



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #1**
Meeting Location: **Media Ctr. (Rm. 306) McConnell Center**
Meeting Date: **Monday, January 9, 2012**
Meeting Time: **7:00 pm**

- A. ROLL CALL**
- B. PLEDGE OF ALLEGIANCE**
- C. CITIZENS' FORUM**
- D. APPROVAL OF MINUTES**
 - 1. Nonpublic Session #24, December 12, 2011
 - 2. Regular Session #12, December 12, 2011
 - 3. Special Session #25, December 19, 2011
- E. CONSENT AGENDA**
 - 1. **Correspondence:** NONE
 - 2. **Resignations/Retirements:** NONE
 - 3. **Leaves of Absence:** NONE
 - 4. **Nominations:**
 - Sheet 1: Nomination and Election of Aides & Staff (Cabral-Tyree)
 - Sheet 2: Nomination and Election of Staff Recalled (C. Stewart)
 - 5. **Extended Travel (Student Trips):**
- F. SUPERINTENDENT'S REPORT**
- G. STUDENT REPRESENTATIVE REPORT**
- H. COMMITTEE REPORTS**
- I. POLICY – CHANGES – PROPOSALS – First Reading**
 - a. BA Bylaws of the Dover School Board
- J. POLICY ADOPTION – Second Reading**
 - a. IKA Grading System Grades 5 Through 12
- K. SUBMISSION AND PAYMENT OF BILLS**
- L. RESOLUTIONS:** None
- M. OLD BUSINESS:**
 - 1. Appointment and Approval of School Board Members to Subcommittees
- N. NEW BUSINESS:**
 - 1. DHS Program of Study - Approval
 - 2. Award Bid for Flooring/Gourmet Table
- O. SCHOOL BOARD MATTERS OF INTEREST**
- P. ADJOURNMENT**

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three minutes unless otherwise extended by the Chairperson, with the approval of the School Board. All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

Meeting Type:	School Board Nonpublic #23
Meeting Location:	Superintendent's Conference Room, McConnell Center
Meeting Date:	Monday, December 12, 2011
Meeting Time:	6:00 p.m.

A nonpublic session of the Dover School Board was called to order on Monday, December 12, 2011, at 6:00 p.m. in the Superintendent's Conference Room in the McConnell Center.

Those members present were Kenneth Appel, Audra Lurvey, Carolyn Mebert, Doris Grady, Beth Setear, and Robert McCrory. Matt Mayberry was absent. Also present was Superintendent of Schools Jean Briggs Badger.

Audra Lurvey moved, Beth Setear seconded, to enter nonpublic session at 6:40 to discuss personnel. A roll call **VOTE PASSED 6/0.**

The following items were discussed:

- Personnel—Ms. Briggs Badger recommended that the Board approve removing the word, "interim" from the positions of DHS Dean of Students (Mike Perez), DMS Co-Principal (Mike McKenney), and DHS Principal (Christine Boston). There was discussion on the subject and Ms. Briggs Badger commented that they would be voting on this recommendation on the Consent Agenda in the regular meeting to follow.

Audra Lurvey moved, Beth Setear seconded, to adjourn the nonpublic session at 6:55 p.m. An oral **VOTE PASSED 6/0.**

Respectfully submitted,

Beth Setear, Secretary
Dover School Board



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #12
Meeting Location: Media Ctr. (Room 306) McConnell Center
Meeting Date: **Monday, December 12, 2011**
Meeting Time: **7:00 pm**

Chairperson Carolyn Mebert called a meeting of the Dover School Board to order on Monday, December 12, at 7:00 p.m. in the McConnell Center Media Center.

A. ROLL CALL: Present were Carolyn Mebert, Beth Setear, Doris Grady, Audra Lurvey, Robert McCrory, and Ken Appel. Matt Mayberry was absent.

Also present were; Superintendent Jean Briggs Badger; Woodman Park School Principal Patrick Boodey; DMS Co-Principals Mike McKenney and Kim Lyndes, CIA Director Gary Tirone, DHS Principal Christine Boston; Horne Street Principal Mal Forsman; CTC Director Jim Amara; Director of Pupil Personnel Services Sandie Crosson; Cmdr. William Tower; DTU President Deb Hackett; School Board-elect members Amy Russell and Rocky D'Andrea, Citizens; Foster's reporter.

B. PLEDGE OF ALLEGIANCE: Audra Lurvey led the Pledge of Allegiance.

C. CITIZENS' FORUM: No one addressed the Board

D. APPROVAL OF MINUTES: Audra Lurvey moved, Beth Setear seconded, to approve the following minutes:

1. Nonpublic Session #22, November 14, 2011
2. Regular Session #11, November 14, 2011
3. Special Session #10, November 28, 2011

An oral **VOTE PASSED 6/0.**

E. CONSENT AGENDA

1. **Correspondence:** NONE
2. **Resignations/Retirements:** NONE
3. **Leaves of Absence:** NONE
4. **Nominations:**
 - Sheet 1: Nomination and Election of Aides and Reclassification of Secretary (Baboni – Laurie)
 - Sheet 2: Nomination and Election of Coaching Positions (Bennett)
 - Sheet 3: Nomination to Change Employment Status of Interim Positions (Boston - McKenney)
5. **Extended Travel (Student Trips):**
 - a. DHS Art Trip to the Massachusetts Museum of Contemporary Art, North Adams, MA (April 13th – April 15th)

Doris Grady moved, Audra Lurvey seconded to pull E. 4. Sheet 1. An oral **VOTE PASSED 6/0.**



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Meeting Time: **7:00 pm**

Mrs. Grady moved, Robert McCrory seconded tabling approval of the reclassification of the Alternative School Secretary from classification 2 to classification 4 for one month while a legal opinion is obtained. An oral **VOTE FAILED 1/5** (Mebert, Lurvey, Setear, Appel, McCrory opposed).

Audra Lurvey moved, Beth Setear seconded to approve the consent agenda items. An oral **VOTE PASSED 6/0**.

F. SUPERINTENDENT’S REPORT:

Ms. Briggs Badger reported: “On behalf of the entire school district, I would like to thank the members of the School Board who will not be returning next year. They are Dr. Carolyn Mebert, Beth Setear, Audra Lurvey, Matt Mayberry and Robert McCrory. They have all served this city and our district well over the past years. I have had the honor and the privilege to work with these distinguished and dedicated individuals to improve the educational status for our students. Individually and collectively they have given unselfishly many, many hours of volunteer time to our community. Their talent, vision, compassion and integrity have been outstanding and they all leave very big shoes to fill. During the Budget discussion they spoke eloquently for the balance between tax payer rights and responsibility to Dover’s children. They have toiled into the wee hours with the business of the district - contract negotiations, Budget deliberations, Board meetings and Committee work including the renovations of our buildings as members of the JBC. They have served as excellent stewards of our district, schools and community resources. Their efforts are greatly appreciated – THANK YOU!

