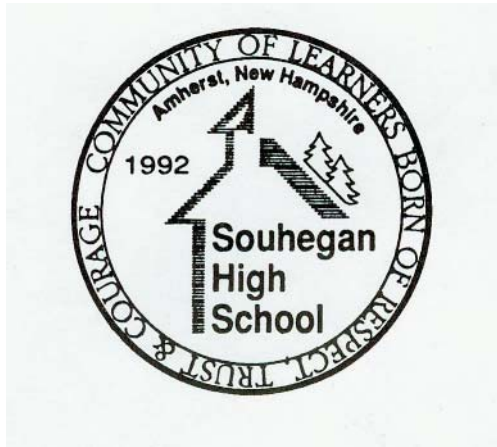

Program of Studies 2008-2009



Souhegan High School

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Additional staff email addresses and voicemail extensions can be found on our web site at www.sprise.com/shs.

Souhegan High School Program of Studies 2008-2009

Principal's message to students

Dear Souhegan High School Students,

Welcome to the 2008-2009 edition of the Program of Studies. At the heart of our school is a commitment to students and to excellence. Our mission statement reminds us that:

Souhegan High School aspires to be a community of learners, born of respect, trust and courage. We consciously commit ourselves:

- *To support and engage an individual's unique gifts, passions and intentions*
- *To develop and empower the mind, body and heart*
- *To challenge and expand the comfortable limits of thought, tolerance and performance*
- *To inspire and honor the active stewardship of family, nation and globe.*

We ask you to keep our mission in mind as you plan your program for next year. Take the time that is needed not just to come up with a few courses to take but rather a plan for what you are going to do here at Souhegan and beyond. Seek out the advice of fellow students, your parents, your advisor, your teachers, and your guidance counselor. Think about what areas you want to continue to study and what areas you would like to study for the first time.

If you are a member of the class of 2012, you will want to look through this book and find out not only what is available to you as a ninth grader, but what you will be studying over the next four years. If you have already been in high school, you will want to review your plans and modify based on what you need for graduation and your future aspirations.

There are some changes this year. We have added courses in some areas and modified courses in other areas in an effort to meet the needs of all students. As we continue to grow, we are looking at ways to further meet our mission. At the core of our work is our commitment to personalization of your experience as a student.

Consider how your co-curricular activities will work in with your academic load. Ask the question: how am I going to expand my comfortable limits?

We hope you find what you need in this Program of Studies, but if you cannot be sure to ask. The opportunities are there for those who seek them out. We look forward to assisting you in your educational journey.

Sincerely,

Scott Prescott, Principal
January 2008

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Introduction

In the pages that follow, we have attempted to anticipate your questions and provide necessary information as concisely as possible about our programs at Souhegan High School. Things evolve and change as the year progresses. Courses listed that do not meet minimum enrollment may not be offered; courses may be added as needed.

Students at Souhegan are asked to demonstrate their learning and apply that learning through a variety of graduation requirements such as the Division I Exhibition, the Junior Research Project, Post Graduate Plan, and the Senior Project. Students experience similar curriculum in core subject areas through classes that are heterogeneous and inclusive. We challenge all students to achieve and perform at high levels.

Souhegan High School Academic Learner Expectations

Knowledgeable Person

- a. Acquires and integrates the critical information necessary for success in academic and non-academic disciplines
- b. Effectively utilizes the strategies and skills necessary for success in academic and non-academic disciplines

Complex Thinker

- a. Effectively translates issues and situations into manageable tasks that have a clear purpose
- b. Effectively uses a variety of complex reasoning strategies

Academic Learner Expectations

Introduction

Academic Learner
Expectations
continued

Skilled Information Processor/Consumer

- a. Effectively interprets and synthesizes information
- b. Effectively uses a variety of information gathering techniques and information resources
- c. Accurately assesses the value of information
- d. Recognizes where and how projects would benefit from additional information

Effective Communicator/Producer

- a. Expresses ideas clearly
- b. Effectively communicates with diverse audiences
- c. Effectively communicates through a variety of media
- d. Effectively communicates for a variety of purposes
- e. Creates quality products

Self-Directed Learner

- a. Seeks different perspectives and considers choices before acting
- b. Pushes the limits of his/her ability and perseveres when faced with difficult situations
- c. Establishes clear goals and manages progress toward achieving them
- d. Generates and pursues personal standards of performance

Collaborative Worker

- a. Works toward the achievement of group goals
- b. Demonstrates effective interpersonal skills
- c. Contributes to group maintenance
- d. Self-assesses and monitors own behavior within a group

Responsible Citizen

- a. Shows willingness to work toward improvement of the community

Graduation Requirements

	<u>Credits</u>
English	4.0
Mathematics	3.0
Science	3.0
Social Studies (includes .5 economics and 1 U.S. History)	3.0
Wellness	1.0
Health	.5
Fine Arts	.5
Computer Portfolio	.5
Elective Courses	4.75
Advisory	2.0
Division I Exhibition	completion
Junior Research Project	completion
Post Graduate Plan	completion
Senior Project	completion
Community Service (40 hours)	<u>completion</u>
Total	22.25 credits

Souhegan High School's Graduation Requirements meet, and often exceed, the State of New Hampshire's requirements. Souhegan requires additional courses in science, and social studies, as well as requirements in community service and advisory. We also require successful completion of four school wide assessments:

- Division I Exhibition
- Junior Research Project
- Post Graduation Portfolio
- Senior Project

Introduction

Graduation Requirements

Introduction

Advisory

Advisory

Advisory Groups of 10-13 students meet daily with a staff advisor who provides academic and personal support and helps foster communication skills, team building, trust, and individual self-esteem. The advisor is a primary contact person with parents, students, and teachers. Completion of four years of Advisory with a grade of 'P' (pass) is required for graduation. Each year advisory has a particular focus as follows:

Grade 9: The transition to the Souhegan school community is the primary focus. Students learn and practice membership in a democratic community with the rights and responsibilities that come with such membership.

Grade 10: Sophomores focus on completing their Division I Exhibition.

Grade 11: Juniors focus on the development of a Post Graduate Plan.

Grade 12: Senior advisors offer support with Senior Project. There is emphasis placed on the college application process and preparation for post graduate opportunities.

Division I Exhibition

Division I Exhibition

The Division I Exhibition is the culminating experience for sophomore students moving into their junior year. It is a multi-part process designed to help students recognize and acknowledge their progress in the Souhegan High School Academic Learner Expectations and the Mission Statement.

The first part of the process is for a student to complete a portfolio of 9th and 10th grade work and reflections on this work.

Next, using the information in the portfolio, students write a reflection on their entire Division I experience.

The final part of the process is the exhibition, that takes the form of a 45-minute "roundtable" where the student presents his/her portfolio and written reflection in the company of his/her advisor, parents, peers and a second Souhegan staff member.

The Division I Exhibition is a graduation requirement. Students who do not successfully complete the Division I Exhibition will work with their advisor and counselor to develop a plan for meeting this requirement in summer school or in the next school year.

Junior Research Project

The Junior Research Project is a year-long process requiring students to complete three separate research papers. The papers are rooted in the World Studies/World Literature curriculum. The goal is for students to learn and use a variety of research and writing skills as they work to understand the processes involved in rigorous academic research. The three papers work to build students' skills over time; once students demonstrate mastery of one set of skills, they are expected to use those as a foundation for their next paper. Students become prepared to address more intricate topics with increasing complexity in their writing. The skills acquired from the Junior Research Project serve as a foundation for Senior Project.

The Junior Research Project is a graduation requirement. Students who do not successfully complete the Junior Research Project are expected to attend summer school.

Introduction

Division I Exhibition
continued

Junior Research Project

Introduction

Post Graduate Plan

Post Graduate Plan

All juniors are required to complete a Post Graduate Plan as part of their work in advisory. This plan includes several components such as a resumé, a personal time line, personal goals, and an exploration of college and career choices. The overall goal of the program is to help juniors prepare for the college and career application process.

Senior Project

Senior Project

Senior Project is a personalized learning experience which is a requirement for graduation from Souhegan High School. With support from a faculty mentor students identify an area of passion, complete significant research, and prepare a formal 25 minute presentation. Throughout the Senior Project, students will demonstrate their skills as independent learners including their ability to problem-solve, organize their time and resources, and reflect upon their learning. These skills contribute to life-long learning.

Coalition of Essential Schools (CES)

Souhegan High School is a member of CES and uses the ten Common Principles as a foundation for all of our work. Summaries of the ten principles are as follows:

1. The school should focus on helping adolescents learn to use their minds well.
2. The school's goals should be simple: that each student masters a limited number of essential skills and areas of knowledge.
3. The school's goals should apply to all students.
4. Teaching and learning should be personalized.
5. The governing practical metaphor of the school should be student-as-worker.
6. The diploma should be awarded upon a successful final demonstration of mastery for graduation-- an "Exhibition" by the student of his/her grasp of the central skills and knowledge of the school's program.
7. The tone of the school should stress unanxious expectation, trust and decency. Parents should be essential collaborators.
8. The principal and teachers should perceive themselves as generalists first and specialists second.
9. Ultimate administrative and budget targets: 1:80 teacher-student loads, substantial time for collective planning by teachers, competitive salaries for staff, and a per pupil cost not to exceed that at traditional schools by more than 10 percent.
10. The school should demonstrate non-discriminatory, inclusive and democratic policies, practices, and pedagogies.

Information on the Coalition of Essential Schools can be obtained from their website (www.essentialschools.org).

Souhegan High School's Structure

Coalition of Essential Schools (CES)

Souhegan High School's Structure

Division I

Division I

Students in grades 9 & 10 (Division I) are organized in teams. Teams at each grade level have between 80 and 85 students and team teachers teach English, social studies, science and math. Special educators and counselors are part of all teams. Students are assigned heterogeneously to teams and are required to carry a full schedule of classes (6 full credits plus advisory.) They complete two years of math, science, English and social studies, often using an interdisciplinary approach to learning.

Students have two elective periods each day when they mix with non-team members in classes. Students take a required class that introduces them to the rich variety of experiences in the arts in grade 9. Students participate in wellness (including outdoor adventure), and health classes. Most students take two years of a World Language. Those who choose not to study a World Language at this time must take other elective courses. At the end of Division I, students show evidence of their learning in each of these areas: math, science, English, social studies, arts, technology, World Language, wellness, health, advisory, and electives, in the required Division I Exhibition. Students are encouraged to complete at least 20 hours of Community Service (service learning) by the end of grade 10.

Division II

Division II

Students in grades 11 & 12 are in Division II. Students in Division II are required to register for a minimum of 5.5 credits (five full credits plus advisory) each year, and are encouraged to have a full course load of six and a half credits. A senior registered for four Advanced Placement or college credit classes is exempt from this requirement. Students in Division II are expected to work more independently as the team structure shifts from four subjects to pairings of world studies/world literature and senior seminar teachers.

Inclusion & Heterogeneity

Souhegan is a school of inclusion. It is our belief that all students can learn and that, as much as possible, all students should be given the opportunity to stretch themselves academically across the school's curriculum. Mixed ability grouping is utilized in most classroom settings. Students with individual learning challenges are asked to meet high standards, and are given adequate time and support to achieve those standards.

Disciplines & Interdisciplinary Studies

We maintain a strong discipline based structure while also emphasizing the connections between those disciplines. We require students to master a core curriculum in math, science, English, social studies, the arts, technology, health, and wellness while also engaging in work that integrates disciplines. Teams and paired classes promote interdisciplinary collaboration by teachers. Most humanities classes are taught in an interdisciplinary setting.

Special Education

Learning Specialists are assigned to work closely with a team in Division I or with a grade level in Division II. They manage a number of students with individualized education plans, provide support in classrooms and work with teachers to design inclusive curriculum and performance assessments. Learning Specialists also provide academic support outside of regular classes.

Souhegan High School's Structure

Inclusion & Heterogeneity

Disciplines & Interdisciplinary Studies

Special Education

Souhegan High School's Structure

Modified Block Schedule

Student Services

Community Council

Modified Block Schedule

A modified block schedule is followed by Division II and off-team Division I classes. These classes meet four times a week, three times for 55 minutes and once for 110 minutes in what is referred to as a “double block.” Students in Division I are scheduled on team for four periods each day. Team teachers structure their own time allowing extended blocks for some classes.

Student Services

The Student Services office houses the dean of students, the registrar, guidance counselors, school social worker, special education director, support staff, and career college center. Permanent records are also maintained in the larger office space. The team collaborates to support students, faculty and parents. Areas addressed include the career/college process, academic and personal/social concerns, crisis intervention, transition planning and disciplinary matters. Student Services staff are also involved in a number of school-wide initiatives.

Community Council

This is the governing body of the school with 50 members including students, teachers, support staff, administrators, school board members, and community members. Student representatives hold the majority of seats. The Council meets to establish policies consistent with the Souhegan High School Constitution.

Grading

The grading system for all students uses letter grades as follows: A+, A, A-, B+, B, B-, C+, C, C-, M, P, I, NC, NCS, WD, WNC, and ANC. The percentage equivalents for these letter grades are as follows:

A+ =	97 or above	A =	93-96	A- =	90-92
B+ =	87- 89	B =	83-86	B- =	80-82
C+ =	77 -79	C =	73-76	C- =	70-72
NC =	0 – 69, no credit				
WD =	withdrawn				
WNC =	withdrawn, no credit				
I =	incomplete; makeup work due in 10 school days				
P =	pass; met minimum course requirements				
M =	medical				
NCS =	no credit; repeated course in summer school				
ANC =	administrative no credit				

An Incomplete (I) is given under circumstances when work needs to be made up before a grade is determined. A student must complete makeup work within a two-week period (10 class days) after the end of the marking period or the Incomplete (I) changes to a No Credit (NC). Extended illness is an exception where a grade of “M” for medical is given.

