



## Oyster River High School

55 Coe Drive Durham, NH 03824

Telephone (603) 868-2375 Fax (603) 868-2049

**2023-2024 Cover Design by: Sofia Self, ORHS Class of 2023**

### ***Administration***

Rebecca Noe	Principal
Mike McCann	Assistant Principal
Mark Milliken	Assistant Principal
Shannon Caron	Director of Counseling
Melissa Jean	Assistant Director of Student Services
Andrew Lathrop	Athletic Director

### ***Counseling Department***

Jason Baker	School Counselor
Kim Cassamas	School Counselor
Heather Machanoff	School Counselor
Kim Sekera	School Counselor
Sean Peschel	ELO Coordinator
Sherri Ficker	Registrar

---

ORHS Website: <http://www.orcsd.org/hs/>

Discrimination against and harassment of Oyster River Cooperative school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, genetic information, national origin or sexual orientation are prohibited. Discrimination against and harassment of students because of sex, race, creed, color, age, marital status, familial status, physical or mental disability, national origin or sexual orientation are prohibited.

# Table of Contents

<b>ORCS D Vision of a Graduate</b>	<b>3</b>
<b>Grade Scale</b>	<b>4</b>
<b>Process for Adding/Withdrawing from Courses</b>	<b>4</b>
<b>Early Graduation</b>	<b>5</b>
<b>Extended Learning Opportunities at ORHS</b>	<b>5</b>
<b>Course Selection Process/NCAA</b>	<b>10</b>
<b>Graduation Requirements Worksheet</b>	<b>11</b>
<b>Computer Science Requirement and Options</b>	<b>12</b>
<b>Fine Art Requirement and Options</b>	<b>12</b>
<b>4<sup>th</sup> Math Experience Options</b>	<b>12</b>
<b>Pathways to Success</b>	<b>13</b>
<b>Courses Offered at a Glance</b>	<b>19</b>
<b>Art- Visual</b>	<b>26</b>
<b>Art- Theater and Video Department</b>	<b>28</b>
<b>Business Education</b>	<b>29</b>
<b>Computer Science Education</b>	<b>30</b>
<b>English Department</b>	<b>32</b>
<b>Exercise Physiology and Wellness</b>	<b>39</b>
<b>Extended Learning Opportunities</b>	<b>41</b>
<b>Mathematics Department</b>	<b>43</b>
<b>Music Department</b>	<b>47</b>
<b>Science Department</b>	<b>50</b>
<b>Social Studies Department</b>	<b>54</b>
<b>Technology Education</b>	<b>58</b>
<b>World Language Department</b>	<b>59</b>
<b>Additional Offerings</b>	<b>63</b>
<b>Career and Technical Education (CTE)</b>	<b>64</b>

# Our Mission

## Oyster River High School Mission

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

### ORHS 21st Century Learning Expectations

-  Knowledgeable Person
-  Skilled Information Processor
-  Critical and Creative Thinker
-  Self-Directed Learner
-  Responsible Citizen
-  Effective Communicator
-  Collaborative Worker

### ORCSD Vision of a Graduate

ORCSD graduates will be empowered through an **awareness of self** and an **awareness of others**, who utilize a strong foundation of **transferable skills**.

**Awareness of Self:** Able to self-direct, self-regulate, self-advocate, and understand oneself as a learner. Be resilient, adaptable, and independent thinkers.

**Awareness of Others:** Be ethical, empathetic, respectful, and collaborative global thinkers.

**Transferable Skills:** Have strong foundational/core skills paired with a growth mindset that allows for critical thinking, effective communication, problem

---

## Introduction

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

You will be more successful, and your high school experience will be more rewarding if courses are selected carefully. We encourage you to review the Program of Studies, and consult with your parents, teachers, and School Counselor for advice.

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

## Grade Scale

Quality points are used to determine a student's Grade Point Average (GPA). GPA is used to determine honor roll status.

The final grade for all courses will be truncated. ORHS *does not* round the grade up to the next whole number.

Students receiving a grade of "D" or "F" in any subject will not be eligible for Honor Roll, regardless of their GPA.

Grade	Point	Range
A+	4.33	98-100
A	4.00	93-97
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	69
D	1.00	66-68
D-	.67	65
F	0.00	0-64

## Honor Roll Designations

**Honors:** GPA = 3.00 to 3.32

**High Honors:** GPA = 3.33 to 3.82

**Highest Honors:** GPA = 3.83 to 4.33

## Grade Reporting

Grades are reported quarterly to provide information regarding a student's academic progress via the PowerSchool Parent/Student Portal. Progress grades are reported mid-way through each quarter in PowerSchool.

All attempts for courses taken outside of ORHS will be noted on the ORHS transcript, including grades of Withdrawal or Failure.

## Promotion Policy

Students are promoted by virtue of credit accumulation. Students must earn five credits as a freshman to be considered a sophomore, earn ten credits by the end of sophomore year to be considered a junior, and earn fifteen credits by the end of junior year to be considered a senior.

## Transfer of Credits

High school courses transferred into ORHS will be included in the cumulative GPA. VLACS courses are considered transfer high school courses. Credits are accepted from accredited high school programs. Grades transferred into ORHS will be accepted at face value from the previous institution based on the previous institution's non-weighted grade scale (i.e. The grade of A from another school will be included as an A [4.0] at ORHS).

**VLACS Course Transfer:** Notation of all VLACS courses will be made on the ORHS transcript. This includes completed course grades and corresponding credits, as well as withdrawals and failures.

## Process for Adding/Withdrawing from Courses

**Course Load/Class Changes** - Students are recommended to take a minimum of 6 courses based on individual student needs. Students wishing to enroll in fewer than 6 courses must meet with their School Counselor to develop a plan that must be approved by the Principal. Students may add courses to their schedules, providing space is available, for a period of up to **five (5) class periods following the start of the course.**

A student transcript reflects all academic endeavors, attempted and/or completed, throughout the high school career. Students who withdraw from a course within five weeks of its start will receive no grade and the course will not become part of the student's permanent record. Students who withdraw from a course *after five weeks* of attending the course will receive the grade earned to date for the quarter during which the withdrawal occurred. A grade of "W" will be assigned for the remaining quarters, and a final grade of "W" will be recorded on the transcript; a "W" is not factored into the calculation of the student's cumulative GPA, although any "W" will remain part of the student's permanent transcript, as a matter of record.

## Early Graduation

Provision is made for three and one half (3 ½) year graduation. Because there are very specific steps to be followed when requesting early graduation, it is a requirement that students meet with their School Counselor at least one semester before the proposed three and one half (3 ½) year graduation to develop their graduation plan. Diplomas for early graduation students are awarded at the June commencement.

**Any student who wishes to apply for early graduation must do so in writing to the building Principal by September 1st of their graduating school year.**

## Extended Learning Opportunities at ORHS

Extended Learning Opportunities (ELO) are a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology and enhances student opportunity above and beyond available support and resources. The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, ELO's are engaging and intellectually challenging, and enable students to fulfill or exceed the expectations set forth by State minimum standards and incorporate ORHS 21st Century Learning Expectations.

Extended Learning Opportunities may be taken for high school credit. If the Extended Learning Opportunity is taken for credit, the granting of credit shall be based on a student's demonstration of mastery of content competencies, and High School Competency Assessments.

## Independent Coursework

Oyster River High School offers students the opportunity to earn credit on an Independent Coursework basis. A student might pursue Independent Coursework in a specific academic area not currently offered at ORHS or a current course of study which presents a scheduling conflict. The student's coursework might be completed in collaboration with a faculty member or might work with the supervision of a career-related community/business/industry partner. Students contemplating an Independent Coursework are advised to meet with their School Counselor or ELO Coordinator about their ideas, then apply for Independent Coursework approval. Independent Courses will last for one semester and will enable the student to earn 1/2 or 1 credit. Competencies met, as well as assessment methods, must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive Independent Coursework credit will not be awarded. Credit will not be awarded if the student does not complete the Coursework. All Independent Coursework is graded on a Pass/Fail basis.

## Advanced Study

Oyster River High School offers students the opportunity to earn credit on an Advanced Study basis. A student might pursue an Advanced Study due to the student completing a course or series of courses at ORHS and desire to continue to advance their learning in that subject/content area when there are not future courses available at ORHS. For example, a student who would like to continue beyond Acting II has the opportunity to design and study an Acting III experience. The student's study would be completed in collaboration with a faculty member or with the supervision of a sponsor in a career-related community/business/industry partner. Students contemplating an Advanced Study are advised to meet with their School Counselor or the ELO Coordinator about their ideas, then apply for Advance Study approval. Advanced Study courses will last for one semester and will enable the student to earn 1/2 or 1 credit. Competencies met, as well as assessment methods, must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive Advanced Study credit will not be awarded. Credit will not be awarded if the student does not complete the coursework. All Advanced Study courses are graded on a Pass/Fail basis.

### **Peer Instructor**

Seniors who have some expertise in a given course or discipline may serve as a peer instructor for any course offered in the course selection guide, providing the students with a way to further explore and develop those skills and explore the possibility of pursuing teaching as a career. Peer instructors assist the cooperating teacher with lesson planning and implementation, collaborate with the teacher to develop and teach lesson plans, and assist in small group or one-on-one supplemental instruction. Peer instructors will be required to maintain a portfolio of evidence of meetings held and lessons taught. Students contemplating being a Peer Instructor are advised to meet with their School Counselor or the ELO Coordinator about their ideas, then apply to be a Peer Instructor. Peer Instruction will last for one semester and will enable the student to earn 1/2 credit. Competencies met, as well as assessment methods, must be specified, and applications must be submitted prior to the time the peer instruction is undertaken. Retroactive Peer Instructor credit will not be awarded. Credit will not be awarded if the student does not complete the Peer Instructor experience. All Peer Instructors are graded on a Pass/Fail basis.

### **Career Exploration**

Oyster River High School offers students the opportunity to investigate and explore a specific occupation or career path. This learning experience requires the student to conduct independent research, informational interviews with professionals, and a job shadow when appropriate. The student's exploration might be completed in collaboration with a faculty member or might be working with the supervision of a sponsor in a career-related community/business/industry partner. Students contemplating Career Exploration are advised to meet with their School Counselor or ELO Coordinator about their ideas, then apply for Career Exploration approval. Career Exploration is a non-credit bearing experience.

### **Internship**

Oyster River High School offers students the opportunity to experience a temporary, unpaid, position where a student is paired with a professional in the community to gain practical experience in an occupation or profession in a prospective career field. The student's Internship would be completed in collaboration with the supervision of a career-related community/business/industry partner. Students contemplating an internship are advised to meet with their School Counselor or ELO Coordinator about their ideas, then apply for Internship approval. Internships will last for one semester and will enable the student to earn ¼ or ½ credit. Competencies met, as well as assessment methods, must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive Internship credit will not be awarded. Credit will not be awarded if the student does not complete the Internship. All Internships are graded on a Pass/Fail basis.

### **On-Line/Virtual Coursework**

Oyster River High School students who wish to enroll and transfer on-line/virtual coursework credit are required to meet with their School Counselor and the ELO Coordinator and submit a Virtual Learning Academy Charter School (VLACS) Course Intent to Enroll Pre-Approval Form. All attempts for courses taken outside of ORHS will be noted on the ORHS Transcript, including grades of Withdrawal or Failure and calculated in the cumulative GPA.

### **UNH Early College Program (CATS Program)**

The UNH Early College Program is open to motivated and academically strong Oyster River High School Juniors and Seniors who want to enrich their academic experience with an introductory college level course (400-500 level). The program is designed to supplement the high school curriculum. High school students must submit a completed application, an official high school transcript, and SAT or ACT scores (if available) to the UNH Office of Admissions no later than one week before classes begin. The UNH Early College Coordinator will then review the application for approval. Spaces in courses fill on a first-come, first-served basis, so early registration is recommended. Students are allowed to take one class per semester during the fall, spring, and summer for free.

Students may enroll in a second course at the cost of \$800. Students must reapply for each term. Students contemplating the UNH Early College Program are advised to meet with their School Counselor or the ELO Coordinator. Students should enter course 997 in their course selection.

### Early College at Great Bay Community College

Gbcc Early College invites Oyster River High School Juniors and Seniors to take college courses on the Great Bay College campus. College courses are offered during the day and evening and are taught by highly qualified college professors. Students may choose from a large selection of courses; some courses may require placement testing. Prior to registration, students must confer with their School Counselor to confirm that the courses they select will satisfy high school requirements for graduation. There is a cost associated with taking Early College courses. Students contemplating Early College courses are advised to meet with their School Counselor or the ELO Coordinator.

### Running Start Courses

Running Start courses are college courses, taught by Oyster River High School faculty who are approved adjunct professors. College faculty work directly with high school faculty to ensure that the courses taught maintain standards identical to those of sections taught on the college campus. Successful completion of this course will result in college credits. These credits are accepted at all CCSNH Colleges and transferable to a number of two and four-year universities. Successful completion earns both high school and college credit. There is a cost associated with taking Running Start courses. Students contemplating Running Start courses are advised to meet with their School Counselor. Availability of Running Start credit is dependent on approval from the college each school year. Anticipated Running Start offerings include:

Anatomy and Physiology	Introduction to Adobe
Advanced Programming with Java	Introduction to Business
Algebra 2 with Trigonometry	Introduction to Programming with Python
Calculus	Macroeconomics
Child Development I & II	Microeconomics
College Composition	Pre-Calculus
Digital Video Production	Quantitative Reasoning

### Career Technical Education (CTE)

Oyster River High School students have the opportunity to apply and enroll in CTE programs in Dover, Somersworth, and Rochester. See more detailed information on **page 64**.

### Extended Learning Opportunities Application Process

Students who wish to complete an ELO will follow the ELO policy (IHBH) and procedures effective July 1, 2017. Students must follow the steps outlined below:

1. The application is to be completed by the student/parent/guardian a minimum of two weeks prior to beginning an Extended Learning Opportunity.
2. The application will be reviewed by the ELO teacher and administrator. If additional information is requested, the information must be submitted within one week of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program will jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded.
5. Any credits earned will be calculate toward the overall Grade Point Average. This determination will be made prior to the start of an ELO by the Principal and/or their designee. The course name and grade earned will be noted on the student's official transcript.

## Program Integrity

In order to ensure the integrity of the Extended Learning Opportunity approved under this program, the student will be required periodically, or upon demand, to provide evidence of progress and attendance. The Principal and/or their designee will be responsible for certifying course completion and the award of credits consistent with the District's policies. If a student is unable to complete the Extended Learning Opportunity for valid reasons, the Principal, Principal's designee, or assigned Certified Teacher will evaluate the experience completed to date and make a determination for the awarding of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the Extended Learning Opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal or their designee may determine that the student's transcript be adjusted to reflect the experience as a failure.

## Advanced Placement Program

Advanced Placement (AP) examinations are offered by the College Entrance Examination Board (a non-profit membership organization that provides tests and other educational services for students, schools, and colleges). The AP Program helps schools establish one-year, college level courses for high-achieving students, and provides examinations to help colleges judge a candidate's qualifications for advanced placement and college credit. These are rigorous courses which require extra diligence and responsibility by students.

To be eligible for college credit, students take the AP examination given in mid-May. All students enrolled in an AP class are required to take the AP exam. Students pay approximately ninety-seven dollars (\$97.00) to take each exam (financial assistance is available). Students should review the Advanced Placement policies of the colleges in which they are interested in attending to determine how those schools apply AP test results.

Oyster River High School offers the following Advanced Placement courses:

- AP® Biology
- AP® Calculus (AB)
- AP® Calculus (BC)
- AP® Chemistry
- AP® Economics (Micro/Macro)
- AP® French Language
- AP® Physics 1
- AP® Physics 2
- AP® Precalculus
- AP® Spanish Language
- AP® Statistics
- AP® US History

Students at ORHS may elect to take the AP® English Literature or Language exam. Please speak with the English Department for suggested course progression to prepare for either exam.



# New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that partners with business leaders to motivate students, beginning in Grade 8, to complete a rigorous core course of study in high school - one that will give them a boost in college and careers. New Hampshire Scholars encourages and motivates all high school students to complete a rigorous core course of study that prepares them for successful transition to college coursework or technical training necessary to enter today's competitive job market.

New Hampshire Scholars gives students an edge – one that's of real value to them, the schools they attend, the companies they work for, and the communities where they live.



## MINIMUM NH SCHOLAR REQUIREMENTS FOR ORHS STUDENTS

- English: 4 credits
- Math: 4 credits or 4 years  
*(including Alg. I, Alg. II and Geometry)*
- Lab Science: 3 credits  
*(including Biology & Chemistry)*
- Social Science: 3 ½ credits
- Foreign Language: 2 credits  
*(NH Scholar, STEM and Arts Pathway only)*

*See below for additional requirements of each pathway. You can't count a course twice.*

### STEM PATHWAY REQUIREMENTS

- Lab Science:  
Additional 1 credit
- STEM related course:  
1 credit  
*(Science, Math, Technology, Engineering, Computers, Advanced Manufacturing, including CTE, Project Lead The Way, Family Consumer Science, etc.)*
- Minimum 3.4 GPA

### MEDAL COLORS

- NH Scholar: Blue & Gold
- STEM: Green & Gold
- Art: Black & Gold
- Career: Red & Gold
- Complete two or more pathways: Maroon & Gold

### ARTS PATHWAY REQUIREMENTS

- Art: 2 credits  
*(Visual Art, Fine Art, Performing Arts, Music, Graphic Design, etc.)*
- Minimum 3.4 GPA

### CAREER PATHWAY REQUIREMENTS

- Successfully complete one of the following: Approved NH CTE Program, Industry- Aligned or Career-Driven Extended Learning Opportunity, All Sequence Components in Formal Career Pathway Program of Study, CCSNH Industry Certificate Sequence
- Successfully engaged in a Work Based Learning Experience
- Successfully earned one of the following: College Credits, Industry Valued Recognized Certificate, or Postsecondary Hours

FOR MORE INFORMATION VISIT [NHSCHOLARS.ORG](http://NHSCHOLARS.ORG)



# Course Selection Process/NCAA

## Course Selection:

**The course selection process for Freshmen, Sophomores, and Juniors is an eight-step process:**

1. Meetings are held in the beginning of Semester 2 with students to discuss the course selection process, new course offerings and electives, and to review the *Program of Studies*.
2. Students review the Program of Studies with their parents/guardians.
3. Course Selection Window: Students receive course selection materials, review with parents/guardians, and then complete course selection in PowerSchool during the designated timeframe.
4. Students have individual conferences with their School Counselor to review course selections and graduation requirements after winter break.
5. Student course requests are posted on PowerSchool for parents to review.
6. The master schedule is built based on the courses requested by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by Counseling staff.
8. Student schedules are posted on PowerSchool.