As a small token of our deep gratitude we will be donating a book in their names to our school libraries. They have all asked for no gifts or recognition, but would rather see the money given back to our students. Another example of their unselfishness and outstanding service to our schools. Words cannot express our heartfelt gratitude to them for all their service.”

SCHOOL Updates

Dover High School & Career Tech Center

The DHS Giving Tree is up and running. There are ornaments on trees in both the Main Office and the Teacher's Room. Under the tree are specifics and we request donations be back to us by December 19th.

DHS under the organization of Donna Frank Berchulski provided 60 families with Thanksgiving dinners complete with a Turkey and all of the trimmings. Our thanks to all for working so hard to make sure all of our students had a warm holiday meal to share with their family.

On Sunday, Dec. 18th the DHS Chamber Singers will be performing in the Candlelight Stroll at Strawberry Banke from 4:15 – 5:45 pm.



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On Tuesday, Dec. 20th at 7pm DMS/DHS Holiday Collaboration which consists of the Dover Middle School 7/8th Grade and Dover High School Music and Art will perform in the Walker Auditorium at DHS.

DHS Psychology students from Beth Stone's class will be reading holiday stories on Thursday December 15th to elementary students. This is a student organized tradition at DHS

Athletics

Congratulations to the following boys and girls soccer players for being selected to the New Hampshire Soccer Coaches Association Division 1 All-Scholastic Soccer Team: Junha Kim, Liam Lombard, Brian Lothrop, Duncan McGregor, Jacob Muscato, Jesse Schwartz, Harmanpreet Singh, Kristen Merritt, Lauren Morrison, Elaine Severson and Maddison Sullivan.

Dover Middle School

The 5th and 6th grade band and chorus students put on a very festive holiday concert last Tuesday, Dec 6th. The students put on a fantastic performance.

The 7th and 8th graders will perform in a holiday concert on Tuesday, Dec 20th at 7:00 at DHS

The basketball teams have begun their seasons. You can find games or practices taking place every day after school.

DMS's next PTA meeting is Tuesday, December 13th at 7:00 in the DMS Library.

Garrison School

At Garrison's PTA holiday breakfast families were treated to a warm breakfast which included holiday stories, craft activities and the holiday store. Thank you to all the volunteers for making this happen.

Garrison's holiday concert is tomorrow night at 7 pm.

Registrations for upcoming enrichments classes and Gunstocks student skiing program need to be turned in ASAP.

Horne Street School

On November 17th the Horne Street School Joint Building Committee held the Ribbon Cutting Ceremony signifying the completion of the construction and renovation project. JBC members and other dignitaries from the City of Dover attended. Ms. Weston, the JBC Chairperson opened the activities thanking all who contributed to the project. City Council and JBC member Robert Carrier recalled his personal experience as a Horne Street School student. He expressed his pride in the completed project as he looked forward to another successful 50 years of education at his Alma Mater. Ms. Weston unveiled the new HSS Plaque honoring the city officials involved in the project. Mayor Trefethen then invited all current HSS students in attendance to



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join him as he cut the ribbon. Following the ceremony tours of the school were provided by current 4th grade students. It was a successful and exciting evening.

The 3rd grade students presented their Dover History Projects on Tuesday, November 22nd. Families were invited for this enjoyable learning experience.

Mrs. Smart held her annual Book Fair in November. It was a great success thank you to all the children and their families for their support.

The first trimester ended on Wednesday, November 30th, and report cards went home last Friday.

The PTG has been busy organizing and offering after school basketball which is again being run by Scott Kennedy. Fall enrichment activities have been a great success.

The 3rd graders will be traveling to the Krista McAuliffe Planetarium on December 20th. Thanks to Measured Progress for their annual support of this valuable activity.

The Horne Street School Chorus and Band will be performing on Thursday, December 15th at 7 pm.

Woodman Park School

We would like to thank Liberty Mutual for the food baskets donated to Woodman's needy families – very much appreciated!

A factory in Dover recently was very generous in donating some of their sales to our school during a special coupon-holiday weekend sale. They are an example of the many local businesses that help our school on a regular basis.

On Wednesday, Dec.14th at 7:00 will be the WPS Holiday Concert in the Gymnasium.

On Thursday the 15th from 4:30 to 6:00 will be the Family Fun Night. Please see the school web-site or flyer in the students' backpacks for details.

The last day to drop off canned food items for the Dover Police Department Food Drive to the school will be Friday the 16th.

On the 19th of this month the WPS First Graders will be traveling on the Polar Express via the DownEaster train service to Exeter. Our friends at the Lincoln and Middle Street schools will be graciously hosting us again this year. We would like to send special thanks to Dover resident and Principal Keays for his hospitality, time, and effort. Thank you Principal Keays and the Exeter schools staff!



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The WPS PTO meeting will be on Monday, Dec. 19th at 6:30 in the library.

Finally, WPS would like to send a very special thank you to a local business that always goes above and beyond for our students and families. RELYCO in Dover is very quiet but extremely generous in their donations to our school's students and families. WPS sends a HUGE thank you to the staff of RELYCO.

Ms. Briggs Badger asked Mr. Limanni to provide an update to the Board regarding the CIP. He and Ms. Briggs Badger had discussed the CIP with the City Council the prior week and they requested an overall plan. A feasibility study, costing approximately \$250,000 will need to be completed to look at the three projects including DHS Auditorium, CTC renovation and DHS renovation. This brings the total CIP for fiscal year 2013 to \$2,355,000.

Mrs. Grady commented that she had sent four emails in September to the City Planning Dept. requesting proper use of impact fees according to the city charter with no response. Ms. Briggs Badger responded that Mr. Parker has thought he had responded to her at the time of her requests.

Mrs. Grady asked if Horne Street School would be able to use Impact Fees for the parking lot project. Ms. Briggs Badger responded that this project didn't qualify since the parking lot didn't grow. Ms. Briggs Badger read an email from Mr. Parker on proper use of impact fees.

Mrs. Grady commented that she was not happy that she was receiving this information so late, especially when the meeting is being held on Wednesday.

Mr. Limanni distributed a copy of the newly redesigned Impact Fee Expenditure Request Form

Audra Lurvey moved, Beth Setear seconded approval of the Superintendent's report. An oral **VOTE PASSED 6/0.**

G. STUDENT REPRESENTATIVE REPORT: April Theth, the School Board representative stated that over 500 canned goods were collected during the Dover High School Food Drive. The Giving Tree also has been successful and most of the stars have been distributed. In response to Mr. Mayberry's request to add the information to the DHS website, Ms. Theth stated that it wasn't an option at this time. The project was still successful and they will try to post online during the next drive. The Sports Leadership Council will be sponsoring the annual Penguin Plunge in a few months. No date available at this time.

H. COMMITTEE REPORTS:

Dr. Appel provided the following report on the Curriculum Planning Council meeting which was held on December 1st.