Student achievement is reported in the form of three progress reports (issued mid-trimester) and three trimester grade reports (issued at the end of each twelve week trimester.) Progress reports take the form of individual written narratives for each student and course. Trimester grade reports indicate letter and effort grades earned for each course. Final grades are assigned at the end of the school year (along with third trimester grades) and incorporate final assessments/exams.

Essential Information

Grading

Essential Information

No Credit Grades

No Credit Grades

Students achieving less than a C- receive a No Credit (NC) for the course. NC is treated as a 0.0 in computing student Grade Point Average (G.P.A.). Each course at Souhegan High School is an essential element in a student's growth as a learner and successful completion means more than a passing grade; it represents that proficiencies have been met. Conversely, to receive NC is not to have met proficiencies. A course may be repeated (perhaps more than once) until proficiency is achieved. Although all attempts at proficiency will be displayed on the student's transcript, only the grade assigned to the last attempt is computed in the student's G.P.A. Withdrawals from a class after the drop period usually results in a Withdrawal No Credit (WNC). Please refer to the section titled "Drop/Add Procedures for Courses". A WNC is treated as a 0.0 in the G.P.A. computation.

When a student earns NC for a course and repeats the course in summer school, the NC is replaced by No Credit Summer (NCS). The summer school course and grade earned are displayed on the student's transcript and the grade is computed in the student's G.P.A. The original course and NCS grade are also displayed on the student's transcript although the grade is not computed in the student's G.P.A.

The Dean of Students assigns an Administrative No Credit (ANC) as a consequence for three or more unexcused absences in one trimester in the same class. An Administrative No Credit (ANC) may also be assigned for 7 days absence in any class within one trimester. A student may appeal an ANC up to two-weeks (10 class days) after the end of the marking period. If the student does not appeal the ANC or the appeal is denied, the grade will be changed to an NC.

Effort Grades

Teachers in all courses use numbers to record effort based on: participation, attentiveness, classroom conduct, study skills, management of time, organizational skills, and preparation for class. The number awarded in each class is a holistic assessment of effort. There is an Effort Honor Roll for those who receive all 4's.

4	outstanding
3	good
2	adequate
1	needs improvement

Ranking and Grade Point Average

Grade Point Average is computed by averaging grades from any previous high school attended and grades from Souhegan High School. Grades are not weighted when figuring G.P.A. or class rank. Ranking of seniors for the purposes of college transcripts is figured at the end of the junior year and again after the first and second trimesters of the senior year. All class ranking is by decile rank rather than individual class standing. Grade point averages are determined according to the following standard scale:

A+ =	4.3	A =	4.0	A- =	3.7
B+ =	3.3	B =	3.0	B- =	2.7
C+ =	2.3	C =	2.0	C- =	1.7
NC =	0.0				

WNC = 0.0 (withdrawn after deadline)

P = receives course credit, does not affect G.P.A.

M = may receive course credit, does not affect G.P.A.

WD = withdrew from class, does not affect G.P.A.

NCS = receives no course credit, does not affect G.P.A.
(course was repeated in summer school).

Essential Information

Effort Grades

Ranking and Grade Point Average

Essential Information

Summer School

Summer School

A student receiving a final grade of “no credit” (NC) in a class is eligible to repeat that course in summer school, with teacher approval, providing the student received a passing grade (C- or better) for at least one trimester.

Summer courses are taken at Souhegan High School and are available (depending on student enrollment and teacher availability) in math, English, social studies, Spanish, and at times, other courses. Students pay for each summer school class.

Students who, due to extenuating circumstances, want to repeat a class by attending summer school in another community or by enrolling in an online or correspondence course must first complete the Application for Credit that is available in Student Services. Prior approval by a Dean of Faculty is necessary in order to guarantee credit.

Academic Honor Roll

Academic Honor Roll

An academic honor roll (highest honor roll, high honor roll, and honor roll) and an effort honor roll are published at the end of each trimester. Honor roll expectations are as follows:

<i>Honor Roll</i>	all grades of “B” or higher (no B-’s)
<i>High Honor Roll</i>	all but one grade “A-” or above and no grade lower than a “B”.
<i>Highest Honor Roll</i>	all grades “A-” or above
<i>Effort Honor Roll</i>	all effort grades of “4”

Essential Information

Additional Academic Challenge (Honors, Advanced Placement, and College Credit)

Additional Academic Challenge

Honors, Advanced Placement, and College Credit

Many opportunities exist for students to undertake an additional academic challenge. Some of these are as follows:

Honors Challenge: Within most of our classes, an Honors Challenge option is offered to all students who wish to pursue advanced academic studies. Honors Challenge contracts are developed by individual teachers. Credit for honors is earned by fulfilling the contract and receiving a final grade of B or better (not B-). Honors is identified on the student’s end of year report card and transcript with an asterisk (*).

Advanced Placement: Souhegan High School offers Advanced Placement courses in the following subjects: English Literature, U.S. History, Human Geography, Calculus, Statistics, Physics, French Language, Spanish Language, and Art. It is possible for students to earn college credit upon attaining high scores on Advanced Placement exams.

Students who elect to take Advanced Placement courses should be aware that the classes have a nationally standardized curriculum, the content of which cannot be altered or modified. Every student who takes an Advanced Placement class is expected to complete the exam in May. Payment for these exams is due by the end of the first trimester.

Any student may elect to take these classes, but extremely careful decision-making, including consultation with parents, counselor and teachers, is encouraged.

College Credit: Options are available for students to earn college credit through courses taken in affiliation with local colleges. Opportunities for college credit are designed to provide additional academic challenge to highly motivated students. Interested Division II students should talk with their teachers and counselor.

Essential Information

Drop/Add Procedure for Courses

Drop/Add Procedure for Courses

Careful thought and planning go into developing an appropriate schedule with each student. Changing a schedule is not a simple process. Students considering a course change need to take the following steps in order to drop and/or add:

1. The student speaks with the teacher and explains the reasons for wanting to drop the class.
2. If, after speaking with the teacher, the student still wants to drop a course, she must make an appointment with a counselor to discuss the implications of and procedures for dropping.
3. If the student, counselor, parents, and teacher decide that a change should occur, the student is given a **Drop/Add** form by their counselor used to collect the signatures of the parent, teacher, and advisor.
In Division I, students dropping an elective course will choose an alternative elective. Students in Division II must maintain a minimum total of 5.5 credits for the year.
4. Once all parties have signed the Drop/Add Form, it is returned to the counselor for a final signature and processing. Only then may a student stop going to an old class and attend a new one. The counselor will make the change in the student's schedule. A copy of the completed form will be given to teachers of both the added and dropped courses.
5. Students wishing to Add a class should meet with their counselor.
6. There is a designated drop/add deadline for both year-long courses and trimester courses. Students are notified well in advance of the window of time to drop a course without penalty. The drop/add period is the end of the second full week of each trimester for a trimester elective and the end of the third full week for a year-long course.

Essential Information

Transfer Students

Transfer Students

Transfer students are expected to present transcripts of previous high school grades at time of entry. Following is a list of how grades from previous schools will be combined with future grades from Souhegan.

1. The name of the previous school and years attended will appear on the Souhegan transcript.
2. Whenever possible previous course names and grades will be maintained.
3. Weighted grades will be "unweighted" in order to ensure consistent calculation of all students' grade point averages.
4. Unweighted grades from all high school courses will be used to determine G.P.A. and decile.
5. In cases where numerical equivalents of prior letter grades are different from those at Souhegan, prior letter grades will be maintained.
6. Although Souhegan High School does not utilize grades of D+, D, D-, and F, prior grades will be translated into G.P.A. according to designated numerical equivalents.
7. State law mandates that we do not grant credit for courses of a religious nature.

Early Graduation

Students are encouraged to spend four years completing their high school education, choosing from the rich array of courses available. Meeting requirements in less time is possible, but not recommended in most cases. In some special circumstances, it is appropriate for a student to graduate early, and we will work closely with such students to meet their needs. An appointment with a counselor is the first step for students exploring this option. In all such cases, permission of the principal and completion of all graduation requirements including senior project is required.

Early Graduation

Essential Information

Rubrics

Rubrics

Teachers often assess student work through the use of rubrics, which allow reporting of student performance as it relates to clearly articulated standards and true proficiency.

- A rubric is a teaching tool which clearly delineates the criteria by which students will be assessed.
- Rubrics are used to measure student growth in the Learner Expectations, which include: Knowledgeable Person, Complex Thinker, Skilled Information Processor/Consumer, Effective Communicator/Producer, Self-Directed Learner, Collaborative Worker, and Responsible Citizen.
- Rubrics are written using a continuum to describe students' performance standards.

Sports/Activity Eligibility

Sports/Activity Eligibility

Students must pass a total of four credits during the preceding marking period in order to compete as a member of an athletic team or other activity where students perform or compete for the school. Summer school grades are not used in determining athletic eligibility for fall season sports. For clarification, see the athletic director or principal.

Off Campus Privileges

Off Campus Privileges

Off-campus privileges are extended to all junior and senior students who have a signed parental form on file in the attendance office and have maintained good behavior. Students must also have earned grades of all "C's" and above OR effort grades of all 3's and above on the previous trimester assessment.

Junior and senior students who do not meet the above criteria may petition for privileges through the Dean of Students. The school retains the right to revoke off-campus privileges or parking privileges for students who violate the stated policy. A campus monitor will help ensure consistent policy enforcement.

Attendance Policy

All students need to actively participate in Souhegan's curriculum. There is a direct correlation between attendance and achievement. Academic time with classmates and teachers is vital for learning. Sporadic attendance compromises achievement. All students are expected to arrive at school on time, before 7:25 for a 7:30 first period class, and attend all classes and activities. Families are strongly advised to plan vacations so that students do not miss school. Class time lost due to vacations can impact a student's academic standing.

A meeting between the Dean of Students, (or other faculty member appointed by the Dean) parent/guardian, and student may be required when a student has been absent for seven or more days in one trimester. Steps that need to be taken to maintain good standing in the class will be discussed. If no meeting is held, a grade of ANC (administrative no credit) may be assigned for each class missed.

A parent must call the Attendance Office (press '1' after dialing 673-9940) by 9:00 AM to report each day of a student's absence. The Attendance Secretary will call the homes of all students whose parents do not notify the school.

Unexcused Absence (Truancy)

Unexcused Absences (truancies) are absences not sanctioned by the school. The school sanctions class absences and/or early dismissals for the following reasons:

- personal illness
- medical appointments during the school day
- family emergencies
- pre-approved college visits
- school sanctioned field trips or activities
- other reasons approved by the principal or dean of students

Essential Information

Attendance Policy

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- family emergencies
- pre-approved college visits
- school sanctioned field trips or activities
- other reasons approved by the principal or dean of students

Essential Information

Unexcused Absence (Truancy)
continued

Consequences for Unexcused Absences

Absences or tardies not approved by the school are considered unexcused. Anyone who is more than fifteen minutes late for class will be considered absent from that class.

Consequences for Unexcused Absences

(In a given class in a given trimester)

First Cut: The student will receive no credit for the work missed in the class. Parents/guardians, counselor, and advisor will be notified and student will make up the class with the teacher (before or after school.) The student will be notified that three cuts in this class will result in a grade of ANC (administrative no credit) for the trimester.

Second Cut: The student will receive no credit for the work missed in the class. Parents/guardians, counselor, and advisor will be notified and the student will serve two After School Programs (ASPs). The student will be notified that an additional cut in this class will result in a grade of ANC (administrative no credit) for the trimester. (ASPs run from 2:15-3:00 daily in the Attendance Office and are assigned through the Dean's office.)

Third Cut: The student will receive no credit for the work missed in the class. Parents/guardians, counselor, and advisor will be notified and the student will be assigned one day of in-school suspension through the Dean's office. The student will be informed that a grade of ANC (administrative no credit) for the trimester will be given (by the office).

Fourth/+ Cuts: The student will serve one day of in-school suspension assigned through the Dean's office. Parents/guardians, counselor, and advisor will be notified. Continued absences will result in additional consequences determined by the Dean of Students.

Appeal Process: A student may appeal an ANC in writing to the Dean of Students up to two weeks (10 class days) after the end of the marking period. If the student does not appeal the ANC or the appeal is denied, the grade will be changed to a No Credit.

We believe that adolescents learn best when they are active, solving real problems and applying the concepts learned in class to their own experiences. Study in the Humanities is designed to provide an experiential, interdisciplinary approach to organizing themes that reveal the connections between the traditional disciplines. Our program offers challenging reading and writing assignments at each grade level designed to engage students with important ideas. Students exhibit a variety of writing styles and forms, emphasizing both creativity and exactness. With an emphasis on speaking, listening and public presentation skills, students must demonstrate an ability to think critically and communicate well. Students are required to successfully complete the following core courses (or equivalent coursework) in the humanities before earning a diploma:

<u>Grade 9</u>	Cultural Foundations [English, social studies including history, geography government, and economics]
<u>Grade 10</u>	American Studies [English, social studies including U.S. History, government, and economics]
<u>Grade 11</u>	World Studies/World Literature [Including economics]
<u>Grade 12</u>	Senior Seminar or Advanced Placement English Literature

Grade 9 - Requirement

Cultural Foundations

Cultural Foundations is the first half of a two year course in the core Humanities program combining work in English and social studies (history, government, geography, and economics) as it explores the essential question:

Humanities

Required course for freshmen

Cultural Foundations
2 credits
1 English
1 social studies

Humanities

Cultural Foundations continued

What current and historical ethnic, economic, social, and geographic factors influence our lives in the United States?