## Are College Athletics in your future?

Athletes considering participation in intercollegiate athletics in any Division I or Division II College program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Courses approved by the NCAA at the time this booklet went to press are noted with the NCAA's circular logo. Please see your School Counselor or the Athletic Director for more information. You can also read and download a guide for student athletes at [ncaastudent.org](http://ncaastudent.org) or visit the NCAA Eligibility Center website [HERE](#).



## The Programs and Services of the Bruce Smith Library/Learning Center

The Bruce Smith Library/Learning Center provides the tools and support necessary for students to become confident and capable lifelong learners who seek out, evaluate, use, and create information for a variety of purposes. Through class visits to the Library, direct instruction, small group work, and one-on-one assistance from the Library staff, students have abundant opportunities to meet this goal.

The Library maintains a collection designed to meet the personal interests and academic needs of our students. In addition to traditional books and magazines, the Library lends digital equipment and provides access to online databases and downloadable e-books and audiobooks. For needs that reach beyond our collection, the Library participates in the Statewide Interlibrary Loan Network, lending and borrowing items from libraries around New Hampshire.

The Library is open Monday through Thursday from 7:45 to 4:00. On Fridays, it is open from 7:45 until 3:00. On average, over 200 students use the Library daily, so we ask for students' cooperation in keeping the Library a productive and neat work environment for all. Desktop and laptop computers are available for school-related activities.

# Graduation Requirements Worksheet

Program Area	Graduation Requirements 2 Year/Employment/Trade School	4 Year College/University (Minimum)	NH State Scholars Program (See pg. 9 for all NH Scholars Programs)	
Credits Required				
<b>English</b> <ul style="list-style-type: none"> <li>• Essentials of English, Sophomore English, .5 Literature, .5 Communications, .5 Writing, .5 Elective</li> </ul>	4	4	4	
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• An Algebra I credit, and two additional math credits.</li> <li>• All students must complete 4 years of a math experience. See page 12 for classes.</li> </ul>	3*	3	3	
<b>Science</b> <ul style="list-style-type: none"> <li>• A Life Science credit and a Physical Science credit</li> </ul>	2	3	3	
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• World Cultures, United States History, Citizen Education</li> <li>• Seniors must pass the U.S. Naturalization Citizenship Exam in order to graduate</li> </ul>	2.5	3	3.5	
<b>Economics</b>	.5	.5	.5	
<b>Computer Science Education</b>	.5	.5	N/A	
<b>Fine Arts</b> <ul style="list-style-type: none"> <li>• Art, Music, Video, or Theater</li> </ul>	.5	.5	N/A	
<b>World Languages</b> <ul style="list-style-type: none"> <li>• French, Mandarin Chinese, Spanish (2 years of the same language)</li> </ul>	optional <i>may be an elective</i>	2-3	2	
<b>Health and Physical Education</b>  All students are required to take Health and 1.0 credit of PE	Health Education	.5	.5	N/A
	Physical Education	1.0	.5	N/A
<b>Open Electives</b>	7.5	2.5 - 3.5	N/A	
<b>Total Credits</b>				
<b>Total Credits Needed for ORHS Diploma</b>	<b>22</b>	<b>22</b> (Minimum)	N/A	

## Computer Science Requirement and Options

Successful completion of any of these courses will satisfy the graduation requirement of .5 credits in Technology:

Advanced Programming with Java  
Computer Integrated Math 1

Introduction to Adobe  
Introduction to Computer Science  
Introduction to Programming with Python

## Fine Art Requirement and Options

Acting I & II  
Band  
Beginner Piano/Keyboard  
Chorus  
Digital Video Production  
Guitar Ensemble  
Introduction to Art

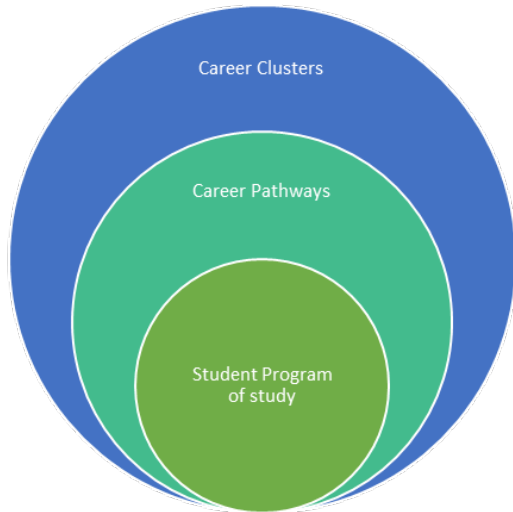
Introduction to Digital Art & Design  
Introduction to Sculpture  
Music Production  
Music Theory  
Songwriting  
Strings Orchestra  
World Drumming

## 4<sup>th</sup> Math Experience Options

Advanced Building Construction  
Advanced Programming with Java  
Advanced Woodworking  
AP Chemistry  
AP Economics  
AP Physics  
Astronomy  
Bake Shop  
Basic Woodworking  
Building Construction  
Chemistry

Economics  
Exploring Electricity  
Exploring Engineering  
Introduction to Business  
Introduction to Culinary Art  
Introduction to Programming with Python  
Marketing  
Mechanical Technology  
Personal Finance  
Physics

# Pathways to Success



## Example:

Career Cluster: Health & Human Services

Career Pathway: Education

Student Program of Study: 4-year plan developed to support exploration within the Education pathway: Child Development I/II, Sociology, Psychology, CTC programming, etc.

## What are Pathways to Success?

**Career Clusters** are broad occupational groupings based on a set of common knowledge and skills required for a broad group of careers. Career clusters provide opportunities for all students regardless of their career goals and interests. Career Clusters are a tool for a seamless educational system that blends rigorous academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, and facilitates/assists students and educators with ongoing transitions. ORHS, in conjunction with our area Career Technical Centers, have a wide variety of courses to support five Career Cluster areas. These include Arts, Communications & Humanities, Business, Management & Computer Technology, Health and Human Services, Industry & Engineering Technology, and Natural Resources.

**Career Pathways** are a sub-grouping of careers used as an organizing tool for curriculum design and instruction. Similar to career clusters, career pathways are grouped based on their requirements for a set of core and similar knowledge and skills for career success. Each pathway highlights a specific part of each cluster.

A **Student Program of Study** includes learning that is represented by fluid, living, breathing, mapped academic planning that reflects a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by encouraging participation in job shadowing, mentorships, internships, and/or apprenticeships, and the pursuit of skill development through hobbies, athletics, and fine arts.

## How Can I Use the Pathways for Course Selection?

The Career Clusters outlined in the Program of Studies provide a very general outline of coursework that can provide skills and experience in a given field. Students may use the Career Cluster Model to choose courses in areas of interest. In addition, students will meet with their School Counselor to discuss course selection.

# Arts, Communication, & Humanities

This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Arts, Communication and Humanities. Listed below are potential career opportunities, aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by ORHS courses that can provide additional skills and exposure. Please note that this is a suggested list and is not exhaustive. Students should meet with their School Counselor to create a detailed four-year plan.

## Fine Arts

Art  
Intro to Adobe  
World History  
Topics in World Cultures or Current History  
American Literature  
Basic Wood  
Advanced Wood  
Graphic Arts  
Digital Video Production (RS)

## Literature

English—Literature Emphasis  
World Language

## Media & Communication

English—Communications Emphasis  
English—Writing Emphasis  
Acting I & II  
Digital Video Production (RS)  
Critical Analysis of Storytelling  
Music Theory  
Piano  
Band  
Linguistics  
Psychology  
Sociology  
Art  
Intro to Business (RS)  
Marketing  
ORTV  
Journalism I / II

## Possible Career Opportunities

### Entry Level

Picture Framer  
Movie/TV Extra  
Sound Technician  
Darkroom Assistant  
Sign Painter  
Dancer  
Seamstress  
Lighting Technician  
Talent Agency Intern

### Technical Level

Instrument Repair  
Weaver/Potter  
Library Media Specialist  
Singer Choreographer  
Studio Artist  
Sculptor  
Instrumentalist  
Graphic Designer  
Jewelry Designer  
Historical Interpreter

### Professional Level

Architect  
Art Restorer  
Fashion Designer  
Interpreter/Translator  
Editor/Publisher  
Cinematographer  
Conductor  
Teacher/Educator  
Journalist/Photographer  
Public Relations  
Historian/Philosopher

## Language & Culture

English—Literature Emphasis  
World Language  
Critical Analysis of Storytelling  
Psychology  
Sociology  
Cold War and the 60's  
African American History  
Linguistics  
Genocide in the Modern World  
Women in American History  
World Religions

## Commercial Art

College Composition (RS)  
Marketing  
Digital Video Production (RS)  
ORTV  
Intro to Adobe  
Art  
Basic Wood  
Advanced Wood  
Graphic Arts

## Music & Drama

Debate and Persuasion  
Shakespeare  
Poetry Workshop  
Fiction Writing  
Music  
Drama  
Acting I & II  
Critical Analysis of Storytelling  
Digital Video Production (RS)  
ORTV  
Guitar Ensemble

### Potential Career Technical Programs (see page 64):

Animation & Web Design (S)    Broadcast Technology (S)    Computer Programming (D)    Engineering (D/S/R)  
Graphic Design (R)    Teacher of Multiple Levels (R)    Technical Theater & Design (S)    Video & Graphic Arts (R)

# Business, Management, & Computer Technology

This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Business, Management, and Computer Technology. Listed below are potential career opportunities, aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by ORHS courses that can provide additional skills and exposure. Please note that this is a suggested list and is not exhaustive. Students should meet with their School Counselor to create a detailed four-year plan.

## Sales & Marketing

Debate & Persuasion  
 Expository Writing  
 Journalism  
 Philosophy  
 Linguistics  
 World Language  
 Introduction to Business (RS)  
 Marketing  
 Economics  
 Micro & Macro Economics (RS)  
 AP Economics  
 Art  
 AP Statistics  
 Intro to Adobe  
 Digital Video Production (RS)

## **Possible Career Opportunities**

### Entry Level

Receptionist  
 Word Processor  
 Bank Teller  
 Payroll Clerk  
 Customer Service Representative  
 Salesperson  
 Telemarketer

### Technical Level

Court Reporter  
 Claims Agent  
 Real Estate Agent  
 Computer Technician  
 Medical Secretary  
 Audit Clerk  
 Retail Manager  
 Travel Director  
 Sales Representative

### Professional Level

Estate Planner  
 Loan Officer  
 Sports/Recreation Manager  
 Bank Examiner  
 Accountant/CPA  
 Advertising/Marketing Director  
 System Analyst  
 Investment Banker  
 Entrepreneur

## Sports/Recreation Management

Debate & Persuasion  
 Environmental Science  
 Digital Photography  
 Psychology  
 Sociology  
 Introduction to Business (RS)  
 Economics  
 Journalism  
 Exercise Physiology & Wellness

## Accounting/Finance

Introduction to Business (RS)  
 Personal Finance  
 Algebra 1 & 2  
 AP Statistics  
 Economics  
 Micro & Macro Economics (RS)  
 AP Economics  
 World Language  
 Linguistics

## Hotel/Restaurant Management

Expository Writing  
 World Language  
 Culinary Arts  
 Computers  
 Digital Photography  
 Construction Technology  
 Introduction to Business (RS)  
 Personal Finance  
 Economics  
 World Language  
 World Religions

## Computer Technology

Physics  
 Computers  
 Music Theory  
 Intro & Advanced Programming  
 Algebra 1 & 2  
 Computer Integrated Mathematics  
 Science Fiction  
 Exploring Engineering  
 Linguistics

### **Potential Career Technical Programs (see page 64):**

Accounting (R)	Banking & Financial Services (R)	Business Commerce (R)	Business, Entrepreneurship, & Marketing (S)
Business Principles (D)	Computer Networking (D)	Computer Programming (D)	Engineering (D/S/R)
Culinary Arts (D/S)	Engineering (D/S/R)	Restaurant Management (R)	

# Health & Human Services

This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Health & Human Services. Listed below are potential career opportunities, aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by ORHS courses that can provide additional skills and exposure. Please note that this is a suggested list and is not exhaustive. Students should meet with their School Counselor to create a detailed four-year plan.

<p style="text-align: center;"><b><u>Education</u></b></p> <p>English Environmental Science Music Theory Social Studies World Language Computer courses Art Physical Education Child Development I &amp; II (RS) Adulting</p>	<p style="text-align: center;"><b>Possible Career Opportunities</b></p> <p style="text-align: center;"><b><u>Entry Level</u></b> Geriatric Aide Dietary Aide Certified Nurses Aide Health Information Technician Day Care Employee Police Officer Cook/Wait staff</p>	<p style="text-align: center;"><b><u>Law/Government</u></b></p> <p>Debate &amp; Persuasion Expository Writing Linguistics Forensics Environmental Science Psychology Sociology Criminal Law and Justice in America World Language World Religions</p>
<p style="text-align: center;"><b><u>Culinary Arts</u></b></p> <p>Intro to Culinary Arts Bake Shop Nutrition Fuel &amp; Fitness Internship Digital Photography 3D Design</p>	<p style="text-align: center;"><b><u>Technical Level</u></b> Licensed Practical Nurse Dental Hygienist Surgical Technician Pharmacy Technician Paramedic Cosmetologist Esthetician Chef Paralegal</p>	<p style="text-align: center;"><b><u>Doctor/Dentist</u></b></p> <p>AP Biology AP Chemistry Physics AP Physics Calculus (RS) Computer courses World Language Psychology Sociology Nutrition Fuel &amp; Fitness Anatomy &amp; Physiology (RS) Exploring Engineering</p>
<p style="text-align: center;"><b><u>Psychology/Sociology</u></b></p> <p>Women's Literature World Literature AP Biology Forensics Anatomy &amp; Physiology (RS) Sociology Psychology World Language AP Statistics Child Development I &amp; II (RS) Adulting Linguistics</p>	<p style="text-align: center;"><b><u>Professional Level</u></b> Registered Nurse Doctor Social Worker Teacher/Educator Lawyer/Judge Military Officer Government Employee Psychologist Athletic Trainer</p>	<p style="text-align: center;"><b><u>Nursing &amp; Related Fields</u></b></p> <p>Anatomy &amp; Physiology (RS) Chemistry Algebra 1 &amp; 2 World Language Sociology Psychology Nutrition Fuel &amp; Fitness Physics</p>

**Potential Career Technical Programs (see page 64):**

Biomedical Science (D)    Cosmetology (D)    Criminal Justice (R)    Naval Junior Reserve Office Training CORPS (NJROTC) (D)  
Fire Science/EMT (D)    Health Science (D/R)    Medical Assisting (S)    Teacher of Multiple Levels (.R)    Culinary Arts (D/S)    Sports Medicine (D)



# Industrial & Engineering Technology

This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Industrial and Engineering Technology. Listed below are potential career opportunities, aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by ORHS courses that can provide additional skills and exposure. Please note that this is a suggested list and is not exhaustive - students should meet with their School Counselor to create a detailed four-year plan.

<p style="text-align: center;"><b><u>Engineering</u></b></p> <p>Algebra I &amp; II            Geometry            Trigonometry            Calculus (RS)            Chemistry            Physics            Computers            Electrical Technology            Computer Integrated Mathematics            Construction Technology            Exploring Engineering</p>	<p style="text-align: center;"><b>Possible Career Opportunities</b></p> <p style="text-align: center;"><b><u>Entry Level</u></b></p> <p style="text-align: center;">Carpenter            Equipment Assembly            Telephone/Cable Repair            Cabinet Maker            Welder            Truck Driver            Painter            Roofer</p>	<p style="text-align: center;"><b><u>Computer Science</u></b></p> <p>Intro to Programming            Advanced Programming (RS)            Digital Video Production (RS)            Algebra I &amp; II            Geometry            Trigonometry            Precalculus (RS)            Calculus (RS)            Physics            Exploring Engineering            Robotics</p>
<p style="text-align: center;"><b><u>Civil Technology</u></b></p> <p>Physics            Environmental Science            Algebra I &amp; II            World Language            Computers            Basic Wood            Advanced Wood            Construction Technology            Geometry            Trigonometry            Computer Integrated Mathematics            Exploring Engineering</p>	<p style="text-align: center;"><b><u>Technical Level</u></b></p> <p style="text-align: center;">Electrician            HVAC Mechanic            Plumber/Pipefitter            Surveying/Mapping Tech            Drafter            Engineering Tech            Water Treatment Plant            Public Works            Automotive Mechanic</p>	<p style="text-align: center;"><b><u>Machinist</u></b></p> <p>Algebra I &amp; II            Geometry            Electrical Technology            Construction Technology            Trigonometry            Accounting</p>
<p style="text-align: center;"><b><u>Automotive Technology</u></b></p> <p>Algebra I &amp; II            Geometry            Electrical Technology            Accounting            Intro to Business            Personal Finance</p>	<p style="text-align: center;"><b><u>Professional Level</u></b></p> <p style="text-align: center;">Machinery Design            Engineer            Production Manger            Aircraft Pilot Programmer            Numerical Controller            Purchasing Agent            Architect            Construction Manager</p>	<p style="text-align: center;"><b><u>Graphic Arts</u></b></p> <p>Intro to Adobe            Graphic Arts            Computers            Art            Digital Video Production (RS)            Journalism            Marketing            Algebra I &amp; II            Geometry            Computer Integrated Mathematics</p>

## **Potential Career Technical Programs (see page 64):**

Computer Systems Networking (D)	Automotive Collision (D)	Automotive Technology (D/S/R)
Computer Programming (D)	Electrical Technology (D)	Engineering (D/S/R)
Building Construction (D/S)	Precision Machining (R)	Welding (D)
		HVAC Technology (R)
		Adv. Millwork & Manufacturing (R)

# Natural Resources

This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Natural Resources. Listed below are potential career opportunities, aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by ORHS courses that can provide additional skills and exposure. Please note that this is a suggested list and is not exhaustive. Students should meet with their School Counselor to create a detailed four-year plan.

