areas of need as well as academic achievement in mathematics and writing.

All Sophomores and Juniors have the opportunity to take the Preliminary Scholastic Aptitude Test in October. The PSAT is an assessment in the areas of critical reading, math and writing and serves as a predictor of performance on the SAT. The PSAT score is also used for scholarships with NMSQT.

All Juniors will take both the New England Common Assessment Program (NECAP) test in Science and The Smarter Balanced Test in English/Language Arts and Math in the 2015-16 school year. Both tests will be given in the spring.

All students have the opportunity to take the Scholastic Aptitude Test (SAT) and/or the ACT test. The SAT Reasoning test is a measure of critical reading, mathematical reasoning and writing skills. The SAT Subject tests are one hour long subject specific tests. Only 66 colleges require that you take two or three SAT Subject exams as well as the SAT Reasoning exam. These colleges are listed in Naviance. Register on line at www.collegeboard.com. The ACT test is a set of four multiple-choice tests which cover English, mathematics, reading, and science achievement. The ACT also offers an optional Writing Test. Register on line at www.actstudent.org. SAT and ACT tests are usually taken in the spring of your junior year and the fall of your senior year.

Advanced Placement tests are administered to students that have completed an Advanced Placement course. These tests are administered in May during the following weeks: May 4 - 8, 2015 and May 11 - 15, 2015.

Spring 2015 SAT Test Dates

January 24, 2015 - SAT I and SAT II  May 2, 2015- SAT I and SAT II*
March 14, 2015 - SAT I only  June 6, 2015 - SAT I and SAT II*

Anticipated SAT Test Dates for the 2015-2016 School Year

October 3, 2015 - SAT I and SAT II*  March 5, 2016 - SAT I only (redesigned SAT begins)
November 7, 2015 - SAT I and SAT II*  May 7, 2016 - SAT I and SAT II*
December 5, 2015 - SAT I and SAT II  June 4, 2016 - SAT I and SAT II*
January 23, 2016 - SAT I and SAT II

*The College Board has recognized Bow High School as a testing center. Students will be able to take the SAT exams at Bow High School during the months of May, June, October, and November. If you would like to use Bow High School as your test center, enter the Bow test center #: 30-108 when registering with the College Board.

PSAT Test Dates

Wednesday, October 14, 2015 and Saturday, October 17, 2015 (BHS Test Date)

Spring 2015 ACT Test Dates


Anticipated ACT Test Dates for the 2015-2016 School Year

*September 12, 2015  December 12, 2015  *April 9, 2016
October 24, 2015  February 8, 2016  June 11, 2016

*Students will be able to take the ACT exams at Bow High School during the month of September and April. If you would like to use BHS as your test center, enter the Bow test center #: 217460 when registering with the ACT.
NH STATE SCHOLARS INITIATIVE

Bow High School joined the NH State Scholars’ Initiative in 2010, a state program designed to encourage and recognize students who achieve a rigorous course of study while in high school. New Hampshire has joined other states in the State Scholars Initiative. This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network.

If students have completed the specific courses needed, they will be recognized as a New Hampshire Scholar by the State in May of their senior year. We will recognize these seniors on Senior Awards Night with a gold medallion which will be worn at graduation. Seniors who are Pell grant eligible in the college financial aid process may also receive a higher grant due to being a state scholar. For more information about the NH Scholars program please go to www.NHscholars.org

Students must complete the following number of credits in each area in order to become a state scholar. The core course of studies at Bow High School, including Studies in the Humanities, American Studies and World Studies, covers 3 credits of English and 3 credits of social studies. Integrated Science and Technology 9 and Integrated Science and Technology 10 covers 2 of the 4 required science courses.

<table>
<thead>
<tr>
<th>CORE COURSE OF STUDY</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH - Humanities, American Studies, World Studies and 1 other English</td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICS - Algebra I, Geometry, Algebra II or higher</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE - Integrated Sci./Tech 9, Integrated Sci./Tech 10 and 2 others</td>
<td>4</td>
</tr>
<tr>
<td>SOCIAL STUDIES - Humanities, American Studies, World Studies and .5 other Social Studies</td>
<td>3.5</td>
</tr>
<tr>
<td>LANGUAGES - 2 years of the same language</td>
<td>2</td>
</tr>
</tbody>
</table>
CONCURRENT ENROLLMENT
(College Credit Opportunities)

Concurrent enrollment is an opportunity for a student to take college courses here at Bow High School and be awarded college credit. Currently we offer courses from Southern New Hampshire University ($100.00 per course) and NHTI Concord’s Community College ($150.00 per course.) A student must express an interest in this option at the start of the course, register with the college/university, and pay the course registration fee. Then upon successful completion of the course, students are awarded college credit on a college transcript that is affiliated with the course. Once the registration period closes students will not be allowed to register for college credit. More information about registration and grades will be available from the classroom teacher.

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>College Course #</th>
<th>BHS Course</th>
<th>College Credits</th>
<th>Registration fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNHU</td>
<td>ECO-202</td>
<td>AP Macroeconomics</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>ACC-201</td>
<td>College-Level Accounting</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>OL-110</td>
<td>Business</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>BU-170</td>
<td>Marketing</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>FIN-250</td>
<td>Personal Finance and Investing and Finance II</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>COM-212</td>
<td>Public Presentation</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>HIS-113</td>
<td>AP US History</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>SNHU</td>
<td>HIS-114</td>
<td>AP US History</td>
<td>3</td>
<td>$100.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>MAT-205</td>
<td>AP Calculus</td>
<td>4</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>EN-101</td>
<td>College Composition</td>
<td>4</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>PLTW 101 IED</td>
<td>Adv. Engineering Design</td>
<td>4</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>PLTW 102 DE</td>
<td>Digital Electronics</td>
<td>4</td>
<td>$150.00</td>
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<tr>
<td>NHTI</td>
<td>PLTW 103 POE</td>
<td>Principles of Engineering</td>
<td>4</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>PLTW 103 POE</td>
<td>Adv. Engineering Principles</td>
<td>4</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>HT-101</td>
<td>Introduction to the Hospitality &amp; Tourism Industry</td>
<td>3</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>FA-105</td>
<td>Advanced Music</td>
<td>3</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>SM-101</td>
<td>Intro. to Sports Management</td>
<td>3</td>
<td>$150.00</td>
</tr>
<tr>
<td>NHTI</td>
<td>SM-250</td>
<td>Team Sports and Society</td>
<td>3</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

NHTI classes available to Sophomores, Juniors and Seniors for college credit:
- Advanced Engineering Design [NHTI 4 credits]
- Advanced Engineering Principles [NHTI 4 credits]
- Digital Electronics [NHTI 4 credits]
- Principals of Engineering [NHTI 4 credits]

SNHU classes available to Sophomores, Juniors and Seniors for college credit:
- AP Macroeconomics [SNHU 3 credits]
- College-Level Accounting [SNHU 3 credits]
- Business [SNHU 3 credits]
- Marketing [SNHU 3 credits]
- Personal Finance & Investing and Finance II [SNHU 3 credits]
- AP US History [SNHU 3 credits]
- Public Presentation [SNHU 3 credits]

NHTI classes available to Juniors and Seniors only for college credit:
- AP Calculus [NHTI 4 credits]
- College Composition [NHTI 4 credits]
- Introduction to the Hospitality and Tourism Industry [NHTI 3 credits]
- Advanced Music [NHTI 3 credits]
- Introduction to Sports Management [NHTI 3 credits]
- Team Sports and Society [NHTI 3 credits]
ALTERNATIVE LEARNING OPTIONS

Please note that a maximum of 2 credits per school year may be obtained through Alternative Learning Options, with a total of 3 credits earned toward graduation requirements at Bow High School. More than 3 credits needs approval of the Academic Dean and Director of School Counseling.

EXTENDED LEARNING OPPORTUNITIES (ELOs)

Bow School Board policies IHBH and IMBC allow students to earn credit or course placement based on a student’s demonstration of course competencies. Please refer to the policies which can be found on the Bow School District website for additional information pertaining to ELOs.

An Extended Learning Opportunity (ELO) is a chance for you to earn credit for educational experiences, with depth, that occur outside of the traditional classroom. It is an opportunity to learn something new in an unconventional manner. Following the ELO process you will develop a plan for your educational experience and for how you are going to demonstrate mastery of the material learned to your teacher and your community partner.

Your goal is to prove that you have mastered the competencies that you, your Highly Qualified Teacher and the ELO coordinator have agreed to in your ELO plan. A competency is a group of skills, concepts and knowledge essential to the course. Together, the course competencies are the minimum standard you must demonstrate to earn credit. The competencies are the heart of the ELO because everything from your research to your product will tie into them. You may choose to study something not offered in the Bow High School Program of Studies (previously considered an Independent Study) or to apply your ELO to a Bow High School class. You may design an ELO with other students; however, each person in the group is personally responsible for his or her ELO plan and learning. The competencies may be the same or different for each member of the ELO group.

After you have your topic, you will need to get a teacher who is highly qualified (HQT) in the subject of your ELO to agree to work with you. You will enter into a formal agreement with the HQ teacher for the ELO. He/she will oversee your ELO plan, provide guidance and help, and will determine if you have met the competencies so that you can be awarded credit. This teacher, however, should not be your primary resource for the substance of the ELO. The ELO plan will include four general components: Research, Reflection, Product & Presentation.

The ELO Process timeline

**February:** Sign up for an ELO on the course registration form  
**March:** Meet with your school counselor to determine your topic and to discuss possible HQ Teachers  
**May:** Complete the ELO Program Contract, with HQT and parent signatures  
**June:** Meet with HQT to determine competencies and essential questions.  
**June:** Make contact and sign an agreement with a community partner to work with you on your ELO.

APPROVED TRANSFER CREDITS

Approved transfer credits must come from programs that are approved by one of the six accrediting agencies that are recognized by the United States Department of Education:

- New England Association of Schools and Colleges  
- Southern Association of Colleges and Schools,  
- Middle States Association of Colleges and Schools  
- North Central Association of Colleges and Schools  
- Northwest Accreditation Commission [Northwest Commission on Colleges and Universities]  
- Western Association of Schools and Colleges.
CORRESPONDENCE COURSES

There are several online schools that offer courses for a fee that have been approved for transfer credit to Bow High School. These classes can be used for recovery credit or for advancement in a certain subject. Schools include Keystone High School and American School.

VIRTUAL LEARNING

The Virtual Learning Academy Charter School is a state-funded High School. Any NH resident enrolled in middle school or high school is allowed to take these online courses for free at anytime. To find a listing of these courses, please go to www.VLACS.org and click on course catalog—high school. Courses can be started at any time during the calendar year. There are also 15+ dual enrollment courses available for both high school and college credit through VLACS for a fee of $150.00. Students who wish to have these courses on their high school transcript must provide a VLACS official transcript to the registrar upon completion of the course.
B.E.S.T. (Building Essential Skills for Tomorrow) is an integrated health and physical education program designed to develop healthy individuals. One major focus of this program is to expose students to a variety of physical activities in hopes that they will be active for a lifetime. Listed in the course description below, are the health-related topics covered in the classroom. Students will be working to develop trust, communication skills, cooperation and team-building skills with a focus on understanding individual differences throughout their experience in these required courses. Some of the active offerings will include:

<table>
<thead>
<tr>
<th>Tennis</th>
<th>World Games</th>
<th>Snowshoeing</th>
<th>Nordic skiing</th>
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<tbody>
<tr>
<td>Strength Training</td>
<td>Yoga</td>
<td>Ropes Course</td>
<td>Climbing Wall</td>
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<td>Badminton</td>
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<td>Basketball</td>
<td>Volleyball</td>
<td>Pickleball</td>
<td>Archery</td>
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B.E.S.T. 9  
1 Credit

BEST 9 is a one-credit course in Bow High School’s integrated health and physical education program (B.E.S.T.). This course develops student skills necessary to become certified through either the Emergency Care and Safety Institute or the American Red Cross in Adult, Child, and Infant CPR and First Aid. A major focus of this unit will be the prevention of disease transmission including HIV and other blood borne pathogens. Students will also be involved in goal setting and self-esteem building activities with our teachers and will work closely with our School Counseling Department at the beginning of the school year and during course selection time.

B.E.S.T. 10  
1 Credit

Prerequisite: B.E.S.T. 9

BEST 10 is the second one-credit course in Bow High School’s integrated health and physical education program. This course emphasizes healthy relationships and personal and social responsibility. Students study reproductive anatomy and physiology, sexually transmitted diseases, and prevention of teenage pregnancy and HIV/AIDS. Throughout the unit, students will engage in activities that recognize and promote the importance of self-respect within relationships. The drug and alcohol unit will focus on teaching students the physiology of addiction while emphasizing the dangers of adolescent experimentation. Students will engage in various initiatives, which will promote the value of having a positive self-esteem and self-concept throughout their lives. In addition, students will focus on the connections between self-worth and substance abuse in today’s society. The School Counseling Department will work individually and with groups of students on course selection as they prepare for junior year.

B.E.S.T. 11  
.5 Credit

Prerequisite: B.E.S.T. 9 and 10

BEST 11 is the final required half-credit course in Bow High School’s integrated health and physical education program. This course emphasizes personal fitness, focusing on cardiovascular fitness, body composition, flexibility and muscular strength and endurance. Students will have the opportunity to write their own exercise plans and execute them in our Conditioning Center. Nutrition will be a major concentration in personal fitness, focusing on understanding healthy eating habits, making sensible food choices and recognizing the dangers of fad diets and supplements. The School Counseling Department will work closely with the students regarding personal College/Career planning. Students will have an opportunity to re-certify in CPR.
BEST ELECTIVES

B.E.S.T. 12 .5 or 1 Elective Credit

Prerequisite: B.E.S.T. 9, 10, 11
 BEST 12, an elective course, is designed to allow students to further develop their existing skills and to learn new skills that will help them as they prepare to enter the next stage of their lives. BEST 12 will challenge students in the classroom with current topics in health-related fields. Areas of study will include human relationships, drug and alcohol awareness, stress management, lifetime fitness and other wellness topics related to student need based on their future plans. These topics may include college/job application process, meal planning, and budgeting and related life skills.