Cultural Foundations engages students in integrated units designed to develop skills relating to both content areas as we trace the roots of America through the western tradition, beginning with the ancient Greek culture through the dawn of the modern age, focusing specifically on democratic values. Students explore various genres from poetry, short fiction, drama, personal narrative and the novel while developing critical thinking and writing skills.

Required course for sophomores

American Studies

2 credits

1 English

1 social studies

Grade 10 - Requirement

American Studies

American Studies is the second level course in the core Humanities Program. Students will learn to analyze historical events, economics, and trends and beliefs that have influenced the development of the United States. Included will be major historical turning points that have shaped, and continue to shape the United States. Controversial issues in our country's development and their reflection in American literature will be examined, as well as how writers influence culture. The curriculum for the year is built around the following concepts:

What does it mean to be an American? What is the American Dream? Through various literary genres students examine diverse perspectives of the American experience. Students focus on critical reading, developing creative and analytical writing skills, and demonstrating Learning Expectations through exhibitions. Essential questions discussed include: *To what degree should immigrants adopt the dominant culture? What is equity?* Students successfully completing both Cultural Foundations and American Studies will have fulfilled state requirements of two units of English and two units of social studies (including U.S. history and government.)

Grade 11 - Requirement

World Studies/World Literature

World Studies and World Literature are the third level of the core requirement in Humanities. Building on the Division I curriculum, successful completion satisfies the state requirement for Economics. Students who do not receive credit in World Literature must complete an equivalent experience of the class through an approved summer school course or through the English Support in English course.

World Studies

What forces and events have shaped the modern world's cultural mosaic? How will students act in an increasingly complex world? A number of issues exist for all people worldwide, such as the nature of political and social power, interdependence, the condition of the environment, economic development and the impact of the past on current conditions. The 11th grade World Studies Program takes a multidisciplinary approach within the social studies (history, political science, culture studies, geography, economics) to examine different areas of the world and the people who inhabit them.

World Literature

How do different cultural practices reflect the character of a people? What elements of the human experience are universal? How does history affect current political and social dynamics in the world? How do individuals seek power within a culture and how do cultures seek power within the world? Students will read and analyze selected texts from Asia, Africa, Latin America and Europe. These works will include poetry, short fiction, novel, autobiography and drama. Themes such as power and leadership, tradition and change, and the clash of cultures form the foundation for interdisciplinary connections.

Humanities

Required course for juniors

World Studies/World Literature

2 credits

1 English

1 social studies

Humanities

World Literature continued

Junior Research Project

Students will be asked to demonstrate proficiency in the areas of reading, writing, and speaking. The writing curriculum will focus largely on analysis.

Junior Research Project

The Junior Research Project, a graduation requirement, is a researched writing process that culminates with a comprehensive research paper written in the spring of the junior year. As a part of the World Studies/World Literature curriculum, students will gain research and writing skills that will aid them in the completion of this paper. In their final product students will exhibit their knowledge of the academic learner expectations.

Required course for seniors

Senior Seminar or AP English Literature

Senior Seminars

2 credits
1 English
1 variable credit

Grade 12 - Requirement Senior Seminar or Advanced Placement English Literature

Senior Seminar

Seniors are required to enroll in either an interdisciplinary senior seminar or Advanced Placement English Literature. Each seminar combines English with a second discipline. Students are asked serious questions about who they are, what they believe and how they will assume their place in the world. Senior seminars address the core question:

In the new millennium, given the historical tension between permanence and change, how shall I live?

Seminars will emphasize critical reading and writing, Socratic dialogue and oral presentation.

The following seminars will be offered if there is sufficient enrollment:

Art and Creative Mind Seminar

Veta brevis ars longa . . . Life is short but art is long
What is art and what purpose does it serve? Is creativity a universal human trait? How do the past and present influence our ideas of art and beauty? What is the artist's place in society--and as individuals and as a society are we free to create? This course integrates art and English, and is open to all students with a passion and interest in art. Over the course of the year students will read, discuss, examine and create on a regular basis. We will explore the inspiration and drive to create, the cultural and historical influences on art and creativity, and the role of art in individual lives and in society as a whole. Students will examine meaning in their own work as well as the work of other artists, and will visit three museums during the year.

Film in Society Seminar

Does film reflect who we are, or does who we are reflect how films are made or both? This course integrates arts and English. Students will examine the effect of film on American society. From a variety of genres students will view films, documentaries, and short subjects to analyze and critique their techniques, themes and significance. Students will also read several important works and view film versions to compare and contrast. Working in small production companies, students will write, produce, direct, shoot, act, and edit their own films.

Ethics Seminar

An unexamined life is not worth living.- Socrates
What is ethics? How do we engage in a thoughtful study of literature and philosophy? Who am I? What is morality? How do we assess our own ethical values for both the present and the future? What is fate? What is truth?

Humanities

Arts and Creative Mind Seminar
2 credits
1 English
1 arts

Film in Society Seminar
2 credits
1 English
1 arts

Ethics Seminar
2 credits
1 English
1 social studies

Humanities

Ethics Seminar continued

Are there universal principles behind our decision making? Do we control how we make such decisions? Through the study of great literature as well as the works of countless philosophers, thinkers, and scientists, this interdisciplinary course will examine the many questions that have perplexed human beings throughout the ages. An estimated seventy different thinkers will be examined throughout the course.

Conservation Biology and The Literature of Wilderness and Conservation Seminar
2 credits
1 English
1 science

Conservation Biology and The Literature of Wilderness and Conservation Seminar

This course links English with science. Historically, nature has influenced our global community. As a species, our “correspondence” with nature continues to influence art, music, literature, mathematics, and science. The essential question: *Is conflict between the human and natural world inevitable?* allows students to examine and understand the implications of our interactions with global environments. Sub-essential questions include: *What are the major environmental issues that face us today? What is our relationship with nature? How does the natural world define one’s sense of self? What are the metaphors that define our relationship with the natural world? Is it possible for an individual to “make a difference”?* The primary purpose of this seminar is to integrate and apply humanistic and scientific perspectives in an exploration of global environmental issues.

Sustainability and Food Systems Seminar
2 credits
1 English
1 science or
1 social studies

Sustainability and Food Systems Seminar

How and from where do we get our food? What are the implications and results of these answers? The Souhegan Mission Statement says explicitly that as an institution we “commit ourselves to...inspire the active stewardship of nation, family, and globe.” This course promotes that stewardship by enabling students to examine aspects of the

globalized world economy (especially as it relates to the most fundamental human need) and consciously evaluate its impact, the winners and losers, and long-term sustainability of some current practices. This interdisciplinary seminar will examine various aspects of the US and global food production, allocation, and distribution. It will include environmental, botanic, cultural, geographic, economic, civic, and ethical lenses of focus, and will utilize fiction, poetry, and nonfiction literature to provide perspectives on place, nature, food, and agriculture.

Advanced Placement English Literature

The story is the same: we are alive and dead, awake and asleep, young and old. Things change and are the same, and change again and are the same. -Heraclitus

The primary goal is to develop critical standards for the independent appreciation of literature and writing by offering a college-level course in the senior year. The course’s thematic approach, focusing on the nature of fate, human beings, and human relationships, is designed for students who are eager to explore literature and writing in an in-depth manner. Essential questions guiding this course include: *How does literature relay ideas and concepts relevant to our universal understanding of life? How do elements of literature and writing contribute to this understanding?* Classroom discussion and active participation are an integral part of the course. Writing assignments focus on the critical analysis of literature. Students read works that not only challenge, but also provide richness of thought and language.

Students enrolling in Advanced Placement English Literature attend an orientation session in late Spring 2008 that introduces them to the course guidelines and expectations. Successful completion of summer reading and writing assignments is required for those students who enroll in AP. Students are expected to take the Advanced Placement exam.

Humanities

Sustainability and Food Seminar continued

Advanced Placement English Literature
1 credit - English
seniors

English

Lyrics as Poetry
1/3 credit - trimester
juniors and seniors

Writing Workshop
1/3 credit - trimester
juniors and seniors

Walking With Thoreau
1/3 credit - trimester
juniors and seniors

The following electives will only be offered if there is sufficient enrollment and staff available for instruction.

Lyrics as Poetry

In what ways do lyrics utilize literary techniques in their art? How do poetic traditions influence contemporary songwriters? In what ways do lyrics reflect and define a cultural climate? This course examines the idea of lyrics as poetry—analyzing the power of lyrics in a literary, historical, and cultural context. Artists will include: Lou Reed, Morrissey, Bob Dylan, Patti Smith, and David Berman. These artists created new paths while drawing on the rich heritage of poetic traditions. A particular focus will be dedicated to studying the lyrics of The Smiths, one of the most influential and memorable rock bands of the 20th century.

Writing Workshop

What genres of writing would you explore if given the time and the support to do so? Writing Workshop is designed for serious writers, and those who want to spend more time writing. This course provides the opportunity to spend time generating ideas, writing, giving and receiving feedback, revising, and exploring publishing opportunities. The two Academic Learner Expectations focused on in this course are Self-Directed Learner and Effective Communicator. The focus of the writing will be primarily fiction and creative non-fiction. Students will develop a writing portfolio as their final assessment.

Walking With Thoreau

What are the necessities in your life? What have you learned about yourself in Thoreau's readings? Students will learn about the works of Henry D. Thoreau through visual, auditory and hands-on experiences. Students will read, write, walk, discuss, cook and hike; immersing themselves in activities engaged in by Thoreau. Students will

make connections in their own lives to the ideas espoused by Thoreau. Students will learn about Thoreau's fusion of the arts and sciences, which paved the way for Aldo Leopold, Annie Dillard, and Barry Lopez. Students will keep a writing journal and complete a culminating project.

English Support

What English skills are necessary for success in and beyond high school? This course is for students who did not receive credit in one of their 9th, 10th or 11th grade English classes. Students enroll in this course concurrently with a grade level English. The main focus of the class is to support students' work in their grade-level English class. Additional curriculum will focus on reading, writing and speaking skills. Students will be assessed on core-competencies including organization, critical reading, writing and research. Students will develop a portfolio reflecting their skills in those competencies. At the end of each trimester students will have the opportunity to present their portfolio to receive credit for the course.

Journalism

How does a newspaper achieve excellence through craftsmanship and content? This course offers an introduction to the history and practice of journalism with an emphasis on print media. Students learn to write a variety of kinds of articles, reviews, and news stories applying their knowledge in production of the school newspaper. Additional time is required during publication of the newspaper.

English

Walking With Thoreau
 continued

English Support
1 credit - full year
sophomores,
juniors and seniors

Journalism
1/3 credit - after school
Tues. and Thurs.
2:15-3:00 PM
sophomores,
juniors and seniors

Social Studies

Advanced Placement Human Geography
1 credit - full year
juniors and seniors

Advanced Placement U.S. History
1 credit - full year
juniors and seniors

Advanced Placement Human Geography

This course is offered pending teacher availability.

What are patterns and distributions of human activity on the earth? How is this human activity evident in the landscape? The *Oxford Dictionary of Geography* defines *human geography* as the study of “relationships between human activities and the physical environment.” This class will reflect this orientation in the context of a challenging elective associated with the Advanced Placement Program, equivalent to an introductory level college class in Human Geography. The course will investigate the following topics: population, cultural patterns and processes, political organization of space, agriculture, industrialization and economic development, and urbanization. An introductory college text will be used and students will be expected to engage in research, critical thinking, writing, and content acquisition activities. Students are expected to complete summer reading and assignments and take the Advanced Placement exam.

Advanced Placement U.S. History

What are the events, philosophies, policies, and personalities that have shaped the United States? The AP U.S. History course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Extensive reading and writing is required of students enrolled in this course. Students will be expected to successfully complete summer reading assignments and take the Advanced Placement exam.

Western Civilization

How has the western tradition impacted the world?

This course is designed to introduce, define, survey, and analyze the historical development of western heritage from mankind’s earliest existence through the 20th century. The study of western civilization is focused on the growth of intellectual and philosophical progress that has shaped the religious, social, economic, militaristic, political, and cultural institutions of our present world. Western Civilization traces the influence of western thought on the world and focuses on those unique people who have forwarded such ideas. College credits offered through Chester College of New England are available for a fee.

Eastern Studies

How do Eastern philosophies and religions mold cultures?

How does Eastern culture differ from those in the west?

This course provides an in-depth look at the culture, history, literature and philosophy of Asia and the Middle-East. Students will study Eastern Philosophy, including Hinduism, Buddhism, Taoism, Confucianism and Shintoism and explore early Asian history and culture as well as literature. Situations in the Middle East and their roots in history, religion and culture will be studied. Conflicts in the Middle East will be studied as well. Reading and writing assignments are required.

Social Studies

Western Civilization
1 credit - full year
juniors and seniors

Eastern Studies
1 credit - full year
juniors and seniors

Social Studies

Broadcast Journalism
1 credit - full year
Social Studies or
Technology

Broadcast Journalism

How can I, through the study and broadcast of local social issues, be a part of positive change in my community? In the fall of 2008 Souhegan High School will have its own educational channel. In this course students will learn how to produce non-fiction pieces for a video news magazine. They will participate in community journalism, developing skills around researching and production of documentary pieces. Students will learn how to schedule a news magazine, how to do advanced studio work, and how to prepare editorial and opinion pieces. The course will cover a mix of community social studies issues, video and broadcast technology, and film esthetics. Pieces developed in this class will be prepared for broadcast on the television channel as well as on the internet, Ipods, or other electronic devices. This class may be taken for social studies or technology credit.