## Forestry

NextGen: Earth  
 NextGen: Biology  
 Environmental Science  
 Intro to Adobe  
 Basic Wood  
 Advanced Wood  
 Algebra I & II  
 Geometry

## Possible Career Opportunities

### Entry Level

Animal Caretaker/Groomer  
 Forestry Tech  
 Commercial Fisherman  
 Landscape/Nursery Employee  
 Logger  
 Floral Assistant  
 Farm Hand  
 Landfill/Recycling Employee

## Horticulture/Landscaping

NextGen: Earth  
 NextGen: Biology  
 Environmental Science  
 Intro to Adobe  
 Art  
 Basic Wood  
 Advanced Wood  
 Computer Integrated Mathematics

## Environmental Science

Environmental Science  
 Literature & the Land  
 Trigonometry  
 Topics in World Cultures  
 Psychology  
 Sociology

### Technical Level

Animal Health Technician  
 Firefighter  
 Fish Hatchery Manager  
 Florist  
 Landscaper  
 Arborist

## Veterinary Science

Anatomy & Physiology (RS)  
 Chemistry  
 AP Chemistry  
 AP Biology  
 Physics  
 Computer courses  
 Precalculus (RS)  
 Calculus

## Marine Biology

Marine Biology  
 NextGen: Earth  
 NextGen: Biology  
 Environmental Science  
 Global Diplomacy and the United Nations  
 PreCalculus (RS)  
 Calculus (RS)

### Professional Level

Landscape Architect  
 Water Resources Manager  
 Animal Science Research  
 Marine Biologist  
 Forester  
 Geologist  
 Ornithologist  
 Microbiologist

## Potential Career Technical Programs (see page 64):

Animal & Vet. Science (D)	Biomedical Science (D)	Naval Junior Reserve Office Training CORPS (NJROTC) (D)
Health Science (D/R)	Fire Science/EMT (D)	Environmental Science & Sustainable Studies (R)

# Courses Offered at a Glance

## Explanation of Codes:

AP Advanced Placement

SNHU Southern New Hampshire Credit Available

RS Running Start Credit May Be Available

\*Courses with an asterisk require instructor's permission

## Art (Visual)

Course		Grades				Credits
Advanced Ceramics	588		10	11	12	.5
Advanced Studio Art *	684			11	12	.5
Ceramics I	587	9	10	11	12	.5
Digital Photography	682	9	10	11	12	.5
Drawing & Painting I	603	9	10	11	12	.5
Drawing & Painting II	604		10	11	12	.5
Introduction to Art	601	9	10	11	12	.5
Introduction to Digital Art & Design	664	9	10	11	12	.5
Introduction to Sculpture	602	9	10	11	12	.5

## Art (Theater and Video)

Course		Grades				Credits
Acting I	667	9	10	11	12	.5
Acting II	669	9	10	11	12	.5
Digital Video Production RS	615			11	12	.5
ORTV 1	115			11	12	.5
ORTV 2	116			11	12	.5

## Business Department

Course		Grades				Credits
AP Economics	711			11	12	1.0
Economics	714			11	12	.5
Introduction to Business RS	710		10	11	12	.5
Macroeconomics RS	731			11	12	.5
Marketing	722			11	12	.5
Microeconomics RS	730			11	12	.5
Personal Finance	633		10	11	12	.5

## Computer Science Department

Course		Grades				Credits
Advanced Programming with Java <b>RS</b>	702			11	12	.5
Introduction to Adobe <b>RS</b>	705		10	11	12	.5
Introduction to Computer Science	699	9	10	11	12	.5
Introduction to Programming with Python <b>RS</b>	703		10	11	12	.5

## English Department

Course		Grades				Credits
Essentials of English	100	9				1
Sophomore English—Magic, Monsters and Mythic Figures	112		10			1
Sophomore English—Voices and Vision in Literature	117		10			1
<b>Communications Emphasis</b>						
College Composition <b>RS</b>	149			11	12	.5
Critical Analysis of Storytelling	154			11	12	.5
Debate and Persuasion	105			11	12	.5
Digital Video Production <b>RS</b>	615			11	12	.5
Journalism I	109		10	11	12	.5
Journalism II*	111			11	12	1.0
Linguistics	108			11	12	.5
ORTV 1	115			11	12	.5
ORTV 2	116			11	12	.5
Shakespeare	144			11	12	.5
Writing for the Modern World	152			11	12	.5
<b>Literature Emphasis</b>						
Advanced Seminar in Literature *	139				12	.5
Literature and the Land	123			11	12	.5
Mythology	125		10	11	12	.5
Nonfiction	127			11	12	.5
Science Fiction	126			11	12	.5
Shakespeare	144			11	12	.5
Themes in American Literature	103			11	12	.5

## English Department (continued)

Women's Literature	131			11	12	.5
World Literature	128			11	12	.5
<b>Writing Emphasis</b>						
Advanced Writing *	113				12	.5
College Composition <b>RS</b>	106			11	12	.5
Debate and Persuasion	105			11	12	.5
Expository Writing	101		10	11	12	.5
Fiction Writing	151		10	11	12	.5
Journalism I	109		10	11	12	.5
Journalism II*	111			11	12	1.0
Linguistics	108			11	12	.5
Poetry Workshop	150		10	11	12	.5

## Exercise Physiology & Wellness Department

Course		Grades				Credits
Exercise Physiology & Wellness 1	590	9				.5
Exercise Physiology & Wellness 2	591	9				.5
Health	558	9	10	11	12	.5
Adulting	582	9	10	11	12	.5
Adventure Education 1	595		10	11	12	.5
Bake Shop	630	9	10	11	12	.5
Child Development I <b>RS</b>	643			11	12	.5
Child Development II <b>RS</b>	644			11	12	.5
Fuel and Fitness	581	9	10	11	12	.5
Introduction to Culinary Arts	629	9	10	11	12	.5
Nutrition	580	9	10	11	12	.5
Team/Individual Sports	592		10	11	12	.5
Unified Partner	597			11	12	.5
Weight Training and Fitness	594		10	11	12	.5
Yoga and Mindfulness	598		10	11	12	.5

## Mathematics Department

Course		Grades				Credits
General Mathematics	301	9	10	11	12	1
Applications of Mathematics	303	9	10	11	12	1
Introduction to Algebra/Geometry	305	9	10	11	12	1
Algebra I—Segment A	321	9	10	11	12	.5
Algebra I—Segment B	322	9	10	11	12	.5
Geometry	312	9	10	11	12	1
Accelerated Geometry	314	9	10	11	12	1
Algebra II	316		10	11	12	1
Algebra II with Trigonometry	318		10	11	12	1
Quantitative Reasoning <b>RS</b>	327		10	11	12	1
Topics in Geometry—Semester 1	307		10	11	12	.5
Topics in Geometry—Semester 2	308		10	11	12	.5
AP <sup>®</sup> Calculus AB	324			11	12	1
AP <sup>®</sup> Calculus BC—Semester 2	325			11	12	.5
AP <sup>®</sup> Precalculus	331			11	12	1
AP <sup>®</sup> Statistics	326			11	12	1
Calculus <b>RS</b>	330			11	12	1
Computer Integrated Mathematics 1	313			11	12	.5
Computer Integrated Mathematics 2	315			11	12	.5
Finite Mathematics	320			11	12	.5
Precalculus <b>RS</b>	323			11	12	1
Trigonometry	319			11	12	.5
Trigonometry/Finite	328			11	12	.5

## Music Department

Course		Grades				Credits
Band —Semester 1	671	9	10	11	12	.5
Band —Semester 2	672	9	10	11	12	.5
Beginning Piano/Keyboarding	627	9	10	11	12	.5
Chorus—Semester 1	680	9	10	11	12	.5
Chorus—Semester 2	681	9	10	11	12	.5
Guitar Ensemble	654	9	10	11	12	.5
Modern Band	663	9	10	11	12	.5
Music Production	656	9	10	11	12	.5
Music Theory	621	9	10	11	12	.5
Piano/Keyboarding II	589	9	10	11	12	.5
Songwriting	660	9	10	11	12	.5
Strings Orchestra—Semester 1	616	9	10	11	12	.5
Strings Orchestra—Semester 2	619	9	10	11	12	.5
World Drumming	647	9	10	11	12	.5

## Science Department

Course		Grades				Credits
NextGen Biology	425	9	10			1
NextGen Earth	426		10	11		1
Chemistry	410		10	11	12	1
AP® Biology	417			11	12	1
AP® Chemistry	429			11	12	1
AP® Physics	421			11	12	1
AP® Physics 2	427				12	1
Astronomy	420			11	12	.5
Environmental Science	413			11	12	1
Exploring Engineering	418			11	12	.5
Human Anatomy & Physiology <b>SNHU</b>	411			11	12	1
Introduction to Forensic Science	419			11	12	.5
Marine Biology	423			11	12	.5
Physics	416			11	12	1
Life Science	435	9	10	11	12	1
Physical Science	436	9	10	11	12	1

## Social Studies Department

Course		Grades				Credits
World Cultures	200	9				1
United States History	199		10			1
Citizenship Education	201			11	12	.5
Advanced World Cultures	225			11	12	.5
African American History	210			11	12	.5
AP® United States History	228			11	12	1
Cold War & The 60's	209			11	12	.5
Criminal Law and Justice in America	230			11	12	.5
Genocide in the Modern World	231			11	12	.5
Global Diplomacy and the United Nations	217	9	10	11	12	.5
Psychology	213			11	12	.5
Sociology	215			11	12	.5
Sports and 20 <sup>th</sup> Century Society	206	9	10	11	12	.5
Topics in World History Through Film	216			11	12	.5
Women in American History	233			11	12	.5
World Religions	232			11	12	.5

## Technology Department

Course		Grades				Credits
Advanced Building Construction Tech.	658		10	11	12	.5
Advanced Woodworking	653		10	11	12	.5
Basic Building Construction Technology	657	9	10	11	12	.5
Basic Woodworking	651	9	10	11	12	.5
Exploring Electricity	661	9	10	11	12	.5
Mechanical Technology	659		10	11	12	.5



## World Language Department

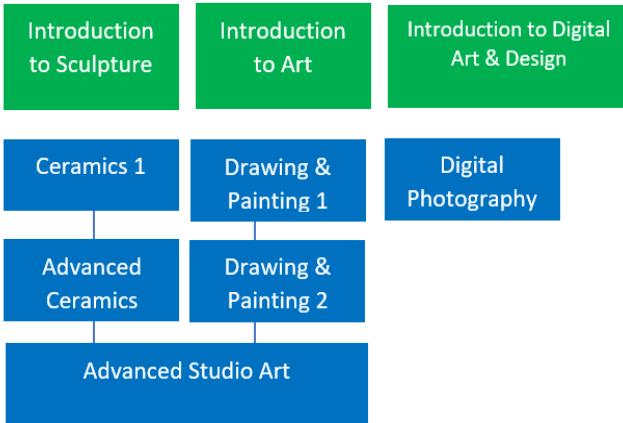
Course		Grades				Credits
French I	501	9	10	11	12	1
French II	502	9	10	11	12	1
French III	503	9	10	11	12	1
French IV	504		10	11	12	1
French V	505			11	12	1
Advanced Topics in French	507				12	1
AP® French Language	506				12	1
Mandarin Chinese 1	551	9	10	11	12	1
Mandarin Chinese 2	552	9	10	11	12	1
Mandarin Chinese 3	553	9	10	11	12	1
Mandarin Chinese 4	554		10	11	12	1
Mandarin Chinese 5	558			11	12	1
Spanish I	531	9	10	11	12	1
Spanish II	532	9	10	11	12	1
Spanish III	533	9	10	11	12	1
Spanish IV	534		10	11	12	1
Spanish V	535			11	12	1
AP® Spanish Language	536				12	1

## Career and Technical Education (CTE)

Center	Grades				Credits
Dover High School Regional Career Technical Center		10	11	12	1-3
Somersworth High School Career Technical Center		10	11	12	1-3
Spaulding High School Regional Career Technology Center		10	11	12	1-3



# ART DEPARTMENT



Successful completion of any green-level introductory art courses is required to begin exploring our first tier of blue-level courses.

The ORHS Art Department offers a variety of two & three-dimensional courses, starting with Introduction to Art, Introduction to Sculpture, & Introduction to Digital Art & Design. After successfully completing one of these prerequisites, students may begin exploring Ceramics 1, Drawing & Painting 1, or Digital Photography, and may then proceed to more advanced course offerings. The ORHS Art Department is committed to fostering a safe and supportive culture necessary for creative risk taking and artistic expression.

**Students are required to complete the following:  
Fine Arts - .5 credit**

664 Introduction to Digital Art & Design .5 Credit  
Grades 9-12

This new course offering provides an introductory exploration of Digital Art & Design. Students will learn about the important role digital media plays in today's society and how to be involved with that creative, virtual world. Programs from the Adobe Creative Suite (Illustrator, Photoshop, InDesign & Animate) will be used to develop unique and compelling digital drawings, paintings, photographs, short animations, logos, product designs, and graphic designs used in branding. There will be consideration of social media and print media for marketing. **This course fulfills the Fine Arts requirement.**

601 Introduction to Art .5 Credit  
Grades 9-12

This popular class offers students a sampling of the ORHS art experience. Students will experience basic design, drawing and painting, pottery, and sculpture with emphasis on the elements of art and principles of design. Students will be actively engaged in the creative process, planning, creating, and critiquing art. Creativity, personal expression, and risk-taking will be fostered and encouraged. This course is designed to appeal to all students, as well as students with a passion for art. **This course fulfills the Fine Arts requirement.**

602 Introduction to Sculpture .5 Credit  
Grades 9-12

This course is the ultimate hands-on art experience. Students will use a variety of materials and techniques to create three-dimensional art works, both relief and freestanding. Challenging projects are designed to reinforce the essential elements of art and principles of design, while allowing for creative and personal interpretation of the various subject matter and techniques. Sculpture materials may include wood, clay, glass, metal, cardboard, plaster, and found or recycled materials. An emphasis will be placed on experimentation, work ethic, and individual progress throughout the semester. **This course fulfills the Fine Arts requirement.**

588 Advanced Ceramics

.5 Credit

Grades 10-12

**Prerequisite: Ceramics 1 with minimum grade of B. May be taken more than once with a minimum grade of B.**

Students will use skills acquired in Ceramics 1 as a basis for more complex hand-built and wheel-thrown forms. Emphasis for this class shifts from learning basic techniques to achieving a higher level of craftsmanship and personal expression. Self-motivation is encouraged as students strive for individual growth and artistic style. Students will have the opportunity to share in the daily responsibilities of the clay studio including processing clay, maintaining glazes, and firing the kiln.

684 Advanced Studio Art

.5 Credit

Grades 11-12

**Prerequisite: Completion of one of the following concentrations with a minimum grade of B in both courses: Drawing & Painting I & II OR Ceramics I & Advanced Ceramics. May be taken more than once with a minimum grade of B.**

Students with special interest and ability in art, who have successfully completed a concentration in Drawing & Painting 1 & 2 OR Ceramics 1 & Advanced Ceramics, will have an opportunity to work in depth with areas of special interest and prepare a portfolio of artwork as an expression of high school art achievement. Emphasis will be placed on the student's ability to initiate, explore, and resolve ideas in a series of works, which are evidence of growth, and the capacity to bring work to completion. There will also be a focus on self-branding, logo design and how to promote artwork to a specific audience.

587 Ceramics I

.5 Credit

Grades 9-12

**Prerequisite: Introduction to Art, Introduction to Sculpture or Introduction to Digital Art & Design with a minimum grade of B.**

This class introduces students to the ancient craft of working with clay. Students will experience hand-building techniques including pinch, coil, and slab. Wheel throwing is introduced with expectations for basic levels of achievement, including cylinder, bowl, and plate forms. As the semester progresses, experimentation with basic techniques will lead to more freedom and individual

creativity. Informal group critiques and instructor demonstrations will reinforce student learning. Clay works created in this class, whether functional or sculptural, will be enjoyed for a lifetime!

682 Digital Photography

.5 Credit

Grades 9-12

**Prerequisite: Introduction to Art, Introduction to Sculpture or Introduction to Digital Art & Design**

Students will explore the unique art of digital photography, as well as digital imaging. They will also be introduced to more advanced digital cameras (DSLR), and become familiar with digital photography storage, enhancement, and editing using Adobe Photoshop. All assignments will emphasize creativity, photographic artistry, and personal expression. Owning a camera is not required and will be provided for students to share, but students are allowed and encouraged to use their own DSLR digital cameras.

603 Drawing & Painting I

.5 Credit

Grades 9-12

**Prerequisite: Introduction to Art, Introduction to Sculpture or Introduction to Digital Art & Design with a minimum grade of B.**

Students will learn fundamental drawing techniques and experiment with a variety of mediums and styles, strengthening observational skills and conceptual ability. Topics may include the figure, organic forms, manmade objects, and basic perspective. Students will be encouraged to develop compositions that are dynamic and meaningful and will leave with a strong foundation of artistic skills to use in our higher-level Drawing & Painting 2 course.

604 Drawing & Painting II

.5 Credit

Grades 10-12

**Prerequisite: Drawing & Painting 1 with a minimum grade of B.**

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

# Art- Theater and Video Department

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

667 Acting I

.5 Credit

Grades 9-12

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

**This course fulfills the Fine Arts requirement.**

669 Acting II

.5 Credit

Grades 9-12

## **Prerequisite: Acting I**

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

615 Digital Video Production

.5 Credit

Grades 11-12

Digital Video Production is one of the most visually striking and imaginative ways to express ideas. Throughout this course students will learn and apply proper production techniques to produce videos from start to finish. Students will learn proper handling and use of equipment, screenwriting, storyboarding, visual storytelling, and editing. The course also focuses on analyzing the application of aesthetics in films such as light, color, sound, and composition. Throughout the course students will create more and more complex videos that may include documentaries, narratives, orientations, music videos, commercials and/ or other short films. Throughout the semester students will also gain valuable time management and collaboration skills while honing their creativity. Student videos may be shown on the class website. **This course may be eligible for Running Start credit. This course fulfills the requirement for English or Fine Arts credit.**

115 ORTV 1

.5 or 1 Credit

116 ORTV 2

Grades 11-12

## **Prerequisite: Video Production/Journalism I/II or by Permission of instructor**

This course is designed for students who have more than a passing interest in the video field and who wish to examine video production through the lens of broadcast journalism. Students will learn how to critically examine news sources, and how to tell the stories of the Oyster River School District through professional video techniques. Students will enhance their skills in videography, sound recording, scriptwriting, interviewing, and editing by creating informative and entertaining news stories for the ORTV News show. Students will take on roles within the news team as host, director, videographer, reporter and editor. The ability to be creative, meet deadlines, work independently, and work collaboratively is a must. The ORTV News will be shared with ORCSD. **This course fulfills the requirement for English or Fine Arts credit.**

# Business Education

The Business Department offers a variety of courses to meet the needs of all students, whether they are preparing for two- or four-year colleges, or for employment in the workforce.