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The principal topic of the meeting of the CPC was the status of the music program in the Dover schools. Mr. Tromba explained that the use of Smart Music software made it possible for students to practice their playing at their home computers, have errors pointed out and correct them, and send their practice sessions to him over the web for evaluation. This helped to overcome problems of scheduling 75 students for performance preparation. His hope is that further use of technology will help to cope with the severe budget cuts that have been made to the budget of the music program. He pointed out that, in order to preserve the middle school music program as a feeder to an active high school music program and meet budget constraints the music program had to be cut back.

Various committee members pointed out the hardships that this cutback had caused at the high school level where many students at Dover High School who had expected to take music electives could not find courses to fill out the full schedules they desired. I was asked, as the School Board member of the committee to comment on how the Board might feel about this situation. I suggested that there was a need for more information to be provided, as early as possible in the budget preparation period about possible consequences of cuts in academic areas to students. This led to a long discussion of how important such information becomes to the evaluation of alternatives in the budget process and how best to make sure that all of us -- School Board, teachers, and parents -- fully understood the consequences of individual reductions in the budget.

Mrs. Grady provided the following report:

Horne Street Joint Building Committee

The JBC and HSS PTG hosted an Open House at Horne Street School on November 17. It showcased the completed project and provided entertainment and tours to citizens, councilors and board members. Thank you to Dover Middle School for providing music and the HSS PTG for providing refreshments. There are just a few items to be completed before being issued a Certificate of Occupancy.

Audra Lurvey moved, Beth Setear seconded to accept the committee reports. An oral **VOTE PASSED 6/0.**

I. POLICY -- CHANGES – PROPOSALS: (First Reading)

a. IKA Grading System Grades 5-12

FIRST READING GRADING SYSTEM GRADES 5 THROUGH 12

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.



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Below 60	Failure
60-62	D-
63-66	D
67-69	D+
70-72	C-
73-76	C
77-79	C+
80-82	B-
83-86	B
87-89	B+
90-92	A-
93-97	A
98-100	A+

Honors Levels: Grades 9 - 12

Honors: GPA of 3.0 and nothing under a "C"

High Honors: GPA of 3.7 and nothing under a "B"

No student will be eligible for either honor roll if they receive an "incomplete" or a "withdraw after deadline." (high school only)

ADDED:

Honors Levels: Grades 5 – 8

Honors: All grades of 83 and above

Highest Honors: All grades of 93 and above

No student will be eligible for either Honor Roll if they receive an "Incomplete."

Mrs. Grady asked, "What does it mean to get 83 and above?" Ms. Lyndes responded that if an 83 is received for the term in any class, the student will not make the honor roll. She continued to say that the leadership committee wanted to set higher standards. They researched many different school policies and found that every school uses a different guideline.

Mrs. Grady commented that she believes a student in the situation where he/she was not making the honor roll because of one grade, would be discouraged and not want to try to make it.

Ms. Setear asked if the middle school grading policy should mimic the high school policy. She felt that it didn't make sense for the middle school to have higher standards than the high school.

Mr. McCrory stated that the majority of comments he receives from constituents are toward the



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middle school. He feels that it shouldn't be more difficult for students at DMS to make the honor roll. He stated that it is, "More demoralizing and the wrong way of looking at it."

Dr. Mebert asked Ms. Lyndes what the percentage is of students who make the honor roll. Ms. Lyndes responded that the percentage is about 50% at this time.

Ms. Lurvey commented that she believes it is better to try and make it more rigorous and doesn't see anything wrong with doing so.

Mr. McCrory recommended adding a third category to address the issue.

Ms. Briggs Badger stated that this policy never specifically addressed the middle school. Information on the grading system was in the student handbook that was approved by the School Board in April and they just wanted to bring the policy into compliance.

Mrs. Grady stated she had received complaints from parents because there was not enough notification and a lack of communication. She added that the handbooks have too much information to read every page.

Ms. Lyndes addressed the concerns by saying that they have informed parents of the change and will try to maintain better communication in the future. She said that they are also reviewing the "highest honor wall" because of issues that have been caused. They are hoping to find an alternative to the wall.

Audra Lurvey moved, Ken Appel seconded tabling policy IKA until the January 9 School Board meeting. An oral **VOTE PASSED 5/1 (McCrory opposed)**.

J. POLICY ADOPTIONS: (Second Reading)

a. EBBA-1 Horne Street School Loss of Utility Power Policy

Horne Street School Loss of Utility Power Policy

The School Board directs the Superintendent to have a procedure when there is a loss of utility power to the premises.

The Horne Street School generator provides optional back-up power which supports the base building systems and equipment. Base building systems are limited to: the fire alarm control panel, intercom and security systems, rooftop HVAC units, boilers and circulator pumps, kitchen refrigeration equipment, and night light circuits. The purpose of the optional standby generator is only to maintain basic building systems and equipment.

Power Outage Occurring During School Hours-



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If Horne Street School experiences a power outage during school hours, 8:00am – 3:00pm M-F, a qualified person of the maintenance staff from the Facilities Office will be contacted immediately to evaluate the outage to determine if the outage is facility or utility related.

If determined a utility related outage (currently PSNH), the utility company will be contacted by the Facilities Office for the repair. If determined a facility related outage, the electrical contractor (currently RMS Electric) will be contacted by the Facilities Office for troubleshooting and possible repair. If the normal power (not generator supplied) is anticipated to be out for one hour or more between the hours of 8:00am-1:30 pm, whether the power outage is facility or utility related, evacuation measures will begin either by engaging an emergency early release of students to home with busses or to the designated offsite evacuation location. Should any repair be necessary the Electrical Inspector for the City of Dover shall be contacted within the Building Inspection Division at 516-6038.

The Facilities Manager or designee will apprise both the Superintendent and building Principal as to the expected response time and course of action required under the direction of the utility company and/or electrical contractor. The Superintendent/Principal will collaborate with Fire/Police in extenuating circumstances (extreme weather conditions for example) to determine the best and safest course of action if the school building needs to be closed and children sent home.

Power Outage Occurring During Non-School Hours-

- 1) After 3:00pm – 8:00am during weekdays
- 2) Starting at 3:00pm Fridays and ending on Mondays at 8:00am for weekends
- 3) After 3:00pm prior to a holiday and ending at 8:00am the day of school,

Notifying a Facilities staff member that is currently in the building or after hour’s emergency contact should be followed by calling Dover Dispatch at 742-4646. Facilities staff will communicate internally and Dover Dispatch will in turn communicate per emergency contact list provided (on-call Facilities staff comprised of maintenance and management). A qualified person from Facilities will assess the power outage. If the building is occupied and power cannot be restored immediately, all after school activities will end and everyone will be required to leave the building until power is restored and the required life safety systems are functional. This shall include, but not be limited to, the recharging of the required emergency lighting batteries throughout the building. The Facilities Manager or designee will apprise both the Superintendent and building Principal as to the expected response time and course of action required under the direction of the utility company and/or electrical contractor.

The generator does not supply all the required loads to the building to occupy the structure during a power outage. At no time shall this standby generator be used as an emergency generator unless the necessary alterations are performed and approved by all applicable agencies and authorities.