Issues in U.S. History
Through
Documentary
Filmmaking
1/3 credit - trimester or
1 credit - full year
juniors and seniors

Issues in U.S. History **Through Documentary Filmmaking**

How can the creation of documentary filmmaking deepen our understanding of selected events in U.S. History? This course offers continued investigation of American history topics through the vehicle of documentary film-making. Students may choose one, two, or all three trimesters. Each trimester will examine a different historical topic. Trimester One, for example, will address issues relating to the American Civil War; other topics may include Race and Power in the United States, US Foreign Policy, and the Supreme Court, among others. For each of these topics students will both view and create documentary films, acting as camera operators, script writers, and post-production editors. No prior knowledge of video editing software is required. This course is designed for students interested in deepening their understanding U.S. history, and meets the U.S. History requirement for graduation.

Souhegan Summer Institute: **European Studies & Global Ethics**

Students have an opportunity to study in depth themes in European historical, philosophical and cultural topics. Special focus is given to global ethics. The seminars center on introducing and surveying the features of the time periods or themes involved. Between four and six different electives are offered. Check the Summer Institute website for further information at www.sprise.com/shs. These courses run from June through July.

Souhegan Summer Institute: **College Credit Extension Program**

This program offers juniors and seniors who have completed a European history or philosophy prerequisite or have approval from the coordinator, the option of pursuing college credits through Chester College of New England. Students may enroll in either Problems in Philosophy or History of England I. Classes are held in the late afternoon twice a week from June through mid-July.

Social Studies

Souhegan Summer
Institute:
European Studies &
Global Ethics
1/3 credit
open to all students

Souhegan Summer
Institute:
College Credit
Extension Program
juniors and seniors

World Languages

French

French 1
1 credit - full year
freshmen, sophomores,
juniors and seniors

French 2
1 credit - full year
freshman, sophomores,
juniors and seniors

Students are encouraged to study a World Language for a minimum of two years. We recommend that students who have not begun language study before entering Souhegan start in either grade 9 or 10. Students are encouraged to study one language through three levels. Students may wish to begin a second language in 11th grade. All courses are offered pending sufficient student enrollment and teacher availability.

French 1
Where is the French language spoken and why? How did the French language develop? What basic ways are which language and culture are intertwined? What does the French culture include and value? Students begin the study of French language and Francophone cultures. Skills developed: understanding spoken French, speaking French to communicate about daily life, writing in French (letters, short narratives), reading in French (notes, letters, short stories) and understanding and interpreting Francophone cultural phenomena. Oral exercises are done to enhance and internalize pronunciation and correct speech patterns.

French 2
What would it be like to live as an exchange student in Paris? What linguistic, cultural and personal competencies are needed to be a successful "exchange student"? What is the daily life of a French teenager? How do French homes and home life differ from ours? What is the typical French high school experience like? Students review and expand skills acquired in French 1. The study of real life communication skills, culture and civilization are entwined. Through extensive use of French in class, students will develop skills in speaking and understanding spoken French. Reading and writing skills develop as students work with authentic documents which may include dialogues, brochures, newspaper ads, songs, narratives, interviews, signs, letters and cartoons. Prerequisite for this course is credit in French 1.

World Languages

French

French 3
1 credit - full year
sophomores,
juniors and seniors

French 4
1 credit - full year
juniors and seniors

**Advanced Placement
French Language**
1 credit - full year
juniors and seniors

French 3
What do French teenagers experience in their daily routines? Through stories and film, students will recognize common elements that characterize the life of students in France. Students will advance speaking, listening, reading, and writing skills as they gain more foundation in grammar, verb tenses and vocabulary. They will explore French cultural phenomena, including the contributions and inventions of French explorers and artists. Prerequisite is credit in French 2.

French 4
How do French literature and film portray universal human emotions? Students study French short stories and movies to further develop skills in reading, writing, and oral discussion. An overview of French history will be presented from pre-historic times to the French Revolution. Students engage in conversational French to enhance speaking and listening skills, and continue to build their vocabulary. Prerequisite is credit in French 3.

Advanced Placement French Language
Comment est-ce que la langue française reflète la culture française? This course follows national standards to prepare students for the Advanced Placement Examination in French Language. Students refine grammatical, syntactical and lexical aspects of the language, enhance their ability to comprehend written and spoken French intended for native speakers, practice and enhance abilities in oral and written language production, along with gaining a deeper appreciation of Francophone cultures. The course is enhanced by readings taken from French authors and poets, traditional and contemporary music, films, as well as culinary and cultural experiences. Students enrolling in AP French must attend an orientation session during spring 2008 that will introduce them to course expectations and where summer assignments will be distributed. All students are expected to take the AP Exam. Prerequisite is credit in French 4.

World Languages

French

Advanced Topics in French

1 credit - full year seniors

A Beaucoup Parler!
1/3 credit - trimester seniors

A Survivre en France!
1/3 credit - trimester seniors

Silence! On Tourne
1/3 credit - trimester seniors

Advanced Topics in French

Advanced Topics in French may be taken as a three-part sequence for one credit, or as trimester electives for 1/3 credit per successful trimester. Prerequisite for this course is credit in French 4.

A Beaucoup Parler!

What vocabulary, structures and expressions are helpful to build fluency and enable students to talk about personal interests, experiences, opinions and events in their daily lives? This conversation course is based on texts, current events, films, songs, social issues, and ethical dilemmas. Emphasis will be placed on developing ease of spontaneous speech. Students will engage in oral debates, conversations, impromptu speeches, skits, readers' theater presentations, video productions, radio broadcasts, "talk shows," and more.

A Survivre en France!

What practical knowledge will aid students and travelers to enjoy a successful experience in France? Students will build the practical linguistic and cultural competencies required to survive in real life situations that would be encountered in France. In addition to developing thematic vocabulary, students will also explore slang, colloquial expressions, cultural issues that often produce "culture shock" and the social "gaffes" that Americans are likely to make while in France.

Silence! On Tourne!

Which French cinematic movements, film makers and movies have influenced other work in this genre? Students will be introduced to the world of the French cinema. Topics include the history of French films, trends within the French film industry, biographies of French producers, directors and actors and technological advancements in film production. Students will watch several French films and may create, film, and produce a short film.

German 1

What are the fundamental elements of the cultures of German speaking countries and how does one communicate basic needs in German? Students are introduced to the German language and to the culture of German speaking nations, focusing on what students would hear when traveling or when conversing with a native speaker in the U.S.. Students begin to develop the four basic language skill areas: listening, speaking, reading, and writing.

German 2

How does the geography and history of Germany affect the German language and culture? Student emphasis is on real-life communication skills. Students will learn how to communicate about their own lives, needs and concerns. Extensive work is done to enhance and broaden the student's base in vocabulary and grammar. Prerequisite is credit in German 1.

German 3

How do the great literary works in German reflect the Germanic culture? Students will begin examining the works of German literature by reading works by Goethe and Schiller. Students will complete bi-weekly journals to enhance the accuracy and fluency of written expression. Discussion sessions will improve student oral and aural proficiencies. Prerequisite is credit in German 2.

German 4

How does one express oneself effectively in German? What are the major contributions of German speaking writers to World Literature? Students complete journals to increase their written expression and vocabulary. Students explore the cultures of German speaking countries and enhance their proficiency in written and spoken expression. Students continue reading great works in German. Prerequisite is credit in German 3.

World Languages

German

German 1

1 credit - full year freshmen, sophomores, juniors and seniors

German 2

1 credit - full year sophomores, juniors and seniors

German 3

1 credit - full year juniors and seniors

German 4

1 credit - full year seniors

World Languages

Spanish

Spanish 1
1 credit - full year
freshmen, sophomores,
juniors and seniors

Spanish 2
1 credit - full year
freshmen, sophomores,
juniors and seniors

Spanish 3
1 credit - full year
sophomores,
juniors and seniors

Spanish 4
1 credit - full year
juniors and seniors

Spanish 1
Where is the Spanish language spoken and why? What are some of the basic ways in which language and culture are intertwined? Students will begin the study of the Spanish language and Hispanic cultures. Skills developed include: understanding spoken Spanish, speaking Spanish to communicate about daily life, as well as writing and reading in Spanish. Emphasis is on building a strong foundation of basic vocabulary and grammar. Oral exercises are done to enhance pronunciation and correct speech patterns.

Spanish 2
How does one communicate effectively about one's own needs, lives, and concerns? Students will study real-life communication skills. Topics of study include: school, sports, clothing, lunch and celebrations. Extensive work is done to enhance and broaden students' base in vocabulary and grammar. The main area of cultural exploration is Latin America. Prerequisite is credit in Spanish 1.

Spanish 3
How can one communicate their basic needs during a simulated immersion experience in Spain? Students experience more advanced readings, composition writing and discussion topics. Students explore Hispanic culture in greater depth and enhance their proficiency by improving their accuracy in written and spoken expression. Prerequisite is credit in Spanish 2.

Spanish 4
How does one use skills acquired at earlier levels of Spanish and apply them to more advanced situations? The four skills of listening, speaking, reading and writing are refined and broadened through extensive oral and written work. Reading and listening selections are designed for and by native speakers of Spanish. This class is conducted in Spanish. Prerequisite is credit in Spanish 3.

World Languages

Spanish

Advanced Topics in Spanish
1 credit - full year
seniors

A Conversar!
1/3 credit - trimester
seniors

Imagenes de la Cultura Hispana
1/3 credit - trimester
seniors

A Sobrevivir!
1/3 credit - trimester
seniors

Advanced Topics in Spanish
Advanced Topics in Spanish is a series of trimester electives for students who wish to continue their study of Spanish at an advanced level. Students may opt to take the entire sequence for a total of 1 credit in Spanish, or may opt to take one or two of the courses for 1/3 credit per course. Each of these trimester courses is conducted in Spanish. Prerequisite for these courses is credit in Spanish 4 or the permission of the instructor.

A Conversar!
What skills are needed to communicate more effectively in Spanish? This course is devoted to developing the skills of speaking and understanding spoken Spanish in a variety of communicative situations. We will focus on acquiring and using an extensive vocabulary, on improving oral fluency and aural comprehension, and on building successful communication skills.

Imagenes de la Cultura Hispana
What do film, videos, visual art and music reveal about Hispanic culture? This course is devoted to studying the manifestations of Hispanic culture, history and society through classic and contemporary film, visual art, video clips, advertisements and music.

A Sobrevivir!
How does one successfully adapt to living in Hispanic society? This course is devoted to studying cultural and linguistic differences between the Hispanic and Anglo cultures, as well as the differences from one Hispanic society to another, in order to assure that a visitor to a given Spanish speaking country will be able to avoid social and linguistic gaffes and will be able to successfully negotiate daily life there.

World Languages

Spanish

Advanced Placement Spanish Language 1 credit - full year juniors and seniors

Advanced Placement Spanish Language

Cuales son las cuestiones sociales, economicas, y politicas mas importantes de nuestro tiempo? This course follows nationally established standards to prepare students to take the Advanced Placement Examination in Spanish Language. Students will refine grammatical, syntactical and lexical components of the language, enhance their abilities to comprehend written and spoken Spanish, improve their fluency in oral and written production, and gain a deeper understanding of Hispanic cultures. The course will include authentic texts by classical and contemporary authors and poets, as well as many articles on contemporary issues. The course is enhanced by the use of films, traditional and contemporary music, radio broadcasts on current events and contemporary issues, on-line resources, as well as culinary and cultural experiences. Students enrolling in Advanced Placement Spanish must attend a course orientation session during spring 2008 that will introduce them to the course expectations and where summer assignments will be distributed. All enrolled students are expected to take the AP Examination. Prerequisite is credit in Spanish 4.

World Languages

Spanish

Summer Language Program in Spain 1 credit - July

These programs will take place pending sufficient student enrollment and teacher availability. Costs vary from year to year. Prerequisite is successful completion of Spanish 4 and/or the permission of the instructor.

Summer Language Program in Spain

How will learning about a different culture, language, and people change my perspective of the world? What will I learn about myself and my own culture in the process? This is a month-long program in Spain, where students will spend three weeks in Campanario, a small Spanish town in southwestern Spain. There are twelve intensive conversational courses, and excursions to Merida, Trujillo, Caceres, and Valle de Jerte. Students stay with local families or in an apartment with adult supervision. After three weeks, the group travels to different Spanish cities for a week of excursions. Students must attend all classes and excursions, complete fifteen journal entries in Spanish, provide a vocabulary journal and prepare a written reflection.

Summer Immersion Program in the Dominican Republic

How will learning about a different culture, host family and language shape my perspective of the world? How will I learn about myself and my own culture in the process? This is a 28-30 day program in which students visit the Dominican Republic and live with host families. Students have a minimum of 15 days of classes in Spanish conversation and in Dominican culture and society. Conversational classes are offered by the Souhegan instructor, while native Dominicans offer instruction in cultural and social issues. Students take several excursions throughout the country. Students are expected to communicate in Spanish, and must maintain a journal of 23+ entries. Students are expected to participate fully in all classes and excursions, complete all class requirements, and demonstrate exemplary behavior.

Summer Immersion Program in the Dominican Republic 1 credit - 28-30 days in the summer

Classical Languages Latin

Latin 1
1 credit - full year
freshmen, sophomores,
juniors and seniors

Latin 2
1 credit - full year
sophomores,
juniors and seniors

Latin 1

How do the linguistic structures of the Latin language reveal the social and political organization of Roman civilization? Students are introduced to Latin with a focus on the relevance of classical language to modern vocabulary and literature. Students learn basic skills as well as concepts of grammar and etymology, which strengthen their overall language base. Ancient history, classical mythology, and Roman culture are integral components of the course. Readings in Latin will be enriched by parallel study of works from classical and modern literature in English translation.