Students will participate in many outdoor activities including team building through physical challenges, new games, lifetime and team sports fitness activities, as well as experiences from the new Challenge Course. The focus of these activities will be to continue to develop and refine the students’ existing skills as individual and team participants to prepare them for activities they can participate in for a lifetime.

Introduction to Sports Management .5 Elective Credit
Concurrent Enrollment Option Available

This offering is a classroom-based course, with limited physical activity.
This introductory course emphasizes basic management principles as they relate to the business of sports. Students are introduced to sports marketing, sports law, sports supervision, sports media, sports ethics, recreational sports management and other related areas. There is an emphasis on developing and improving communication skills. An overview is provided with regard to career opportunities in this field.

Team Sports and Society .5 Elective Credit
Concurrent Enrollment Option Available

This offering is a classroom-based course, with limited physical activity.
Students interested in “Team Sports and Society” would be most thoroughly prepared by completing “Introduction to Sports Management”. This course is designed to raise awareness about the sociology of sport and how cultural practices in the world of sports can have significant social, economic and political consequences. Specific attention will be paid to gender, racial, class, and ethical issues, as well as the history of sports, media and sports, money and sports, and sports violence. There will also be analysis and discussion concerning youth sports, international sports, and the commercialization of sports. “Sports and Society” should give future sports managers a broad understanding of how sports impacts different groups of people in different ways throughout this country and beyond.

Individual Fitness .5 Elective Credit

This offering is primarily an activity/fitness based course
This class will focus on individual activities and less competitive methods of maintaining and improving overall health and wellness. Areas of instruction will include healthy lifestyles, alternative medicine, stress management, disease prevention, health and fitness as we age, and weight management. Activities may include: strength training, walking/jogging, biking, yoga/Pilates, aerobics and flexibility, and individual sports such as tennis, bowling, bocce, golf.
Trending Issues in Health and Wellness

This offering is a classroom-based course
This semester course is designed to allow students to investigate a variety of health issues related to physical and mental wellness. Using classroom discussions, independent research, and current “best practice” techniques, students will explore stress management, health field careers, holistic healing, body image, alternative lifestyles, and societal influences and pressures. Students will have an opportunity to develop and to defend their individual philosophies on these topics.

FAMILY AND CONSUMER SCIENCE COURSES

Family and consumer science courses will provide students with the opportunity to attain life skills. The courses are meant to develop skills that students may use throughout their lives.

Introduction to Foods

This course is designed to have students learn about basic techniques in preparing food. Emphasis will be placed upon the value of knowing how to purchase, store, prepare and serve foods. Students will acquire skills that may be used in preparing foods on a daily basis.

Creative Cooking

Students will take a creative artistic approach to cooking. The course will provide students with the opportunity to research, prepare and sample various types of food from around the world. Students will prepare both gourmet meals and ethnic cuisine. Skills related to cake decorating, the presentation of food and setting up buffets will also be explored. The student will have the opportunity to create and run a catering business.

Interior Design

This course will provide students with the opportunity to explore various architectural styles and principles of interior decorating. Students will plan homes, floor plans and develop a portfolio for the interior of the home. Students will also have the opportunity to complete projects relating to home accessories.

Child Development

This course will provide students with the opportunity to study human development. Students will examine the various stages of personal growth and developmental psychology. A focus will be placed on the development of human beings from infants to adolescents. The importance of an individual’s self-esteem and relationships with others will be stressed. Be prepared to read books, play games and design activities for children of all ages at local childcare centers and schools. (Offered every other year - will be offered in 2015-2016)
HUMANITIES COURSES

Courses that qualify for .5 credit Information, Communication and Technology (ICT) credit requirement are indicated with an asterisk (*). Concurrent Enrollment classes are also noted within the course description.

GRADUATION REQUIREMENTS

**Current:** 8 credits in the Humanities - 6 credits from Studies in the Humanities, American Studies, World Studies combined. ½ credit in English, ½ credit of Senior Seminar and 1 credit of any Humanities electives.

Humanities may be defined as the study of the liberal arts: literature, art, music, history, government and philosophy. Humanities courses will be taught through an interdisciplinary approach, often involving teams of two or more teachers from different academic backgrounds. At Bow High School, students will be exposed to the humanities through a variety of required and elective courses. All Humanities elective courses are offered on a rotating schedule, based on student interest.

It is highly recommended that students take a writing elective at some point during their time at BHS. Additionally, it is recommended that students take an additional Social Studies class, in order to qualify for the New Hampshire State Scholars Program.

**Studies in the Humanities**

*2 Humanities Credits*

*Required Grade 9*

Studies in the Humanities is a team-taught course which will introduce students to the study of the various genres of English and social studies. Economic systems and the political foundation of governments will be examined in depth. There will be a concentration on the writing process and students will be asked to synthesize information and articulate informed opinions through Socratic Seminars. The disciplines will be integrated through the exploration of themes. Examples include the Revolutions and Romanticism units, which examine major historical themes through politics, literature, art, and music.

**American Studies**

*2 Humanities Credits*

*Required Grade 10*

American Studies is a team-taught, integrated course in which students will examine the history, literature, art and music of the United States from the 20th Century to the present. Students will have an opportunity to learn about the story of America's cultural heritage and the principles of our government and economic systems. A focus on culture will allow students to connect literary and artistic trends to the historical events of a given time. Emphasis will be placed upon developing critical thinking, writing, reading, and presentation skills. Students will also be required to demonstrate their understanding of American Studies through the Sophomore Project. In addition, all students will participate in a quarter-long art integration unit.

**World Studies**

*2 Humanities Credits*

*Required Grade 11*

World Studies is a team-taught, integrated course, which will explore themes in 20th century world history. There will be a focus on colonialism and its impact on various countries, independence movements and world conflicts, past and present. The connections between countries, through politics and economics will be examined. History, geography, politics, economics, religion, literature, art and music are combined to help students understand world cultures and events. Students will continue to develop presentation skills, both in writing and orally. Research projects and informational reading and position writing are large components of the course. In addition, all students will participate in a World Fair and a quarter-long art integration unit.
Senior Seminar

**Required Grade 12**

Senior Seminar is a semester-length course, which allows students to reflect upon the Expectations for Student Learning. Students will develop, present a proposal and implement a self-designed project that connects to the community in a meaningful way. They will complete extensive research on their topic. The project will culminate in an exhibition, and written reflection paper. There will be a major focus on the development of effective public presentation skills. Additionally, students will be expected to read and think critically and to articulate well-reasoned arguments about problems facing individuals in society today.

Senior Seminar (Blended)*

Offering Senior Seminar in a blended format allows students some flexibility in how they meet the course competencies. The blended course has the same requirements as the traditional class (see above). However, rather than meeting during the school day, the class will be conducted through Moodle and will meet one evening a week for 90 minutes. (Note: Although this is the structure of the Senior Seminar class offered in the summer, sign-ups for the summer course happen separately in May.)

**AP English Literature and Composition**

1 English/Humanities Credit

This course will focus on an in-depth study of Western literature, ranging from ancient to modern. Students will write weekly analytical essays in various forms of discourse based upon the significant themes encountered in their reading. The course objectives are geared to prepare students for the Advanced Placement Test in Literature and Composition, which is given by the College Board in the spring.

**AP English Language and Composition**

1 English/Humanities Credit

This course will focus on developing students’ analytical and writing skills. Students will analyze the rhetoric of prose passages and will write weekly essays of varying lengths in different rhetorical modes. The objectives of the class are geared to prepare students for the Advanced Placement Test in English Language and Composition given by the College Board in the spring.

**College Composition**

*.5 English/Humanities Credit

Concurrent Enrollment Option Available

This course is the equivalent of a writing 101 course, required of first year students at most colleges, and may be taken for college credit. (See Concurrent Enrollment section for details). Students will be asked to complete a wide variety of assignments designed to explore different forms of writing: personal, college essay, analytical, definition, compare/contrast, and persuasive. Students will also work on devices of language and elements of grammar, structure and organization, report writing, analytical, personal narratives, descriptive, process analysis, and self-reflective writing. Students will be asked to conference, share their papers with others, edit and revise pieces of writing.

**Introductory Writing**

*.5 English/Humanities Credit

This course is designed to improve and enhance students’ writing. A variety of writing skills and styles will be explored. These may include: working on devices of language and elements of grammar, structure and organization, report writing, analytical, personal narratives, descriptive, process analysis, and self reflective writing. Students will be asked to conference, share their papers with others, edit and revise pieces of writing.
Public Presentation

*Concurrent Enrollment Option Available*

This course will provide students with the opportunity to improve their oral communication skills. Students will be asked to prepare a variety of speeches (informative, persuasive, extemporaneous, impromptu and special occasion). Students will also be exposed to debate and develop listening skills in this course. (See Concurrent Enrollment section for details).

Art and Writing

*5 English/Humanities Credit*

Through mixed media and writing, students will explore who they are, how they relate to the world around them, and how their sense-of-self changes through time. Students will explore who they are through a combination of narrative writing, creative writing, poetry, journaling, photography, mixed media, drawing, painting, music, and theatre arts.

Creative Writing

*5 English/Humanities Credit*

This course will provide students with the opportunity to develop a style and voice that reflects their vision. The course will promote an individualized approach to writing poetry, short stories, and short plays, and include both fiction and nonfiction writing. The benefits of writing circle, peer editing and conferencing will be explored. Students will also have an opportunity to expand their knowledge of writing by reading other authors’ works.

Creative Writing (Blended)*

*5 English/Humanities Credit*

Creative Writing in a blended format allows students some flexibility in meeting the course competencies. The blended course has the same requirements as the traditional class (see above). Rather than meeting during the school day, the class will be conducted through Moodle and will have periodic face-to-face class meetings and in-person conferences.

Film Making*

*5 English/Humanities Credit*

This course is designed for students who are interested in filmmaking. Students will work on the four phases of filmmaking including: development, pre-production, production and post-production. Work on video production will involve writing scripts, shooting segments, editing and viewing film. Films produced will include several genres. Not only will students produce films, they will view and analyze film footage as well.

Classical Mythology

*5 Humanities Credit*

Explore the ancient world through the stories and culture of the times. Through stories of gods and heroes, we can learn about the ancient world’s culture and history. By blending the history, philosophy, politics, science, and religion with the literature and stories of the ancient Greeks and Romans, we can learn more about our own culture. Relive the excitement of mythology. (Not offered in 2015-16.)

Film Critique

*5 English/Humanities Credit*

This course will explore the genre of film. Students will view both American and foreign films, from the silent era to the present. Students will be asked to analyze the films based on a variety of perspectives. Critical evaluations, both orally and in writing, will be required on a frequent basis. This is a writing intensive course recommended for juniors and seniors.
Poetry Workshop .5 English/Humanities Credit

This course will include both the study of poetry and the writing of poetry. Students will be introduced to a wide variety of poems from various cultures and time periods. Upon further examination of works, students will begin to write and critique their own poetic works. (Not offered in 2015-16.)

Contemporary Fiction .5 English/Humanities Credit

This course will be a study of popular fiction through the years. Books will include bestsellers from today and decades past. Students will explore a variety of literary sub-genres, such as fantasy and mystery, to identify the themes and conventions used to reach a broad audience. (Not offered in 2015-16.)

Food and Literature .5 English/Humanities Credit

Like books, food does much in our lives, including help us celebrate, mourn and offer insight into who we are both as individuals and as a culture. Both artists and cooks often create with emotions in mind, and so their products are a product of love, anger, passion and fear. This course will examine the link between food and word throughout history (in novels, poems, plays, and the cinema). It will look at the many functions of food in literature and media, including as symbolic representations and as part of larger themes. It will also explore how food is indicative of culture, and how as culture has grown and changed, so too has how food has been grown and consumed. It will also explore the history of food, and how this history has been reflected in literature and media throughout history.

Fantastic Worlds: Science Fiction and Fantasy Literature and Writing .5 English/Humanities Credit

From Middle Earth to Tatooine, the speculative genres of science fiction and fantasy have captivated audiences with their imaginative worlds, complex characters, compelling scenarios, and thoughtful connections and allegories to our current world. Within this course, students will explore the imagination, science and storytelling of the popular science fiction and fantasy genres and their sub-genres. Studies will focus on the archetypes and themes as well as the creation of story, characters, and setting providing students with the opportunity to develop and compose their own science fiction and fantasy writings. Bring your imaginations full of aliens, elves, and zombies and be ready to explore the unknown. (Not offered in 2015-16.)

Media Studies* .5 English/Humanities Credit

This course is an introduction to media and journalism. The focus includes writing and presentation with practical application demonstrated in the production of student publications (print and web), live TV broadcasts, and electronic programming, such as podcasts and vlogs. The issues that arise as a result of recent changes in media will be explored.