**Students are required to complete the following: Economics – .5 credit**

711 AP Economics	1.0 Credit
	Grades 11-12

**AP Economics is a yearlong course. It covers both AP Micro & Macro-economics.**

AP microeconomics will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.


AP macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The 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. **This course fulfills the Economics requirement.**

714 Economics	.5 Credit
	Grades 11-12

This course is designed to introduce students to the structure and function of economic systems, different economic models and how they are tools used to understand the economic environment, and decision-making as it relates to how people make decisions within the economic way of thinking.

The first half of this course focuses on the microeconomic level where students investigate parts of an economic system from consumers to producers and the role of the government. Students will explore different market structures, the forces of supply and demand, and use marginal analysis to determine how to maximize the benefit of their resources and decision-making. The second half of this course focuses on the macroeconomic level where students investigate the economic system as whole. Students examine the business cycle, trends in

economic activity, personal finance literacy, and the ways in which financial institutions and the government work together through fiscal and monetary policy to stabilize the economy. **This course fulfills the Economics requirement.**

731 Macroeconomics	.5 Credit
	Grades 11-12

Macroeconomics is a semester long economics course that provides students a thorough understanding of the principles of economics that apply to an economic system as a whole. The 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. **This course may be eligible for Running Start credit. This course fulfills the Economics requirement when taken with 730 Microeconomics.**

730 Microeconomics	.5 Credit
	Grades 11-12

Microeconomics is a semester long economics course that provides students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. **This course may be eligible for Running Start credit. This course fulfills the Economics requirement when taken with 731 Macroeconomics.**

710 Introduction to Business

.5 Credit

Grades 10-12

Effective business management requires leadership, innovation, creativity, empathy, efficiency, and strategic thinking. The goal of this course is to provide students with a solid understanding of the structure and function of business while developing the necessary technical knowledge and skills. Students will investigate marketing, operations management, and finance as well as the role that technology, human resources, management, and leadership play in a successful business operation. By developing these business foundation skills, Introduction to Business enhances the competitive edge students need to excel in today's competitive environment. **This course may be eligible for Running Start credit.**

722 Marketing

.5 Credit

Grades 11-12

This course is designed to serve as an introduction to the basic principles of marketing, practices, and the application of these practices. This course examines our present-day marketing system from a managerial point of view and has a current events component to help emphasize the marketing principles in today's business world. Subjects covered include consumer behavior, market research and target markets, supply chains, products, promotion, channels of distribution, pricing, international marketing and use of technology in marketing.

633 Personal Finance

.5 Credit

Grades 10-12

This course is designed to introduce students to a range of topics that will impact financial decision making for young adults. The path will explore paychecks and taxes, checking and savings accounts, budgeting, paying for college, lines of credit including loans and credit cards, credit scores and managing debt, ways to invest, and different forms of insurance.

## Computer Science Education

The Computer Science Department offers a variety of courses to meet the needs of all students in order to successfully use technology tools at ORHS and beyond. Students should be proficient with cloud-based computing using word processing, spreadsheet and presentation software such as Office 365. If students are not proficient in ALL these areas, they should consider Introduction to Computer Science. All students who feel they have mastered ALL these skills should consider taking other intermediate courses such as programming or graphic design related courses such as Adobe Photoshop/Illustrator.

**Students are required to complete the following: Computer Science – .5 credit**

699 Introduction to Computer Science .5 Credit

Grades 9-12

Are you interested in the computer science field; do you want a better understanding of how computers work? This introductory course will cover fundamentals like using word processing and spreadsheets in a cloud-based environment to more advanced topics such as web development and 3D printing. Students will also learn the fundamentals of digital design using Photoshop, and hot topics such as privacy and security issues in the digital age. **This course fulfills the computer science requirement.**

705 Introduction to Adobe

.5 Credit

Grades 10-12

**Recommended: Basic knowledge of computers.**

This intermediate course allows students to explore two high-end ADOBE software packages: Photoshop and Illustrator. Illustrator is a drawing program which uses a variety of tools to create vector graphics. Photoshop explores the various ways to manipulate and edit digital photographs. **This course may be eligible for Running Start credit. This course fulfills the computer science requirement.**

702 Advanced Programming  
with Java

.5 Credit  
Grades 11-12

**Prerequisite:** Introduction to Programming

**Recommended:** Algebra 2

The purpose of this course is to provide a solid foundation in the Java programming language. Program planning, object-oriented design and Java language syntax will be emphasized. Programming theory and logic will be presented through projects involving data manipulation and the study of planning methods. Students are expected to have Windows experience and a solid math background before taking this class as a high level of problem-solving skills is expected. Students must successfully complete Introduction to Programming before taking this course. **This course may be eligible for Running Start credit.**

703 Introduction to Programming  
with Python

.5 Credit  
Grades 10-12

**Recommended:** Knowledge of computers and strong background in math; underclassmen who do not have a strong background in math should consider taking this course in 11<sup>th</sup> or 12<sup>th</sup> grade.

This hands-on course teaches students the fundamentals of programming using Python creating of simple programs and some basic video games. Using Object Oriented Programming students will develop and use problem solving skills when writing programs of their own, apply the design process in program development, prepare informal oral presentations and explain the basic elements of a well-designed program. Students will also delve into the use of graphical user interfaces, graphics, and the use of sounds in programs. A strong understanding of math and basic knowledge of computers is needed to be successful in this course. **This course may be eligible for Running Start credit. This course fulfills the computer science requirement.**



# English Department


The English Department offers diverse elective courses for students in grades 10 through 12. The basic academic skills of reading, listening, speaking, writing, viewing, and thinking are taught in all courses. To ensure a common foundation in writing skills, critical readings skills, communication skills, and literary analysis skills, all students are expected to pass a one-year course, Essentials of English, in grade 9. Students in grade 10 choose among the options for a required one-year course, and they may additionally take any of the available electives for grade 10. The English Department strongly suggests that students fulfill the ½ credit requirement in communication, literature, and writing before taking another course in the same emphasis area. Each student must meet this requirement, which builds off their work in the one-year 9<sup>th</sup> grade course and one-year 10<sup>th</sup> grade course.

**Students are required to complete the following:**


**Essentials of English- 1 credit**

**Sophomore English- 1 credit**

**English Electives- 2 credits**


100 Essentials of English	1 Credit
	Grade 9

Essentials of English integrates reading, writing, listening, viewing, and speaking skills, giving them base skills for more advanced and specific courses. Students will use analytical tools to increase their understanding and appreciation of diverse literary genres and develop a process approach to writing to craft expository and formal essays. Many students will also participate in the national Poetry Out Loud recitation competition and experience a professional Shakespeare performance. This curriculum encourages students to explore a variety of perspectives in order to develop their own.

112 Sophomore English	1 Credit
Magic, Monsters, and Mythic Figures	Grade 10
	

In this full year course, students will explore how fantasy can reveal the truth about society and how real people can become mythic figures. Students will examine philosophical and moral questions that have

been debated for centuries as they consider how authors use fictional monsters to depict societal fears and anxieties. Students will read a variety of fictional texts that explore these questions and how a fascination with magic permeates cultures around the world. Whole class and student selected texts will be used. In response to the works and themes students will examine in this course, they will also study and write in a range of genres including critical analysis, poetry, fiction, creative non-fiction, journalistic, and persuasive writing.

117 Sophomore English	1 Credit
Voices and Vision in Literature	Grade 10
	

In this full year course, students will explore contemporary issues through modern literature. Contemporary issues the course may explore include mental health, equity and inclusion, immigration, the environment and sustainability, poverty, and violence. Students will examine the ways in which characters' lives and visions are shaped by these pervasive forces and how they use their voices and actions to confront these obstacles. Whole class and student selected texts will be used. In response to the works and themes students will examine in this course, they will also study and write in a range of genres including critical analysis, poetry, fiction, creative non-fiction, journalistic, and persuasive writing.



# English Electives

## Communications Courses

149 College Composition

.5 Credit  
Grades 11-12



### Communications or Writing

#### Class theme: Media and Culture

In College Composition, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process, from drafting through pre-writing, revision, and editing. This course places reading at the core of the writing curriculum by including interaction with reading selections as the vehicle for idea development, analytical and interpretive skill, and research, and to serve as writing models. The workshop format of the course includes class discussion, individual conferences with the instructor, and peer critique of work in progress.

To better understand the impact of media on our lives, this section of College Composition is devoted to a critical analysis of mass media and its effect on humans. Using a framework of questions for analysis, we will deconstruct media from “the inside out.” Ultimately, we will work towards developing tools and strategies that will improve our analytical and writing skills through media literacy and research. Throughout the semester we will learn strategies for critical thinking and reasoning including close reading, data collection through inquiry and research, and the public communication of conclusions through a comprehensive research paper and presentation. The final research paper shall be on a topic related to mass media and popular culture. **This course may be eligible for Running Start credit.**

154 Critical Analysis of Storytelling

.5 Credit



Grades 11-12

### Communications

This course is designed for students who have a love of film and an interest in learning more about the medium, its history, and its impact on society. The course will also introduce students to the elements of cinematic art through analysis of key films from a variety of genres. Students will critically view film as a literary work with respect to literary elements and cultural significance along with studying the technical aspects of the field including cinematography, mis-en-scene, movement, editing, and sound. Students will

be expected to conduct research for case studies of choice genres, auteur directors, the global film industry, and complete an independent research project to improve their research skills and deepen their knowledge in the realm of film.

105 Debate and Persuasion

.5 Credit



Grades 11-12

### Communications or Writing

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

615 Digital Video Production

.5 Credit  
Grades 11-12

### Communications or Fine Arts

Digital Video Production is one of the most visually striking and imaginative ways to express ideas. Throughout this course students will learn and apply proper production techniques to produce videos from start to finish. Students will learn proper handling and use of equipment, screenwriting, storyboarding, visual storytelling, and editing. The course also focuses on analyzing the application of aesthetics in film such as light, color, sound, and composition. Throughout the course students will create more and more complex videos that may include documentaries, narratives, orientations, music videos, commercials and/ or other short films. Throughout the semester students will also gain valuable time management and collaboration skills while honing their creativity. Student videos may be shown on the class website. **This course may be eligible for Running Start credit. This course fulfills the requirement for English or Fine Arts credit.**

109 Journalism I

.5 Credit



Grades 10-12

### Communications or Writing

In this class you will learn the basic skills needed to interview people and write news stories covering national, local, and school news. We'll learn about how journalism has changed through new technology, both in positive and negative ways. Journalists often face ethical dilemmas as they cover difficult stories, so we will consider the decisions that these journalists must make. We'll also study legal cases connected to the First Amendment. Students must have the discipline and accountability to meet strict deadlines. In addition to the teacher recommendation, a student must excel in Journalism I in order to join Journalism II.

111 Journalism II

.5 Credit



Grades 11-12

### Communications or Writing

**Prerequisite: Journalism I with a minimum B average and must apply. Applications available in the Counseling Office or the Journalism I teacher.**

Journalism II is an advanced level writing course that requires students to create, revise, and share journalistic, nonfiction writing for the Oyster River community. In order to do this effectively, the course emphasizes skills in: research, critical analysis, interviews, grammar, organization, revision, and composition. Using these skills, students write features, news stories, opinion-editorials, and in-depth articles. Journalism II also requires ongoing collaboration with peers and consideration of ethical issues.

108 Linguistics

.5 Credit



Grades 11-12

### Communications or Writing

Linguistics explores the nature of language and our relationship with it both individually and culturally. One of the main purposes for this exploration is to connect with students' own experiences and give greater ownership of the English language. To do so, students will learn how to analyze language's different functions, forms, and effects. The course will cover multiple subfields of linguistics, including its connections to sociology and psychology. Students will also learn about the history of English, and how it continues to change today. The texts will include writing and multimedia about language, along with various pieces of literature and visual art that play with language and symbols. Students will also practice rhetorical analysis,

especially as a way to study debates about language and then make their own argument. In order to best explore language's breadth of purpose, form, and effect, students will write in a variety of styles throughout the semester.

115 ORTV 1

.5 or 1 Credit

116 ORTV 2

Grades 11-12

### Fine Arts or English

**Prerequisite: Video Production/Journalism I or by Permission of instructor**

This course is designed for students who have more than a passing interest in the video field and who wish to examine video production through the lens of broadcast journalism. Students will learn how to critically examine news sources, and how to tell the stories of the Oyster River School District through professional video techniques. Students will enhance their skills in videography, sound recording, scriptwriting, interviewing, and editing by creating informative and entertaining news stories for the ORTV News show. Students will take on roles within the news team as host, director, videographer, reporter and editor. The ability to be creative, meet deadlines, work independently, and work collaboratively is a must. The ORTV News will be shared with ORCSD. **This course fulfills the requirement for English or Fine Arts credit.**

144 Shakespeare

.5 Credit  
Grades 11-12

### Communications or Literature

More than 400 years have passed since William Shakespeare produced a body of work that has inspired countless generations of literature lovers all over the world. This course will afford us the opportunity to reflect on his tragedies, histories, and comedies in a more in-depth manner than other literature classes and the influence these plays have had on modern literature and film. Classroom participation is mandatory, and students will be asked to perform scenes and monologues throughout the semester. In addition, students will engage in analytical and reflective writing.

152 Writing for the Modern World

.5 Credit  
Grades 11-12

### Communications

Being able to communicate using digital media is becoming a vital part of our society. In this course students will learn the foundations of communication and digital media. Students will explore, learn, and create examples to practice the real-world application of such skills as branding/marketing, visual storytelling, maintaining social

media accounts and content creation, and using proper etiquette in professional communication. Students will also learn to use different forms of digital media such as blogs, podcasts, video and more. Students will learn the responsibilities of such content and the considerations for how to effectively produce content intended for a variety of audiences and purposes. Students should expect to complete a number of digital projects and be ready to publish and share their work on a variety of platforms.

## Literature Courses

139 Advanced Seminar in Literature .5 Credit



Grade 12

### Literature

This course is for highly motivated seniors who have demonstrated considerable ability in interpretive reading, critical thinking, library research, and the writing of analytical papers. The seminar nature of the course demands that students be committed to sharing ideas and pooling knowledge. Students must be prepared for extensive reading and vigorous participation in intellectual discussion. Those enrolling in this course must be engaged in the decision-making process. Novels and readings will be proposed and chosen by class consensus. Through a process of negotiation, the students and teacher will design a significant part of the course.

**Students who complete this course are encouraged to take the AP exam for English Literature and Composition. Students may be asked to purchase their own texts.**

123 Literature and the Land .5 Credit



Grades 11-12

### Literature—This is a nature-based class

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

125 Mythology



.5 Credit

Grades 10-12

### Literature

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

127 Nonfiction



.5 Credit

Grades 11-12

### Literature

Readings in Nonfiction introduces students to modern nonfiction writing and literature in various genres including memoir, social criticism, travel writing, and documentary. Through semester long independent study and choice reading, students “make the invisible world visible” by reading, writing, and presenting about our own lives, the lives of others, and the world around us. The course culminates with a student designed event, developed and planned through a “genius project” where students explore a question of their own design through nonfiction media, full length text, and peer reviewed research. Assessments in the course include creative nonfiction writing, case study, and discussion.

126 Science Fiction



.5 Credit

Grades 11-12

### Literature

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

144 Shakespeare

.5 Credit  
Grades 11-12

### Communications or Literature

More than 400 years have passed since William Shakespeare produced a body of work that has inspired countless generations of literature lovers all over the world. This course will afford us the opportunity to reflect on his tragedies, histories, and comedies in a more in-depth manner than other literature classes and the influence these plays have had on modern literature and film. Classroom participation is mandatory, and students will be asked to perform scenes and monologues throughout the semester. In addition, students will engage in analytical and reflective writing.

103 Themes in  
American Literature

.5 Credit  
Grades 11-12



### Literature

Since the advent of the distinct American voice in literature, American writers have been exploring similar essentials concerns unique to the American experience. Themes that will guide our study of American literature include the American Dream, Power of the Individual, Relationship with the Land, Search for Identity, and Tolerance. Literature included within the course will represent literature from America's past and present, as well as literature from a range of cultural, ethnic, racial, and socioeconomic perspectives. Analytical reading and writing are the focus of the course and as a culminating assignment students will write an 8-page position paper. Students electing to take this course should have a strong interest in literature.

131 Women's Literature

.5 Credit



Grades 11-12

### Literature

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

128 World Literature

.5 Credit



Grades 11-12

### Literature

In World Literature students read and respond to literary work of regions outside of North America and Europe. Various genres including novel, graphic memoir, mythology, poetry, and journalism by authors who are native to the land about which they write. The course discusses storytelling and living culture beyond written text to include visual and oral mediums, as the course aims to expose readers to many stories that shape living culture. The class explores the experience of geography, colonization, political unrest, family roles and responsibilities, and religion as addressed in a selection of books by various international authors and poets. Students will be exposed to a range of texts representing a mix of cultural perspectives, historical references, and modern and traditional attitudes. Assessment in the course includes discussion, creative response, oral storytelling, critical analysis, and independent study.

## Writing Courses

113 Advanced Writing

.5 Credit



Grade 12

### Writing

**Prerequisite:** Interested students must submit an application by deadline. Applications are available in the Counseling Office.

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

149 College Composition

.5 Credit



Grades 11-12

### Communications or Writing

**Class theme: Media and Culture**

In College Composition, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process, from drafting through pre-writing, revision, and editing. This course places reading at the core of the writing curriculum by including interaction with reading selections as the vehicle for idea development, analytical and interpretive skill, and research, and to serve as writing models. The workshop format of the course includes class discussion, individual conferences with the instructor, and peer critique of work in progress.

To better understand the impact of media on our lives, this section of College Composition is devoted to a critical analysis of mass media and its effect on humans. Using a framework of questions for analysis, we will deconstruct media from “the inside out.” Ultimately, we will work towards developing tools and strategies that will improve our analytical and writing skills through media literacy and research. Throughout the semester we will learn strategies for critical thinking and reasoning including close reading, data collection through inquiry and research, and the public communication of conclusions through a comprehensive research paper and presentation. The final research paper shall be on a topic related to mass media and popular culture. **This course may be eligible for Running Start credit.**

105 Debate and Persuasion

.5 Credit



Grades 11-12

### Communications or Writing

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

101 Expository Writing

.5 Credit



Grades 10-12

### Writing

Everybody is an expert at something. This writing class provides students with the opportunity to explore their passions, expand their knowledge, and reflect on personal experiences. Students will write a series of essays in a variety of nonfiction genres. Students will hone their research skills and delve deeper into topics of interest. There will be a significant focus on the writing process and peer workshops. At the end of the course, students will showcase their writing through a portfolio that may include visual media or graphic design.