Latin 2

How does history evolve as a reflective genre over the course of Roman cultural development? Students review and expand on skills learned in Latin 1. Roman history from its origins in classical mythology to the end of the Roman empire is the focus of the cultural aspect of the class, and the subject of reading exercises. Activities include reading the Shakespeare play, *Julius Caesar*, and extending it into the creative with a newscast for March 15, 44 BCE. Students analyze and critique some television and film interpretations of the events in Romans history, do intensive work in the geography of the ancient world, and begin the study of classical art. Prerequisite is credit in Latin 1.

Latin 3

Why are the Romans transmitters rather than creators of the core elements of western literary and philosophical tradition? Students work on advanced grammar and vocabulary skills as reading moves from adapted to original textual materials. The core curriculum in Latin III is the study of the life, times and work of Marcus Tullius Cicero. Students explore the late Republican period of the Roman history, learn about Roman Stoic philosophy, unravel the Catilinarian conspiracy and analyze Roman rhetoric. Genre exploration is the focus of much of the rest of the curriculum, as students are introduced to Latin poetry, epistolography and fable. Prerequisite is credit in Latin 2.

Classical Languages Latin

Latin 3
1 credit - full year
juniors and seniors

Fine and Performing Arts Music

Concert Band “Forte”
1/2 credit alternate - days
freshmen,
juniors and seniors

Concert Band “Allegro”
1 credit - full year
sophomores,
juniors and seniors

Marching Band
1/3 credit - trimester 1
6:00-9:00PM
Thursdays
and summer camp

Students have an opportunity to explore the arts as well as to prepare for further study or a career in the arts. All students must earn 1/2 credit in the arts to meet graduation requirements. Students in grade 9 are required to enroll in either Concert Band “Forte,” Chorus, Music Exploration, Theatre/Dance or one of the freshman visual arts courses.

Concert/Marching Band “Forte”

“Forte” meets on alternate days and is open to students who play a band instrument. This ensemble focuses on the marching and concert band styles of performance. Students study and perform standard band literature and contemporary band literature. Ensemble studies develop independence in the reading and performance of music. This ensemble performs at concerts, festivals, and school and community functions. Participation in rehearsals outside of school hours is required. Marching Band is also required of all band students at Souhegan High School.

Concert/Marching Band “Allegro”

“Allegro” meets daily and is open to students who play a band instrument. Participation in rehearsals outside of school hours is required. The concert band includes after school sectional rehearsals and Thursday night full band rehearsals. Marching Band is required of all band students at Souhegan High School.

Marching Band

Marching band is required of all band students. Students participate in summer band camp, Thursday evening field practice and performances at football games, parades and marching band shows. Students receive 1/3 credit in well-ness the first year of participation and 1/3 credit in the arts after the first year.

General Chorus

What is involved in the art of choral singing and its place in music? General Chorus is open to students who are interested in singing choral music. Students will explore a variety of musical styles and perform in concerts, contests, and community functions. Participation in rehearsals and performances outside of school hours is required. Students will enhance their understanding of music and improve technical skills while participating in the thrill of singing great music.

Concert Choir

How do I develop my singing voice and musicianship skills in a choral setting? Concert Choir is open to students who desire to experience quality choral music in a daily classroom setting. Students will perform a variety of musical styles and will perform in concerts, contests, and community functions. Students will work on improving their musicianship skills while exploring quality music. Participation in rehearsals and performances outside of school hours is required.

Fine and Performing Arts Music

General Chorus
1/2 credit - alternate days
freshmen,
juniors and seniors

Concert Choir
1 credit - full year
sophomores,
juniors and seniors

Fine and Performing Arts Music

Music Theory
1/3 credit - trimester
sophomores,
juniors and seniors

Music Production and Engineering
1 credit - full year
sophomores,
juniors and seniors

Guitar 1
1/3 credit - trimester
sophomores,
juniors and seniors

Introduction to Piano
1/3 credit - trimester
sophomores,
juniors and seniors

Music Theory

What is music notation and how does the harmonic theory relate to Western music? Students learn the fundamentals of music theory and composition such as notes, rhythms, scales, key signatures, and chords. Various compositional techniques, forms, and styles are studied. Students have the opportunity to arrange and compose songs.

Music Production and Engineering

How can technological skills be used to make music? Students will learn the fundamentals of live sound reinforcement and sound recording. Students will learn proper set up of a public address system, use proper microphone techniques and learn monitoring and effects processing. They will be introduced to tracking using digital sound and loop manipulation through Apple's Garageband. They will be introduced to digital sound recording using Digidesign's computer-based recording system ProTools on both PC and Mac. Students will learn the basics of setting up a home studio using their computer and learn the basics of digital signal processing.

Guitar 1

What are the basic skills in acoustic guitar playing? Students learn to play the guitar in a relaxed group setting. They learn basic chords and strum patterns, melodic work, and reading music. To enroll in this course you need the desire to learn and your own acoustic guitar.

Introduction to Piano

What are the basic skills of keyboard playing? This course is designed for students with no previous piano training. Students will learn basic piano skills and note reading. No equipment is required. Students will learn to play piano at their own pace with group and individual instruction providing beginning experiences in music theory and performance.

The following music groups meet outside of the school day on the days and times noted. Students who wish to participate must seek permission from the band or choir instructors.

Jazz Ensemble

How can the study of jazz music improve overall musicianship? Jazz Ensemble is open to band students based on the needs and instrumentation of the ensemble. Students learn the basics of jazz pedagogy and are exposed to various styles within the jazz idiom. Members of this ensemble perform at several functions including school activities, competitions, festivals and concerts. Students who wish to enroll in Jazz Ensemble must be enrolled in Concert Band concurrently.

Handbell Ensemble

What is the art of English Handbell Ringing and how can it be applied to ensemble playing? Handbell Choir is open to students based on the needs and instrumentation of the ensemble. Students learn the basics of ringing and are exposed to various of techniques and styles. Members of this ensemble perform at school activities, competitions, festivals and concerts.

Acappella Singers

How can students explore the art of advanced choral singing using various styles of music in an acappella setting? Acappella is a select group open to students by audition to fill the needs of the ensemble. Students are exposed to a variety of musical styles, singing without accompaniment. Members of this ensemble perform at school activities, competitions, festivals and concerts.

Fine and Performing Arts Music

Jazz Ensemble
1/2 credit - full year
2:10-3:00PM
Mondays, Tuesdays,
and Thursdays

Handbell Ensemble
1/3 credit - full year
2:10-3:00PM
Wednesdays and Fridays

Acappella Singers
1/3 credit - full year
2:10-3:00PM
Tuesdays and
Thursdays

Fine and Performing Arts: Drama

Theatre/Dance

1/2 credit - alternate days
freshmen

Acting Workshop
1/3 credit - trimester
sophomores,
juniors and seniors

Stagecraft

1/3 credit - full year
2:10-3:00PM
Wednesdays and Fridays
all students

Theatre/Dance

What are theatre and dance as art forms? How can one learn confidence of expression and skill through an integrated improvisational study and experience? Students will learn skills of voice and dance through exercises and activities that focus on scene studies and improvisational dance and theatre. A major goal is to build confidence of expression which leads to increased ability and creativity.

Acting Workshop

How do I develop skills and confidence as an actor for personal development and learning the acting craft?

This elective is designed for the beginner student who wants to learn the craft of acting, the experienced actor who wishes to refine skills and reach a higher standard or the student who simply would like to learn to be a more effective communicator. In a relaxed workshop setting students will work with differentiated, challenging materials including monologues, dialogues, speeches and small group scenes. Care will be given to stretch comfortable limits while at the same time cater to individual needs and goals. Assessment will be based on competencies and student self-evaluation.

Stagecraft

What is the process involved in mounting a quality stage production that provides a pleasant experience for all?

Students learn the basic principles of set and lighting design as well as other backstage roles that are important to staging a successful production. Theory is put into practice as students construct sets for a current Souhegan show.

Shakespeare Workshop

How can I learn to understand Shakespeare's plays as literature and performance? This workshop is designed for a range of student interests: the student who knows little about Shakespeare's plays but is eager to learn; the student who has read a lot of Shakespeare and seeks more challenge and depth of understanding; the student who wishes to learn the basics of Shakespearean acting. Through reading three of the plays, viewing film and stage versions, writing critically about them and workshoping short speeches and scenes, students will gain a solid understanding of the language of Shakespeare, Elizabethan history, and the power of live performance. Care will be given to differentiate instruction to accommodate student needs especially for those with little experience with Shakespeare and/or the performance aspects of the class. Assessment is varied consisting of competencies based on short objective tests, essays, projects and student self-evaluation. This class may be taken for art or English credit.

Dance Company

What is style? Students who enjoy ballet, tap, jazz, modern, hip-hop, ballroom or any style of dance are encouraged to participate in Dance Company, Souhegan's Performance Dance Troupe. Students will learn the basics of choreography and create their own selections of work. Some study of the history of dance and choreographers of this century will help students develop their own style. While students will have the chance to work independently on their skills and style, the entire class will create pieces of dance that will be exhibited in the "Evening of Dance" or similar exhibition at the end of the year. This class may be taken for wellness or art credit.

Fine and Performing Arts: Drama

Shakespeare Workshop

1/3 credit - trimester
Art or English
juniors and seniors

Dance Company

1/3 credit - full year
Arts or Wellness
2:10-3:00PM
Tuesdays and Thursdays
freshmen, sophomores,
juniors and seniors

Fine and Performing Arts: Visual Arts

The art program covers a range of courses from introductory, through intermediate, to advanced level classes. Students should consider the sequence of courses when making choices to ensure a progression of skills.

Introductory Level

**Design Studio Art
2 Dimensional**
1/2 credit - alternate days
freshmen

Design Studio Art-2 Dimensional

What is good design? How can I effectively communicate my ideas visually? What are the work habits and skills necessary to make art? Students will practice technical skills, learn vocabulary, and explore creative problem solving in drawing, design, and painting. Students will evaluate art and design pieces and develop an acquaintance with works of art from a variety of cultures and historic periods.

**Design Studio Art
3 Dimensional**
1/2 credit - alternate days
freshmen

Design Studio Art-3 Dimensional

What is good 3D design? Students explore the concepts of visual communication, composition and creativity through a series of three dimensional media. We will include the use of clay, wire, paper, plaster and non-traditional materials to construct images that convey thoughts and communicate ideas. Students will be introduced to the basic principles used in making sculpture, such as form, space and engineering concerns.

**Creative Image
Making**
1/2 credit - alternate days
freshmen

Creative Image Making

What makes a "good" image? What techniques, skills and work habits are needed to create effective images? What is creativity and how do I get it? Students explore concepts of visual communication, composition, and creativity through study and practice in observational drawing, silver based black and white photography digital photography using Photoshop and video production.

Intermediate Level

Drawing

What makes Drawing a fundamental art form? Students work with pencil, charcoal, pastel, and other media to learn the technical, observational, and creative skills needed to render the observed world on paper. This course allows the student who has completed Design Studio Art or has some background in drawing, to work with more advanced artistic subjects.

Painting

What is Painting and how can it communicate my ideas? Acrylics and watercolors are used to build an understanding of color, volume, light, and space, in paintings that reflect various historical styles. Students will work both from real subject matter, and from their imaginations, to create images with this versatile medium.

Sculpture

What is good 3D design, and how do I achieve it? Texture, shape, form, color, and mass will be incorporated into studio projects using assorted media such as clay, plaster, wire, and wood, to explore and develop an understanding of the design basics of art in three dimensions.

Pottery 1

What makes Pottery a classic and functional art form? Students are introduced to ceramic design utilizing hand building and wheel throwing techniques in a studio setting. This course will increase student understanding and appreciation of ceramics by providing opportunities to gain knowledge and develop skills in personal artistic expression and response. Glazing and decorative processes, firing techniques balanced with art criticism, art history, and aesthetics round out the balance of the course.

Fine and Performing Arts: Visual Arts

Drawing
1/3 credit - trimester
sophomores,
juniors and seniors

Painting
1/3 credit - trimester
sophomores,
juniors and seniors

Sculpture
1/3 credit - trimester
sophomores,
juniors and seniors

Pottery 1
1/3 credit - trimester
sophomores,
juniors and seniors

Fine and Performing Arts: Visual Arts

Pottery 2
1/3 credit - trimester
sophomores,
juniors and seniors

Photography 1
1/3 credit - trimester
sophomores,
juniors and seniors

Photography 2
1/3 credit - trimester
sophomores,
juniors and seniors

Digital Photography 1
1/3 credit - trimester
sophomores,
juniors and seniors

Intermediate Level continued

Pottery 2
Students work on more significant creative pieces to demonstrate artistic expression in clay. Experimentation with Raku firing, alternative decorative processes, and further exploration of ceramic traditions of other cultures are incorporated. Prerequisite is Pottery 1.

Photography 1
What makes photography different from other visual arts?
Students are introduced to the visual methods and technical skills needed to create, develop and print black and white photographs. Photo composition, history, and the aesthetics of effective visual images will be explored. Students should have access to a 35-mm camera and be prepared to buy their own photo paper and film.

Photography 2
How do images convey messages? This course takes the elements and principles learned in Photography 1 and provides opportunity for students to learn more advanced techniques for the making of expressive and creative images. The zone system of exposure control, the portrait, and commercial application of photography through photojournalism, advertising, and other areas are explored.