SOCIAL STUDIES ELECTIVE COURSES

AP United States History 1 Humanities Credit

Concurrent Enrollment Option Available

This course will focus on United States history from the period of colonization to the present. Students will examine the cultural, economic, philosophical, political and social development of the United States. Students will also be required to complete written and oral presentations. The course objectives are geared to prepare students for the Advanced Placement Test in United States History given by the College Board in the spring. (See Concurrent Enrollment section for details).
AP European History

This course will focus on European history from the period of the Renaissance to the present. Students will examine the artistic, musical, literary and intellectual growth of Europe through this period. The course objectives are geared to prepare students for the Advanced Placement Test in European History given by the College Board in the spring.

AP Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the 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 also learn about the ethics and methods psychologists use in their science and practice. The course objectives are geared to prepare students for the Advanced Placement Test in Psychology given by the College Board in the spring.

Psychology

This course is designed to acquaint you with the multifaceted approach to understanding behavior. Psychologists have drawn from any and all available disciplines in their search for the causation of the behavior, which we observe. Psychology explores the influence of society on individual behavior and group relationships as well as the discovery of the topic itself. As a natural science, psychology looks for biological explanations for human behavior. You will learn more about the social and natural aspects of human behavior as you draw from the course material to gain insight into your life and the lives of those around you.

Sociology

This course will examine the study of human social behavior. Students will explore the origins, organization, institutions and development of human society. Changes in society and how these changes affect the behavior patterns and thinking of individuals and groups in society will be explored.

Child Development

This course will provide students with the opportunity to study human development. Students will examine the various stages of personal growth and developmental psychology. A focus will be placed on the development of human beings from infants to adolescents. The importance of an individual’s self-esteem and relationships with others will be stressed. Be prepared to read books, play games and design activities for children of all ages at local childcare centers and schools.

Law and Ethics

This course will introduce students to the U.S. legal system, focusing on criminal and civil law. Students will learn about how our laws were developed and how they impact citizens. There will be an in-depth examination of constitutional and ethical issues. Students will meet with individuals involved with the field of law.

Contemporary Issues

Ripped from the headlines…. International, national, state and local items will be examined with the intent of interpreting their significance. The course will attempt to place current events within a historical perspective and suggest future implications of these events. The news, in all mediums, will be our text.
Cultural Geography .5 Humanities Credit

Cultural Geography is more than just learning about continents, oceans, and mountain ranges. It is a source and framework to begin to understand global issues. Students examine people, places, and environments from the spatial and ecological perspectives of geography. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modification on the physical environment. (Not offered 2015-16)

Topics in History: Civil War & Reconstruction .5 Humanities Credit

This course presents the major events and battles related to the War Between the States in chronological order. In addition, this course will set forth the major political issues and philosophies that set the stage for the Civil War, sustained the conflict, and continue to linger on to this day in the hearts and minds of most Americans. A list of the major figures related to the Civil War will be presented to highlight each notable person's contributions to the struggle itself and to the overall development of our nation. Finally, the ending of the war and the Reconstruction period will be studied, as will the lasting impact of the conflict on America.

Topics in History: World War II .5 Humanities Credit

World War II was a major event in the 20th century in American history, not only for the obvious fact that it transformed the American role in the world but also for its impact on the “home front” forever changing lives of Americans. We will study both the war abroad and the home front. This class will study the causes, the course, and the implications of World War II; it will also cover the geographic regions of the war major, diplomatic, political and military events, and some of the key figures of the war. It covers the time period of 1918 to the 1945 with an emphasis of course on the years 1939-1945. We will also study in detail the society and culture of America’s home front, such as Victory gardens, blackouts, rationing and propaganda. (Not offered 2015-16)

Topics in History: Cold War .5 Humanities Credit

The nearly 50-year standoff between two competing superpowers, the United States and the Soviet Union, was seen as an ideological class between freedom and totalitarianism, as well as an economic conflict between capitalism and state control. The Cold War had a profound impact not only on the two superpowers but all the peoples of the world. This class will examine the key historical developments of the Cold War including the Berlin blockade, the Korean War, and the Cuban missile crisis. We will also consider how the Cold War affected issues such as atomic science, domestic politics, civil rights, and foreign policies. Curiosity about Cold War history and a willingness to examine its complexity are the only prerequisites for this course.

Topics in History: History versus Hollywood .5 Humanities Credit

Americans often learn their history from Hollywood. But does Hollywood always get it right? In addition to viewing films, students in this course will complete a variety of reading and writing assignments to demonstrate their critical viewing skills and knowledge of history. Students will also be required to read historical novels and documents to discover the gap between historical fact and Hollywood’s version. Students will evaluate the impact of information and misinformation. Students will be expected to complete independent viewing (and comparison) of films. (Not offered 2015-16.)

Topics in History: Genocides in the 20th & 21st Century .5 Humanities Credit

In 1948, in the immediate aftermath of the Holocaust, the United Nations passed the UN Genocide Convention, which was intended to help “liberate mankind from (the) odious scourge” of genocide. This scourge, however, did not disappear. The second part of the twentieth century included genocides in Cambodia, Bosnia, and Rwanda. Most recently, we have witnessed genocide in Darfur, the Democratic Republic of the Congo, and quite possibly, in Syria.
This course explores the origins and emergences of this global tragedy. Through a wide spectrum of historical and contemporary sources, students will examine where these tragedies come from and how such tragedies can be prevented. (Not offered 2015-16.)

THE VISUAL AND PERFORMING ART COURSES

Students will study the visual and performing arts as part of their required interdisciplinary humanities courses. Along with these courses, students have the opportunity to explore specific areas of the visual and performing arts through the courses listed below. These courses are open to all interested students and fulfill general elective requirements.

THE PERFORMING ARTS PATHWAY

The following sequence of high school courses is recommended for students who may be considering music or theatre in college.

.5 credit Integrations program

*At BHS, the .5 required credit in the arts is embedded into the required courses. Through integrated units in Humanities courses, students will develop skills and make connections.*

Theory
Music Theory
History of Rock & Roll

Performance
Band
Chorus
Guitar
Piano
Orchestra
Instrumental Lessons

Theatre
Technical Theatre
Acting Workshop
Movement & Dance

Advanced Music

*A mix of theory and performance*

PERFORMING ART COURSES

Concert Band*

This course is open to all students who play a woodwind, brass, or percussion instrument. Students will work to develop and refine their technical and musical skills, and will play a wide variety of band literature. Performances include school and community events throughout the year and attendance is required at all scheduled performances. Students must be a member of Concert Band to participate in Jazz band and/or audition for Jazz or Classical All State music festivals.

1 Humanities Credit
Concert Choir*  
**1 Humanities Credit**

This course is open to any student interested in participating in a vocal ensemble and developing their vocal technique. Students will sing a wide variety of choral literature, while developing and refining technical and musical skills. Performances include school and community events throughout the year and attendance is required at all scheduled performances. Students must be a member of Concert Choir to audition for Jazz or Classical All State music festivals.

String Orchestra  
**.5 Humanities Credit**

This course is open to all students who play a string instrument (violin, viola, cello or string bass). Students will play a wide variety of string orchestra literature as they develop and refine their technical and musical skills. Performances include school and community events throughout the year and attendance is required at all scheduled performances. Students must be a member of String Orchestra to audition for the Classical All State Orchestra.

**String Orchestra will meet on Wednesday evenings from 7-8pm and students will receive credit for being a member of the ensemble.**

Piano  
**.5 Humanities Credit**

This course is open to students interested in learning to play the piano, as well as students who already study the piano and are interested in improving their piano skills. Students will work at their own pace to develop proficiency on the piano and will be evaluated according to individual musical growth. Various musical styles will be performed and students will be introduced to note and rhythm reading and basic music theory. Piano keyboards will be provided for student use. No prior knowledge/musical experience is necessary for this course.

Guitar  
**.5 Humanities Credit**

This course is open to all students who are interested in learning to play the guitar. This class is primarily designed for beginning guitar students, but those with previous guitar experience should speak to the teacher about ELO options. Students will learn how to read notes, rhythms, and guitar tablature, build and play chords, and tune and maintain their instrument. Various styles of music will be explored from folk to rock. Students will be playing on acoustic guitars and can either bring their own acoustic guitar or play one provided by the school. No prior knowledge/musical experience is necessary for this course.

Instrumental Music Lessons  
**.5 Humanities Credit**

This class is designed for students who would like to learn to play a string or woodwind/brass/percussion instrument for the first time, or to continue studying an instrument they stopped playing years ago. The goal of the class will be that students will reach a proficiency on their instruments where they are prepared to join Concert Band or String Orchestra. The class will be developed as an ELO between the student and the teacher. Students will work through lessons using SmartMusic and direction from the teacher and will be introduced to the fundamentals of music, including note and rhythm reading, and instrumental technique. Assessment will include individual and group performances. No prior knowledge/musical experience is necessary for this course.

Music Theory*  
**.5 Humanities Credit**

This course is intended for students who have basic fundamental knowledge of music and are interested in delving deeper into the technical aspects of music. Students will study the foundations of music, including key signatures, scales, intervals, chords, voice leading, and transposition. Significant time will be spent on music score analysis and composition using the composition software Sibelius.
Advanced Music  .5 Humanities Credit

Concurrent Enrollment Option Available

Prerequisite: Music Theory
This course is designed for students who have completed a semester of music theory and who have experience playing an instrument or singing in choir. Students will continue their study of the fundamentals of music, including advanced music theory, score analysis, ear training, and composition. Topics will include music analysis and history from various time periods. The class will also involve performance on the student’s primary instrument or voice part.

History of Rock & Roll  .5 Humanities Credit

This course is designed to explore the events, issues, and people surrounding the development of rock and roll music. Students will look at the evolution of rock and roll from 1960 to the present and the relationship of the music to American history and pertinent social issues. Topics will include the development of the rock band, important musical events, albums, and artists, and biographies of musicians and bands. No prior knowledge/musical experience is necessary for this course. (Not offered in 2015-2016)

Technical Theatre  .5 Humanities Credit

This course is designed to give students an in-depth and hands-on look at the “behind-the-scenes” world of the stage. Students will study techniques of set and lighting design, fundamentals of directing, and theatre development. Students will have the opportunity to work on technical aspects of the BHS Drama production, including backstage work, set and lighting design and construction, etc. Students will have the opportunity to work with industry professionals and experience live theatre throughout the course. (Not offered in 2015-2016)

Acting Workshop  .5 Humanities Credit

This course will give students of all levels of experience a deeper understanding of acting technique through scene work, improvisational activities, audition skills, and script study. Students will be introduced to a variety of acting methods and techniques through hands-on exercises and scenes selected from some of history’s most important plays. Students will also gain important skills in communication, personal presentation, teamwork, and audition/interview behavior. Students will have the opportunity to work with industry professionals and experience live theatre throughout the course. The course will conclude in a final theatrical performance.

Movement and Dance  .5 Humanities Credit

This course is designed to introduce the student to critical aspects of dance: basic movement terminology, the elements of dance, improvisation and movement, problem solving, the fundamentals of composition and choreography and information about understanding and viewing dance. The class explores various styles and dance idioms.
VISUAL ART COURSES

Introductory courses allow students to concentrate in a specific medium, allowing for more intensive progress and learning. Studio Art is designed for the student who does not seek a particular strand and wants a balanced, more general experience in art. The Studio Art student will be exposed to a wide range of introductory experiences in several mediums.

VISUAL ARTS PATHWAY

For students with an interest in the arts, who may consider studying art in college, the development of a portfolio may be necessary. The following sequence of high school courses is recommended for portfolio development.

.5 credit Integrations program

At BHS, the .5 required credit in the arts is embedded into the required courses. Through integrated units in Humanities courses, students will develop skills and make connections.

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Color & Design .5 Humanities Credit

Color and Design is an introductory level course designed to develop visual problem solving skills and an understanding of the elements and principles of design. This course provides the foundation of vocabulary and concepts for further studies in art. A variety of media and processes will be explored, such as drawing, painting, ceramics, printmaking, sculpture, and metals. Art and design history are incorporated into course assignments.

ART I .5 Humanities Credit

Be smart….take art! Can’t draw? Good! Come and learn. Try your hand at drawing, painting, photography, printmaking and computer graphics. Learn various techniques in each section of this introductory class. This course will focus on the elements of art including: line, form, color, texture, shape, value and space. Students will be introduced to many studio techniques using a wide variety of media including watercolor, pen and ink, pastel, paper, paint and clay. Student artwork will be displayed throughout the semester. This course is an excellent first choice for students planning to take art classes such as photography, pottery, jewelry and drawing and painting.
Drawing and Painting I

This is a great introductory course for students who are interested in learning to draw and paint. Students will explore using pencil, charcoal, ink, conte, pastel, colored pencils, watercolor, and tempera paints. Various themes will be studied such as the still life, portrait and figure. There will be an emphasis on the elements of and principals of art and on drawing from observation. Students will be able to explore their own creativity and strive to develop their own personal style of drawing and painting while discovering the many different types of paintings including realistic and abstract.

Drawing and Painting II

Prerequisite: Drawing & Painting I
This course is designed to let students continue with skill development in a medium after completion of the introductory course Drawing & Painting I. Advanced methods and techniques will be taught. Emphasis will be placed on compositional development and the elements and principles of art while exploring portraiture, landscape and still life. Longer studies will be emphasized and development of individual styles will be stressed. An art history component will be included as to give students a more meaningful understanding of the history and development of various art styles and movements. Students will be expected to evaluate and display their work. Students may repeat this course in a different medium.

Pottery I

This course will introduce students to three-dimensional ceramic design using various clay bodies. Students will develop skills in the hand building of clay such as pinch, coil, and slab pots. Students will be introduced to the potter’s wheel and will learn to throw a simple cylinder. Both functional and decorative projects will be assigned. Designing the surface of pots using glazing and decorative techniques will also be taught. Students will be expected to exhibit and evaluate their own work.