Audra Lurvey moved, Beth Setear seconded approval of policy EBBA-1. An oral **VOTE PASSED 6/0.**



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K. SUBMISSION AND PAYMENT OF BILLS: Audra Lurvey moved, Beth Setear seconded to direct the payment of manifest #12-F in the amount of \$2,837.85 for FY11 and \$3,047,919.47 for FY12 for a total of \$3,050,757.32. The time period for payments was from 11/15//11 to 12/12/11. A roll call **VOTE PASSED 6/0.**

L. RESOLUTIONS: The following resolutions of appreciation were presented to outgoing School Board members.

RESOLUTION OF APPRECIATION

RE: *Audra Lurvey*

WHEREAS *Audra Lurvey has served the children and represented the citizens of Dover for the past eight years, and*

WHEREAS *she has also served six years on the School Board as its Vice Chairperson and two years as Secretary, and*

WHEREAS *she has also served on the following committees: Cable Franchise Review Committee, City Council Liaison, Dover Educational Office Personnel Negotiation Committee, Dover Administrative Association Negotiation Committee, Dover High School 2014 Committee, Elementary Redistricting Committee for SY 2011-2012, Facilities Rental Review Ad-Hoc Committee, Joint Fiscal Committee, Professional Development Master Plan Committee, School District Joint Building Committee Media Access Center, and*

WHEREAS *her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,*

NOW, THEREFORE, BE IT RESOLVED *by the Dover School Board that it go on record as thanking Audra Lurvey for her many hours of dedicated service to the children of Dover, the Dover School District, and the citizens of the Garrison City;*

BE IT FURTHER RESOLVED *that on behalf of the people of Dover, the School Board hereby presents to Audra Lurvey a small token of thanks and appreciation for her dedicated service to the city.*

SUBMITTED BY:

Carolyn Mebert, Chairperson

Beth Setear, Secretary

Doris Grady

Kenneth Appel



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Matt Mayberry

Robert McCrory

RESOLUTION OF APPRECIATION

RE: *Matt Mayberry*

WHEREAS *Matt Mayberry has served the children and represented the citizens of Dover for the past two years, and*

WHEREAS *he has also served on the following committees: Dover Vocational Trust, DEOP Negotiation Committee, Joint Fiscal Committee, and*

WHEREAS *his unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,*

NOW, THEREFORE, BE IT RESOLVED *by the Dover School Board that it go on record as thanking Matt Mayberry for his many hours of dedicated service to the children of Dover, the Dover School District, and the citizens of the Garrison City;*

BE IT FURTHER RESOLVED *that on behalf of the people of Dover, the School Board hereby presents to Matt Mayberry a small token of thanks and appreciation for his dedicated service to the city.*

SUBMITTED BY:

Carolyn Mebert, Chairperson

Audra Lurvey, Vice Chair

Beth Setear, Secretary

Kenneth Appel

Doris Grady

Robert McCrory

RESOLUTION OF APPRECIATION

RE: *Robert McCrory*



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WHEREAS *Robert McCrory has served the children and represented the citizens of Dover for the past two years, and*

WHEREAS *he has also served on the following committees: Legislative Representative with NHSBA, Joint Fiscal Committee, and*

WHEREAS *his unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,*

NOW, THEREFORE, BE IT RESOLVED *by the Dover School Board that it go on record as thanking Robert McCrory for his many hours of dedicated service to the children of Dover, the Dover School District, and the citizens of the Garrison City;*

BE IT FURTHER RESOLVED *that on behalf of the people of Dover, the School Board hereby presents to Robert McCrory a small token of thanks and appreciation for his dedicated service to the city.*

SUBMITTED BY:

Carolyn Mebert, Chairperson

Audra Lurvey, Vice Chair

Beth Setear, Secretary

Kenneth Appel

Doris Grady

Matt Mayberry

RESOLUTION OF APPRECIATION

RE: *Carolyn Mebert*

WHEREAS *Carolyn Mebert has served the children and represented the citizens of Dover for the past nine years, and*

WHEREAS *she has also served two years on the School Board as its Chairperson, and*

WHEREAS *she has also served on the following committees: Discipline Committee, Horne Street School Joint Building Committee, Dover Paraeducators' Association Negotiation Committee, Dover Administrative Association Negotiation Committee, Wellness Advisory Committee, Standards Policy (IKE) Review Committee, Dover High School 2014 Committee, Joint Fiscal Committee, Dover Vocational Trust, Curriculum Planning Committee, Joint Building Committee, Legislative Representative with NHSBA, Dover Teachers' Union Negotiation Committee, AFSCME Negotiation Committee, Facilities Rental Fee Committee, Program Evaluation Review Committee,*



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Dover Education Improvement Program, Dover Student Survey Committee, Student DATA Review Committee, and

WHEREAS *her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,*

NOW, THEREFORE, BE IT RESOLVED *by the Dover School Board that it go on record as thanking Carolyn Mebert for her many hours of dedicated service to the children of Dover, the Dover School District, and the citizens of the Garrison City;*

BE IT FURTHER RESOLVED *that on behalf of the people of Dover, the School Board hereby presents to Carolyn Mebert a small token of thanks and appreciation for her dedicated service to the city.*

SUBMITTED BY:

Audra Lurvey, Vice Chair

Beth Setear, Secretary

Doris Grady

Kenneth Appel

Matt Mayberry

Robert McCrory

RESOLUTION OF APPRECIATION

RE: *Beth Setear*

WHEREAS *Beth Setear has served the children and represented the citizens of Dover for the past six years, and*

WHEREAS *she has also served four years on the School Board as its Secretary, and*

WHEREAS *she has also served on the following committees: Discipline Committee, Dover Teachers' Union Negotiation Committee, Dover Educational Office Personnel Negotiation Committee, Dover Paraeducators' Association Negotiation Committee, Standards Policy (IKE) Review Committee, Dover High School 2014 Committee, Elementary Redistricting Committee for SY 2011/2012, Joint Fiscal Committee, and*

WHEREAS *her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,*



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #12
 Meeting Location: Media Ctr. (Room 306) McConnell Center
 Meeting Date: **Monday, December 12, 2011**
 Meeting Time: **7:00 pm**

NOW, THEREFORE, BE IT RESOLVED by the Dover School Board that it go on record as thanking Beth Setear for her many hours of dedicated service to the children of Dover, the Dover School District, and the citizens of the Garrison City;

BE IT FURTHER RESOLVED that on behalf of the people of Dover, the School Board hereby presents to Beth Setear a small token of thanks and appreciation for her dedicated service to the city.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Audra Lurvey, Vice Chair

Robert McCrory

Kenneth Appel

Doris Grady

Matt Mayberry

M. OLD BUSINESS: none

N. NEW BUSINESS:

1. Primex Recommendation Update—T. Knowles

The following items were recommended as changes by Primex. Also noted are the actions taken by Unicco and the School District.