Digital Photography 1
What makes a good image? How is Photoshop used to manipulate images to improve composition, desired effect and/or visual message? Students will learn to use a digital camera to create images and learn to edit digital images using Adobe Photoshop. In this hands-on, creative, computer based studio course, students develop skills in creating, manipulating, editing, and printing visual images.

Digital Photography 2
How does Photoshop effect my style of Photography? What is a great picture? Students will explore advanced imaging techniques, and develop higher-level creative skills in digital imaging. Prerequisite is Digital Photography 1 or prior experience using Photoshop software and digital cameras.

Advanced Level Art

Advanced Studio Art
What is artistic excellence and how do I achieve it while developing a personal style? This course is an advanced studio experience for students who plan to continue their studies of art after graduation or have an interest in working at the advanced level in particular art mediums. Students work independently and exhibit their work in a solo show. Portfolio preparation is expected. Prerequisite is successful completion of an intermediate drawing course, Freshmen 2D Art or permission of the instructor.

Advanced Placement Studio Art
What are the components of an exemplary Advanced Placement portfolio and how do I achieve them in my artwork? Students prepare a portfolio in line with expectations of the national College Board AP Program. Students are expected to complete and submit the portfolio in May in to fulfill the program requirements. Prerequisite is successful completion of one full year of intermediate art courses including drawing, one full year of Advanced Studio Art or permission of the instructor.

Fine and Performing Arts: Visual Arts

Digital Photography 2
1/3 credit - trimester
sophomores,
juniors and seniors

Advanced Studio Art
1/3 credit - trimester or
1 credit - full year
sophomores,
juniors and seniors

Advanced Placement Studio Art
1 credit - full year
juniors and seniors

Fine and Performing Arts: Visual Arts

**Advanced Placement
Image and Icon**
1 credit - full year
sophomores,
juniors and seniors

**Survey of Image and
Icon**
1 credit - full year
sophomores,
juniors and seniors

Advanced Level Art continued

Advanced Placement Image and Icon Art & Artists Who Changed the Course of History

What unique insight does art offer to our understanding of history? This AP Art History course develops an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, and analytically, as well as with intelligence and sensitivity. Students are expected to take the AP Exam.

Survey of Image and Icon

This course runs in conjunction with the AP Image & Icon class. Students take the same course sequence as the AP students but are not required to take the final AP exam. Students will follow the same chronology and text, but with reduced reading and examination content.

Souhegan offers a full array of courses in science and math. Although both the state of New Hampshire and Souhegan High School require students to pass a minimum of three years of Math and two years of Science, we recommend that students take both for three to four years. We believe literacy and numeracy in science and math are fundamental outcomes for all students graduating from Souhegan High School.

Grade 9

Integrated Math 1, Integrated Math 2, or
Integrated Math 3
Earth Systems Science

Grade 10

Integrated Math 2, 3, Precalculus, or Statistics
Living Systems Science
The following courses are available to sophomores during “off team” time and only when taken concurrently with
Living Systems Science:
Chemistry, Conservation Biology I, Marine Biology
and Physics

Grades 11, 12

Integrated Math 3, Math 4, Precalculus,
Calculus, Advanced Placement Calculus AB,
Advanced Placement Calculus BC, Statistics
Advanced Placement Statistics
Engineering Science,
Advanced Engineering Science (seniors only)
Chemistry, Advanced Chemistry,
Conservation Biology 1,
Advanced Biology,
Physics, Advanced Placement Physics C

Math and Science

Math

Integrated Math 1
1 credit - full year
freshmen

Integrated Math 2
1 credit - full year
freshmen and sophomores

Integrated Math 3
1 credit - full year
freshmen, sophomores
and juniors

Math 4
1 credit - full year
juniors and seniors

Integrated Math 1

How does ancient mathematics influence what we study today? Integrated Math 1 is the first level in the mathematics program. Students will explore topics in right triangle trigonometry, problem solving, algebra, geometry, data collection and analysis, and linear models. Included will be the study of geometric figures, graphs, algebraic expressions, real numbers, measures of central tendency, equations and inequalities.

Integrated Math 2

How can we connect mathematics to the real world? Students will explore topics such as variation and modeling, coordinate geometry, probability, matrices, exponential curves, representations of functions and data, and logic. Students must have successfully completed Integrated Math 1.

Integrated Math 3

How can we model the world through mathematics? Students will explore topics in data analysis, linear programming functions which include linear, quadratic, piecewise, polynomial, radical, rational, exponential and logarithmic functions, geometry, algebra, sequences and series, and statistics. Students must have successfully completed Integrated Math 2.

Math 4

How can we build our knowledge of functions while establishing a firm foundation for future work in Math courses and in applications students will meet in their lives? Students who are not quite ready for the rigorous pace of Pre-Calculus should select this course. The focus will be to provide students with a review of algebra and geometry skills necessary for success in further math courses as well as an expansion of their knowledge in coordinate geometry, complex numbers, functions, and trigonometry. This course

does not fulfill the prerequisite for Calculus. Juniors may select Pre-Calculus the following year. Students must have successfully completed Math 3.

Precalculus

How can the study of algebra through the use of examples, exercises, group activities, authentic data, and technology provide the context to help students grasp abstract mathematical concepts? Students will explore topics in functions, coordinate geometry, trigonometry, complex and polar coordinates, conic sections, and vectors. This course will provide the opportunity for students to informally investigate the traditional concepts of calculus such as maxima, minima, infinite sequences, and limits. Additionally, students will work with the algebraic manipulation skills they need in future courses. This course is available to students who have successfully completed Integrated Math 3 and also fulfills the prerequisite for Calculus 1 and AP Calculus AB.

Statistics

How can we become informed consumers of information? This course introduces students to the major concepts and tools for exploring data, planning a study, analyzing patterns, and drawing conclusions from data. Examples from such fields as economics, business, education, psychology, sociology, biology, and medicine will be examined. The course will rely on computer and calculator based processes to analyze data. A graphing calculator is required and will be used extensively as a problem solving tool. This course is open to students who have completed Integrated Math 3.

Math

Math 4 continued

Precalculus
1 credit - full year
sophomores,
juniors and seniors

Statistics
1 credit - full year
juniors and seniors

Math

AP Statistics

1 credit - full year seniors

Calculus 1

1 credit - full year juniors and seniors

AP Statistics

What is data? How can patterns be observed through data?

This college-level, non-calculus based course in introductory statistics is an excellent option for any student who has successfully completed precalculus. This course presents strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will work on projects involving the hands-on gathering and analysis of real world data. They will learn to interpret and judge the statistical information in the world around them. Computers and calculators will allow students to investigate and explore statistical concepts. Effective communication skills will be developed through regular written analysis of real data. Students must have successfully completed Precalculus and are expected to take the Advanced Placement exam.

Calculus 1

How can we understand the ideas of Calculus graphically, numerically, symbolically, and verbally? Students will gain an understanding of the basic concepts of differential and integral calculus. Practical applications will be emphasized rather than theoretical aspects. Students will be prepared for an entry level college calculus course. This course is for students who have successfully completed Precalculus.

Math

Advanced Placement Calculus AB

1 credit - full year juniors and seniors

Advanced Placement Calculus BC

1 credit - full year seniors

Advanced Placement Calculus AB

How can we find rates of change at a specific instant and how can we accumulate infinitely small quantities?

Calculus AB is an intensive college level course dealing with the mathematics of change and motion. Students will explore differential and integral calculus. Differential calculus involves finding the rate at which a variable quantity is changing. Integral calculus involves finding a function when its rate of change is known. Students should have a thorough knowledge of algebra, geometry, trigonometry, and analytic geometry. Students must have successfully completed Precalculus and are expected to take the Advanced Placement exam.

Advanced Placement Calculus BC

What is the "power" of Power Series?

Calculus BC is a second level college course where students gain an understanding of the concepts of calculus and experience its methods and applications. Topics include: parametric, polar, and vector functions; computation and application of derivatives; techniques of antidifferentiation and application of integrals; polynomial approximations and series. Technology is used to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Students must have successfully completed Advanced Placement Calculus AB and are expected to take the Advanced Placement exam.

Science

Earth Systems Science

1 credit - full year required for freshmen

Living Systems Science

1 credit - full year required for sophomores

Engineering Science

1 credit - full year juniors and seniors

Earth Systems Science

What is the work of a scientist? This question is at the heart of this integrated science course. Projects throughout the year engage students in studies such as designing, building and testing model rockets, exploring the connection between energy use and global climate change, investigating groundwater use, and surveying the biodiversity of the Souhegan River Valley. In addition to emphasizing the development of a strong knowledge base in areas of physics and earth systems science, students gain experience in collecting and evaluating data, and applying their knowledge to a variety of real-world problems.

Living Systems Science

How is life understood by the scientific community? This lab oriented and project based course introduces students to biological principles and concepts that include cellular biology, genetics, plant and animal physiology as well as adaptation, evolution, and ecology. Application of chemistry, earth science, and physics concepts as they pertain to the biological world are emphasized.

Engineering Science

How do engineers combine creativity, science and technology to solve the world's problems? This course is an introduction to engineering concepts in a project based, multidisciplinary format. Students will learn a practical approach to science and develop skills in problem solving, communication, and teamwork. Students will apply engineering analysis and experimentation to laboratory and real life problems. This course is based on Project 2061, a scientific literacy initiative sponsored by the American Association for the Advancement of Science and endorsed in recommendations from the Thayer School of Engineering at Dartmouth College. Sophomores who choose to enroll in this class must concurrently complete Living Systems Science.

Advanced Engineering Science

How do science and engineering combine to produce today's technologically advanced world? This course is intended for students with a strong background and interest in science and engineering. The curriculum for the course will center around three to six week hands-on challenges, which are intended to give the student practical applications in various engineering disciplines. It is anticipated that the following engineering disciplines will be included in the challenges: Civil Engineering, Mechanical Engineering, Electrical Engineering, Software Engineering, Aeronautical Engineering, Chemical Engineering, and Architecture. The course is intended for students who plan to enter technical careers such as technicians, engineering assistants, or engineers. Prerequisites for the course are either successful completion of Engineering Science, Physics, or Chemistry.

Chemistry

What is the role of chemistry as we investigate relevant issues in our local, national, and global communities? This course is an introduction to the concepts, principles, and applications of chemistry. Topics include atomic structure and theory, periodicity, structure of matter, solutions, reaction rates, equilibrium, and acids and bases. Weekly lab sessions and research projects will illustrate the principles of quantitative interpretation of data. Sophomores enrolled in Chemistry must be concurrently enrolled in Living Systems. The use of mathematics and problem solving is extensive. The serious student may wish to take the test for Advanced Placement college credit. Lab work is extensive. Activities include lectures, demonstrations, problem solving and labs.

Science

Advanced Engineering Science

1 credit - full year seniors

Chemistry

1 credit - full year sophomores, juniors and seniors

Science

Advanced Chemistry

**1 credit - full year
juniors and seniors**

Advanced Chemistry

Students must have successfully completed Chemistry and Integrated Math 3 to enroll in this course. This course will continue the essential question from Chemistry: *What is the role of chemistry as we investigate relevant issues in our local, national, and global communities?* It will explore advanced topics and applications in chemistry. Advanced Chemistry continues the in-depth study of chemistry including stoichiometry, thermodynamics, atomic structure and bonding, reaction kinetics, organic chemistry, and oxidation-reduction. It prepares students entering medical, engineering, or other science fields. The use of mathematics and problem solving is extensive. The serious student may wish to take the test for Advanced Placement college credit. Lab work is extensive. Activities include lectures, demonstrations, problem solving, and labs.

Conservation

Biology 1

**1 credit - full year
sophomores,
juniors and seniors**

Conservation Biology 1

Why are biologically diverse aquatic and forest ecosystems important to humans? How do humans influence the biodiversity of these ecosystems? How can we use technology to explore and understand our local ecosystems? This course will focus on understanding biodiversity and conservation at the local level. Major areas of study include exploring biodiversity of local aquatic and terrestrial ecosystems. Students will participate in several on-going research projects investigating local wildlife and wildlife habitat, wetland and river ecosystems, migratory bird populations, terrestrial and aquatic insect biodiversity, vernal pool ecology, and global climate change. Students will apply scientific methodology, field research protocols, and geo-technology to develop an understanding of the conservation issues associated with each area of study. Sophomores enrolled in Conservation Biology 1 must also be concurrently enrolled in Living Systems Science .

Marine Biology

How are marine organisms adapted to the physical and chemical make-up of the ocean? How do we impact the oceans? This lab-oriented course introduces students to important concepts in marine field science and biology. This is an interdisciplinary course, drawing on topics in biology, chemistry, physics, environmental science and social issues. Students enrolled in the course should not be afraid to get their hands and feet wet as the emphasis of the course will be a hands-on exploration of marine ecosystems, which will include several field trips. Other topics of study are physical oceanography, marine plankton and plants, marine invertebrates, and marine vertebrates. Students will learn about these topics through lectures, discussions, labs, and through the maintenance of a salt water aquarium. Sophomores enrolled in Marine Biology must also complete Living Systems Science concurrently.

Physics

How do we explain our observations of the physical world? This course offers both a quantitative and qualitative introductory view of our physical world. Experimentation, problem solving, and experiential demonstrations are used to understand the laws of the universe. Topics include motion, gravity, energy, collisions, torque, electricity and magnetism, waves, astronomy, light, sound, and relativity. Sophomores enrolled in Physics must also be concurrently enrolled in Living Systems Science.