Pottery II

Prerequisite: Pottery I
In this course students will expand upon the knowledge gained in Pottery I, and learn to use the potter’s wheel, and advanced sculpture techniques. An emphasis will be placed on creating high quality work.

Jewelry I

This course will allow students to design and create jewelry using paper, clay and mixed metals. The setting of semiprecious stones will also be explored. Emphasis will be on design, use and care of tools, techniques and processes. Techniques such as soldering, annealing, cutting, forming, forging and polishing will be taught. Students will be asked to exhibit their work throughout the course. Students will be responsible for purchasing their own sterling and gems.

Jewelry II

Prerequisite: Jewelry I
This class uses skills acquired in Jewelry I and builds upon the forming of metal, attaching pieces using hinges, and glass fusing. There is a very set progression of skills learned and a high level of craftsmanship is expected (and required). In Jewelry II, students learn various metal forming and joining techniques and use them to create a variety of decorative and/or wearable projects. There is a high expectation of responsibility and safety in this class, as many of the tools (including power drills and torches) as well as chemicals (flux, pickle, and etching chemicals)
can be dangerous and/or hazardous to student health.

**Sculpture I**
**.5 Humanities Credit**

This class is a blast! Like to build stuff? Did you enjoy Lego’s as a kid? Maybe this class is for you! Explore the world of three-dimensional design. Students will work with many types of media including wood, clay, paper, metals and plastics. Focus will be on design elements as they relate to constructing various art objects both realistic and abstract. Students will be asked to evaluate and display their work.

**Sculpture II**
**.5 Humanities Credit**

Prerequisite: Sculpture I
This course is designed to let students continue with skill development in a medium after completion of the introductory course. Students can concentrate in Sculpture or Pottery. Advanced techniques will be explored. Emphasis will be placed on compositional development and the elements and principles of art. This class often requires studio time outside of regularly scheduled class time. Students will be expected to evaluate and display their work. Students may repeat this course in a different medium.

**Photography**
**.5 Humanities Credit**

Prerequisite: A strong background in the skills and knowledge from level one courses (Art I, Drawing & Painting, and/or Sculpture) is necessary for Photography
This course will introduce students to the visual methods and technical skills needed to create, develop and print black and white and digital photographs. Students will learn how to use single lens-reflex cameras, darkroom equipment and chemicals. Emphasis will be placed on compositional development and the elements and principles of art including, line, shape, color, texture, balance and unity. Students will be asked to evaluate and display their own work. **Students will need their own 35mm manual camera.** Digital cameras will also be used. Students may use any digital camera or their phones for this component of the class. Students may be responsible for purchasing some paper and film.

**Advanced Art Seminar**
**.5 Humanities Credit**

Prerequisite: A strong background in the skills and knowledge from level one and level two courses is necessary.
This course is intended for students who have demonstrated a serious interest in art and wish to develop their skills and images in a more concentrated and self-directed fashion. Students will design and develop work to build an art portfolio of their best work. This class can also be an excellent choice for a student who would like to pursue an in-depth study of a particular area of art, such as 2-D work or 3-D work, granted that at least two art classes have been taken prior. Successful students will need to be self-motivated and directed. Additional studio time, may be necessary to fully develop a portfolio. Students should have a strong background in the arts, and should be able to demonstrate their prior knowledge through already completed works. A conference with one of the art teachers is recommended prior to signing up for this class.

**WORLD LANGUAGE COURSES**

All students at Bow High School are encouraged to study one or more world languages. It is our belief that studying a language allows students to become more aware of the world. The goal of each world language is to promote enthusiasm for the language and culture represented, and to aid in the development of communication skills. Opportunities may exist for students to travel to other nations to practice their language skills and gain further understand-
standing of other cultures. Most colleges recommend 3 or more years of a consecutive language. More competitive schools look for 4 or 5 years.

French I 1 Elective Credit

This course will aid introduce students to the French language and culture. Students will learn basic vocabulary and grammatical concepts and concentrate on the six language skills: listening, speaking, reading, writing, performing and observing. Using French in the classroom will be an integral part of this course. The cultural emphasis will be on French-speaking Canada. Material in level one language courses include time, date, weather, ar, er, ir present tense verbs, future tense, adjectives with agreement, possessive, present progressive, numbers, interrogative words, colors.

French II 1 Elective Credit

This course will aid students in the further development of the six language skills beyond the basic level. Greater emphasis will be placed upon oral fluency; students will now be required to use French to communicate in the classroom. Students will continue to learn about French culture through short stories, readings and activities. Material in level two language courses include present tense, preterite, imperfect, indirect/direct objects, future, conditional, negative/affirmative, superlatives, relative pronouns, commands.

French III 1 Elective Credit

This course will engage students in the development of all aspects of language proficiency, including more sophisticated structures and vocabulary. Assessments combine traditional testing with thematic projects related to French culture. In addition to life-skills based content, French geography, history, politics and culture are integrated through literature, film and art. Material in level three language courses include relative pronouns, past participle, pronouns, irregular commands, present subjunctive, present perfect, adjectives & demonstrative pronouns, future, conditional, simple past.

French IV 1 Elective Credit

This course will aid students in the further development of language proficiency. Students will be expected to use only French in the classroom and in written assignments. Grammatical concepts, vocabulary and culture will be explored through literature. The practice of all six skills will continue. Material in level four language courses include negative with subjunctive, pluperfect subjunctive, relative pronouns.

French V 1 Elective Credit

This course will continue the study of French literature, and culture. Improved written expression will be encouraged through research projects, essays and journals. Students will continue to improve upon the six language skills. Reading selections will rotate every other year and will cover authors such as Sartre, Corneille, Anouilh, Duras, Moliere, La Fontaine, Baudelaire, Rimbaud, and Camus.

Spanish I 1 Elective Credit

This course will introduce students to Spanish language and culture. Students will learn basic vocabulary and grammatical concepts and concentrate on the six language skills: listening, speaking, reading, writing, performing and observing. Hispanic history, music and art will also be a focus of the course. Material in level one language courses include time, date, weather, present tense verbs, future tense, adjectives with agreement, possessive, pre-
sent progressive, numbers, interrogative words, colors.

**Spanish II**  
1 Elective Credit

This course will aid students in the development of the six language skills beyond the basic level. Greater emphasis will be placed upon oral fluency; students will now be required to use Spanish to communicate in the classroom. Students will continue to learn about Hispanic culture through short stories, advanced readings, films and activities. Material in level two language courses include present tense, preterite, imperfect, indirect/direct objects, future, conditional, negative/affirmative, superlatives, relative pronouns, commands.

**Spanish III**  
1 Elective Credit

This course will allow students to review concepts previously mastered and learn new, more sophisticated grammatical structures and vocabulary. Students will also be involved with an in-depth study of the geography, history and culture of Spain and/or Latin America. Language proficiency will be emphasized and writing skills will continue to be developed. Material in level three language courses include relative pronouns, past participle, pronouns, irregular commands, present subjunctive, present perfect, adjectives & demonstrative pronouns, future, conditional, simple past.

**Spanish IV**  
1 Elective Credit

This course will aid students in the further development of language proficiency. Students will be expected to speak Spanish daily. Grammatical concepts, vocabulary and culture will be explored through the reading of various genres and styles of Hispanic literature. The practice of all six skills will continue. Material in level four language courses include negative with subjunctive, pluperfect subjunctive, relative pronouns.

**Spanish V**  
1 Elective Credit

This course will provide students with an opportunity for more in-depth study of literature. Greater emphasis will be placed on contemporary culture. There will also be further development of the finer points of grammar through reading, writing, listening and speaking.

**Latin I**  
1 Elective Credit

This course introduces students to basic elements of Latin and language study. Before each foray into Latin grammar, students study its counterpart in English grammar. This course introduces the accentuation system and the Roman alphabet before beginning with the basic functions of the Latin noun and the case system, students then delve into verb forms and basic translation skills. Skill development includes an expansion of vocabulary, and an understanding of morphology, syntax, and pronunciation. In addition to linguistic topics, students will explore daily life in ancient Rome through topics such as Roman entertainment, mythology, and Pompeii. In addition to various supplementary materials, the textbook *Latin For the New Millenium* is used.

**Latin II**  
1 Elective Credit

In the second year of Latin, students continue to grasp grammar concepts such as noun syntax, verb sequence, and the subjunctive mood. Through focusing on more complex grammar, students will expand their translation skills and enhance their vocabulary. At the end of the year, students will be prepared to read passages from Latin authors including Ovid, Catullus, and Caesar. Culturally, students will explore Roman history from a chronological perspective, beginning with the founding of Rome. They will delve into topics such as the historical mythology of Rome’s origin, the Punic Wars, and the Gallic Wars.
Latin III

Students in this course continue with their study of Classical Latin’s vocabulary, morphology, and syntax. In addition to broadening students’ mastery of basic Latin vocabulary, this course deepens their understanding of Latin grammar. Topics covered include: relative pronouns, interrogative pronouns, participles, ablative absolutes, and indirect statements. Elements of Roman history, culture, and literature are also integrated into this curriculum. Students read longer passages of authentic Latin, and discuss the meaning and nuances of the texts within their own cultural and historical context. Students will read substantial excerpts from Ovid, Vergil, and Caesar.

Latin IV

In the fourth year of Latin, students utilize the skills gained during the previous three years of Latin study to focus on Latin literature. Poetic structure and meter is learned through reading and translating selections from Ovid’s *Metamorphoses* and Vergil’s *Aeneid*, in addition to poems by Catullus and Horace, among others. Historical prose is explored primarily through works by Livy and Cicero. Students will focus on translation skills and reading fluency throughout the year. Literary context for readings and translations will guide cultural and historical projects during this course.

Chinese I

This course will introduce students to the Chinese language, writing, and culture. Students will learn about real life and daily usage of the official language spoken in China, and basic writing techniques. Students will also learn basic vocabulary and grammatical concepts and concentrate on the six language skills including: listening, speaking, reading, writing, performing and observing. Students will also learn some basic aspects of Chinese culture and cooking. Material in level one language courses includes time, date, weather, location, modal auxiliary, present tense, possessive, numbers, interrogative words, and color.

Chinese II

This course will further aid in the development of the six language skills beyond the basic level. Greater emphasis will be placed upon oral and written fluency. Students will continue to learn about Chinese culture through short stories, readings and activities. Material in level two language course include past and future tenses, comparatives, directions, money, conditional, and commands.

Chinese III

This course will build on the six language skills developed in Chinese I and II, with additional emphasis on oral and written fluency. Students will continue to study the geography, history and culture of China. Material in level three language course include distance, adjectives, complements, common causative verbs, double object verbs, conditional sentences, and successive relation.

Chinese IV

This course will aid students in the further development of language proficiency. Students will be expected to speak Chinese daily. Grammatical concepts, vocabulary and culture will be explored through the reading of various genres and styles of Chinese literature. The practice of all six skills will continue.
MATH, SCIENCE, AND TECHNOLOGY COURSES

Students at Bow High School are required to successfully complete a total of 8 credits in the areas of math, science, and technology in order to graduate. Of these 8 required credits, students need at least 3 credits (4 for the Class of 2019 and beyond) in math, including Algebra I and 2 credits in science. Credits in technology and business may also be used to fulfill the rest of the credits needed in MSTB. When planning your high school course of study, remember that colleges, universities, and employers may require or prefer more than Bow High School’s minimum math, science, and technology requirements.

All math, science, and technology courses emphasize the application of specific skills and knowledge to real world situations. Acid rain, leasing vs. buying, and air bag problems are examples of real world situations which can stimulate and guide learning. Answering real world questions and solving real world problems require specific skills and knowledge in a variety of areas including language arts and social studies in addition to science, math, and technology. An individual course such as Chemistry, emphasizes the skills and knowledge specific to Chemistry AND the integration of these skills and knowledge with those of other disciplines to address real world situations.