1. DW-Entrance—visitor signage—Complete
2. DW-Identify all entry/exit doors—Complete
3. DW-Repair exterior lighting fixtures—Complete—DHS and GES had some exterior fixtures
4. Consider fencing for play areas—no action planned—GES is the only consideration
5. Develop ID system for staff—Complete—Each school has a different system
6. Develop ID system for visitors—Complete—Each school has a different system
7. Develop/enforce policy prohibiting propping of exterior doors—Complete—Building Security outline under “Safety Program”
8. Determine whether alarm system can be used to ID propped doors—Funder consideration—Design with major renovation or access control
9. Consider policy requiring classroom doors to be locked when empty—Complete—“Building Security” outline under “Safety Program”
10. Develop Inventory Control System—Planned for Summer 2012—Have software and reviewing radio ID tagging



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11. DHS—Improve security at main entrance—Funding consideration—Design with major renovation
12. DHS—Restrict roof access from second floor windows—Complete—Added restrictive hardware to limit the swing
13. DHS—Examine more formal access to CTC restaurant—Complete—Cameras and door control installed
14. DHS—Develop inspection checklist for exterior doors—Planned—Kiosk and Parking attendants to report propped doors
15. Alt School—Improved building access control at main entrance—Complete—Electric door strike added to secure front door
16. Alt School—Formalize off-site tracking system—Planned—Jim Amara to review with Mike Russo
17. Alt School—Add security lighting at rear of building—No action planned—Site currently has wall pack units around the building
18. DMS—Give annual consideration to funding SRO position—No action planned-Funding issue
19. DMS—Install security camera near band equipment storage area—No action planned—Funding issue
20. DMS—Enable staff members to operate roll down doors in café—Complete-Mike McKenney and Bruce Patrick trained
21. DMS—Re-examine use of folding gates—Complete—Used for major events in gym area
22. DMS—Formalize off-site tracking system—Planned-Kim Lyndes to review
23. HSS—Remove items that allow roof access—Complete—Storage containers removed, shed relocated
24. HSS—Consider relocation of dumpsters—Planned summer 2012—Included in parking lot renovation project
25. HSS—Add additional security cameras—No action planned—Funding consideration
26. HSS—Consider additional lighting on south side of building—No action planned—JBC is evaluating the cost to include in building project
27. GES—Fence/shroud gas pipe—Planned—AAA Fence has PO. Dig safe complete
28. GES—Eliminate use of sliding glass doors—No action planned—Renovation consideration
29. GES—Add additional security cameras/upgrade receiver—Planned—Draft RFP is complete. Awaiting digital copy
30. GES—Consider fencing along wood line—Funding consideration—Identified as a need
31. GES—Organize items in interior hallways—Complete
32. GES—Add security lighting at rear of building—Complete
33. GES—Install barriers at parent drop-off loop—Planned for summer 2012—UGL to fund project
34. WPS—Improve visitor access—No action planned
35. WPS—Add exterior security camera—Planned for winter 2012—UGL to fund project

Ms. Briggs Badger thanked Mr. Limanni, Ms. Faure and Mr. Knowles for following through with these recommendations.



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2. DHS Fall 2011 Staff Perceptions Survey Results—C. Boston

Dover High School Principal Christine Boston presented results from the DHS School Staff Perception Survey that was given in November. Approximately 100 teachers completed the survey. She stated that responses to this survey will help the leadership team determine what to focus on. It was determined that the response of “neutral” may have been used incorrectly because there was no “not applicable” response. They decided that key items to implement would be press releases to media outlets, the development of a newsletter that will be distributed to Board members and parents. A calendar of events would be included with this newsletter. The high school is somewhat at a disadvantage because there is no Parent-Teacher organization to help with communication. They would like to develop ways to improve communication with the City Council and the School Board. On December 19, staff will meet with specific concerns. Ms. Boston commented that she is encouraged that staff members think that administration is visible, but she wants to ensure that all staff feel comfortable with her. The leadership team is considering modifying questions in the spring and giving to all staff.

Mr. McCrory noted that the lowest score was in access to supplies and tools. This shows that teachers are noticing the small cuts being made in the budget. He also commented that it is interesting that the City Council and School Board support is considered low. The Dover School Lunch Program goal is to improve and maintain child health in the school community by providing nutritionally adequate meals through our quality food service. It has been proven that a well-fed student is a better student and more alert to learning and comprehending material.

Ms. Briggs Badger stated that there will be a comparison in results in the spring after the survey is given again. Dr. Mebert commented that she doesn't feel that the survey should be changed. If the survey is different, it will be impossible to accurately compare results.

3. Approve NJROTC Memorandum of Agreement Between Dover and Portsmouth—J. Amara

Mr. Amara presented the memorandum below between Dover and Portsmouth regarding NJROTC partnership.

This memorandum of Agreement between the Dover School District and the Portsmouth School district is not a legal document and not enforceable in court. This MOU is designed to describe previously agreed upon arrangements for cooperation, collaboration, and mutual support of a proposed partnership between Portsmouth and Dover with regards to the NJROTC program for 2011-2012 and 2012-2013 school years. This MOU of agreement may be terminated by either party at any time during the 2011-2012 and 2012-2013 school years by giving reasonable notice to either party as to not to disturb or interrupt the educational process of students enrolled in the NJROTC program.

Dover High School Responsibilities:

1. Will coordinate with the Principal, CTE Director and Guidance Department of Portsmouth High School to develop a collaborative seacoast partnership with regards to the current



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NJROTC program that is currently housed at Dover High School and Regional Career Technical Center. The primary focus of the NJROTC program will focus on developing leadership, citizenship and community involvement amongst both groups of participating students.

2. Will supply all instructional personnel, supplies, uniforms and field trip experiences at no cost to students or the entity of Portsmouth High School and will be responsibility of the Dover NJROTC program.

3. Will provide all transportation costs associated with the program and will be the responsibility of the Dover High School NJROTC program.

4. Will provide all and any associated grades, credits, attendance records, discipline referrals, curriculum documentation and other requirements as deemed necessary by Portsmouth High School and will be met by the NJROTC instructor to insure full and applicable credit for students. A class size maximum of 25 students will be set for NJROTC I and II.

5. Will coordinate with Portsmouth High School on any non-instructional days. These include snow days, teacher workshop days, field trips, school cancellations, etc.

Portsmouth High School Responsibilities:

1. Will actively inform students, parents and other interested parties of the Dover-Portsmouth NJROTC partnership and its mission of leadership, citizenship and community involvement of students participating in the NJROTC program.

2. Will secure a classroom facility for any instruction that may take place on-site at Portsmouth High School for Portsmouth students enrolled in the NJROTC program.

3. Will work with Dover High School and Regional Career Technical Center to notify Dover High School of any "space available" career and technical programs that Dover High students may participate in at no cost. Portsmouth reserves the right to interview students prior to any acceptance; any Dover High students must abide by all rules and regulations set forth by the administration and Portsmouth School Department. Transportation will be the responsibility of the student.