Science

Marine Biology

**1 credit - full year
sophomores,
juniors and seniors**

Physics

**1 credit - full year
sophomores,
juniors and seniors**

Science

**Advanced Placement
Physics C**
1 credit - full year
juniors and seniors

The Ecological Indian
1/3 credit - trimester
juniors and seniors

Advanced Placement Physics C

How can we describe the way objects move and interact? This course explores calculus based mechanics and prepares students for the Advanced Placement Physics C: Mechanics exam in May. Topics include an in-depth study of Newton's Laws, energy, momentum, rotational dynamics, and oscillations. Advanced Physics covers fewer topics than Physics with the addition of more depth and rigorous mathematics. Students are expected to have completed or be concurrently enrolled in a calculus course.

The Ecological Indian

How do the Native American people show respect for the interdependency of life through stories, coexistence, and conservation? The romantic image of the ecological Indian is very important in contemporary environmental thought. Certainly, Native Americans were more attuned to and respectful of their environments that the European American invaders were or are now. Native Americans excelled at using natural resources and adapting to the climates and terrains in which they lived. Over thousands of years, distinct culture areas developed across North America. In the Northeast, for example, Native Americans used wood from the forests to build houses, canoes, and tools. Dense populations in the Pacific Northwest exploited the abundance of sea mammals and fish along the Pacific Coast. In the deserts of the Southwest, Native Americans grew corn and built multilevel, apartment-style dwellings from adobe, a sun-dried brick. In the Arctic, inhabitants adapted remarkably well to the harsh environment, becoming accomplished fishers and hunters. This is an introductory course in the ecological approach of the Native Americans to the land.

Advanced Biology

This advanced laboratory course is designed for students either interested in pursuing the biological sciences in college or those simply wanting to explore contemporary issues in medical and veterinary sciences. This course consists of three distinct trimesters of content each focusing on a different Essential Question. Students have the option to take one, two or all three of the trimester content areas. Students will receive a one-third elective science credit for each trimester or one science credit for the year-long course. The serious student may opt to prepare for the Advanced Placement Biology exam.

Advanced Biology: Cellular Processes

What can mutants teach us about life? Students will design and conduct their own experiments using safe mutant plants provided by Fralin Biotechnology Center at Virginia Tech. Their results will be incorporated into a global database used by genetic research scientists. During this research project, students will study the basic cellular and molecular processes of life, which will lead to greater understanding of how organisms function and how they interact with one another. Using computer simulation, students will also design 3-dimensional enzyme models to understand the structure and function of these proteins. Other topics to be reviewed will include plant biology and ecology. This trimester will include a field trip to a research facility.

Science

Advanced Biology
1 credit - full year
juniors and seniors

**Advanced Biology:
Cellular Processes**
1/3 credit - trimester
juniors and seniors

Science

**Advanced Biology:
Anatomy and
Physiology**
1/3 credit - trimester
juniors and seniors

Advanced Biology:

Anatomy and Physiology

What are the mechanics, mysteries, and maladies of a living body? Students will examine how the structure and function of animals relate through the study of select vertebrate specimens including the mudpuppy, snake, and cat. The focus will be on the muscular, skeletal, digestive, cardiovascular, and respiratory systems. Other specimens will include animal heart and lungs. Students will have the option to conduct virtual dissections. Using plastic human models, students will learn about the skeletal and muscular systems by building clay muscles on the model. Projects may include the examination of personal injuries and treatment options for those injuries and research of selected human disease and disorders and their associated treatments and therapies. This trimester will showcase healthcare professionals as guest speakers and field trips to a local gym and medical facility.

**Advanced Biology:
The New Genetics**
1/3 credit - trimester
juniors and seniors

Advanced Biology: The New Genetics

Is DNA your destiny? Using cutting-edge biotechnology equipment, students will learn valuable laboratory techniques including DNA fingerprinting, cloning, polymerase chain reactions, and creating recombinant DNA, such as glowing bacteria. Students will review Mendelian genetics and the molecular basis of genetics. The Essential Question will be examined through selected readings and discussions. The Nature vs. Nurture controversy will be covered in the genetic basis of a disease project. Topics of evolution and its mechanisms will also be covered. As part of an exploration of evolution, students will examine the current research that shows how archeological evidence and DNA are being used to trace our human ancestry. Students may even research the human lineage from which their family descended.

Starting in 2007-2008 each student at Souhegan High School will create and maintain an Electronic Portfolio, containing products (files) that demonstrate the student's skills in the use of information technology. These portfolios will be maintained by the student in networked folders. Students will begin to add products to their portfolios in the 9th grade, and continue to add work to their portfolios until they graduate.

The portfolios will be assessed at the end of each year, to mark the student's progress toward meeting the State of New Hampshire's Technology Literacy graduation requirements. Students should plan to complete their portfolios no later than the end of their junior year, although they may complete their work and receive the ½ year credit sooner.

The products in a student's portfolio will come from assignments in their core classes, such as science, math, English, social studies, world languages, fine arts, and electives. The student will select one or more products for their portfolio that demonstrate their skills in each of the following application areas:

- Word Processing (Desktop Publishing)
- Spreadsheets (generally MS Excel)
- Video Production
- Web Site Design
- Presentations (generally MS PowerPoint)
- Online research (Internet and electronic database)

Technology

Computer Literacy Requirement

Technology

Video Production and Broadcasting
1 credit - year
sophomores,
juniors and seniors

Video Production and Broadcasting

What is the role that video media plays in our community? What skills and knowledge do students need to become effective video and broadcast producers?

Students will be producing videos for broadcast inside Souhegan High School, including the daily announcements, for broadcast on the local cable access channel (channel 20) and for podcasting on the sprise.com website. Students will learn how to plan, film and edit video and audio content; how to write and present material from “behind the desk” as the on-air talent; how to manage time and schedules to produce a daily 3 minute news show; how to interview and develop material on community issues; how to produce video for television broadcasting and web podcasting. Student will discuss the issues involved in film and broadcast media, such as 1st amendment rights, the responsibilities broadcasters have to the community and balance and fairness in broadcasting.

Excel for Business
1/3 credit - trimester
sophomores,
juniors and seniors

Excel for Business

How does MS Excel impact productivity in management functions? This course is an online course facilitated by Angel Course Management Software. Students will learn how to use Microsoft Excel to create spreadsheets for business applications. Topics will include designing and formatting the spreadsheet, using filters and extracting data, creating a macro, designing templates, working with multiple worksheets and functions, and creating charts.

**Web Page Design/
Publishing**
1/3 credit - trimester
sophomores,
juniors and seniors

Web Page Design/Publishing

How does one design an effective website? Students will learn the design principles and technological aspects of designing pages for publication on the World Wide Web. Students will create web pages using HTML, Adobe Dreamweaver and Flash. Students will create personal web pages and/or pages for the Souhegan web site.

Flash Animation

How does one create an effective 2D animated short film? Students will learn the basics of 2D computer animation, using digital animation and modeling software. This project-based class will introduce students to the concepts of 2D drawing, animation and rendering. Students will work on both individual and group projects, and will spend a significant amount of class time in self-directed learning.

3D Studio Max Animation

How does one create an effective 3D animated short film? Students will learn 3D computer animation and modeling techniques, using 3D Studio Max digital animation and modeling software. This is a project-based class that will introduce students to the concepts of 3D Modeling, animation, texture mapping and rendering. Students will work on both individual and group projects. Prerequisite for this class is credit in Flash Animation.

Yearbook Publication

How does one record and publish the important events of the year in a format and design that appeals to both students and community? Students will learn photo composition, production schedules, deadlines and editing proofs. They will determine the format of the yearbook and prepare information about co-curricular activities. They will use Yearbook software. The culmination of this course will be the final production of the school’s yearbook.

Technology

Flash Animation
1/3 credit - trimester
sophomores,
juniors and seniors

**3D Studio Max
Animation**
1/3 credit - trimester
sophomores,
juniors and seniors

Yearbook Publication
1/3 credit - trimester or
1 credit - full year
sophomores,
juniors and seniors

Computer Science

Alice Programming
1/3 credit - trimester
sophomores,
juniors and seniors

Alice Programming

What are the elements of computer programming? How is algorithmic thinking and problem solving used in computer programming? This course provides an overview of the field of computer science from the concrete, what computers are made of and how they work, to the abstract, the theoretical limits of what computers can and cannot do. This course also focuses on the general algorithmic approach to problem solving, and the basic concepts of computer programming. Other topics include the history of computers, an introduction to several areas of computer applications including artificial intelligence, and the ethical and societal issues raised by the widespread use of computers. Students will use the tool Alice to create 3-D virtual worlds. Students will learn programming constructs such as looping, selection, and data structures, along with how to control objects (raise hands, flap wings, move, turn, spin, walk, etc.)

Visual Basic Programming
1/3 credit - trimester
sophomores,
juniors and seniors

Visual Basic Programming

What are the essential components to consider when creating a program? This course is designed as an introductory programming course in problem solving, using the structured Visual Basic language. Students will investigate various problems culminating in a major project that will involve the top down design and implementation of a computer program utilizing color, graphics, text, formatted output and user interfaces.

C# and Object Oriented Programming
1/3 credit - trimester
sophomores,
juniors and seniors

C# and Object Oriented Programming

What is Object Oriented Programming? This course is an investigation into object-oriented programming. Using the C# programming environment students will devise and develop individual object oriented programs and projects.

To meet the state graduation wellness and health requirements, students must earn one credit in wellness and .50 credits in health. The health curriculum follows the National Health Education Standards and NH State Health Guidelines. The content topics approved by the Souhegan School Board are relevant to the growth and development of adolescents.

Wellness/Health Foundations

All grade 9 students participate in a Wellness/Health program that meets on a rotation basis with their theater/art/band/chorus and selection. Students rotate through a foundation curriculum consisting of the different areas of concentration: dance, human movement, outdoor adventure, fitness/leisure, inclusive team sports. All of the foundations and their representing units promote concepts essential in developing life-long health and fitness.

Health

How do we promote health? How do we heal? What are our resources for health needs? This course introduces the NH State Guidelines for Health Education: core concepts, assessing information, self management, analyzing influences, interpersonal communications, goal setting, decision making and advocacy. Self assessment, goal setting and health decisions are the focus through the content areas of nutrition, mental health, stress management, substances and sexuality. The subject content is explored in relation to how teenagers can make healthful decisions, live an active lifestyle and reduce their risks.

Wellness and Health

Wellness/Health Foundations
Required Course
alternate days
freshmen
1/3 credit - wellness
1/6 credit - health

Health
Required Course
1/3 credit - trimester
sophomores,
juniors, and seniors

Wellness and Health: Wellness

Wellness Focus

Cardio Fitness 1/3 credit - trimester

Dance Fitness 1/3 credit - trimester

Dance Choreography 1/3 credit - trimester

Wellness Focus

During grades 10-12 students must choose two trimester focus courses in wellness to complete their graduation requirement. These courses allow students to explore topics in greater depth that address fitness themes.

Wellness Focus course selections sophomores, juniors, and seniors:

Cardio Fitness

What are the factors contributing to a healthy state of cardio endurance? Cardio Fitness will address the cardio endurance aspect of health fitness. This course will address target heart rates, principles of training, and the benefits of cardio health.

Dance Fitness

How are the benefits of dance integrated in the health related aspects of fitness? Cardiovascular Endurance is one of the health related components of fitness. This course will provide students with an active experience as dancers. Students will learn skills in the various disciplines of dance and the connection between dance and fitness will be stressed. Classes will include sessions in hip-hop, step aerobics, low impact aerobics and jazzercise among others. Students of all skill levels and experience in dance are welcome.

Dance Choreography

How does a person incorporate dance into the pursuit of a fit and healthy lifestyle? Dance Choreography will more closely address the elements of dance incorporating different styles of dance while utilizing the various movement concepts and elements of dance.

Flexibility & Fitness

How can health related fitness improve through consistent practice? The course will move from introductory to more challenging movements using Yoga techniques, Pilates and simple body weight. Students will develop overall fitness and performance, as well as learn relaxation techniques.

High Adventure

What is risk? What is trust? What is adventure?

Taking advantage of Souhegan's rock climbing wall, high and low ropes course as well as local crags, participants will explore the vertical world. A strong focus will be placed on safety, proper equipment use and maintenance, as well as team building and group dynamics.

Mountain Bike Madness

How can we effectively use the bike as a fitness tool?

This course will include trail riding techniques, training the body for biking and equipment fixes on the trail. We will also dive into the beauty of the machine learning the nuts, bolts, skewers and derailleurs of the bicycle. Rebuilding and reconditioning old bikes are a part of this class. Off campus rides are part of this class.

Muscular Strength & Endurance

How can health related fitness be achieved?

Students will participate in a number of physical activities including training with weights, exercise bands, medicine balls, body weight, stability balls and more. Students will have an understanding of several techniques used to achieve the health related components of fitness.

Wellness and Health: Wellness

Flexibility & Fitness 1/3 credit - trimester

High Adventure 1/3 credit - trimester

Mountain Bike Madness 1/3 credit - trimester Fall trimester

Muscular Strength & Endurance 1/3 credit - trimester

Wellness and Health:

Wellness

**Racquet & Stick/
Field & Court**
1/3 credit - trimester

**Speed, Agility,
Balance Training
for Sport**
1/3 credit - trimester

**New Hampshire
Mountaineer**
1/3 credit - trimester
Spring trimester

Racquet & Stick/Field & Court

How do cooperative play, inclusion, and healthy competition co-exist? This course will include instruction in pickle ball, badminton, tennis, floor hockey, lacrosse, speedball, basketball, archery, baseball, football, soccer and ultimate disc. Students will explore both the skills and tactical sides associated with each of these sports. We will incorporate small-sided games as well as tournament play.