All math, science, and technology courses are designed for students to experience required skills and knowledge through participation in sensory-rich, hands-on, minds-on activities. Students construct their own understanding from these experiences. Students also direct their own learning at times by planning and completing their own investigations. Math instruction emphasizes the use of mathematics to solve problems, communicate mathematically, and reason mathematically in real world situations. Science instruction emphasizes the use of observation and inquiry to pose and answer real world questions. Technology instruction emphasizes the design, construction, and use of materials and methods to solve real world problems.
OVERVIEW OF COURSES: MATH, SCIENCE, AND TECHNOLOGY WITH TYPICAL PREREQUISITES

Math Courses with Prerequisites
- Integrated Algebra I
- Integrated Geometry
- Mathematical Modeling
- Integrated Algebra II
- Pre-Calculus
- Calculus
- AP Calculus
- Probability & Statistics
- Accounting

Science Courses with Prerequisites
- Integrated Science & Technology 9
- Integrated Science & Technology 10
- Chemistry
- AP Chemistry
- Physics
- AP Physics
- AP Biology
- Human Anatomy & Physiology
- Environmental Science
- Biotechnology I
- Biotechnology II

Engineering Courses with Prerequisites for Junior and Senior Engineering Students ONLY
- Intro to Engineering Design
- Digital Electronics
- Principles of Engineering
- Engineering Design & Development

Engineering Courses with Typical Prerequisites for Entering Freshman, Sophomore and New Students to BHS
- Engineering Design
- Advanced Engineering Design
- Engineering Principles
- Advanced Engineering Principles
- Digital Electronics

Suggested 1st Course for PLTW
Suggested 2nd Course for PLTW
Suggested 3rd Course for PLTW
Suggested Capstone Course for PLTW
Specialized course taken along with either Engineering Principles or Advanced Engineering Principles
MATH COURSE SEQUENCE EXAMPLES

The following sequences of math courses represent SOME of the many opportunities to be aware of when planning and selecting courses. They do not represent all of the available options and may not represent the “best” options for any given student.
MATH COURSES

Foundations of Math I, II, III, IV 1 MSTB Credit each

A math class offered to students with special recommendation from classroom teacher. This series of four courses meets the Algebra I state requirement. This series of courses will provide students with opportunities to:

- Demonstrate an understanding of the relative magnitude of real numbers [M(N&O)-10-2]
- Accurately solve problems [M(N&O)-10-4]
- Identify, extend and generalize a variety of patterns [M(F&A)-10-2]
- Demonstrate conceptual understanding of algebraic expressions [M(F&A)-10-3]
- Demonstrate conceptual understanding of equality [M (F&A)-10-4]
- Use a variety of mental computation strategies to solve problems…and to determine the reasonableness of
  Answers [M(N&O)-HS-6]
- Make estimates [M(N&O)-HS-7]
- Students will communicate their understanding of mathematics [M(CCR)-HS-1]

Integrated Algebra I 1 MSTB Credit

Prerequisite: Pre-Algebra
At Bow High School, Integrated Algebra I is the first of a sequence of three courses that will cover the curriculum of a traditional Algebra I, Geometry, and Algebra II sequence using a non-traditional approach. The philosophy of the sequence is that algebraic thought, geometric thought, and data analysis are naturally connected. Successful completion of the three-year sequence will prepare students to pursue Pre-Calculus. Throughout the course of this three year sequence, students will explore linear, absolute value, probability topics, and exponential relationships through data collection and analysis. In Integrated Algebra I, the emphasis will be on linear relationships. In addition, students will learn techniques for solving the types of equations listed above both graphically and algebraically (excluding exponential, which will be covered in Integrated Algebra II). Also, students will become proficient in traditional symbol manipulation which is characteristic of algebra. In addition, problem solving strategies and communication of mathematics in both written and oral form, and the appropriate use of technology such as graphing calculators and computer programs are strands which will permeate the entire course.

Integrated Geometry 1 MSTB Credit

Prerequisite: Integrated Algebra I
At Bow High School, Integrated Geometry is the second of a sequence of three courses that will cover the curriculum of a traditional Algebra I, Geometry, and Algebra II sequence using a non-traditional approach. The philosophy of the sequence is that algebraic thought, geometric thought, and data analysis are naturally connected. Successful completion of the three-year sequence will prepare students to pursue Pre-Calculus. Integrated Geometry is a course in which students will study the relationships among shapes and solids with the primary focus on Euclidean geometry and coordinate geometry. Topics include perimeter, area, volume, probability topics, ratio and proportion, similarity, congruence, trigonometry, circles, properties of two and three dimensional shapes, linear algebra, matrices, and logical reasoning. In addition, problem solving strategies, probability, and communication of mathematics in both written and oral form, and the appropriate use of technology such as graphing calculators and Geometer’s Sketchpad are strands which will permeate the entire course.
Mathematical Modeling*  
Suggested Prerequisites: Integrated Algebra 1 and Integrated Geometry  
The focus of this class is to help students answer questions, solve problems and make decisions using a well thought out problem solving strategy. Students learn how to use spreadsheets, Geographic Information System (GIS) mapping applications and 3D modeling software to develop physical, functional and mathematical models of real world situations. The school year culminates with students identifying specific problems, questions and/or decisions that they are interested in investigating and then developing appropriate models for each.

Integrated Algebra II  
Prerequisites: Integrated Algebra I and Integrated Geometry  
At Bow High School, Integrated Algebra II is the third of a sequence of three courses that will cover the curriculum of a traditional Algebra I, Geometry, and Algebra II sequence using a non-traditional approach. The philosophy of the sequence is that algebraic thought, geometric thought, and data analysis are naturally connected. Successful completion of the three year sequence will prepare students to pursue Pre-Calculus. Integrated Algebra II is a course in which students will explore linear, absolute value, polynomial, logarithmic, exponential, and rational relationships and functions through data collection and analysis. Students will create techniques for solving and graphing the functions listed above. The focus will be on non-linear relationships. In addition, the number system will be extended to include complex numbers, which are needed to solve quadratic equations. As time permits, students will be introduced to the discrete mathematical topics of sequences & series and probability & statistics. In addition, problem solving, data analysis, communication of mathematics in both written and oral form, and the appropriate use of technology such as spreadsheets and the TI-83 graphing calculator are strands which will permeate the entire course.

Pre-Calculus  
Prerequisite: Integrated Algebra II  
Students will extend, integrate, and apply Algebra II and Geometry related skills and concepts in preparation for Calculus. Topics include: conic sections, composition of functions & inverse of a function, higher order inequalities, exponential & logarithmic function, the nature of graphs (transformations, asymptotes, symmetry, etc.). Trigonometric topics include: right triangle trigonometry, circular functions, graphs of the periodic functions, laws of sines and cosines, solving trigonometric equations, inverse trigonometric functions, identities, polar coordinates. In addition, problem solving, data analysis, communication of mathematics in both written and oral form, and the appropriate use of technology are strands, which will permeate the entire course. The Bow High School mathematics department encourages pre-calculus students to purchase their own TI-83 graphing calculator, or an equivalent thereof.

Calculus  
Prerequisite: Pre-Calculus  
In this introductory calculus course, we will build conceptual understanding of topics by combining graphical, numerical, and algebraic viewpoints. This course follows the AP Calculus curriculum, but at an independent pace which will afford students a chance for in-depth understanding without the time constraint of AP. This strategy will permeate all areas of study so that students will gain a deep and useful understanding of the topics of differential and integral calculus. The spectrum of applications will be broad, ranging from the life & social sciences to business & economics to science & engineering. Topics will include limits and continuity; derivatives of algebraic, trigonometric, and transcendental functions; applications of the first and second derivative; integrals of algebraic, trigonometric, and transcendental functions; applications of integrals; and separable differential equations. This course will successfully prepare students to take first-semester college calculus. Students must own a TI-83 or TI-84 calculator.
Advanced Placement Calculus  
1 MSTB Credit

Concurrent Enrollment Option Available

Prerequisite(s): Pre-Calculus
In this course we will build conceptual understanding of topics by combining graphical, numerical, and algebraic viewpoints. This strategy will permeate all areas of study so that you will gain a deep and useful understanding of the topics of differential and integral calculus. The spectrum of applications will be broad, ranging from the life & social sciences to business & economics to science & engineering. Topics will include limits and continuity; derivatives of algebraic, trigonometric, and transcendental functions; applications of the first and second derivative; integrals of algebraic, trigonometric, and transcendental functions; applications of integrals; and separable differential equations. Students are expected to successfully conquer the Calculus AB AP exam in May. Students must own a TI-83, TI-85, or TI-86 calculator.

Probability and Statistics  
1 MSTB Credit

Prerequisite(s): Integrated Algebra I, Integrated Geometry & Integrated Algebra II
“What will this course be about?”, you ask. “I’ll tell you”, I reply. Delving into the world of probability and statistics should help you analyze card games like spades or bridge, verify the odds on winning the lottery, determine the likelihood of certain genetic mutations that lead to diseases, understand why certain codes are “breakable” but hard to break, explain how pollsters know that 73% (+/-3% margin of error) of all Americans feel that Curious George would make an excellent senator, determine whether or not a scientific hypothesis is valid, decide if a 3 point rise on nationwide SAT scores means anything, understand what the “bell curve” is all about, show that the odds of getting 2 heads in 4 coin flips really are different than the odds of getting 1 head in 2 coin flips, understand how semiconductor industries conduct quality control tests without testing every chip and wafer, be skeptical about statements like “the average salary of all people living in Piscataway is $27,354, understand better a field of mathematics in which a 6th grader can pose “simple” problems that math majors might find surprisingly difficult to resolve. That’s what this course is about. Students are encouraged to own a TI-83 graphing calculator.

BUSINESS APPLICATION & COMPUTER COURSES

Courses that qualify for .5 credit Information, Communication and Technology (ICT) credit requirement are indicated with an asterisk (*)

Most students, entering Bow High School, will have fulfilled the state requirement for basic computer literacy; therefore, the following courses will allow students to expand their knowledge beyond the basic level. Students will have the opportunity for further in-depth study of specific topics. The classes are open to all students and fulfill business and/or technology requirements. The goal of our computer and business classes is to provide students with skills and opportunities to create solid foundations for careers in computer science and business.

Business Application Courses

Students interested in pursuing a degree or career in the field of business are recommended to take:
- College-Level Accounting,
- Personal Finance & Investing I and II,
- Business,
- Business Computer Applications,
- AP Macroeconomics, Macroeconomics Marketing, and
- Internship

*Probability and Statistics is also highly recommended.

Note: A student completing this sequence will have an opportunity to earn up to 15 college credits through dual enrollment/AP courses, which is equivalent to a full college semester.
Business Computer Applications*  
.5 MSTB Credit

This course is designed for students who are considering majoring in business or pursing a career in business after graduation. This course will explore how business professionals use spreadsheets and databases. Students completing this course will have an opportunity to be Microsoft Certified in Excel and Access.

Computer Applications*  
.5 MSTB Credit

This course will introduce students to various uses of the computer. Students will have the opportunity to work with Microsoft Office, access Internet resources that the school subscribes to, work on developing databases, spreadsheets, multimedia presentations, web sites, and photo editing. Students completing this course will have an opportunity to be Microsoft Certified in Word.

Advanced Computer Applications*  
.5 MSTB Credit

Typical Prerequisite(s): Computer Applications
Upon completion of Computer Applications, students may choose to take Advanced Computer Applications. This course will allow students to continue to develop their computer skills using a variety of applications. Emphasis will be placed on digital video, web design, and multimedia. Projects that have been designed for this course reflect best business practices. Students completing this course will have an opportunity to be Microsoft Certified in PowerPoint.

Business  
Concurrent Enrollment Option Available  
.5 MSTB Credit

This course introduces basic business functions such as ownership and management. Students will examine trends and directions in business, be introduced to the concepts of corporate social responsibility and ethical business decision-making, and gain an international perspective of business. A broad background in business practices, principles and economic concepts is discussed.

Marketing  
Concurrent Enrollment Option Available  
.5 MSTB Credit

This semester course examines the basic functions involved in the exchange process designed to meet customers’ needs. Such functions include marketing research, target market selection, product design, promotional and advertising activities, distribution, theories of consumer behavior and pricing.

Personal Finance and Investing*  
Concurrent Enrollment Option Available  
.5 MSTB Credit

This course will focus on educating students to become financially responsible. Students will learn how to manage money, maintain a budget, keep a checkbook, build a personal financial plan, and invest in stocks, mutual funds and bonds. Students will also learn how to complete tax forms.

Personal Finance and Investing II*  
Concurrent Enrollment Option Available  
.5 MSTB Credit

Prerequisite(s): Personal Finance and Investing
This course will build upon the concepts covered in Personal Finance and Investing. More emphasis will be given
to investing strategies, retirement planning, home ownership, credit and insurance. Students will study the stock market in depth and put together a portfolio. Students will use present value and future value calculations to map out a retirement plan for themselves. Successful completion of this course, along with Personal Finance and Investing I, will qualify for concurrent enrollment credit.

**College-Level Accounting**

*Concurrent Enrollment Option Available*

Prerequisite(s): Integrated Algebra I

Accounting stresses skills and techniques of keeping neat and accurate financial records for management decisions and orients students to advanced study in business administration. Accounting teaches students to understand the language of business; to analyze business transactions; to maintain journals and ledgers; to take a trial balance; to make adjusting, closing, and reversing entries; and to prepare financial reports of the business at the end of a fiscal period. During this process the student will also develop an understanding of the composition of basic asset, liability, equity, and income determining accounts, in accordance with current accounting concepts and principles. Students will be introduced to the fundamental mechanics of accounting for proprietorships, partnerships, and corporations.

**AP Macroeconomics**

*Concurrent Enrollment Option Available*

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**Macroeconomics**

*.5 MSTB/Humanities Credit*

This course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**International Business**

*.5 MSTB Credit*

The economy in which businesses, large and small, now operate is a global one. This course introduces the world of international business. It provides a macro view of international business and an explanation of the international business environment. This course focuses on the broad cultural, economic, and political aspects of domestic and foreign environments and their effect on the international operations of business firms. Topics include the principles, patterns, and potential of international trade and investments; and the development of management strategies for international businesses. Students will prepare an evolving exporting plan for an international country as they proceed throughout the semester.

**Introduction to the Hospitality and Tourism Industry***

*Concurrent Enrollment Option Available*

This is an introductory course providing an overview of the structure and scope of the travel/tourism and hospitality industries. This course examines the components of the tourism industry: transportation, accommodation, food and beverage, and attractions. Other topics include the history, political, social and cultural impacts tourism has on local, state and global environments. A section of the course is devoted to the State of New Hampshire Tourism.
environment. Students will review marketing, motivation and other forces that draw guests to the State of New Hampshire.

**Internship Class**

.5 Elective Credit

The Internship Course is a semester-long elective which offers an experiential learning opportunity in an approved business, government agency, or non-profit organization. Students will meet with the classroom teacher to identify an area of interest and appropriate placement. The student, classroom teacher, and work-site supervisor meet to identify learning goals and objectives designed to provide a thorough understanding of the profession. The class will meet on Mondays at BHS then students will be at their placements for the other 2 periods per week. The in-class experience will include topics such as interviewing skills, resume writing, workplace safety, dining etiquette, workplace ethics, and dressing for success. Weekly journals, a final paper and presentation will be part of the course requirements. The course may be repeated for credit.