151 Fiction Writing

.5 Credit

Grades 10-12

### Writing

In this course, students will read, examine, and write works of fiction. In addition, students will experiment with various genres and forms of fiction. Writing activities will include creative exercises, reading responses, analytical writing about model texts, and original works of fiction. Because this class is process based, students will be expected to create and revise drafts, share their writing with workshop groups, provide and receive feedback from peers, and participate in writing conferences with the teacher. At the completion of the course, all students will create a collection of original fiction of varying lengths and genres.

109 Journalism I

.5 Credit



Grades 10-12

### Communications or Writing

In this class you will learn the basic skills needed to interview people and write news stories covering national, local, and school news. We'll learn about how journalism has changed through new technology, both in positive and negative ways. Journalists often face ethical dilemmas as they cover difficult stories, so we will consider the decisions that these journalists must make. We'll also study legal cases connected to the First Amendment. Students must have the discipline and accountability to meet strict deadlines. In addition to the teacher recommendation, a student must excel in Journalism I in order to join Journalism II.

111 Journalism II

1 credit



Grades 11-12

### Communications or Writing

**Prerequisite: Journalism I with a minimum B average and must apply. Applications available in the counseling office or the Journalism I teacher.**

Journalism II is an advanced level writing course that requires students to create, revise, and share journalistic, nonfiction writing for the Oyster River community. In order to do this effectively, the course emphasizes skills in: research, critical analysis, interviews, grammar, organization, revision, and composition. Using these skills, students write features, news stories, opinion-editorials, and in-depth articles. Journalism II also requires ongoing collaboration with peers and consideration of ethical issues.

108 Linguistics

.5 Credit



Grades 11-12

### Communications or Writing

Linguistics explores the nature of language and our relationship with it both individually and culturally. One of the main purposes for this exploration is to connect with students' own experiences, and give greater ownership of the English language. To do so, students will learn how to analyze language's different functions, forms, and effects. The course will cover multiple subfields of linguistics, including its connections to sociology and psychology. Students will also learn about the history of English, and how it continues to change today. The texts will include writing and multimedia about language, along with various pieces of literature and visual art that play with language and symbols. Students will also practice rhetorical analysis, especially as a way to study debates about language and then make their own argument. In order to best explore language's breadth of purpose, form, and effect, students will write in a variety of styles throughout the semester.

150 Poetry Workshop

.5 Credit



Grades 10-12

### Writing

In this course students will work to develop a collection of original poetry by embracing a writing process supported by a workshop model. We will use model texts to explore various choices that poets make that enhance their work and elevate their use of language, with special emphasis on diction, imagery, sound, structure, and figurative language. We will identify the "raw material" we have available to build into our work and provide an atmosphere of play and prompting through the creative process. We will aim to produce a culminating work of revised poems, allowing you to transform your work through reflection and collaboration.

# Exercise Physiology and Wellness

The Exercise Physiology and Wellness Department is committed to supporting a culture which nurtures the psychomotor, social-emotional, and cognitive abilities of our students through the areas of nutrition, physical activity, and fitness. This program provides a coordinated approach fostering the development of knowledge and skills needed to achieve and maintain personal health, lifetime fitness, and recreational enjoyment. Competencies are demonstrated through the active participation and physical practice of skills in diverse offerings provided within the Exercise Physiology and Wellness Department.

**Students are required to complete the following:**

**Physical Education- 1 credit**

**Health- .5 credit**

590 Exercise Physiology and Wellness 1 .5 Credit  
Grade 9

591 Exercise Physiology and Wellness 2 .5 Credit  
Grade 9

Freshman Physical Education is an integral part of a district wide comprehensive wellness initiative. The goal of this course is to create an experiential and supportive environment where students can develop skills necessary for lifelong activity and wellness. Students will leave this class with an understanding of basic skills and concepts in a wide variety of physical activities and sports. Units include but are not limited to team and individual sports, fitness and weight training, adventure education, winter activities, racket and paddle sports, cooperative games/challenges, Dance and CPR/First Aid training.

558 Health

.5 Credit  
Grades 9-12

The Health/Wellness class looks at the overall wellbeing of the student and the physical, emotional and social changes that they experience during normal patterns of growth. The class gives information to the students for them to make informed decisions and positive choices to achieve and maintain good health through skills that practice and develop health literacy (Communication, advocating, reasoning and investigating). The class is structured around best practices, current issues and student's inquiries. The course includes, but not limited to, topics in the following areas: Nutrition, Drugs and Alcohol, Mental Health, Human Sexuality, Skin Cancer, and Oral Health.

## ***EPW Electives***

582 Adulting

.5 Credit  
Grades 9-12

Explore, discuss, and practice life skills in preparation for transition into adult life. Class topics will include mindfulness, executive functioning, job/college interviewing, independent living, budgeting, self-care (safety, healthy eating, exercise), and relationships. Students will engage in a variety of readings, discussions, and practical experiences in the class and greater local community. As part of this class, students will work together to meet competencies through hands-on classwork and projects.

595 Adventure Education 1

.5 Credit  
Grades 10-12

The Adventure Education course provides students the opportunity to develop self-confidence while building the trust and support of their classmates through a wide range of experiences. The activities offered are frequently unique from traditional Physical Education offerings and include cooperative group games, individual and team challenges, and competitive events that provide the opportunity to learn sportsmanship, teamwork, and communication skills. Activities may include the climbing wall and various obstacles.

### 630 Bake Shop

.5 Credit  
Grades 9-12

There is much more to a bake shop than baking cookies! Learn the science behind what makes a cake rise, what makes a pie crust flaky and why meringue weeps all while enjoying making your favorite baked goods. Discover traditional baked goods from a variety of countries. Learn healthier ways to create some of your favorites. Labs will include artisan breads, cookies, pies, pastries, tarts, cakes, international baked goods and more. **Students enrolled in this class will be exposed to food products containing gluten, nuts, soy and other common food allergens.**

### 643 Child Development I Ages Prenatal-1

.5 Credit  
Grades 11-12

This course will examine human development from conception through the first year. Physical, emotional, social, and intellectual development and child health will be covered. Theories of Child Development will be explored. Observation of children in a daycare setting will take place during class time. This course will develop parenting skills for any student who eventually plans on having children of their own. It will also be helpful to those students who plan to work with children as day care providers, early childhood educators, pediatric physicians and nurses, midwives, child psychologists and more. **This course may be eligible for Running Start credit. Students must complete both Child Development I and II during the same school year.**

### 644 Child Development II Work with kids ages 2-8

.5 Credit  
Grades 11-12

This course will examine human development from age two through eight years of age. Physical, emotional, social, and intellectual development and child health will be covered. Observation of children in a day care setting will take place during class time and hands on work with preschoolers may occur. This course will develop parenting skills for any student who eventually plans on having children of their own. It will also be helpful to those students who plan to work with children as day care providers, elementary education teachers, early childhood educators, pediatric physicians and nurses, child psychologists and more. **This course may be eligible for Running Start credit. Students must complete both Child Development I and II during the same school year.**

### 581 Fuel and Fitness

.5 Credit  
Grades 9-12

Fuel and Fitness will provide you with an overview of the principles of nutrition and fitness needed for an active lifestyle. Learn how the general function of vitamins, minerals, fluids and other nutrients can support your wellness goals while engaging in hands on activities across multiple settings including the classroom, kitchen, and fitness room. This course is meant for any student looking to establish and support an active and healthy lifestyle.

### 629 Introduction to Culinary Arts

.5 Credit  
Grades 9-12

Enjoy the fun of preparing a wide variety of foods using different cooking methods. Topics covered in this lab course include the fundamentals of food preparation, kitchen safety and sanitation. Instruction will also be provided in the areas of nutrition, equipment, knife skills, basic meal planning, and vocabulary terms used in recipes. Labs include making a wide variety of foods such as pizza, soups, pasta and rice dishes. **Students enrolled in this class will be exposed to food products containing gluten, nuts, soy and other common food allergens.**

### 580 Nutrition

.5 Credit  
Grades 9-12

Nutrition is an overview of the nutritional principles that are necessary for physical and mental wellness throughout a long, healthy life. Instructional topics will explore how nutrition impacts and supports wellness management, sports and fitness, and cognitive functioning. You will also investigate how society and culture impact the foods you consume. Upon completion, you will have gained the knowledge to intelligently evaluate nutritional information to make informed choices about what you put in your body.

### 592 Team/Individual Sports

.5 Credit  
Grades 10-12

Intended for students who desire to stay active beyond their freshman year and want to do so during the school day. The students in this course will have some input in the organization and planning of the activities offered in order to maximize interest and participation. Activities may include but are not limited to flag football, soccer, tennis, softball, tchoukball, ultimate frisbee, badminton, pickleball, speedminton, table tennis, archery, rugby, cricket, can-jam, basketball, volleyball, snowshoeing and cross-country skiing.



597 Unified Partner

.5 Credit  
Grades 11-12

This elective is for students who would like to be a "Partner" to a special needs student that is participating in the grade 9 Exercise Physiology class. The Unified elective will be for students whose schedule allows them to be a Partner with a free period that aligns with student availability. A Partner would be in class every day and they would be matched up with a student who would benefit from having a mentor, role model, peer, and friend.

594 Weight Training and Fitness

.5 Credit  
Grades 10-12

Weight Training and Fitness will offer a variety of fitness and physical conditioning options that are designed to advance the overall health of the participants. Students will learn proper weight room etiquette, various lifting programs, and fitness concepts they may pursue outside the weight room leading them to have knowledge to

create an individualized workout program. The emphasis of this class is placed on learning appropriate exercise techniques as well as general wellness principles. Weight Training and Fitness will include total fitness, weightlifting, yoga, circuit training, Pilates, Spin, and other various activities. Students must be self-motivated and able to stay on task while making best use of their time in class.

598 Yoga and Mindfulness

.5 Credit  
Grades 10-12

Yoga and Mindfulness Based Stress Reduction are activities that include breath control, simple meditation, one's complete awareness of the present moment, acknowledging and accepting one's feelings, and specific body postures all working towards achieving a positive and stable mental state. Yoga and Mindfulness are practiced for social and emotional health with the goal being to achieve a calming and positive therapeutic relaxation.

## Extended Learning Opportunities

Advanced Studies

.5 or 1 Credit  
Grades 11-12

Oyster River High School offers students the opportunity to earn credit on an advanced study basis. A student might pursue an advanced study due to the student completing a course or series of courses at ORHS and desire to continue to advance their learning in that subject/content area when there are not future courses available at ORHS. For example, a student who would like to continue beyond Ceramics II or Acting II has the opportunity to design and study a Ceramics III or Acting III experience. The student's study would be completed in collaboration with a faculty member or with the supervision of a sponsor in a career-related community/business/industry partner. Students contemplating an advanced study are advised to meet with their school counselor or the ELO coordinator about their ideas, then apply for advance study approval. Students earn 1/2 or 1 credit dependent upon the number of competencies the student plans to and demonstrates mastery of. Competencies met, as well as assessment methods must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive advanced study credit will not be awarded. Credit will not be awarded if the student does not complete the coursework. All Advanced Study courses are graded on a Pass/Fail basis.

Career Exploration

0 Credit  
Grades 10-12

Oyster River High School offers students the opportunity to investigate and explore a specific occupation or career path. This learning experience requires the student to conduct independent research, informational interviews with professionals, and/or a job shadow when appropriate. The student's exploration might be completed in collaboration with a faculty member or might be working with the supervision of a sponsor in a career-related community/business/industry partner. Students contemplating career exploration are advised to meet with their school counselor or ELO coordinator about their ideas, then apply for career exploration approval. Career Exploration is a non-credit bearing experience.

901 Design Thinking Seminar I .5 or 1 Credit  
904 Design Thinking Seminar II Grades 11-12

Design Thinking is for students who want a unique educational experience that centers around their interests, passions, or skills (IPS) and who enjoy experiential, individualized work. By taking this course, students will be empowered to apply their unique interests, passions, or skills in a culminating project that they design. One of the main goals for students in Design Thinking is to develop a project will be to address a specific problem that the student identifies and cares about; the size and scope of the “problem” will be determined by the student with guidance from their teacher. To help guide students as they develop and complete their project, important tools, skills, and other relevant background concepts will be provided to support student learning. At the end of their experience, students will be prepared to present their project in a “Community Exhibition” that will be open to family, friends, and other community members.

Independent Coursework .5 or 1 Credit  
Grades 11-12

Oyster River High School offers students the opportunity to earn credit on an independent coursework basis. A student might pursue independent coursework in a specific academic area not currently offered at ORHS or a current course of study which presents a scheduling conflict. The student’s coursework may be completed in collaboration with a faculty member or may work with the supervision of a career-related community/business/industry partner. Students contemplating an independent coursework are advised to meet with their school counselor or ELO coordinator about their ideas, then apply for independent coursework approval. Students earn 1/2 or 1 credit dependent upon the number of competencies the student plans to and demonstrates mastery of. Competencies met, as well as assessment methods must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive independent coursework credit will not be awarded. Credit will not be awarded if the student does not complete the coursework. All Independent Coursework is graded on a Pass/Fail basis.

Internship/ Work-based Learning .5 or 1 Credit  
Grades 11-12

Oyster River High School offers students the opportunity to experience a temporary, paid/unpaid, position where a student is paired with a professional in the community to gain practical experience in an occupation or profession in a prospective career field. The student’s internship would be completed in collaboration with the supervision of a career-related community/business/industry partner. Students contemplating an internship are advised to meet with their school counselor or ELO coordinator about their ideas, then apply for internship approval. Internships enable the student to earn 1/2 or 1 credit dependent upon the number of competencies the student plans to and demonstrates mastery of. Competencies met, as well as assessment methods must be specified, and applications must be submitted prior to the time the project is undertaken. Retroactive internship credit will not be awarded. Credit will not be awarded if the student does not complete the internship. All Internships are graded on a Pass/Fail basis.

Online/ Virtual Classes .25 to 2 Credits  
Grades 9-12

Oyster River High School students who wish to enroll and transfer on-line/virtual coursework credit are required to meet with their school counselor and the ELO coordinator and submit a Virtual Learning Academy Charter School (VLACS) Course Intent to Enroll Pre-Approval Form. ALL attempts for courses taken outside of ORHS will be noted on the ORHS Transcript, including grades of Withdrawal or Failure, and calculated in the cumulative GPA.

Peer Instructor .5 Credit  
Grade 12

**Prerequisite: Support of a cooperating teacher and a B+ or better in the course.**

Seniors who have some expertise in a given course or discipline may serve as a peer instructor for any course offered in the course selection guide, providing the students with a way to further explore and develop those skills and explore the possibility of pursuing teaching as a career. Peer instructors assist the cooperating teacher with lesson planning and implementation, collaborate with the teacher to develop and teach lesson plans, and assist in small group or one-on-one supplemental instruction. Peer instructors will be required to maintain a portfolio of evidence of meetings held and lessons taught.

# Mathematics Department

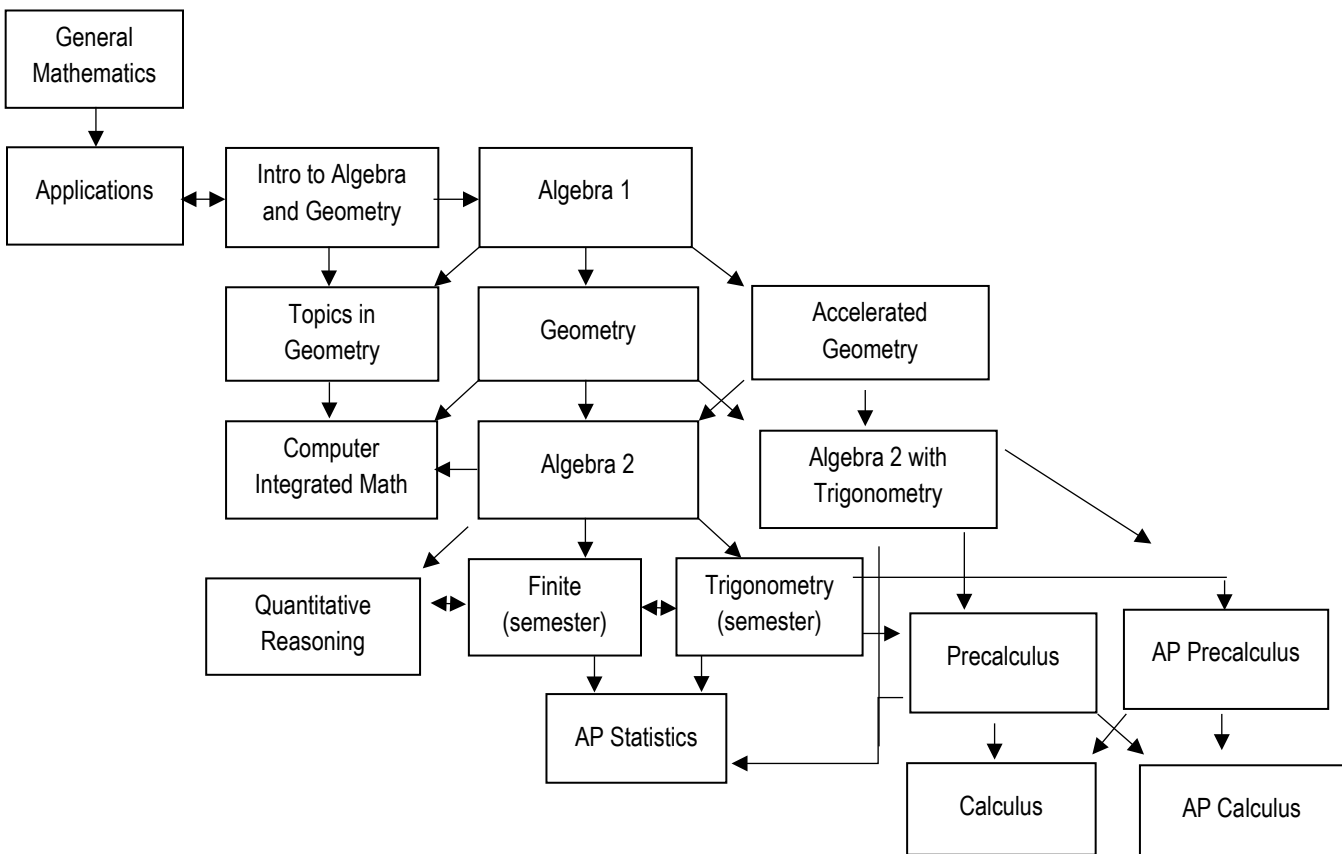
Oyster River High School has a graduation requirement of three credits in mathematics and a fourth-year mathematics experience. The New Hampshire Department of Education requires that all students fulfill an algebra requirement as a part of their credits in mathematics. This can be fulfilled through our Introduction to Algebra and Geometry course or our Algebra 1 course. The mathematics department encourages all students to develop a four-year plan of study in cooperation with their mathematics teachers. Course prerequisites have been designed to ensure student success in each course, therefore, **course prerequisites must be met before any course may be taken.**

**Students are required to complete the following:**

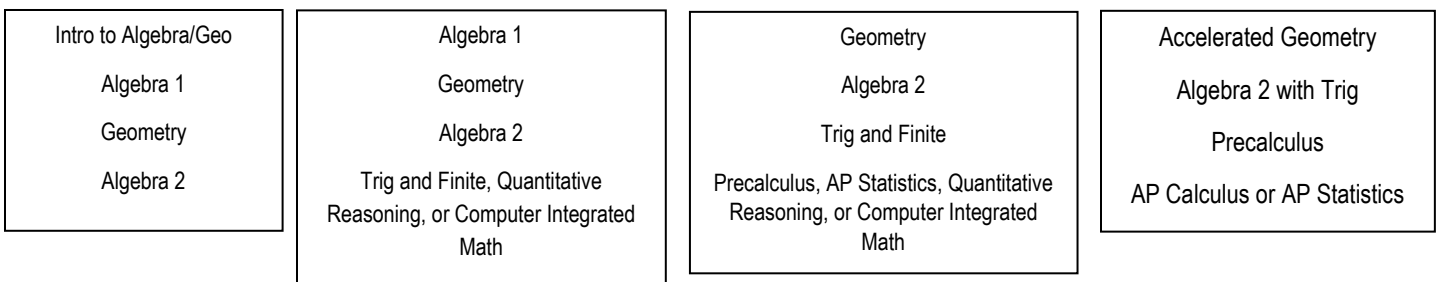
**Algebra- 1 credit**

**Math Courses- 2 credits, plus a 4<sup>th</sup> math experience/credit**

## Math Pathways



## Examples of Common Math Sequences



314 Accelerated Geometry

1 Credit



Grades 9-12

**Prerequisite: Recommendation of the eighth-grade math teacher or a grade of A- or better in Algebra I.**

In this college preparatory course, the concepts of Euclidean Geometry and methods of logical reasoning are studied in-depth at a demanding pace. A strong background in Algebra is essential. This course is recommended for the student who wishes to continue in a rigorous mathematics sequence, leading to Precalculus and Calculus courses in the high school. Regular nightly practice will be expected.