4. Will provide administrative and guidance support and needed student records to the NJROTC instructor if on-site at Portsmouth High School applicable to the operation of the program to fulfill its documentation requirements

5. Will be part of an on-going and end of year evaluation of the NJROTC program. Suggestions for improvements, recommendations, changes etc. will be brought forth in writing to NJROTC instructor and CTC Directors to be discussed with their respective administrative staff and NJROTC instructor(s).



DOVER SCHOOL DISTRICT

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Note: This memorandum of understanding is predicated on the principles proposed in the November 1, 2011 memo to Superintendents, School Boards, Principals and CTC Directors.

I have read the above and agree in with the terms of this MOU.

Date _____ Name of Person/Title _____ School District

Date _____ Name of Person/Title _____ School District

Date _____ Name of Person/Title _____ School District

Date _____ Name of Person/Title _____ School District

Dr. Mebert asked what the cost would be for this. Mr. Amara responded that the cost would be \$30,000-\$40,000 for an additional instructor and \$15,000-\$20,000 for transportation of Portsmouth students. He also noted that either party can withdraw from the agreement at any time. In addition, if enrollment isn't at the required level in October, there will be no program. Mr. Amara commented that there is strong interest in Portsmouth because of their strong naval history and the Shipyard. He would like this to be the beginning of the sharing of resources. Mr. McCrory commented that he is in favor of this program because of the collaborative nature between Dover and Portsmouth. He would like to see more of that in the future.

Audra Lurvey moved, Robert McCrory seconded approval of NJROTC Memorandum Between Dover and Portsmouth. An oral **VOTE PASSED 6/0**.

4. Approve Draft 2012-2013 School Calendar

Audra Lurvey moved, Robert McCrory seconded to approve the Draft 2012-2013 School Calendar. An oral **VOTE PASSED 6/0**.

5. Award Bid for Snow Removal

Tim Knowles presented the bid for snow removal to the School Board. Technically, Dover pays for the service and then sends an invoice to UGL-Unicco. They reimburse the School District for this expense.

Audra Lurvey moved, Robert McCrory seconded awarding the bid for snow removal to Marshall Rental Center. A roll call **VOTE PASSED 6/0**.

O. SCHOOL BOARD MATTERS OF INTEREST:

Dr. Mebert made closing remarks to School Board and to the public. She commented that she is impressed with the work of Superintendent Jean Briggs Badger and all administrators including Jim Amara, Laurie Verville, Mike Limanni, and Patrick Boodey. She is proud of progress made in Dover schools including reduction of the dropout rate, increased numbers of students going on to college, and the Dover Growing Readers program. Dr. Mebert continued



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to say that NECAP reading scores over the past few years have grown dramatically and she is hopeful the new math curriculum will do the same for math scores. In response to a previous comment that the district budget has never been cut, she stated that there has been an increase and much of it has gone toward great expansion in programming, increased special education costs, and we are now paying rent at the McConnell Center. She would like to recommend that the next school board evaluates the curriculum cycle and cautions them not to neglect professional development.

In closing, Dr. Mebert stated that it has been an honor and privilege to serve on the Dover School Board. She also thanked her colleagues for their time and commitment and wished them well.

Mrs. Grady made the comments following comments on outgoing members of the School Board:

“This evening is one of mixed emotion for me as I have not ever had to say good-bye to five members with whom I have worked during my tenure here on the Board.

The resolutions of appreciation this evening indicate the many committees on which each and every one of you have served on as your part in volunteerism for the Citizens of this City. It is not just sitting here at the table twice a month discussing the issues of the day—it is the accumulation of results that take place within a community because of all of your hard efforts.

Just to refresh your memories, Carolyn, Beth, Robert, Matt and Audra, you have left positive marks throughout the whole educational system of the City of Dover. Let’s think about some of them: I am sure that that you realize the many hoops you had to jump through and the bridges you had to cross to achieve what all of you have accomplished.

During the past 9 years of service, this City has experienced great improvement in the educational system of this city serving our 4000 students very well. Among them are: the renovation and addition to Woodman Park School, the completion of the first phase of Garrison school, the ribbon cutting of the new addition and renovation of Horne Street School. While accomplishing this, you have had to face all kinds of challenges.

You have been the responsible parties in allowing the improvements to be made to our Career Tech program involving courses that now allow students to gain college credits before graduation. Bio Tech, improvements in Culinary Arts, the LNA program, the new barn and Equine Science program just to name a few.

With the requirement that 19 year olds must remain in school, you also have been a part of establishing a relationship with the adult education program in order to lower the dropout rate and have young people find their way in this life ahead of them.

Just think, you can now add outsourcing of facilities to this list, redistricting, negotiations, changes in grading systems, and the fight to keep JROTC a part of our curriculum, the improvements in our technology department, and changes in administration directions



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DISTRICT**

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throughout the city and the most recent change in the mathematics program to Math in Focus. I am sure I have forgotten many more!

There are some even larger accomplishments that are part of your legacy such as: All Day Kindergarten being implemented, the renovation of the McConnell Center School Dept. Office and a media Center of our own located right at the SAU.

Some decisions may have made you feel comfortable and sometimes might make one feel uncomfortable but after hearing of the above accomplishments, then you should feel great as you leave knowing what a positive affect you have made on the children of this City. You have sacrificed your time for this to happen and everyone surrounding you is very thankful that you have made every attempt to do what you thought was best.

Take time to reminisce about these statements and you will understand the valuable person you have been. As each of you move on in careers and some may probably come back and occupy a seat again, we, the educational system, the City and the Council Thank You and wish you well. These results should be heartwarming to new members coming in also as they realize all of the real accomplishments made by you retiring members. Again, it is not just sitting at the table a couple times a month. The overall picture tells the real story of your efforts.

Audra, as you pursue that new star in education, it is hopeful that you achieve your new goals in education. Beth, your contributions as Secretary and the knowledgeable person that you are, in the special education field have been such a strong contribution. Matt, it appears that you are moving on to a new career and may it continue to be a success and lucrative for you. Carolyn, you always will remain in education as you continue to work with the students at UNH so in essence, you are not leaving the educational development of students at all. And Robert, accomplishing the rank of retired Lt. Colonel in the Air Force at the age of 37 is an amazing accomplishment and interacting with exchange students indicate that improvement in young people's lives remain a direction for you.

We thank all of you, we appreciate all you have done, the time you have sacrificed and let's say, and the City appreciates YOU.

P. ADJOURNMENT: Audra Lurvey moved, Ken Appel seconded, to adjourn at 8:51 P.M. An oral **VOTE PASSED 6/0.**

Respectfully Submitted,
Beth Setear, Secretary
BS/ral



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	School Board Nonpublic #25
Meeting Location:	Superintendent's Conference Room, McConnell Center
Meeting Date:	Monday, December 19, 2011
Meeting Time:	6:00 p.m.

Chairperson Carolyn Mebert called a meeting of the Dover School Board to order on Monday, December 19, 2011, at 6:00 p.m. in the Superintendent's Conference Room in the McConnell Center.