**Computer Science Courses**

Students interested in pursuing a degree or career in the field of computer science are recommended to take:

- Intro to Computer Science
- Intro to Game Design
- AP Computer Science (Java)
- Internship

**Computer Applications**

.5 MSTB Credit

This course will introduce students to various uses of the computer. Students will have the opportunity to work with Microsoft Office, access Internet resources that the school subscribes to, work on developing databases, spreadsheets, multimedia presentations, web sites, and photo editing. Students completing this course will have an opportunity to be Microsoft Certified in Word.

**Advanced Computer Applications**

Prerequisite(s): Computer Applications

.5 MSTB Credit

Upon completion of Computer Applications, students may choose to take Advanced Computer Applications. This course will allow students to continue to develop their computer skills using a variety of applications. Emphasis will be placed on digital video, web design, and multimedia. Projects that have been designed for this course reflect best business practices. Students completing this course will have an opportunity to be Microsoft Certified in PowerPoint.

**Introduction to Computer Science**

.5 MSTB Credit

This course is designed as an introductory programming course. Students will use C++ as well as a visual programming package to design and implement computer programs. Students will develop problem solving skills that address basic programming concepts as well as an introduction to gaming.

**AP Computer Science**

Prerequisite(s): Introduction to Computer Science or Interactive Virtual Environments

1 MSTB Credit

This course is designed for students interested in a career in computer science, engineering, science or math. Students will become familiar with applications of computing and use the programming language, Java, to implement
computer-based solutions to problems. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. This course will prepare students to take the Advanced Placement Computer Science (A) Exam in the spring.

**Introduction to Game Design**

This course introduces students to the underlying skills and concepts for manipulating virtual realities using a high level computer development environment. The “objects” in this world are both recognizable (e.g., dinosaur, tree, airplane) and also proper “objects” as the term is used in computer science. Students begin using an object-based environment, such as Alice or Scratch, and transition into a full object-oriented environment, such as Java, C++ or Basic. Students create interactive animations corresponding to specific objectives.

**Internship Class**

The Internship Course is a semester-long elective which offers an experiential learning opportunity in an approved business, government agency, or non-profit organization. Students will meet with the classroom teacher to identify an area of interest and appropriate placement. The student, classroom teacher, and work-site supervisor meet to identify learning goals and objectives designed to provide a thorough understanding of the profession. The class will meet on Mondays at BHS then students will be at their placements for the other 2 periods per week. The in-class experience will include topics such as interviewing skills, resume writing, workplace safety, dining etiquette, workplace ethics, and dressing for success. Weekly journals, a final paper and presentation will be part of the course requirements. The course may be repeated for credit.

**ENGINEERING AT BOW HIGH SCHOOL**

You Can Accept the World the Way It Is OR Learn How to Change The World With Us

You already buy things that help you solve problems. Many products today are designed with the latest industry standard software following a professional engineering design process and then manufactured with cutting edge technology. In our very first engineering course, you’ll do the same thing and the product you’ll bring home will be your design – not what somebody else wants to sell you. The design process you’ll learn and use emphasizes
critical thinking, creativity, communication and collaboration. These skills are vital for everyone in the 21st century, not just engineers. The portfolios our students prepare have been used for employment as well as higher education.

Engineering students at Bow experience college level coursework with an option to earn course credit from the Rochester Institute of Technology (RIT) through Project Lead The Way or New Hampshire Technical Institute (NHTI) through Project Running Start.

BHS engineering courses are based on America’s premier STEM (science, technology, engineering, and mathematics) education program, Project Lead The Way (PLTW). More information about PLTW can be found at www.pltw.org. BHS engineering courses include all the content from the PLTW foundation courses Introduction to Engineering Design (IED), Principles of Engineering (POE), and the specialization course Digital Electronics (DE). In the past at BHS, each of these 3 courses has been taught over a single school year. Students who have already completed IED or any of the other single full-year course will be allowed to continue in the old sequence of individual full-year courses: IED, DE, POE and EDD.

Beginning next school year, the content from PLTW IED will be spread out over 2 years in the BHS courses Engineering Design and Advanced Engineering Design, allowing time for related advanced projects each year. The advanced projects may include the robotics competitions in which many BHS students are already involved or other engineering applications of interest. Both PLTW/RIT and NHTI have agreed to this change. College credit for IED will remain an option after students have completed both BHS Engineering Design and Advanced Engineering Design. In the future, PLTW POE will be spread out over 2 years in the BHS courses Engineering Principles and Advanced Engineering Principles, allowing time for related advanced projects similar to those described earlier. DE will continue to be offered as a year-long course recommended for juniors or seniors.

Typical BHS engineering students are interested in some combination of science, technology, engineering and math (STEM) and in using some of the most advanced technology in high schools to solve problems with a hands-on approach. Many are recommended for the program by their middle school teachers. Students work independently or in small groups at their own pace with limited whole-group instruction. Those who successfully complete activities before classmates, do NOT need to wait for classmates to catch up and are challenged to complete additional in depth work including honors options based on THEIR interests.

ENGINEERING COURSE SEQUENCE FOR INCOMING FRESHMAN or NEW STUDENTS

The engineering courses include 4 full-year foundation courses and a specialization course. The foundation courses are highly recommended in the order below beginning in the freshman year to comprehensively prepare students for engineering. The 1-year specialization course allows students to focus on a single area of interest. It is recommended for either junior or senior year. Students do NOT need to commit to any course beyond the one they choose to take. There is an engineering program but students commit to one course at a time.

ENGINEERING COURSES for CLASSES of 2018, 2019 or NEW STUDENTS to BHS ENGINEERING

Courses that qualify for the required .5 credit Information, Technology and Communication (ITC) credit requirement are indicated with an asterisk (*)

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Design (includes PLTW IED content + projects)</td>
<td>Advanced Engineering Design (includes PLTW IED content + projects)</td>
<td>Engineering Principles (includes PLTW POE content + projects)</td>
<td>Advanced Engineering Principles (includes PLTW POE content + projects)</td>
<td></td>
</tr>
<tr>
<td>Specialization Course</td>
<td>Digital Electronics</td>
<td>Digital Electronics</td>
<td>Digital Electronics</td>
<td></td>
</tr>
</tbody>
</table>
Engineering Design * Foundation Course 1 MSTB Credit
Concurrent Enrollment Option Available After Completing this Course and the Next in the Sequence

Recommended Sequence: Course 1
Typical Prerequisite(s): Completion of or Current Enrollment in Integrated Algebra I.
Students learn and use a professional design process and the latest version of an industry standard computer aided design (CAD) program, Autodesk Inventor, to design a solution for a problem of their choice. A professional quality 3D printer, Dimension BST 768, produces their design in durable ABS plastic. The design process is documented in a professional portfolio suitable for higher education and employment applications. In addition to including approximately half of the PLTW IED content, Engineering Design challenges students to complete additional related, extended projects of interest which may include but are not limited to participation in robotics competitions.

FOR YEAR 2 of IMPLEMENTATION

Advanced Engineering Design * Foundation Course 1 MSTB Credit
Concurrent Enrollment Option Available

Recommended Sequence: Course 2
Typical Prerequisite(s): Completion of Engineering Design and Current Enrollment in Integrated Geometry I.
Students go beyond what they’ve learned in Engineering Design to use a professional design process and the latest version of an industry standard computer aided design (CAD) program, Autodesk Inventor, to design a solution for a problem of their choice. A professional quality 3D printer, Dimension BST 768, produces their design in durable ABS plastic. The design process is documented in a professional portfolio suitable for higher education and employment applications. In addition to including approximately half of the PLTW IED content, Advanced Engineering Design challenges students to complete additional related, extended projects of interest which may include but are not limited to participation in robotics competitions.

The following courses are for the classes of 2016 and 2017 only:

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Course</td>
<td>Principles of Engineering POE</td>
</tr>
<tr>
<td>Capstone Course</td>
<td>Engineering Design and Development EDD</td>
</tr>
</tbody>
</table>

Digital Electronics (DE)* Foundation Course 1 MSTB Credit
Concurrent Enrollment Option Available

Recommended Sequence: Course 2
Typical Prerequisite(s): Algebra I and completion or current enrollment in Integrated Geometry
DE is a problem solving course. Students learn digital electronics by simulating and building circuits. Students apply digital electronics to simulate and build circuits that do what students design them to do. The digital logic learned by students is the basis of all digital devices including: computers, calculators, etc. The circuit simulation software is an industry standard. Topics include: electricity and electronics, gates and circuit design, Boolean algebra and circuit design, sequential logic and circuit design, counters and shift registers, binary addition and subtraction, digital logic specifications and families, programmable logic devices, and microcontrollers.
Principles of Engineering (POE)*

Concurrent Enrollment Option Available

Foundation Course 1 MSTB Credit

Recommended Sequence: Course 3
Typical Prerequisite(s): Completion or Current Enrollment in Integrated Algebra II

POE helps students understand the fields of engineering/engineering technology. Mechanical engineering is emphasized throughout. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Topics include: definition and types of engineering, communication and documentation, design process, engineering systems, statics and strength of materials, materials and materials testing in engineering, engineering for reliability, and an introduction to dynamics and kinematics.

Engineering Design and Development (EDD)*

Capstone Course 1 MSTB Credit

Recommended Sequence: Senior Year
Typical Prerequisite(s): Completion or Current Enrollment in Pre-Calculus

EDD is an engineering research and development course in which students work in teams to research, design, construct and test a solution to an open-ended engineering problem of their own choosing. Students apply skills and knowledge from previous engineering and pre-requisite courses. They must maintain an engineering notebook, assemble a project portfolio, and complete a variety of reports and presentations.

SCIENCE COURSES

SCIENCE COURSE SEQUENCE EXAMPLES

Science course sequence: Students in their freshman year are required to take Integrated Science and Technology 9. Students in their sophomore year are required to take Integrated Science and Technology 10 (Students can double up in chemistry with teacher approval). All science courses are lab based courses and college preparatory. Students in their Junior and Senior year should make selections from the following Junior and Senior year course choices:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Science &amp; Technology 9</td>
<td>Integrated Science &amp; Technology 10</td>
<td>Chemistry</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>Chemistry (doubled up)</td>
<td>AP Chemistry</td>
<td>Physics</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Physics</td>
<td>AP Physics</td>
<td>Anatomy &amp; Physiology</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>Environmental Science</td>
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<tr>
<td></td>
<td>Biotechnology I</td>
<td>Biotechnology I</td>
<td></td>
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<tr>
<td></td>
<td>Biotechnology II</td>
<td>Biotechnology II</td>
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</tbody>
</table>

Integrated Science and Technology 9 and Integrated Science and Technology 10

These courses are designed to provide students with an in-depth knowledge in the areas of biology, chemistry, physics, and earth/space science, and to help students develop the skills necessary for success in upper level science courses. Taken in sequence, these two courses are equivalent to a year of college prep Biology and a year of college prep Physical Science and meet New Hampshire state requirements for science.
Integrated Science and Technology 9

Topics include: The Nature of Science, (including Observation, Inference, Experimental Design, The Scientific Method, and Scientific Models); Types of Energy, (including Mechanical, Electromagnetic, Chemical, Nuclear, and Heat); the Laws of Thermodynamics; Matter, (including: Classes, Properties, Structure, and Interactions); Global Cycles of Matter, which include: Cycles of Matter and the Flow of Energy in Living and Non-Living systems, (including Carbon cycle, Nitrogen cycle, Water cycle, Photosynthesis and Cellular Respiration); and Ecological Interactions, (including trophic levels and ecosystems). There is an emphasis on the appropriate use of and mastery of technology. Chemical bonding, ecology, cells, earth and space science and organisms are also studied.

Integrated Science and Technology 10

Prerequisite(s): Integrated Science and Technology 9
Topics include: Introduction to Physics, (including Newton's 3 Laws of Motion, Quantifying Mechanical Energy, Accurate and Precise recording of measured observations, and Kinematics). Genetics and Genetic Engineering; Principles of evolution; Cellular Processes; and Causes of Disease are also studied.

Chemistry

Prerequisite(s): IST 9, IST 10, Integrated Algebra I  (Can be taken concurrently with IST 10 if B+ or higher in IST 9)
This course will enable students to review, extend, and apply chemistry related skills and knowledge. Topics include: properties of matter, molecules, atoms, ions, energy, energy transformations, types of reactions, stoichiometry, acids and bases, gas behavior, and an introduction to organic chemistry. The course is a balance of theoretical work, laboratory skills, and scientific inquiry.

Advanced Placement Chemistry

Prerequisite(s): IST 9, IST 10, Chemistry, Integrated Algebra II, Pre-Calculus or taken concurrently
Students in this course will develop and apply advanced chemistry related skills and knowledge with preparation for the Advanced Placement Test in Chemistry. Topics include: properties of matter, molecules, atoms, ions, energy, energy transformations, heat, temperature, entropy, kinetics and equilibrium. *This course follows the National Advanced Placement Curriculum which is equivalent to college inorganic chemistry.

Physics

Prerequisite(s): IST 9, IST 10, Integrated Algebra and Integrated Geometry
In this course, students will review, extend, and apply Physics related skills and knowledge. Topics include: energy and energy transformations, kinetic and potential energy changes, electrical forces and fields, laws of motion, friction, and forces influencing motion over long distances (gravity etc.), properties of waves, light, sound, relationship among heat, temperature, and entropy, kinetic theory, and heat transfer. Students interested in physics and/or a physics related career would be most thoroughly prepared by completing Physics as a junior and Advanced Placement Physics as a senior.