Speed, Agility, Balance Training for Sport

How can speed, agility, and balance training improve our performance related fitness? This course will incorporate many different tools and techniques to develop speed and agility. Students should expect to move quickly and consistently in class as they train daily for improvement. We will work on straight ahead speed, lateral speed, static and dynamic balance, reaction time and explosiveness to develop a higher level of performance.

New Hampshire Mountaineer

How can one use outdoor pursuits to gain fitness? New Hampshire is known for its majestic mountains, world class rock and ice climbing and natural landscapes. We will climb the planet's most climbed mountain, Mount Monadnock as well as several other New Hampshire peaks. We will focus on methods of travel, equipment selections and maintenance, environmental considerations, map and compass, first aid, nutrition, leadership and group dynamics. Mountaineers use the White Mountains for training for worldwide expeditions and students will experience first hand the joys and difficulties of mountaineering in our back yard. This course requires off campus and weekend events, an overnight expedition and weekly after school meetings.

The following wellness electives are offered to junior and senior students only.

Coaching Philosophy/Sports Psychology

What makes an athlete and a coach effective?

This course involves the philosophy and principles of coaching young athletes. Emphasis will be placed on the development of style through critical examination of issues. Coaching responsibilities, developmental characteristics, implication of conduct, methods of instructional and administrative functions, effective program design and team practice format will be discussed. We will examine various approaches of mental development and the preparation necessary for peak game performance by a variety of coaches and athletes in collegiate and professional sports. Some of the class activities will include analyzing sports films, guest coaching panels, and reviewing media practices and current events. Offered to juniors and seniors only.

Yoga & Strength 2

How can one improve one's health related fitness practice?

This class will be centered on a consistent Yoga practice to further enhance strength, flexibility and balance. We will deeply explore the ancient practice of Yoga in a variety of poses moving into the Ashtanga and Vinyasa styles. We will use a variety of strength training equipment including stability balls, medicine balls and giant rubber bands. Students will develop a personal training program centered on a healthy lifestyle and work towards achieving their own strength, flexibility and balance related goals.

Wellness and Health:

Wellness

**Coaching Philosophy/
Sports Psychology**
1/3 credit - trimester
juniors and seniors

Yoga & Strength 2
1/3 credit - trimester
juniors and seniors

Life Skills

Life Beyond High School – A Primer
1/3 credit - trimester
seniors

Italian Cuisine, Mangia!
1/3 credit - trimester
sophomores,
juniors and seniors

American Regional Cooking
1/3 credit - trimester
freshmen, sophomores,
juniors and seniors

Life Beyond High School – A Primer

How do you meet life's challenges and what does it mean to be successful once you leave high school? Students will learn about life beyond high school. Through hands-on, project based learning, students will explore financial management and investing, independent living, college and work preparedness, and legal and consumer issues.

Italian Cuisine, Mangia!

How does Italian cuisine adapt itself to the people, and geographic characteristics of the country? Why are there micro-regional cuisines in Italy? What does Italian cuisine mean? Mangia! Italy is made up of twenty regions with distinct characteristics. Local cooking preferences and customs are shaped by geographic, historical, and climactic differences. This course will expose students to foods from the major regions of Italy. Immerse yourself in hands on preparation of many Italian dishes.. Some conversational Italian may be incorporated into this class. Ciao~

American Regional Cooking

How do regional characteristics define its cuisine? Students will learn to prepare authentic regional meals through a diverse, 50-state tradition of good cooking. Recipes ranging from hearty New England favorites and Pennsylvania Dutch treats to sophisticated Southern cooking and the “Tex-Mex” dishes of the Southwest will be studied. A culinary map of America would show regions based on geography and common traditions. The six regions to be studied include: New England, Eastern Heartland, the South, Creole-Acadian the Northwest, the Far West and the ‘Melting Pot’, which encompasses ethnic communities across the nation. American Regional Cooking is shaped by a variety of factors, including history, population, climate, terrain and availability of ingredients and is given further definition by the contributions of each successive immigrant group.

Introduction to Culinary Arts

How do foods reflect changes in America's tastes, cooking techniques and lifestyles? Students will learn preparation techniques for a variety of food items, such as quick breads, yeast breads, cakes, pies, cookies, frying and vegetables. Nutritional information of foods will also be studied.

International Cuisine

What do the world's cuisines taste like, and why? Why is food styling considered a form of artistic expression? Students will learn about the culture, geography and cuisine of a variety of countries. Students will be introduced to a different country each week. They will prepare and sample a variety of foods unique to each country. Students will have a unique opportunity to learn about the career paths of chef, food photographer, food stylist and food editor. The classroom will have a mini-photo studio set up for students to do photo shoots of their work. The class will work collaboratively on the production of their own photo gallery while learning Adobe PhotoShop.

Human Development

What are the responsibilities of those who care for children? What is parenting? How can a person build and maintain relationships? What are some healthy ways to resolve conflict? What tasks are necessary to achieve independent living? This course covers pre-natal through adolescent development. Students explore the development of healthy relationships and family life. Content includes pregnancy and childbirth, infant and child care, parenting, communication skills, conflict resolution and problem solving. Simulated parenting (with computer infant simulator), and daycare visitations are preparation for practical application. This course may be taken for credit in life skills or health.

Life Skills

Introduction to Culinary Arts
1/3 credit - trimester
freshmen, sophomores,
juniors and seniors

International Cuisine
1/3 credit - trimester
freshmen, sophomores,
juniors and seniors

Human Development
1/3 credit - trimester
Life Skills or Health
sophomores,
juniors, and seniors

Business Education

Marketing

**1 credit - full year
juniors and seniors**

Advertising

**1/3 credit - trimester
sophomores,
juniors and seniors**

Accounting for Small Business

**1/3 credit trimester
sophomores,
juniors and seniors**

Marketing

How does a company coordinate all functions of marketing?

This course covers all the major functions of marketing including promotion, research, and planning. Students will learn and apply marketing theories through case studies, market research reports, and analysis of successful marketing promotions by major corporations, and creation of marketing plans and promotional materials. Software that may be used include: Adobe In Design, Adobe PhotoShop, Microsoft FrontPage, and video editing applications.

Advertising

What is an effective advertisement?

This course provides students with the skills to create print advertisements and short video commercials. Design issues are covered as well as the business aspects of the advertising industry to create and enhance advertisement development. Students will use the following software applications: Adobe PhotoShop, Adobe In Design, and video editing applications.

Accounting for Small Business

How does one create an accounting cycle for a small business? This course is designed to introduce students to accounting. Students will learn the basic accounting cycle through problem solving small business accounting issues. Materials used in this class include the accounting textbook, workbook, and Quick Books software. Topics include analyzing and recording business transactions, opening the account for a small business, preparing a trial balance, worksheets and formal statements, journaling and posting closing entries and post-closing trial balance.

Entrepreneurship

How does one create a new business?

This course provides students with the knowledge to create and operate a small business. Students conceive a business idea that may consist of a product or service. Students study all phases of the start-up and operation of the business while creating a business plan. They will use Microsoft Word and Microsoft Excel to create a professional document.

Personal Financing and Investing

What comprises a financial plan for an individual?

This course provides students with the building blocks to create a personal finance plan. Students will create a budget, investigate stocks and mutual funds using the Internet, read and analyze corporate annual reports, review a fund prospectus, and establish and track an investment portfolio. Students will research and determine how much money they will need to retire, and how to fund major life purchases. Topics will include dollar cost averaging, the role of compounding interest in investing, the importance of diversification, and other financial concepts. The final project involves designing a mutual fund, writing the prospectus and tracking fund performance.

School Store Management

How do we best meet the needs of our customers? What are the financial, marketing, and customer service aspects of running a small business? This course is for students interested in learning how to manage a small business. Students learn about store management and apply their skills through work in the store. In some cases students train as assistant store managers with instructor approval. Students interested in school store management will be asked to complete an application and participate in an interview as they would in the traditional work environment.

Business Education

Entrepreneurship

**1/3 credit - trimester
sophomores,
juniors and seniors**

Personal Financing and Investing

**1/3 credit - trimester
sophomores,
juniors and seniors**

School Store Management

**1/3 credit - trimester
juniors and seniors**

Other Courses/ Programs

Senior Project Support
1/3 credit - trimester
seniors

Service Learning
1/3 credit - trimester OR
50 hrs. community service
juniors and seniors

Independent Studies
variable credits
sophomores,
juniors and seniors

Lifelong Educational Experience Program (L.E.E.P.)
variable credits
sophomores,
juniors and seniors

Senior Project Support

This class provides students support and direction in successfully completing the Senior Project process. Students are provided guidance and opportunity to actively pursue research, to create quality documentation and application of research, and are assisted in planning and practicing presentations.

Service Learning

This course gives students an opportunity to participate in active school/community involvement. Service opportunities are available during class periods in a variety of campus offices as well as off campus placements. Off campus service locations may include city offices, day care centers, and environmental programs. To receive credit for this course, students need to complete 50 hours of service, keep a time log of their hours, complete weekly assignments and make a presentation about their experiences.

Independent Studies

Students who have a special interest not available as a formal course should submit a proposal for an independent study mentored and monitored by a staff member. The Dean of Faculty approves an independent experience prior to commencement of the work. Such studies must meet the equivalent of a course in terms of time, expectations, and rigor. Forms are available in Student Services.

Lifelong Educational Experience (L.E.E.P.)

This Program is intended to supplement and enrich the Souhegan learning experience. Based on the concept of self-directed, negotiated learning, students enrolled in L.E.E.P. first examine themselves as learners, identify learning passion(s), and then collaboratively create an independent learning program with an implementation plan.

Other Courses/ Programs

Reading for Pleasure
1/3 credit - trimester
freshmen, sophomores,
juniors and seniors

Student Internship Program
juniors and seniors

Work Study Program
1/3 credit - trimester
1 credit - full year
sophomores,
juniors and seniors

Reading for Pleasure

How can reading for pleasure build on one's reading skills?

This course will allow students of all reading ability levels to examine and develop the habit of reading. No common texts will be assigned. Rather, students will have the opportunity to select their own reading materials from a wide variety of material types, and will be given the time to read these materials in class. Students will have opportunities to learn how to access reading materials from local libraries and bookstores, and via the internet. Students will also be asked to keep a log of all materials read, and will share their reading experiences with classmates.

Student Internship Program

Students explore their career interests through participation in a work environment; assistance in securing internship sites is provided. Students must commit to completing workplace hours and weekly group internship meetings. Credit is determined by hours in the internship, written journal assignments, career research project, mentor and workplace overview, and final reflection and evaluation.

Work Study Program

Students will be engaged in employment activities to provide a foundation for appropriate work ethic while receiving assistance in identifying career choices. Entry into this program is contingent upon an interview between the student, counselor and the Work Study Coordinator. Students need to be employed in a part time job for 90 days prior to applying. Credit is determined by the number of hours worked, weekly meetings with the Coordinator, completion of a weekly journal and a final reflection and evaluation.

Other Courses/Programs

Self in Society
1/3 credit - trimester
1 credit - full year
juniors and seniors

Self in Society

Students needing more intensive and personalized support and education beyond the regular school program are encouraged to consider this course. Those who have a desire to succeed and who are willing to stretch their comfortable limits may refer themselves or they can be identified by counselors, teachers or parents. The objective of this course is to provide students with social and academic support in an environment where they can grow and learn. Activities include small and large group discussions, field trips and individual exploration and work sessions. The aim is to promote more effective skills in the areas of listening/sharing, tolerance/acceptance, self-awareness, trust building, goal setting, problem solving, responsible decision making, confidence building and communicating. This course requires counselor recommendation.

Career – Technical

Please note: Most of these classes are two periods in length and offer two credits per year. Students are expected to take a bus. Sophomores may be considered for career technical classes on a case-by-case basis

Milford Applied Technology Center

College credit may be available for identified courses. ()*

Accounting	Graphics Arts
Biotechnology*	Marketing
Building Trades	Office Administration
Computer Technology	Precision Machining
Culinary Arts	Pre-Engineering*
Electronics Careers	TV Production

Nashua Technology Center

College credit may be available for identified courses. ()*

Academy of Finance	Electrical Trades Tech
Auto Technology*	Graphic Communications
Biotechnology*	Health Occupations*
CADD*	HVAC
Computer Network*	Hospitality and Tourism*
Construction Tech	Machining Technology*
Cosmetology	Marketing*
Culinary Arts*	Multimedia Prod/Broadcasting
Early Childhood Ed*	Pre-Engineering*

Alvirne Vocational Technical Center

College credit may be available for identified courses. ()*

Accounting	Floriculture
Academy of Finance	Health Occupations*
Animal Technology	Landscaping
Banking	Marketing
Biotechnology	Multimedia
Building Trades Tech	Natural Res/Forestry
Culinary Arts	Production Agriculture
Diesel/Heavy Equip	Veterinary Technology*
Early Childhood Education	

Other Courses/Programs

Career – Technical Opportunities

Milford Applied Technology Center
juniors and seniors

Nashua Technology Center
juniors and seniors

Alvirne Vocational Technical Center
juniors and seniors

Non Discrimination Policies

Non-Discrimination

The Souhegan School District shall not discriminate in any of its educational programs, activities, or employment practices on the basis of age, race, color, religion, national origin, gender, marital status, and physical or mental disability. Further, it shall affirm equal opportunity in all of its educational programs, activities, and employment practices.

The policy is in compliance with the provisions of Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1975, The Civil rights Restoration Act of 1991, and the Americans with Disabilities Act of 1991. Any person having inquiries concerning the Souhegan School District's compliance with the regulations which implement these laws may contact the District's Gender/Title IX Coordinator, English as a Second Language (ESL) Coordinator, or the Superintendent of Schools, 1 School Street, Amherst, NH 03031, (603) 673-2690.