321 Algebra I – Segment A

.5 Credit



Grades 9-12

322 Algebra I – Segment B

.5 Credit



Grades 9-12

**Prerequisite: Recommendation of the eighth-grade math teacher or a grade of C- or better in Introduction to Algebra and Geometry.**

This college preparatory course explores properties of real numbers, linear, quadratic, and exponential functions, graphing equations and inequalities, systems of equations, radicals, factoring polynomials, and mathematical modeling. This is a rigorous course, and requires a strong foundation in arithmetic skills, especially fractions, percentages, and problem-solving. Regular nightly practice will be expected.

316 Algebra II

1 Credit



Grades 10-12

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

This college preparatory course explores a variety of functions such as polynomial, logarithmic, and exponential, in addition to other advanced algebraic concepts. A strong background in Algebra 1 is essential for success. Regular nightly practice will be expected.

318 Algebra II and Trigonometry

1 Credit



Grades 10-12

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

This comprehensive course explores solving and graphing

linear functions, system of equations, quadratic functions, polynomial functions, composite and inverse functions, logarithmic functions, exponential functions, rational expressions and functions, right angle trigonometry and graphing trigonometric functions. Regular nightly practice will be expected. **This course may be eligible for Running Start credit.**

324 AP® Calculus—Level AB

1 Credit



Grades 11-12

**Prerequisite: Grade of C or better in Precalculus.**

This comprehensive course follows the Advanced Placement syllabus covering both differential and integral calculus. Topics considered in this course are limits, continuity, the derivative, applications of the derivative, integrals, transcendental functions, and methods and applications of integration. Purchase of a TI-89 calculator, or equivalent, is required. Students are expected to devote a substantial amount of time to daily class preparation. **Students MUST take the AB level of the Advanced Placement Exam in May.** Students are strongly encouraged to have completed or be currently enrolled in Physics. Successful completion of the AP examination may earn college credit.

325 AP® Calculus—Level BC

.5 Credit



Grades 11-12

**Semester 2. Prerequisite: Concurrent enrollment in AP Calculus – Level AB, and the recommendation of the Level AB Calculus teacher.**

This course is a continuation of AP Calculus – Level AB, and covers some of the more advanced methods and applications of calculus with two variables. Topics covered include parametric and polar equations, integration techniques with trigonometric substitution and partial fractions, improper integrals, and infinite series. **Students MUST take the BC level of the Advanced Placement Exam in May.** Successful completion of the AP examination may earn college credit.

331 AP® Precalculus

1 Credit



Grades 11-12

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

This comprehensive course follows the Advanced Placement syllabus, which includes topics such as Polynomial and Rational Functions, Exponential and

Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. Students are expected to devote a substantial amount of time to daily class preparation. **Students MUST take the Advanced Placement Precalculus Examination in May.** Successful completion of the AP examination may earn college credit. **This course may be eligible for Running Start credit.**

326 AP® Statistics 1 Credit  
 Grades 11-12

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

This comprehensive course follows the Advanced Placement syllabus, which includes such topics as exploring and analyzing data, producing models using probability theory and simulation, statistical inference, and conducting a study. Both a computer and T1-83 calculator will be used in the statistical analysis. The purchase of a T1-83 Plus or TI-84 Plus calculator is required for this course. Students are expected to devote a substantial amount of time to daily class preparation. **Students MUST take the Advanced Placement Statistics Examination in May.** Successful completion of the AP examination may earn college credit.

303 Applications of Mathematics 1 Credit  
Grades 9-12

**Prerequisite: Successful completion of General Mathematics or recommendation of math teacher.**

Applications is a rigorous course that will help strengthen foundational mathematical skills which are necessary for success in future courses. There will be an emphasis on number fluency, solving equations, and graphing lines. There will be constant review of arithmetic skills, applications of those skills, and problem-solving methods. Regular nightly practice will be expected.

330 Calculus RS 1 Credit  
 Grades 11-12

**Prerequisite: Grade of C or better in Precalculus**

This course is designed for the student who has a strong math background. Included is a brief review of topics from Precalculus. Calculus topics include functions, limits, continuity, slope/rate of change and the derivative, rules for and applications of the derivative, derivatives of exponential and logarithmic functions, exponential growth and decay, and an introduction to integrals. Applications are aimed at business and life sciences students. Regular nightly practice will be expected. **This course may be**

**eligible for Running Start credit.**

313 Computer Integrated Mathematics I .5 Credit  
Grades 11-12

**Prerequisite: Students who have completed at least two credits in mathematics.**


This course provides opportunities for students with different mathematical expertise to connect mathematics with computer design. This course will prepare students to use mathematics in real world situations. Students will learn how mathematics and technology are interwoven in the professional world in such fields as architecture, landscaping, engineering, and food service. Students will use professional tools such as AutoCAD (computer-aided design) programs, and other professional computer programs. Students will apply their skills to a variety of problems to continue developing mathematical skills in problem solving, geometrical concepts, mental computation, and estimation.

315 Computer Integrated Mathematics II .5 Credit  
Grades 11-12

**Semester 2**

**Prerequisite: Passing grade in Computer Integrated Math**

This course continues the objectives of Computer Integrated Mathematics I with emphasis on larger and more complex projects, such as designing recreational areas, product design, architecture and civil engineering. Other technology will be explored outside of AutoCAD, and may include bridge design simulation and 3D programming and printing. Students will also be encouraged to pursue their individual interests and explore how they can integrate mathematics and technology into such areas.

320 Finite Mathematics .5 Credit  
 Grades 11-12

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

This course will be offered during the second semester. This course includes Combinatorics, probability, Sequences and Series, and other topics of finite mathematics. Regular nightly practice will be expected.

301 General Mathematics 1 Credit  
Grades 9-12

**Prerequisite: Recommendation of the eighth-grade math teacher.**

This course is a review of the fundamentals of arithmetic, involving whole numbers, fractions, decimals, and percentages. Students will work to achieve suitable competence levels in arithmetic skills. Regular nightly practice will be expected.

312 Geometry	1 Credit
	Grades 9-12

**Prerequisite: Recommendation of the eighth-grade math teacher or a grade of C– or better in Algebra IB.**

This is a college preparatory course which develops the process of deductive reasoning. The postulates and theorems of Euclidean Geometry are studied. A strong background in Algebra 1 is essential for success. Regular nightly practice will be expected.

305 Introduction to Algebra/Geometry	1 Credit
	Grades 9-12


**Prerequisite: Recommendation of the eighth-grade math teacher or a grade of C- or better in previous high school mathematics course.**

The objectives of this course are to strengthen the student’s computational and problem-solving skills needed for Algebra I and Geometry. This course provides an extra year of mathematics to prepare the student for the rigor and abstract problem-solving of Algebra I. Regular nightly practice will be expected. This course fulfills the algebra component requirement for graduation.

323 Precalculus RS	1 Credit
	Grades 11-12

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

This comprehensive course explores topics such as Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. Students are expected to devote a substantial amount of time to daily class preparation. Regular nightly practice will be expected. **This course may be eligible for Running Start credit.**

327 Quantitative Reasoning	1 Credit
	Grades 10-12

**Prerequisite: Passing grade in Algebra 2.**

This course focuses on quantitative thinking with real-

world applications. Some topics covered are logic, number theory, number systems, algebra with applications, finance with simple and compound interest, geometry and measurement, probability and statistics, set theory, and graph theory. This course will be taught in partnership with Great Bay Community College. Successful completion of this course will result in either three or four credits in college level math. Regular nightly practice will be expected. **This course may be eligible for Running Start credit.**

307 Topics in Geometry Semester 1	.5 Credit
	Grades 10-12
-----	
308 Topics in Geometry Semester 2	.5 Credit
	Grades 10-12


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

Basic geometric concepts will be explored. There will be an emphasis on hands-on activities, applications, and problem-solving without formal geometric proof. This course may satisfy the geometry requirement for some 2-year vocational/technical colleges. This course does not fulfill the geometry prerequisite for Algebra II.

319 Trigonometry	.5 Credit
	Grades 11-12

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

This is a first-semester course in the study of circular and trigonometric functions. This course includes trigonometric applications to the physical world and gives the student a thorough preparation in the trigonometry needed for further studies in mathematics. Regular nightly practice will be expected.

328 Trigonometry/Finite	.5 Credit
	Grades 11-12

**Prerequisite: Completion of Geometry and the first semester of Algebra 2 with a grade of B+ or better in each class.**

This is a second-semester course to be taken concurrently with Algebra 2. This advanced course will cover all the material included in Trigonometry as well as a portion of the material taught in Finite Mathematics. This course is recommended for the student who wishes to continue in a rigorous mathematics sequence, leading to Precalculus and Calculus courses in the high school. This is a demanding fast-paced course. Regular nightly practice will be expected.

# Music Department

The curriculum of the Oyster River High School Music Department is built on the philosophy of providing a comprehensive program for the involvement of persons of all ages in learning music. It is designed to advance the teaching of music of all periods, styles, forms, and cultures. The curriculum offered provides the opportunity for every student at ORHS, no matter what his/her musical background, to select an offering at his/her particular level of musical knowledge. Incoming 9<sup>th</sup> graders who want to continue with music in their ninth-grade year may postpone the EPW requirement until tenth grade.

671 Band: Semester 1	.5 Credit Grades 9-12
-----	
672 Band: Semester 2	.5 Credit Grades 9-12

Band is a performing ensemble comprised of wind instruments (woodwinds and brass) and percussion. The goal of Band is to provide each student with the opportunity to actively participate in the creation of art via the medium of music. The vehicle for creating musical art is the ensemble itself. Therefore, central to attaining the Band's artistic goal is the achievement of ensemble performance excellence through each student's growth in the areas of knowledge, understanding and skills. Growth in these areas is fostered through instruction of musical skills, rehearsal, and performance of wind band music in a variety of styles. This music is presented throughout the year. Experiences include evening concerts, field trips, school assemblies and performances at community events. Attendance at all performances is a mandatory course requirement. **Students are strongly recommended to take both semesters of the course in order to get the best experience and educational continuity.**

**This course fulfills the Fine Arts Requirement.**



680 Chorus: Semester 1	.5 Credit Grades 9-12
-----	
681 Chorus: Semester 2	.5 Credit Grades 9-12

Chorus is a performing group elective open to any student interested in singing or learning to sing. If you love to sing, then this course is for you. Emphasis is placed on the development of proper vocal technique, music literacy, beginning sight singing techniques, and critical music listening skills. The choir will sing music in a wide variety of styles. Beginning singers with no prior experience as well as experienced singers can both really develop and benefit from this course. Chorus members' attendance at performances (both in and out of the school day) is a course requirement. Members may also be asked to attend occasional extra rehearsals outside the school day as needed to meet the Choir's performance objectives. This course can be repeated for credit every year as the repertoire is different each year. **Students are strongly recommended to take both semesters of the course in order to get the best experience and educational continuity.**

**This course fulfills the Fine Arts Requirement.**



627 Beginning Piano/ Keyboarding .5 Credit  
Grades 9-12

Entry level music elective. Learn how to play the piano. No musical experience required. Students will learn to read music in the treble and bass clefs as well as how to read rhythmic notation. Also covered will be basic diatonic chord progressions used in popular music, several major and minor keys, transposition, song forms, folk music and scales. Students practice with headphones at an individual workstation and learn at their own pace. Students will perform in weekly classroom recitals and will conclude their semester with a longer repertoire piece performed at a final recital. **This course fulfills the Fine Arts Requirement**

654 Guitar Ensemble .5 Credit  
Grades 9-12

The ORHS Guitar Ensemble teaches beginning guitarists within the context of a small modern ensemble (rock band, funk band, blues band, pop band, etc.) All students will need their own acoustic guitar for this class and will also have an opportunity to play electric guitar. In our performances some students will choose to sing, play bass, drums, woodwinds, brass, strings, keyboards (or other instruments) along with guitars to recreate the original instrumentation of songs that we choose together. Students will develop proficiency with open diatonic chords in several keys. They will begin using major, minor, dominant 7th, 9th and 13th barre chords. Students will also be introduced to finger picking, hybrid picking, diatonic theory, tab notation, and standard music notation. The class will perform on two evenings (mandatory) at the end of the semester. Guitar Ensemble may be repeated throughout a student's years at ORHS. **This course fulfills the Fine Arts Requirement.**



663 Modern Band .5 Credit  
Grades 9-12

This course will focus on student lead collaboration in an ensemble setting and explore various styles of music. The modern band will prepare popular music styles including rock, country, folk, hip-hop, etc. Students that sign up for this course should have a minimum of one semester's experience playing guitar, bass, piano or singing. The ensemble will perform at the end of the semester, showcasing their hard work and skills developed during rehearsals. The course may be taken more than once. **This course fulfills the Fine Arts Requirement.**

656 Music Production .5 Credit  
Grades 9-12

Designed for anyone interested in producing music in any style. This course provides an overview of tools available for music production. Through hands-on exercises and projects, you'll experience the process of producing music using a computer and recording equipment to capture music, from developing the original idea through creating a final mix. You'll learn how to set up audio interfaces, microphones, and electronic instruments to effectively create and produce your musical ideas. The ability to play an instrument at the beginner level is necessary to succeed. **This course fulfills the Fine Arts Requirement.**

621 Music Theory .5 Credit  
Grades 9-12

This class focuses on the components of music and their application through music history. The program is geared towards students with an interest in writing, improvisation and developing the skills necessary to hear music and be able to quickly recreate and perform it. No musical background is required to take the course. Covered topics include notation (tonal and rhythmic), scales, key signatures, diatonic chords, modes, basic secondary dominant chords, song form and ear training. Harmonic and tonal analysis combined with ear training exercises will build the ability to compose and also recognize and recreate melodic and harmonic structures. **This course fulfills the Fine Arts Requirement.**



589 Piano/Keyboarding II

.5 Credit  
Grades 9-12

**Prerequisite: Beginning Piano/Keyboarding, or prior experience**

Continue your study of piano and learn more technique and songs. Students will learn to read in further keys and learn more advanced rhythms (syncopation). Also covered will be diatonic triad progressions and inversions used in popular music, extended major and minor keys, augmented and diminished triads, cadences, song forms, folk music and scales. Students practice with headphones at an individual work station and learn at their own pace. Students perform in weekly classroom recitals and will conclude their semester with a longer repertoire piece performed at a final recital. **This course fulfills the Fine Arts Requirement.**

660 Songwriting

.5 Credit  
Grades 9-12

Students will learn how to write melody, harmony, arrange and write lyrics in order to build a portfolio of original songs. In this class you'll focus on melody writing, chord progressions and harmonic techniques, beats, grooves and lyric structure as you develop your individual musical identity. You will also learn modern writing practices like collaboration and production, where you'll make recordings of your songs using professional mixing and recording computer software. Students will have performance opportunities to present songs at public concerts, coffee houses and similar events. The ability to play an instrument at the beginner level is necessary to succeed. **This course fulfills the Fine Arts Requirement.**



616 String Orchestra: Semester 1

.5 Credit  
Grades 9-12

-----  
619 String Orchestra: Semester 2

.5 Credit  
Grades 9-12

String Orchestra can be chosen by any student who is taking private violin, viola, cello, or double bass lessons or any student who has taken an orchestra class at ORMS or ORHS. In string orchestra, we will explore a variety of classical, Celtic/fiddle, and popular music and play it in a large string ensemble. Students will also have the opportunity to help choose music for this ensemble and will be valued as contributing members to those decisions. Students will play in various concerts throughout the year and will have the opportunity to collaborate with wind and percussion players during studio orchestra time as well. **This course fulfills the Fine Arts Requirement.**

647 World Drumming

.5 Credit  
Grades 9-12

An entry level elective which requires no prior musical background. The World Drumming course gives an overview of the music, drumming, rhythmic styles, history, customs, and geography of cultures such as West Africa, Cuba and Brazil. Students will perform on different world percussion instruments while accruing technique and aesthetic awareness. The class is geared to emphasize and develop self-awareness and self-confidence through ensemble and individual experience. Students will develop awareness of the value of collaboration, sharing, communication, and taking on their own responsibilities. This interactive program educates students about themselves and the larger world. Through performance the class emphasizes how music can serve as a universal form of communication and act as a catalyst for improving self-awareness and confidence. Students will also have the opportunity to compose and then perform original rhythms in the world music style with the class. **This course fulfills the Fine Arts Requirement.**

# Science Department

The goal of the Oyster River Science Department is to provide an educational experience that considers the student's cognitive and social development, as well as their academic interests and goals. Our various pathways (see figure) enable students to take a variety of courses, but the department will work with each student to find the best pathway to meet their unique needs. The flexibility of our offerings will enable students to reach goals ranging from entering the workforce after high school to entering two-year technical programs, as well as majoring in science and/or engineering in college.