Advanced Placement Physics

Prerequisite(s): IST 9, IST 10, Integrated Algebra I and II, Integrated Geometry, Physics
This course will allow students to develop and apply advanced physics related skills and knowledge with preparation for the Advanced Placement Test in Physics. Topics include: energy and energy transformations, kinetic and potential energy changes, electrical forces and fields, laws of motion, friction, and forces influencing motion over
long distances (gravity etc.), properties of waves, light, sound, relationship among heat, temperature, and entropy, kinetic theory, and heat transfer. Students interested in physics and/or a physics related career would be most thoroughly prepared by completing Physics as a junior and Advanced Placement Physics as a senior.

**Advanced Placement Biology**  
1 MSTB Credit

**Prerequisite(s):** IST 9, IST 10, Chemistry, Integrated Algebra I and II, Integrated Geometry

This course will assist students in developing and applying advanced biology related skills and knowledge with preparation for the Advanced Placement Test in Biology. Topics include: the chemistry of living things, the dynamics of cells and cellular processes, the cycle of energy through biological systems, genetic diversity and evolution, principles of ecology including the interaction and diversity of organisms, populations and the environment. A strong emphasis is placed on laboratory experiences which provides practical application of topics explored.

**Human Anatomy and Physiology**  
1 MSTB Credit

**Prerequisite(s):** IST 9, IST 10

Students in this course will develop and apply skills and knowledge related to the human body. Topics and systems include: Lexicon (the language of A&P), Cell Membrane/Regulation, Integumentary, Skeletal, Muscular, Nervous & Endocrine, Circulatory & Respiratory, Blood & Immunity Systems, Metabolism, and (time permitting), Reproduction and Development. The course examines how the body works to maintain homeostasis as well as malfunctions that may cause changes or problems in normal functioning. The structures, functions, interactions, and regulation of human body systems are examined. Topics will be explored through a variety of methods, including: modeling, dissection, lecture, and animations.

**Environmental Science**  
.5 MSTB Credit

**Prerequisite(s):** IST 9, IST 10

Students will use the basic concepts of ecology, case studies, and local field research to develop an understanding of complex global environmental issues. Interacting systems and the role of renewable and nonrenewable resources will be a focus. Students will explore their own value systems regarding the environment and land use decision-making. Specific topics may include: recycling, environmental ecology, alternative energy, sustainability, and eutrophication. Environmental readings and writing will be required.

**Biotechnology I**  
.5 MSTB Credit

**Prerequisite(s):** IST 9, IST 10

This course will focus on the fundamentals of biotechnology. Central dogma for D.N.A. will be the basis for this lab centered course. Students will learn safety, media preparation and cultivation of bacteria. Laboratory experience will lead to a pure culture, identification of bacteria(s) and selection of an appropriate chemotherapy to treat the identified bacteria(s). Students will also learn protocols for transformation.

**Biotechnology II**  
.5 MSTB Credit

**Prerequisite(s):** IST 9, IST 10, Biotechnology I

Students will use bacteria to produce plasmid copies which will then be used to create market-ready kits for D.N.A. fingerprinting labs. This will include writing SOP’s, batch records, upstream and downstream methods. Purification of product and quality control will also be explored. PCR and ELISA techniques will be introduced. This course is designed to provide students with a biotechnology manufacturing experience.
CAREER & TECHNICAL EDUCATION  
(Concord Regional Technical Center)

**Year One**
- Automotive Technology I
- Construction Technology I
- Cosmetology I
- *Criminal Justice: Criminology/Criminal Law
- Culinary Arts I
- Fire Science I
- Graphic Arts and Digital Communications I
- Health Science & Technology I
- *Information Technology: Visual Basic Programming & VEX Robotics
- Teacher Preparation I
- Extended Learning Opportunities

**Year Two**
- Automotive Technology II
- Construction Technology II
- Cosmetology II
- *Criminal Justice: Criminology/Criminal Procedure
- Culinary Arts II
- Graphic Arts and Digital Communications II
- Health Science & Technology II
- *Information Technology: Computer Repair & Networking for Home and Small Business
- Teacher Preparation II
- Extended Learning Opportunities

*OFFERED IN A TWO-YEAR CTE SEQUENCE; STUDENTS CAN START IN EITHER YEAR. CTE COMPLETERS ARE EXPECTED TO FINISH BOTH YEARS AND ARE GIVEN PREFERENCE FOR ADMISSION.*

Many of the Concord Regional Technical Center programs offer a dual enrollment option. Dual enrollment is the optional opportunity for students to earn college credits while in high school. One such program is the NH Community College System’s *Project Running Start*. With Running Start, a relationship is formalized between one of our programs and a particular community college course. Once established, students pay approximately $150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. This course is listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to *Project Running Start*, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate.

All relationships are re-established on an annual basis and are not guaranteed until the start of the school year. **Present Running Start (RS)/Dual Enrollment (DE) and Articulation Agreement relationships include:**

**AUTOMOTIVE TECHNOLOGY:**
*AUTO111-Introduction to Automotive Services (RS-Manchester Community College); AUT100-Introduction to Automotive; AUT200-State Inspection (AA-Central Maine Community College); LAUT1200-Introduction to Automotive Service; LAUT1211-Automotive Systems (AA-Lakes Region Community College)*

**Certifications Available:**
- ASE; Snap-On Solus Pro Scan Tool; Snap-On 504 Electrical Meter; SP-2 Mechanical Safety; SP-2 Pollution Control; Valvoline Motor Oil

**CONSTRUCTION TECHNOLOGY:**
*BLDG112-Methods of Construction Theory I (RS-Manchester Community College)*

**Certifications Available:**
- EPA/HUD Lead-Safety Renovation, Repair, Painting Certification
- OSHA-10 Hour Card

**COSMETOLOGY:**
Cosmetology students do not earn dual enrollment credit due to the structure of post-secondary cosmetology programs; but, upon successful completion of a competency exam (taken before starting a post-secondary program), students from our program are credited 360 of the 1,500 hours required to earn their NH State Cosmetol-
ogy License. Most post-secondary cosmetology schools embrace this opportunity.

Certifications Available:
- Paul Mitchell Color Application, Certification of Completion

CRIMINAL JUSTICE:

Certifications Available:

CULINARY ARTS:
- LCUL1460-Bakery Production; LCUL1510-Culinary Fundamentals; LCUL1520-Sanitation and Safety; LHOS2160-Catering (RS-LRCC); Safety and Sanitation/ Servsafe course (Articulation Credit with Culinary Institute of America and UNH Thompson School)

Certifications Available:
- ServSafe from National Restaurant Education Foundation
- ProStart from National Restaurant Association

FIRE SCIENCE:
- LRCC: Articulation Agreement for 6 credits if attending LRCC

Certifications Available:
- Firefighter I

GRAPHIC ARTS AND DIGITAL COMMUNICATION:
- GDES110-Page Layout & Design; GDES115-Digital Imaging; GDES155-Computer Illustration; (RS-MCC)
- VRTS193-Introduction to Photoshop (RS-NHTI)

Certifications Available:
- Adobe Certified Associate in Illustrator
- Adobe Certified Associate in InDesign
- Adobe Certified Associate in Photoshop
- Adobe Certified Associate in Premier

HEALTH SCIENCE AND TECHNOLOGY:
- EXER105-Essentials of Exercise Science; (RS-MCC) HS101-Medical Terminology (RS-NHTI)

Certifications Available:
- AED, CPR, First Aid

Licensing Available:
- EMR (License upon successful completion of State Exam)
- LNA (upon successful completion of State Exam)

INFORMATION TECHNOLOGY:
- IT213-Intro to Web Programming; IT108-Personal Computer Hardware & Software; IT150 Networking for Home & Small Business (RS-NHTI)

Certificates Available:
- Cisco CCENT
- CompTia A+
- CompTia Networking+

TEACHER PREPARATION:
- EDU200-Introduction to Education (1st year students), SPED210-Early Childhood Issues/Disabilities & EDU270-Foundations of Teaching and Learning (2nd year students) (DE-SNHU)

Certificates Available:
- Pro-Act Certification (2 certifications)
To prepare students for success, our entire organization focuses its energies upon helping students to develop and improve both their hard skills (technical skills) and soft skills (personal and interpersonal skills). We take pride in establishing performance targets that are valued by industry and higher education. The CRTC specifically defines and measures the following soft skills for every student: collaboration and teamwork (Leadership), conduct and attitude (Professionalism), feedback and responsiveness (Ambition), work readiness and work ethic (Integrity), resourceful and determination (Grit).

Demonstrating the best of these skills is emphasized and expected of all students. Many of our students earn the opportunity to complete an internship or job shadow experience, where possessing effective soft skills is a non-negotiable requirement, given that students will be interacting with valued customers, clients, and employees. Students who succeed at the CRTC understand these expectations and strive for feedback and improvement at all times.

AUTOMOTIVE TECHNOLOGY I
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)
This course covers the fundamentals of the automobile and the internal combustion engine. A laboratory program provides students a “hands-on” experience using their own engines. It is recommended that students obtain a used “salvage” engine (cost is approximately $200; financial aid and/or payment plans are available) before entering the program. Students attain skills using a variety of industry-standard tools as they disassemble and reassemble the engine. Students learn proper lab and shop safety techniques. Other areas of learning include: engine performance and repair, exhaust systems, steering and suspension systems, and brakes. Repair work will be done as it relates to lab experiences. After completing the Automotive Technology I Program, the student will know all the parts of an internal combustion engine, the procedure for service and replacement of engine parts, timing procedures, how to read micrometers to take vital measurements, and basic engine testing methods. Students have the opportunity to take 3 ASE tests: Brakes and Steering & Suspension.

AUTOMOTIVE TECHNOLOGY II
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)
This course emphasizes engine diagnosis, electrical systems, on-board computer, electronic diagnostic equipment, fuel injection & emission systems, brakes, steering & suspension, alignments, heating & air conditioning. Standard and automatic transmissions and transaxles will be covered, along with differential gears relating to automotive drivelines. Students participate in a shop environment, where they will perform automotive repairs on vehicles scheduled in the facility. After completing the Automotive Technology II program, the student will have acquired all the basic skills required to start working in a position as an entry level automotive technician. Students who demonstrate proficiency at the core competency will be prepared to be successful to enter a post-secondary school’s Automotive Technology Program. All Automotive Technology II students are required to participate in an internship based on shadowing a technician at a local dealership. Students have the opportunity to take 5 ASE tests: Automatic Transmission, Manual Transmission, Engine Performance, Electrical, Heating & Air Conditioning.

CONSTRUCTION TECHNOLOGY I
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
This course is designed to teach basic carpentry skills employed in residential home construction and, to some degree, commercial construction. In this program, students develop and sharpen safe construction skills while building a home or other structure, stick-built or modular. Learning experiences include house-framing (wood and metal), roofing, siding, sheet-rocking, and trimming. An introduction to blueprint reading, plumbing, heating, insulating, and residential wiring is also included. Students entering this program must be sixteen years of age by the start of classes.
Students will develop competencies which include: measuring to within 1/16”; safely using hand and power tools; installing floor joists, studs, rafters, (installing wall & roof sheathing); laying roof shingles; applying siding; hanging drywall; and applying exterior trim. Experiences include further development in all aspects of home construction.

CONSTRUCTION TECHNOLOGY II
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Dual Enrollment & Running Start college credit-bearing course (approved on an annual basis with Manchester Community College)

This course will sharpen student’s skills in aspects of carpentry work, including: siding application, exteriors and interior trim, stair construction and kitchen cabinet and countertop application. They will also learn “Green Building” techniques and its impact on the building industry. Students will participate in OSHA training and receive a ten-hour OSHA card. Another aspect is becoming more involved with estimating materials, pricing for specific projects and employee/employer relationships. Students will participate in onsite construction jobs in the greater Concord area. Students completing this program will demonstrate competencies in working safely, job-seeking and job retention skills, leadership ability, framing deck systems, laying out rafter/truss systems, erecting walls and partitions, finishing wallboard, installing windows and doors, installing cabinets, and applying various finish materials.

COSMETOLOGY I
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
Cosmetology and barbering are major components of a multi-billion dollar industry. Cosmetology is the art and science of beautifying hair, skin, and nails. Our program provides the opportunity to explore a variety of careers in this large and diverse field of study. The employment opportunities range from working behind the chair in a hair salon or barbershop to being a stylist on a major film production, or becoming a platform artist on stage. The possibilities are endless.

In Cosmetology I, students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, such as shampooing and scalp massage; nail design, and proper sanitation. Students will need to purchase an Internship License; and it is recommended they purchase a personal tools/supplies kit (cost is approximately $100. - financial aid and/or payment plans are available).

COSMETOLOGY II
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
Gain new skills in the areas of manicures, pedicures, facials, waxing, hair design, and makeup. In addition, students will be exposed to the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and job-shadow professional cosmetologists. Upon successful completion of this two-year program and the State competency exam, students will be able to transfer their hours to a post-secondary school. It is recommended that second-year students purchase additional tools and supplies (cost is approximately $50; financial aid and/or payment plans are available).

CRIMINAL JUSTICE (CRIMINOLOGY & CRIMINAL LAW)
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

PLEASE NOTE: Criminal Justice is offered in a two-year CTE sequence; students can start in either year. In 2015-2016 students will study criminology and criminal law. In 2016-2017, students will study criminology and criminal procedure CTE completers are expected to finish both years and are given preference for admission.