Those members present were Carolyn Mebert, Audra Lurvey, Beth Setear, Ken Appel and Robert McCrory. Matt Mayberry arrived at 6:15 p.m. Doris Grady was absent. Also present were Superintendent of Schools Jean Briggs Badger, City Attorney Allan Krans, Patricia Breslin and David Gosselin.

Audra Lurvey moved Ken Appel seconded, to enter nonpublic session at 6:03 p.m. to discuss a matter which, if discussed in public would likely affect adversely the reputation of any person, other than a member of the body (RSA 91-A:3 II(c)). A roll call **VOTE PASSED 5/0.**

The public meeting reconvened at 7:30 p.m. Matt Mayberry made a motion to seal the minutes of the nonpublic session for the following reason: "divulgence of the information likely would affect adversely the reputation of any person other than a member of the body – Audra Lurvey seconded. It was unanimously voted to seal the minutes.

Matt Mayberry moved, Audra Lurvey seconded, to adjourn at 7:40 p.m. An oral **VOTE PASSED 6/0.**

Respectfully submitted,

Beth Setear, Secretary
Dover School Board

**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: DOVER SCHOOL BOARD

DATE: January 9, 2012

MEMORANDUM: Nomination and Election of Aides and Staff

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the following funded positions for the 2011-2012 school year.

NAME	POSITION	SCHOOL	REPLACING	HOURS	SALARY
Cabral, Jessica	50% Colorguard Advisor	DHS	N/A	N/A	913.50
Ferrara, Michael	Parking Lot Aide	DHS	Returned to position	4 hrs/day	11.59/hr
Johnson, Jennifer	Sped Aide	DMS	Jessica Gardner (open position from DHS)	6.5 hrs/day	12.69/hr
Katz, Jacob	Sped Aide	DMS	New Federally Funded	6.5 hrs/day	11.70/hr
Tyree, Heather	50% Sped Aide	GES	Open position	3.25 hrs/day	11.70/hr

**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: DOVER SCHOOL BOARD

DATE: January 9, 2012

MEMORANDUM Nomination and Election of Staff Recalled

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the following funded positions for the 2011-2012 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Stewart, Christine	Special Education Administrative Asst	SAU	Mary Angers	\$17.45/hour

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FIRST READING

**BYLAWS
OF THE
DOVER SCHOOL BOARD
CITY OF DOVER, NEW HAMPSHIRE**

ARTICLE I: Name

Section 1. The name of the School Board shall be the Dover School Board.

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section 4.2 of the City Charter.

ARTICLE III: Officers

Section 1. The officers of the School Board shall be a chairperson, a vice-chairperson, and a secretary. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this School Board.

Section 2. Officers shall serve a one-year term. Officers shall be elected in accordance with Section C-4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C-4-3, of the City Charter.

Section 4. Any officer may be removed from his/her office by a majority vote of the School Board at any regularly scheduled, monthly, public meeting.

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section 4.3 of the Charter.

Section 2. The School Board shall hold its regular monthly meeting on the second Monday of each month. Changes may be made in this schedule due to conflicts with holidays. Regular meetings shall begin at 7 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at 6:30 p.m. and

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end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

Nonpublic sessions may be held at the request of the chairperson, or the Superintendent, or by three members of the School Board, through written petition to the chair. The contents of these meetings shall conform to governing state law, RSA 91-A.

Section 3. Special meetings shall be called by the chairperson at any time or upon written request of three members. Each call for a special meeting shall distinctly specify the purpose for which the meeting is called. No other than such specific matters shall be considered at such special meetings except for emergency in accordance with RSA 91-A. At least twenty-four hours notice shall be given for such special meetings.

Section 4. A majority of the members of the School Board shall constitute a quorum.

Section 5. The meetings of the School Board shall be called to order promptly on the hour and then should proceed as follows:

- A. ROLL CALL
- B. PLEDGE OF ALLEGIANCE
- C. CITIZEN'S FORUM
- D. APPROVAL OF MINUTES
- E. CONSENT CALENDAR
- F. SUPERINTENDENT'S REPORT
- G. STUDENT REPRESENTATIVE REPORT
- H. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE
- I. POLICIES-CHANGES-PROPOSALS
- J. POLICY ADOPTION
- K. SUBMISSION AND PAYMENT OF BILLS
- L. RESOLUTIONS
- M. OLD BUSINESS
- N. NEW BUSINESS
- O. SCHOOL BOARD MATTERS OF INTEREST
- P. ADJOURNMENT

Section 6. The following shall appear on all meeting agendas, except nonpublic meetings.

Citizens are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board.

Statements shall be limited to five minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

Section 7. All items for the agenda from School Board members shall be submitted in writing to the Superintendent's office before noon on the Tuesday preceding the regular meeting. The chairperson shall determine the order of the agenda for each meeting.

Section 8. The School Board shall be composed of seven members. Every member present, when a question is put, shall vote for or against the same, unless he or she abstains.

Section 9. The ayes and nays upon all questions of appropriations of money shall be called and entered upon the minutes and on all other questions at the request of any member.

Section 10. The Dover School Board shall act in accordance with the New Hampshire "Right to Know Law" (RSA 91-A) as amended.

Section 11. The following paragraph is to appear on all regular meeting agenda:

All meetings, except nonpublic meetings, conducted by the School Board are open to the public.

Section 12. A notice of the time and place of each meeting shall be posted in two appropriate public places and/or shall be printed in a newspaper of general circulation in Dover, at least twenty-four hours, excluding Sundays and legal holidays, prior to such meetings.

ARTICLE V: Workshop Session

Section 1. The Workshop Session shall be defined as a non-policy making meeting of the entire School Board. Said Workshop Session shall assemble for purposes of discussion on topics to prepare the School Board for understanding and action at a subsequent policy-making meeting.

Section 2. The secretary shall see that proper minutes of the proceedings are kept on file in the office of the School Board.

ARTICLE VI: Power and Duties of the School Board

Section 1. The Dover School Board shall be the governing body of the Dover School District and derives its authority from State laws and Department of Education Rules.

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Section 2. 189:1-a Duty to Provide Education

I. It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA 193:5.

II. Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

Section 3. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 4. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

Section 5. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 6. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 7. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 8. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

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ARTICLE VII: Subcommittees

Section 1. Subcommittees necessary to the proper functioning of the Dover School Board may be appointed at any regular or special meeting by the chairperson with the consent of a majority of the membership present. Such subcommittees shall report to the full School Board and, when appropriate, to the public, at each regular meeting of the School Board, and a final report shall be submitted to the School Board at the conclusion of a subcommittee's work.

Section 2. The chairperson shall serve as ex-officio member of all committees.

Section 3: The Discipline Committee shall be the only permanent standing committee of the School Board.

Section 4: The School Board shall affirm from its membership reporting members to the following positions. Each reporting member shall propose all business that requires debate and a vote to the entire Board at the earliest possible meeting date. Committee assignments shall be appointed by the chairperson and approved by the School Board.