**NextGen Science courses are designed for freshmen and sophomore students at ORHS and use phenomenon-based curricula to make science content relevant and engaging for students. In 9<sup>th</sup> grade, students are required to take NextGen: Biology. During 10<sup>th</sup> grade, students are recommended to take NextGen: Earth.** Together, these two NextGen courses will provide core, foundational concepts and skills that will prepare students for success in other science electives. Both of these courses are designed to introduce students to fundamental science content and skills that will help them interpret the world around them. In these courses, a variety of phenomena are used as engaging instructional elements that drive student development of essential skills such as experimental design, data analysis, presentation in various media, and group collaboration.

**Students are required to complete the following:**

**NextGen: Biology- 1 credit**

**NextGen: Earth or Chemistry- 1 credit**

425 NextGen: Biology	1 Credit
	Grades 9-10

In this NextGen Science course, students will explore different facets of living organisms, from the roles played by microscopic molecules such as glucose and DNA all the way to the interactions between members of an ecosystem. At all levels, the structure and function of key cellular function, organs and their systems, heredity and evolution will all be investigated to varying degrees.

426 NextGen: Earth	1 Credit
	Grades 10-11

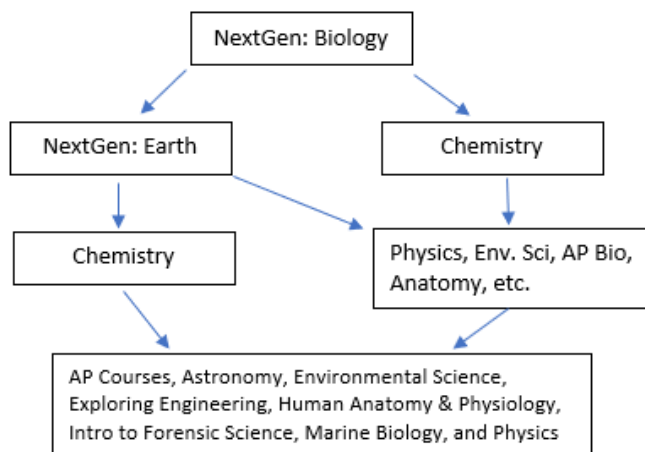
**Prerequisite: Completion of NextGen: Biology**

In this NextGen Science course, students will learn to apply fundamental chemistry and physics concepts to the study of a variety of earth-system phenomena. This could include learning how to interpret past geological events from different rock types and formations, how ocean temperature and salinity affect global heat transfer systems, and how the chemical composition of the atmosphere influences climate. Where relevant, students will also be challenged to consider how human activity is driving change within different parts of Earth's system. Additionally, success in this math-intensive, differentiated course will prepare students to take any Science Department core course and many electives (e.g. Chemistry, Physics, Forensics, Environmental Science, AP Biology, etc.) as a junior/senior.

410 Chemistry	1 Credit
	Grades 10-12

**Prerequisite: Completion of NextGen: Biology and either completion of NextGen: Earth or a B or better in Algebra 1**

In this course, the student investigates and models the nature and behavior of matter. Special attention is given to measurement, calculations and scientific inquiry, and these skills will be applied to the concepts of atomic structure, chemical bonding, chemical reactions, and gas laws, as well as to real-world topics such as nutrition and water quality. Students will benefit from having a strong math background, being a self-directed learner and taking an active role in the class.



# Science Electives

417 AP® Biology

1 Credit



Grades 11-12

**Prerequisite: Completion of two science courses.**

Advanced Placement (AP) Biology is a rigorous, fast-paced, and content-rich course that builds on the fundamentals introduced in Biology in order to provide students with a more detailed understanding of the molecular, physiological, and ecological processes that make life on Earth possible. From the chemical foundations of metabolism to the global forces that shape populations and drive evolution, this course explores the entire range of biological concepts. Class time is structured around lectures, experimentation, discussion, and group problem solving, but considerable time and work are expected outside of class as well in order to be prepared. Students are required to take the AP exam in May, and students should expect to work over the summer, February and April breaks in order to get ready for the exam.

429 AP® Chemistry

1 Credit



Grades 11-12

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

Advanced Placement (AP) Chemistry is a laboratory course, which provides an opportunity for students to make a comprehensive investigation of chemistry, equivalent to General Chemistry at the college level. Topics include: kinetics, equilibrium, acid-base equilibria, thermodynamics, nuclear chemistry, organic chemistry, and electrochemistry.

421 AP® Physics

1 Credit



Grades 11-12

**Prerequisite: Grade of B or better in Algebra 2/Trig.**

This course will be an Algebra-based course which follows a freshman level college Physics curriculum. AP Physics will cover the full curriculum for AP Physics 1 and will prepare students to be successful on the AP Physics 1 exam in May. There will be several weeks at the end of the year to cover some topics from the AP Physics 2 curriculum. Content will include topics such as Motion and Forces, Waves and Energy. This course will have significant problem-solving and laboratory work as well as make connections to the world we live in.

427 AP® Physics 2

1 Credit



Grade 12

**Prerequisite: Grade of B or better in AP Physics 1**

This course will be an Algebra based course which follows a freshman level college Physics 2 curriculum. This course will prepare students to be successful on the AP Physics 2 exam in May. Content will include topics such as: Waves, Optics, Electricity & Magnetism, Thermodynamics, Fluids, and Atomic and Nuclear Physics. This course will have significant problem solving and laboratory work as well as make connections to the world we live in.

420 Astronomy

.5 Credit



Grades 11-12

**Prerequisite: Completion of NextGen: Biology and completion of either NextGen: Earth or Chemistry**

This course will explore the Earth-Moon System, solar system, the Milky Way galaxy, and the size and scale of the universe. Observation and measurement techniques will be used to discover the celestial sphere and track the stars, planets, seasons, and lunar cycles. Historical and present-day models of the universe will be examined. Students will gain knowledge of historical and contemporary space programs, technologies, and plans for the future, including Mars colonization and the search for other life forms. A unit on rocketry focuses on the Engineering Design Process and students will have the opportunity to design, build and test bottle rockets. Guest speakers, a field trip to the UNH Observatory, and nighttime observations enhance course content and student understanding. This course is designed for anyone who enjoys the nighttime sky and has ever wondered 'What is out there?'

**413 Environmental Science****1 Credit****Grades 11-12****Prerequisite: Completion of NextGen: Biology; and completion of either NextGen: Earth or Chemistry**

In this course, students will be introduced to the principles of environmental science. The interdisciplinary nature of environmental science will be emphasized by looking at not only the scientific aspects of environmental issues, but also their social and political aspects. Students will be involved in collecting and analyzing a wide variety of data related to environmental topics discussed in class. When possible, students will share their data and projects with the high school, town, and regional communities. An emphasis will be placed on the central theme of sustainability and understanding the role that humans play in the environment. Environmental science is a project-based class which will require both lab and field work, and a general enthusiasm for the outdoors. In the end, Environmental Science is a course that emphasizes effective communication and critical thinking. As such, students taking this course should be prepared to have to read relevant scientific literature and to present scientific information in a variety of formats, such as lab reports, PowerPoint presentations and formal poster sessions.

**418 Exploring Engineering****.5 Credit****Grades 11-12****Prerequisite: Completion of NextGen: Biology and completion of either NextGen: Earth or Chemistry**

Do you like to build things? Or take them apart to see how they work? Is it really possible to make a better mousetrap? Is it possible to counteract the predicted effects of climate change? In this class you will learn how to solve various problems, from the small (how to make a car run on only a spring) to the monumental (how to address water shortages caused by global population growth). You will learn how to design, create, test, and refine various original solutions to these problems. Tools may vary from whiteboards to CAD, hammers and screwdrivers to power tools, and mousetraps to Arduinos. There are a lot of problems out there - how will **you** change the world?

**411 Human Anatomy and Physiology****1 Credit****Grades 11-12****Prerequisite: C or better in Biology and completion of NextGen: Earth or Chemistry.**

This course is designed to help students gain knowledge, practical experience, and a sense of excitement and

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

**419 Introduction to Forensic Science****.5 Credit****Grades 11-12****Prerequisite: Completion of NextGen: Biology and completion of either NextGen: Earth or Chemistry**

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

### 423 Marine Biology

.5 Credit



Grades 11-12

**Prerequisite: Completion of NextGen: Biology and completion of either NextGen: Earth or Chemistry**

This course is designed to introduce students to the unique challenges faced by organisms living in the marine environment. Topics of study will include physical features of the seafloor, seawater chemistry, ocean zones, currents and tides, adaptations to the marine environment, marine food webs and the ecological impacts of environmental factors. In addition, students will gain an understanding of current issues in marine biology such as global climate change, ocean pollution, fisheries and conservation, and the human threat to the marine environment. This is a hands-on class with multiple field trips involving data collection and analysis, guest speakers, and a boat excursion to measure physical oceanography parameters. This class is for anyone who enjoys the ocean, beaches, sea creatures and learning more about the mysteries of the deep.

### 416 Physics

1 Credit



Grades 11-12

**Prerequisite: Completed Algebra II with a minimum grade of C (or taking Algebra II and had at least a B in Algebra I and Geometry).**

In this course, the student will investigate various physical phenomena such as the nature and causes of motion, the nature and behavior of waves (both sound and light), heat and thermodynamics, and electricity and magnetism. Special attention is given to concepts and intuitively developing the mathematical expressions describing these concepts. Students electing this course should be prepared to spend considerable time conducting and reporting on laboratory experiments and solving problems. A solid science and math background is essential. The content of the course will help students learn how to think and connect to the real world in practical and meaningful ways.

### 435 Life Science

1 Credit  
Grades 9-12

**Prerequisite: Placement by the Academic Team only**

This course is part of a two-year program that meets Oyster River's graduation requirements in science. It uses a hands-on, competency-based approach to exploring life science concepts and applications, and emphasizes the development of scientific inquiry, experimentation, analysis, and presentation skills throughout the two-year program.

### 436 Physical Science

1 Credit  
Grades 9-12

**Prerequisite: Placement by the Academic Team only**

This course is part of a two-year program that meets Oyster River's graduation requirements in science. It uses a hands-on, competency-based approach to exploring physical science concepts and applications, and emphasizes the development of scientific inquiry, experimentation, analysis, and presentation skills throughout the two-year program.



# Social Studies Department

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

Students are required to complete the following:

**World Cultures- 1 credit**

**US History- 1 credit**


**Citizen Education- .5 credit**

## SOCIAL STUDIES ELECTIVE COURSES

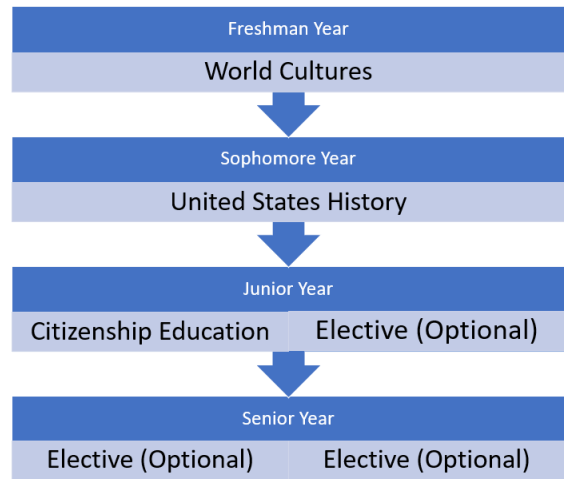
Students are urged to take electives beyond the required courses and are encouraged to talk to teachers in the department or to their school counselor, if they have questions about a course or would like help in selecting a sequence of Social Studies courses. Courses are listed in the order in which most students will choose to take them. It is essential that course descriptions be read carefully to understand the level of difficulty, course requirements (reading, writing, and research), as well as content.


200 World Cultures	1 Credit
	Grade 9

World Cultures is a yearlong ethnographic survey of the world. Each class will study a variety of cultural topics designed to develop an appreciation for human diversity. While units are created to investigate specific cultural issues, they will also touch on the following regions: Europe, Asia, the Middle East, Latin America, and Africa. World Cultures also serves as an introduction to the different disciplines of Social Studies like Geography, Anthropology, Economics, Sociology, and History. The skills this introductory course will focus on are communication, reading, writing and research.

199 United States History	1 Credit
	Grade 10

A survey of United States History from 1877 to the present. This course is designed to help students develop their research, writing, communication and critical thinking skills while exploring various themes that include but are not limited to conflict, cooperation, civil rights, American identity, and heroism. Through analysis of both primary and secondary sources, research, group work, and class discussions, students will gain a better understanding of historical cause and effect and the factors that have shaped our contemporary society and national identity.



201 Citizenship Education	.5 Credit
	Grades 11-12

This course examines the role of an American citizen regarding their duties and responsibilities as local, national and global citizens. Students will use an integrated approach investigating school, local, state, federal, and international governments, and the role in which the student will play. We will explore the values and principles central to a functioning, healthy democracy. There will be an emphasis on relating present day citizenship issues to our founding documents and their guiding principles. Consider the class a journey of self-exploration of how one can become an engaged citizen in a democracy. Our classroom will be a model of those goals we aim to accomplish, which is to provide a safe, academic community where all perspectives are welcomed and respected. **\*\*Please note: Starting July, 2023 (NH HB 320) all seniors must pass the U.S. Naturalization Citizenship Exam in order to graduate**

# Social Studies Electives

225 Advanced World Cultures

.5 Credit



Grades 11-12

## Prerequisite: Successful completion of World Cultures.

Advanced Topics in World Cultures is a student-centered class designed to allow participants to gain a deeper understanding of issues they care about. Students will generate a list of potential areas of study at the beginning of the semester and then vote on the ones they have the greatest interest in. This exercise in democracy produces the course of study where students will engage in simulations and project-based work (no exams).

210 African American History

.5 Credit



Grades 11-12

In this U.S. history course, we will be examining the perspectives, contributions, triumphs, and struggles of African Americans. We will learn about the important role that African Americans have played New Hampshire's history and our local history. In addition to conducting historical analysis and student-led research, students will engage in meaningful dialogue about how our history has shaped contemporary issues and deepen their understanding of American society today.

228 AP<sup>®</sup> US History

1 Credit



Grades 11-12

## Prerequisites: 1 credit of U.S. History or appropriate elective alternative, with a recommended final grade of B or higher. Students must take the Advanced Placement Exam. A summer assignment is given.

Advanced Placement U.S. History is a demanding, fast-paced course that assumes a high level of interest and competence in history. It is critical that students have a solid foundation of U.S. History as the exams in this class will test their knowledge, writing, and be able to evaluate and use primary source material to support their ideas. Because this course is equivalent to a first-year college course, students should expect that the workload will be heavier than most history classes. Students must keep up with the reading and be prepared for class discussion every day. The analytical thinking, writing, and reading skills that students develop in A.P. U.S. History will equip them both for college and lifelong learning.

209 Cold War & The 60's

.5 Credit



Grades 11-12

This course will look at a significant era in American history. We will examine the Cold War from its origins during World War I through the 1960s and the Vietnam era. Significant focus in this course will be placed on the decade of the Sixties as the Baby Boomers entered adulthood, often rebelling against the life their parents planned for them. At the same time, the US and USSR were in competition to conquer space travel as well as the massive buildup of nuclear weapons. We will continue to study how the sixties impacted other domestic priorities and influenced elections and led to Richard Nixon's contact with China.

Some of the major topics discussed are the "safe" 50s, the Civil Rights Movement, early conflicts with the Soviet Union, Berlin Crisis, Space Race, the Vietnam War, Music, The Counter Culture, Nixon's Détente, geopolitical issues and the establishment of diplomatic ties with China.

230 Criminal Law & Justice in America

.5 Credit



Grades 11-12

## Prerequisite: It is recommended students take US History AND Citizenship Education prior to taking this course.

Society requires a legal structure to address the many issues that comprise the American Criminal Justice System. Areas of study in this course include justice, police procedure, criminology, trial procedure, correctional systems, and juvenile justice. The class will examine topics from juvenile crime to adult felonies which may include robbery, serial killers and those who commit crimes against the people of the United States. Victims' rights will also be included as a focus of study and the response of the justice system to meet those needs. It is designed to provide juniors and seniors with problem solving opportunities that help develop the knowledge and skills necessary for survival in our law-saturated society.

231 Genocide in the Modern World .5 Credit



Grades 11-12

**Prerequisite: 10<sup>th</sup> grade students may take this course with instructor permission**

This course will study the history of genocide in the 20<sup>th</sup> and the 21<sup>st</sup> century. We will explore both the patterns and circumstances of this global issue. Case studies we will consider are the Holocaust, Cambodia, Rwanda, and Darfur. Time will also be set aside to research events determined by student interest. The comparative nature of the course will allow students to draw broad lessons about what leads to genocide; enables us to assess the behavior, actions and inaction of various groups involved; and pushes students to consider how the lessons could be applied to prevent such crimes in the future.

217 Global Diplomacy and the United Nations .5 Credit  
Grades 9-12



The purpose of the course is to increase your knowledge of international issues, policy making and the activities of the United Nations. You will gain valuable skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, and organization. Students will gain these skills through United Nations simulations and other course assignments.

213 Psychology .5 Credit



Grades 11-12

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

215 Sociology .5 Credit



Grades 11-12

Sociology, the study of how people behave in groups, social institutions and social problems, allows students to examine their lives and the world around them with a more informed perspective. Using a discussion-based classroom format, students enhance their abilities to read and write analytically, communicate with precision, synthesize complex information into well-rounded ideas, collaborate with one another, and reflect on who we are and the roles we play in our communities. Topics include: the social construction of reality; identity; power and authority; American poverty; the American education system; crime and punishment; love, marriage, and relationships.