The Criminal Justice course is designed to provide the student with an overall understanding of the Criminal Justice system, to include: law enforcement, the court system, juvenile justice, and the corrections system. Students learn the history and theory of criminology and the historical origins and development of criminal
law, as well as the constitutional issues. Students will have contact with professionals from law enforcement, the court system, juvenile justice, and corrections. In addition to classroom work, students will receive practical experience through crime scene investigation, role-plays, mock trials, hiring boards, background investigations, and field trips to local criminal justice agencies and correctional facilities.

CULINARY ARTS I
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

This course is designed to educate students to meet the ever-increasing demands of the food service industry. Culinary Arts I provides realistic hands-on experience in the principals of working in and operating a kitchen/dining room through the operation of our own Crimson Café restaurant. Areas of instruction covered in the first year of the program are: safety and sanitation, use and care of the equipment, recipe terminology, measurements and equivalents, and customer service techniques. The course also covers quantity preparation techniques for pantry station, short-order station, stock, soup, and sauce station, vegetable station and bakery station. Food service computer experiences are incorporated throughout the year. There is a fee of approximately $75 to cover the recommended uniform(s) and appropriate shoes (financial aid and/or payment plans are available).

CULINARY ARTS II
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Students gain advanced training in food service skills with an emphasis on management skills. Culinary Arts II provides the opportunity to obtain knowledge and experience needed to meet the requirements for entry into post-secondary education courses or jobs within the food service industry. This ProStart certified course emphasizes safety procedures and introduces menu design and nutrition; food service math skills; recordkeeping; purchasing and receiving; quantity and cost controls; poultry, meats, fish and International cuisines. The second year students undertake the management responsibilities of kitchen supervisor, dining room supervisor, storeroom supervisor, menu planner and buyer. Extensive use of computers and research are incorporated into the class.

Students in Culinary Arts II receive instruction in the Servsafe Food Safety Sanitation course, sponsored by National Restaurant Association. Students have the option to take a certified Servsafe test and receive a nationally recognized certification from the National Restaurant Association Education Foundation.

FIRE SCIENCE I
SCHEDULED TIME: 180-minute classes, 5 Days/Week
Semester II Only 2 Credits

Students in our Fire Science Program will have the opportunity to earn their Firefighter I and EMT Certificates. The program will be offered in partnership with the Concord Fire Department, the State Fire Academy, and other regional town fire departments. Instruction will be offered by certified Fire Department staff and will take place at local fire stations and at the State Academy. Students seeking to enroll must be physically able to perform requirements associated with Firefighter I Certificate and must have medical permission. There is a small fee to purchase recommended uniform (cost to be determined; financial aid and/or payment plans are available). Students are also expected to have proper footwear. The application process for this course involves an interview and a meeting.

NOTE: Students enrolling must be aware of the unique hours (8 to 11am), term (just spring semester), and additional expectations (30-40 hours of time on weekends to do practicals). In addition, personal transportation is required.
GRAPHIC ARTS AND DIGITAL COMMUNICATION  
Full-Year  2 Credits
SCHEDULED TIME:  90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

This course is a broad-based curriculum designed to include a range of activities associated with the graphic arts industry. All graphic design projects will be industry standard and relevant. In the first portion of the course, students learn basic graphic design skills using the software applications found in Adobe Creative Suites. These operations will include learning and mastering composition, graphic design principles, photo manipulation, and typography. Students will learn how to scan original artwork to create files in different formats. In addition to print media, students will also learn 2D Animation and website design. Major software used in this course includes Adobe Illustrator, Adobe InDesign, Basic Video Production, and Screen Printing. The student should be prepared to work individually as well as within groups to produce clear and effective communication. Students will search and identify career opportunities in the graphic arts field as well as engage in portfolio preparation.

GRAPHIC ARTS AND DIGITAL COMMUNICATION II  
Full-Year  2 Credits
SCHEDULED TIME:  90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Students continue to develop skills that lay the foundation for producing print-ready and web-ready communications, including graphic design principles, storyboards, web development, shared project management skills, such as interviewing and project scheduling, peer review, and redesign. Students will also learn about silk-screening and produce a t-shirt of their own design. Project activities focus on further developing effective communications that can be deployed either in print or on the web. Students develop a variety of graphical images, a web portfolio, and a client website. The key skills emphasized in this semester are “soft” skills, such as interviewing and responding to feedback; designing a website for clients; problem-solving that helps support multiple perspectives; and reflection about the design process.

During the second portion of this course, students learn introductory career and communication skills in digital video production. Students work to develop four key skill areas: project management and collaboration, design, research and communication, and professional video production using video tools. Students will edit and add effects to their videos. Students also have an opportunity to develop the technical skills and knowledge necessary to obtain entry level employment in the graphic arts industry, as well as be prepared for post-secondary training. Students will continue portfolio development begun in Graphic Arts I. During the second year of the program, students will participate in school-based projects as well as job shadows in the community.

HEALTH SCIENCE & TECHNOLOGY I  
Full-Year  2 Credits
SCHEDULED TIME:  90-minute classes, 5 Days/Week
Health Science & Technology I covers all competencies associated with CHS Health II. Students who successfully complete Health Science I are exempt from Health II.

Students in this course will learn about job opportunities in the health profession and explore career options through research, self-assessment and guest speakers in a variety of healthcare professions. There is strong academic emphasis in the following areas: Anatomy and Physiology, Medical Terminology, Infection Control, Safety and Blood Borne Pathogen training. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include lectures, discussions, poster/PowderPoint presentations and research projects. Anatomy labs include some dissection, competitive games and audiovisual learning related to diagnosis, treatment and prevention of disease. Students will be able to perform vision screenings, take vital signs (blood pressure, temperature, pulse and respirations), and demonstrate gown-and-gloving technique and proper use of body mechanics. Students successfully completing Health Science & Technology I will demonstrate competencies in accordance with National Health Care Skills Standards. Students will become certified in CPR for the Professional Rescuer, First Aid & Automated External Defibrillation.

HOSA (Health Occupations Students of America) is an integral part of the program. Through HOSA, students develop leadership and teambuilding skills. It encourages both civic and social responsibility. Students in-
involved with HOSA activities can become more involved with the state and national levels and attend the annual leadership conventions.

This program has an attendance policy and promotes responsibility, maturity, communication skills, and professionalism. Students considering any career in the health care field such as physician, nurse, physical therapist, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.

HEALTH SCIENCE & TECHNOLOGY II
Full-Year 2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week (plus additional hours to do clinical experiences outside the school day to fulfill LNA/EMR Licensure)
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Health Science & Technology II continues with the completion of studies in Anatomy and Physiology, Safety and Blood Borne Pathogen Training. Attention is focused on the development of specialized tasks and skills for individualized career goals. Students will explore in more depth the areas of anatomy and physiology, mental health, wellness, health care consumerism, the aging process and individualized career development. Students will continue with HOSA and participate in a monthly experience at a long-term care facility.

As part of the Health Science & Technology II course, beginning in the second semester, students may choose to participate in the Licensed Nursing Assistant (LNA) Program or an independent study. The Emergency Medical Responder (EMR) program might also be an option. The EMR and LNA programs have an enrollment fee associated (financial aid and/or payment plans are available); students are also required to attend some evening and weekend clinical experiences. Upon completion of the LNA or EMR program, and passing the corresponding State license exam, the student is licensed. Students who elect an independent study will arrange a clinical experience related to their field of interest and be required to do a formal presentation to the instructor, mentor and director of the program, as well as present a research paper.

Upon successful completion of Health Science & Technology II, students will demonstrate all competencies outlined for the program in the Standard Competency Profile and those in accordance with National Health Care Skills Standards.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. test and physical exam for all students entering a clinical setting during the program. (This course may satisfy the graduation requirement for HEALTH.)

INFORMATION TECHNOLOGY: Networking Home/Small Business & Computer Repair 2 Credits/Year
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Learn how to build and support a home or small business network with wired and wireless technologies. Experience extensive hands-on interactions with PC and networking equipment, assembling and configuring a computer, installing operating systems, building and testing network cables, and troubleshooting basic network problems. This course helps prepare students to take the National CompTIA A+ certification exam and prepares students for entry-level IT jobs through the use of interactive and engaging instructional approaches. Students completing the course should be able to install a small network and connect it to the Internet, share resources among multiple computers, recognize and mitigate security threats, configure and verify common Internet applications, and configure basic IP services.

While the above classes will be very beneficial for anyone pursuing a career in a technology field, students will also find that a strong foundation in Information Technology is often required and is very useful in many other career fields, such as finance, entrepreneurship, and business management.
TEACHER PREPARATION I  Full-Year  2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
This course is designed for students interested in pursuing a career in education. Teacher Preparation I familiarizes students with the science of how children develop and learn. They also gain essential classroom skills such as how to manage behaviors and provide instruction. During their internship, students experience firsthand the many aspects of being an educator, including the opportunity to prepare and present lesson plans. In order to practice their skills, students also teach and assist in our own Crimson Tide Preschool throughout their time in the program. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, and unit tests. Teacher Preparation I units include Responsive Classroom, Differentiated Instruction, Instructional Practices, Curriculum Planning, Classroom Management, Educational Psychology, and Growth and Development.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. test and physical exam for all students entering the program. Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program.

TEACHER PREPARATION II  Full-Year  2 Credits
SCHEDULED TIME: 90-minute classes, 5 Days/Week
A proposed Dual Enrollment college credit-bearing course (approved on an annual basis with Southern NH University)
Students entering Teacher Preparation II are expected to have mastered or be proficient in the basic teaching skills learned in Teacher Preparation I. Students have the opportunity to do an extensive internship with a teacher or specialist at their preferred level of education (preschool, elementary, middle, or high school). Teacher Preparation II units include curriculum planning using Understanding by Design, special education, advanced instructional practices, and observation skills. Students in year two of the program will be loaned a personal iPAD to master best practices with instructional technology. At the conclusion of Teacher Preparation II, students will create a professional portfolio to demonstrate the competencies they have achieved.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. for all students entering the program. Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program.
### ATHLETICS

**Varsity Programs offered**

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<tr>
<td>Soccer (G)</td>
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### CLUBS AND ACTIVITIES

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ATHLETICS - NCAA CORE COURSES
DIVISIONS I AND II INITIAL-ELIGIBILITY REQUIREMENTS

Core Courses

- NCAA Division I and II requires 16 core courses.
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
  * Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletic aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA).
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes 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 following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300.
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.
- Please refer to http://www.bownet.org/BHS/pdf/NCAAeligibilityrequirements.pdf for more information on GPA sliding scale.

DIVISION I
16 Core Courses:
4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (IST 9 and IST10).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional academic courses.

DIVISION II
16 Core Courses:
3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (IST 9 and IST10).
3 years of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative
SEXUAL HARASSMENT POLICY

The Bow/Dunbarton School District, in compliance with administrative Rule E 203.01(b) of the New Hampshire Department of Education, has adopted a policy, which guarantees an environment free of sexual harassment. Any person desiring a copy of the Bow School District Sexual Harassment Policy can do so through the Principal’s office at Bow High School. Any person wishing to lodge a complaint relative to sexual harassment should contact SAU 67.

TITLE IX-EDUCATION AMENDMENT, 1972

Title IX states; “No person in the United States shall on the basis of sex be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial assistance. . .”

The administration of the Bow School District does not discriminate on the basis of sex in any education program or activity receiving federal financial assistance and is in compliance with the requirements of Title IX. This affirmation of non-discrimination extends to employment and admissions.

Questions about the application of TITLE IX - SECTION 504 or complaints alleging non-compliance within Bow High School should be directed to the Superintendent of Schools, the Title IX Coordinator for Bow High School. They will explain how complaints will be handled by the district to people who feel they may have a complaint.

NOTIFICATION OF DRUG FREE WORKPLACE

The Bow/Dunbarton School District complies with all of the provisions required under the Drug Free Workplace Act of 1988. The public is hereby notified that the manufacture, distribution, possession, sale, and/or use of any controlled substance or look alike by any student or staff member is strictly prohibited. A copy of this policy is on file and can be obtained through the Principal’s office.

NOTICE OF NONDISCRIMINATION

The Bow and Dunbarton School Boards hereby notifies all parents/guardians and students that the Bow/Dunbarton School District does not discriminate in its educational programs, activities or employment practices on the basis of race, color, national origin, age, sex or handicap 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 inquiries concerning compliance with the regulations implementing these laws may contact:

The Superintendent of Schools
Bow School District
55 Falcon Way
Bow, New Hampshire  03304-4219
Phone:  224-4728

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

The Bow/Dunbarton School District may, at its discretion, release to the media, to area civic organizations and commercial enterprises whose principal place of business is in Bow or Concord, New Hampshire and to recruiters for the armed services (in compliance with federal statute) the following information about its students:

- Name
- Address
- Name of parent(s) or guardian(s)
- Class membership
- Major field of study
- Participation in officially recognized activities and sports
- Weight, height, and performance record of members of athletic teams
- Dates of attendance
- Degrees, honors and awards

If a parent/guardian or student over the age of eighteen does not wish any portion of this information released, please inform the principal in writing by the last day of September for the current school year.

RESIDENCY

Bow High School students must be residents of the Towns of Bow and Dunbarton. All registration documents must list specific street or highway addresses (not a PO Box). Any non-resident student wishing to attend Bow High School must make a formal request to the Bow School Board through the Bow Superintendent of Schools.

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 from 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 procedures 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 Bow School District SPECIAL EDUCATION PLAN is available for review at the Superintendent’s Office.

BOW HIGH SCHOOL HANDICAPPED ACCESSIBILITY

This policy is designed to insure that school facilities and programs provide access for physically handicapped students, parents, and guests.

All students who have educational disabilities and who attend Bow High School will have an equal opportunity to complete a course of studies leading to a high school diploma.
Notes