206 Sports and 20<sup>th</sup> Century Society .5 Credit  
Grades 9-12

This class will look to explore topics such as the Chicago Black Sox Scandal in 1919, the 1936 Olympics in Nazi Germany to the doping scandals of the last 15 years, and how professional and amateur sports have shaped the culture in which we live today. Using readings, videos, and class discussions, students will develop their thinking skills to gain in-depth understanding of concepts, issues, and attitudes within sports and society. Students will also be asked to develop their own personal beliefs regarding the impact that sports have had on society within the political, social and economic spectrum. The class will be discussion based, and students will work in a variety of social work groups, while learning to communicate information through writing, speaking and the use of technology.



207 Topics in World History  
Through Film

.5 Credit  
Grades 11-12

This course will examine film representations of world history through a variety of units. Being an elective, students will have a large amount of input of the topics which will be explored. Topics of interest may include: the rise and decline of Ancient Civilizations, the growth of Western Civilization from the Middle-Ages through the Age of Romanticism as well as a look into Eastern world including China's many dynasties and Japan with the fall of the Shogun and their rise to industrial giant. Students could also explore modern topics in the 20th and 21<sup>st</sup> Century such as the Rise of the Third Reich, the World Wars, and contemporary day terrorism. This class will try to answer the question whether progress has been made by humans throughout history. By using films, documentaries and clips, students will critically analyze the events from history and how they are portrayed by Hollywood and others. Students will look to dispel the many myths that people are led to believe about the causes and outcomes of the world's history.

233 Women in American History

.5 Credit



Grades 11-12

**Prerequisite: 10<sup>th</sup> grade students may take this course with instructor permission**

Did you know that studies show that teachers teach women's history between 5% and 20% of the time? Are you curious about what gets left out? Together, we will discover how women have shaped U.S. history and culture through their contributions. This course will be project-based and guided by student interest and curiosity. We will collaborate and decide on ways to share what we've learned with other students and with our greater community.

232 World Religions

.5 Credit



Grades 11-12

The course is designed to be a comparative survey of the world's religions. For each religion, we will discover their beliefs, practices, sacred texts, and their understanding of creation and salvation. The course will be structured in a comparative model and will allow the students to better understand those who practice different religions. Using a historical, social, political, and economic lens will allow students to discover the beliefs of others in a secular manner



# Technology Education

The Technology Education Department provides problem-solving instruction and activities of experimenting, designing, constructing, and evaluating through the use of tools, machines, materials, and processes. The applied knowledge and skills acquired through our courses will assist the student in making informed and meaningful school-to-career choices.

658 Advanced Building  
Construction Tech .5 Credit  
Grades 10-12

**Prerequisite: Basic Building Construction Techniques.**

This course discusses and studies larger frame construction. It includes: group construction of building projects, electrical wiring techniques, and plumbing techniques. Students may repeat this course for credit.

653 Advanced Woodworking .5 Credit  
Grades 10-12

**Prerequisite: Basic Woodworking.**

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

657 Basic Building  
Construction Technology .5 Credit  
Grades 9-12

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

651 Basic Woodworking .5 Credit  
Grades 9-12

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

661 Exploring Electricity .5 Credit  
Grades 9-12

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

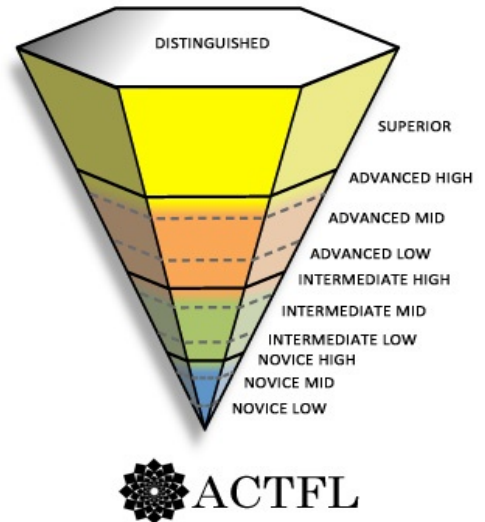
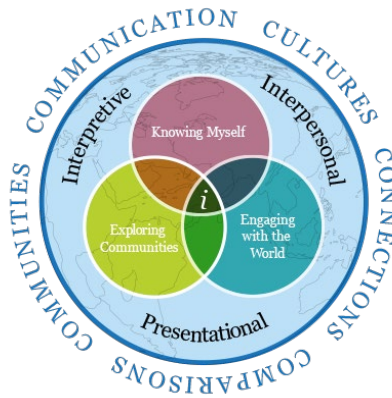
659 Mechanical Technology .5 Credit  
Grades 10-12

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

# World Language Department

The World Language Department recommends a minimum of two years of any language at the high school level in addition to those completed at the Middle School for students who are planning to attend a four-year college. Students are encouraged to complete a four-year sequence in order to achieve maximum fluency, comprehension, and appreciation of the language as well as the culture. ORHS World Language classes stress a proficiency approach which include:

- **Interpersonal Communication**- exchange of information either written or spoken
- **Presentational Communication**- delivery of information either written or spoken
- **Interpretive** reading, viewing, and listening



501 French 1 1 Credit  
Grades 9-12

Open to all grades with no previous French experience. Learn to communicate with others about yourself, your family, your pastimes, your life as a student and your likes and dislikes. Discover how French can bring you closer to others by comparing your own culture to another. Improve your communication skills by viewing videos, reading authentic documents, listening to native speakers and conversing with your peers. The proficiency target at the end of French 1 is NOVICE-HIGH on the ACTFL proficiency scale.

502 French 2 1 Credit  
Grades 9-12

**Prerequisite: French 1 (Teacher recommendation required)**  
 Learn to extend your communicative skills as you head into the Intermediate zone of proficiency where you will learn to expand your sentences, create original thoughts in French. Make cultural comparisons between the United States and different Francophone countries around the world through authentic media, cultural texts, short stories, and personal conversations and writings. By the end of French 2 your target is to reach the INTERMEDIATE LOW on the ACTFL proficiency scale.

503 French 3 1 Credit  
Grades 9-12

**Prerequisite: French 2 (Teacher recommendation required)**  
 You are at an important crossroads of your language development where you begin to put all you have learned together as an Intermediate level speaker. Speak and write with greater precision in the present time frame and learn to express what was. Boost your knowledge of vocabulary through reading short stories, authentic current texts, excerpts from French literature, by viewing authentic media and through personal writings. By the end of French 3 your target is to reach the INTERMEDIATE LOW/MID level on the ACTFL proficiency scale.

504 French 4 1 Credit  
Grades 10-12

**Prerequisite: French 3 (Teacher recommendation required)**  
 As we delve further into the intermediate zone of proficiency, you will improve your communication skills. You will learn to speak and write more accurately in longer, more complex sentences in different time frames. Further develop your speaking skills in French with

creative projects, video chats with your peers and video blogs. Express your opinions to others about current events and contemporary issues. Watch authentic short films and read articles and stories from all over the Francophone world. You will read and critically analyze your first French novel, *Le Petit Prince*. The target for the end of French 4 is the INTERMEDIATE MID level on the ACTFL proficiency scale.

505 French 5	1 Credit
	Grades 11-12


**Prerequisite: French 4 (Teacher recommendation required)**

The course is designed for students who are motivated to continue their practice and study of French, but who are not interested in taking the AP test. Explore France and the Francophone world on a deeper level through authentic articles, films, texts, novels, and video clips. Create a Passion Project during the first semester and engage in short presentations covering topics of your choice in the arts, media and current events. Active discussion, short responses and analytical writings, debates and advanced readings are integral to the class. The target for the end of French 5 is the INTERMEDIATE MID level on the ACTFL proficiency scale.

507 Advanced Topics in French	1 Credit
	Grade 12

**Prerequisite: French 5 (Teacher recommendation required)**


Students who wish to continue a sixth year but would rather not take AP or go to UNH under the CATS Program can take the course. You will continue to improve your intermediate mid-high skills as you study thematic units not yet studied. Active discussion, short responses and analytical writings, debates and advanced readings are integral to the class. The proficiency target for the end of Advanced Topics in French is INTERMEDIATE MID/HIGH level on the ACTFL proficiency scale.

506 AP® French Language	1 Credit
	Grade 12


**Prerequisite: French 4 (Teacher recommendation required)**

AP students will be expected to pursue independent study of grammar as well as complete AP test preparation materials. There will be monthly assessments to help you prepare for the AP test and refine your skills. The focus of the class will be to learn about the 5 themes: families and communities, science and technology, beauty and aesthetics, contemporary life, world challenges and personal and public identities. You will learn to write an email, converse with a stranger, talk about cultural comparisons and use written and spoken sources to write an opinion essay. We will use a variety of authentic materials to prepare for all the activities mentioned above. You will become accustomed to the variety of accents and culture by watching movies from all over the Francophone world and listening to radio shows and music to learn about political and cultural events. All AP students will be required to take the Advanced Placement Exam in May. AP Examination Fee will be required by the student. The proficiency target at the end of French 1 is INTERMEDIATE MID / HIGH on the ACTFL proficiency scale.

**Summer work is required for this course.**

551 Mandarin Chinese 1	1 Credit
	Grades 9-12

Open to all grades with no previous Chinese experience. Speak to your friends in a new language – tell them about yourself and your family – about your likes and dislikes. Take a chance and learn about other cultures. Improve your communication skills by watching videos, reading authentic articles, listening to native speakers, and conversing with your peers.

552 Mandarin Chinese 2	1 Credit
	Grades 9-12

**Prerequisite: Chinese 1 (Teacher recommendation required)**

Learn more about daily life : including eating out, going shopping, sports, hobbies and travel. You will learn to give directions, give suggestions, make requests, comparisons with more authentic Chinese language. Experience Chinese culture, art and calligraphy. Improve your language skills through reading, writing, personal conversations, and a variety of Chinese media.

553 Mandarin Chinese 3

1 Credit



Grades 9-12

**Prerequisite: Chinese 2 (Teacher recommendation required)**

In Chinese 3, you will develop more advanced Mandarin Chinese communicative skills of listening, speaking, reading and writing. Through authentic cultural materials, you will build your knowledge in vocabulary, sentence patterns, and grammar while also exploring Chinese literature, folklore, culture, and daily life. The target for the end of Chinese 3 is the NOVICE HIGH-INTERMEDIATE LOW levels on the ACTFL proficiency scale.

554 Mandarin Chinese 4

1 Credit



Grades 10-12

**Prerequisite: Chinese 3 (Teacher recommendation required)**

This course is for students who have developed a strong foundation in reading, writing, speaking, and understanding Chinese 4. You will increase your proficiency in these skills with the goal of developing vocabulary, fluency, and precision in written work. Authentic materials will be used to continue to expand your Chinese Mandarin learning. The target for the end of Chinese 4 is the INTERMEDIATE LOW-MID levels on the ACTFL proficiency scale.

558 Mandarin Chinese 5

1 Credit



Grades 11-12

**Prerequisite: Chinese 4 (Teacher recommendation required)**

This course is for students who have developed a strong foundation in reading, writing, speaking, and understanding from Chinese 4. You will increase your proficiency in these skills with the goal of developing vocabulary, fluency, and precision in written work. Authentic materials will be used to continue to expand your Chinese Mandarin learning. The target for the end of Chinese 5 is the INTERMEDIATE LOW-MID levels on the ACTFL proficiency scale

531 Spanish 1

1 Credit



Grades 9-12

Open to all grades with no previous Spanish experience or by teacher recommendation. Learn to communicate with others about yourself and other topics of interest. Build your Spanish language vocabulary and learn how Spanish can bring you closer to others by discovering other cultures and beliefs. Improve your communication skills by viewing videos, reading stories and authentic articles, listening to native speakers and conversing with your peers. By the end of Spanish 1, your target is to reach the NOVICE HIGH level on the ACTFL proficiency scale.

532 Spanish 2

1 Credit



Grades 9-12

**Prerequisite: Spanish 1 (Teacher recommendation required)**

Make cultural comparisons between the United States and Spanish speaking countries. Improve your language skills through readings, writing, personal conversations, videos and songs. Continue to build upon the skills acquired in level 1 and expand your vocabulary and communication in the present and past tenses through theme-based units. By the end of Spanish 2 your target is to reach the INTERMEDIATE LOW level on the ACTFL proficiency scale.

533 Spanish 3

1 Credit



Grades 9-12

**Prerequisite: Spanish 2 (Teacher recommendation required)**

Continue to develop your linguistic confidence in this intermediate course. Deepen your Spanish vocabulary across a variety of themes relating to the world around us and discuss topics in various time frames. By the end of this course, you will feel more confident in your ability to express your needs, offer suggestions or opinions, and tell stories in Spanish. Take a deeper look at Spanish speaking cultures by viewing authentic videos, reading short stories, and listening to popular music. By the end of Spanish 3 your target is to reach the INTERMEDIATE LOW/MID range on the ACTFL proficiency scale.

534 Spanish 4

1 Credit



Grades 10-12

**Prerequisite: Spanish 3 (Teacher recommendation required)**

As we delve further into the mid to high intermediate zone of proficiency, you will improve your communication skills. You will learn to speak and write more accurately in longer, more complex sentences and further develop your presentational skills in Spanish with creative projects and cultural comparisons. Advanced grammar topics are covered through class discussions of films, videos and short stories. The target range for the end of Spanish 4 is the INTERMEDIATE MID/HIGH

535 Spanish 5

1 Credit



Grades 11-12

**Prerequisite: Spanish 4 (Teacher recommendation required)**

Improve your speaking skills by sharing your ideas and opinions in a small group conversation about common activities and topics. You will use the Internet to read newspapers, research artists and history, and share cultural comparisons with the class. In order to become more accustomed to the variety of accents and culture you will watch short films and movies from all over the Hispanic world, listen to authentic media and music to learn about political and cultural events, read plays, short stories. By the end of Spanish 5 your target is to reach the INTERMEDIATE HIGH level on the ACTFL proficiency scale.

536 AP® Spanish Language

1 Credit



Grade 12

**Prerequisite: Spanish 4 (Teacher recommendation required)**

AP students will be expected to pursue independent study of listening comprehension as well as complete AP test preparation materials. There will be monthly assessments to help you prepare for the AP test and refine your skills. The focus of the class will be to learn about the 6 themes: families and communities, science and technology, beauty and esthetics, contemporary life, world challenges and personal and public identities. You will learn to write an email, converse with a stranger, talk about cultural comparisons and use written and spoken sources to write an opinion essay. We will use a variety of authentic materials to prepare for all the activities mentioned above. You will become accustomed to the variety of accents and culture by watching movies and short films from all over the Hispanic world and listen to radio shows and music to learn about political and cultural events. We will also read a selection of poems and Spain's first novel, "Don Quijote". All AP students will be required to take and pay for the Advanced Placement Exam in May. By the end of AP Spanish your target is to reach the INTERMEDIATE HIGH level on the ACTFL proficiency scale.



# Additional Offerings

Connections

.5 or 1 Credit  
Grades 9-12

## Placement by the MTSS Team

This course is created to develop self-management skills including time management, goal setting, and self-motivation. In a collaborative atmosphere, we work on fostering a growth mindset and a belief in the power of effort. There is an emphasis on understanding and managing emotions and developing self-confidence by learning how to advocate for themselves and seek out academic support when needed.

901 Design Thinking Seminar I  
904 Design Thinking Seminar II

.5 or 1 Credit  
Grades 11-12

Design Thinking Seminar is an elective course open to Juniors and Seniors at ORHS. Design Thinking is for students who want a unique educational experience that centers around their interests, passions, or skills (IPS) and who enjoy experiential, individualized work. It is important to note that in Design Thinking students are not assessed on the overall *success* of their project per se, but rather on the *process* that they went through in order to develop it. A central part of this process will involve ongoing self-reflection and a willingness to learn from successes, mistakes, and challenges that they experience along the way. This course will challenge students to embrace a growth-mindset and to use their critical and creative-thinking skills in an authentic, individualized learning environment. By taking this course, students will be participating in an educational experience that puts into practice all aspects of the ORHS Vision of a Graduate.

Learning Lab- Fall

Learning Lab- Spring

.5 or 1 Credit  
Grades 9-12

## Placement by the MTSS Team

Learning Lab affords students the opportunity to get to know themselves as learners while receiving academic and executive functioning support. Developing goals, identifying strengths and weaknesses, engaging in honest self-reflection will be emphasized, as well as skill building, progress monitoring, and tutoring.

Study Skills

.5 or 1 Credit  
Grades 9-12

## Placement by the IEP Team only

The goal of study skills is to help students develop into more independent learners and prepare them for the next steps in their education. Instruction for each student is individualized based on the needs and goals outlined in their IEP.



# Career and Technical Education (CTE)

*Courses available at Dover High School, Somersworth High School, and Spaulding High School*

Those students who wish to gain career and technical training and certification/licensure while still in high school should consider the opportunity of attending a regional CTE Center. Students who enroll in the program take their academic classes at Oyster River High School and CTE programming at the CTE Centers. Transportation to the CTE Centers is provided.

## The following CTE programs are available through the regional center at Dover High School:

Animal Science	Culinary Arts
Automotive Collision Technology	Electrical Technology
Automotive Technology	Fire Science/EMT
Biomedical Science	Health Science
Building Construction Technology	Naval Junior Reserve Officer Training CORPS
Business Principles	Pre-Engineering (Project Lead the Way)
Computer Programming	Sports Medicine
Computer Systems Networking	Welding
Cosmetology	

[Click this link to visit the Regional Career Technical Center at Dover HS](#)

## The following CTE programs are available through the regional center at Somersworth High School:

Animation and Web Design	Innovation of Business Entrepreneurship and Marketing
Automotive Technology	Pre-Engineering (Project Lead the Way)
Broadcast Technology	Medical Assisting
Building Trades	Technical Theater & Design
Culinary Arts	

[Click this link to visit the Career Technical Center at Somersworth HS](#)

## The following CTE programs are available through the regional center at Spaulding High School:

Accounting	Environmental Science & Sustainability Studies
Advanced Manufacturing and Mill Work	Teacher of Multiple Levels
Airforce Junior Reserve Officer Training Corp.	Graphic Design
Architectural Technology Mechanical Engineering	Health Science Technology
Automotive Service Technology	Heating, Ventilation, Air Conditioning & Refrigeration
Banking & Financial Services	Precision Machining
Business Commerce	Restaurant Management
Computer Networking & Telecommunications	Video & Graphic Arts
Criminal Justice & Homeland Security	

[Click this link to visit the Career Regional Technology Center at Spaulding HS](#)