Vocational Trust
 City Council Liaison
 Joint Fiscal Committee
 Joint Building Committee
 Legislative Representative with NHSBA
 Dover Adult Learning Center Liaison
 Discipline Committee
 Career Technical Center Advisory Committee
 Professional Development Master Plan Committee
 Curriculum Planning Committee
 Wellness Advisory Committee
 Standards Policy Review Committee (Policy IKE)

ARTICLE VIII: Parliamentary Authority

Section 1. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the School Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the School Board may adopt. Each one-year term of the School Board shall constitute a session as defined in Robert's Rules of Order.

ARTICLE IX: Amendment of Bylaws

Section 1. These bylaws can be amended at any regular meeting of the School Board by a two-thirds vote, provided that the amendment has been submitted in writing to the entire membership at the preceding regular meeting. For sixty days following the inauguration these bylaws can be amended at any meeting of the School Board by a

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majority vote, provided that the amendment has been submitted in writing to the entire membership at the preceding meeting.

ARTICLE X: Student Representative to Dover School Board

Section 1. The student representative is responsible for presenting current student issues to the School Board. The student representative shall represent his/her constituents in the same manner as a regular School Board official.

Section 2. Eligible students must be entering the tenth, eleventh, or twelfth grade; they will be required to fill an application which will be reviewed by the student council advisors and administrative staff. Finalists will be selected and will be allowed to run in a general election concurrent with the class elections. The student body as a whole will be responsible in voting the student representative. The term of the elected student representative shall run from the meeting following the student council election.

Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
 May 14, 2001
 January 7, 2002
 January 13, 2003
 February 2, 2004
 February 14, 2005
 January 3, 2006
 January 8, 2007
 January 7, 2008
 January 12, 2009
 March 8, 2010

FIRST READING

**GRADING SYSTEM
GRADES 5 THROUGH 12**

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

Below 60	Failure
60-62	D-
63-66	D
67-69	D+
70-72	C-
73-76	C
77-79	C+
80-82	B-
83-86	B
87-89	B+
90-92	A-
93-97	A
98-100	A+

Honors Levels: Grades 9 - 12

Honors: GPA of 3.0 and nothing under a "C"

High Honors: GPA of 3.7 and nothing under a "B"

No student will be eligible for either honor roll if they receive an "incomplete" or a "withdraw after deadline." (high school only)

ADDED:

Honors Levels: Grades 5 – 8

Honors: All grades of 83 and above

Highest Honors: All grades of 93 and above

No student will be eligible for either Honor Roll if they receive an "Incomplete."

SCHOOL BOARD REPORTING MEMBER/COMMITTEE ASSIGNMENTS

2012/2013

City Council Liaison

CTC Advisory Committee

Curriculum Planning Committee

DAA Negotiation Committee

DEOP Negotiation Committee

DPA Negotiation Committee

DTU Negotiating Committee

***Discipline Committee**

Dover Adult Learning Center Liaison

Dover Vocational Trust

Facilities Rental Review Ad-Hoc Committee

Fiscal Policy Committee

HSS Joint Building Committee

Citizen Rep

Joint Fiscal Committee

Legislative Representative with NHSBA

Professional Development Committee

Standards Policy (IKE) Review Committee

Technology Committee

Wellness Advisory Committee

***Discipline Committee Requires Chair**

Summary of Changes to Program of Studies for 2012-2013

There were several revisions for clarity to all the sections in pages 2-18.

Added the following sections:

- Accreditation Statement
- Student Services
- Interdisciplinary Credits
- Meeting College Requirements
- Planning a Course of Study
- Course Incompletes
- Advanced Coursework
- Dual Enrollment (replaces section and combined information about NHCCS/Running Start and SNHU in the High School)
- Other Learning Opportunities (replaces section and expands information about VLACS)

Courses Not Offered for 2012-2013, based on low demand in prior years

- 163 Great Books, Both Classic and Contemporary
- 165 Women's Literature
- 167 African-American Studies
- 169 Shakespeare
- 159 English for Post-Secondary Success

- 765 AP European History

CTC Changes

Added the Following Sections:

- Post Secondary Credits

New Courses

- 811-814 Business Principles program
- 836 Game Design Programming II
- 864 Honors Aerospace Engineering
- 872 Childhood Development

Dover High School
and
Regional Career Technical Center



2005 NH School of Excellence

Program of Studies
2012-2013

MISSION STATEMENT

We as an educational community inspire excellence and address our students' academic, career and social needs. We challenge our students to meet high expectations in an environment that is safe, supportive of creativity, and nurturing of mutual respect and personal responsibility.

Academic Expectations

- Read, write and speak effectively
- Access and analyze information
- Think critically
- Solve problems resourcefully and effectively

Social & Civic Expectations

- Assume responsibility for one's actions
- Treat self and others with respect
- Work cooperatively with others
- Set personal goals for education and career
- Understand the importance of personal wellness
- Make positive contributions to the community
- Foster a sense of belonging among its members

Visit our Web Site at www.dover.k12.nh.us

It is the policy of Dover High School not to discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, language, religion, age, sex or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. **Sexual harassment** is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by an unwelcome verbal or physical conduct of a sexual nature that interferes with an individual's academic performance. **A concern or complaint concerning sexual discrimination should be made to Mr. Jim Amara (516-6978) or Donna Frank-Berchulski (516-6937).** Any person having inquiries concerning Dover High School's compliance with the regulations implementing these laws may contact the Dover School System (516-6804). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Court House Square Room 222 Boston, Massachusetts 02109.

Accreditation

Dover High School and Regional Career Technical Center is accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliates include elementary through collegiate institutions offering post-graduate programs. NEASC's Commission on Public Secondary Schools explains accreditation as follows:

Accreditation of public secondary schools by the New England Association of Schools and Colleges indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the seven Standards for Accreditation of the Commission on Public Secondary Schools.

The Standards for Accreditation are a research-based set of practices and concepts that provide guidance to schools on all aspects of the education -- academic, civic, and social -- of the young people under their care. The Standards which are considered to be living documents are reviewed and revised, as necessary, every five years. The process of review includes surveys of all member schools, specific consideration of feedback provided by schools that have recently undergone an accreditation visit, an appraisal of recent, relevant educational literature, and in-depth discussions at the Commission level. As needed, third parties, including consultants, are contracted to conduct relevant research to inform the revision of the Standards. The Standards tend to be reflective of current trends in research on public education without espousing one particular mode of thought.

The awarding of accreditation signifies that the school has met Commission Standards at an acceptable level and is willing to both maintain those Standards and to improve its educational program by implementing the recommendations of the visiting committee and the Commission. Continued accreditation is dependent upon a school demonstrating ongoing, reflective progress to improve teaching and learning and the support of teaching and learning.

Membership in and accreditation by the NEASC is similar to membership in professional organizations such as the American Bar Association and the American Medical Association. In each case, a commitment toward continual self-evaluation, a pledge to self-improvement, and a desire to maintain the Standards for Accreditation are necessary.

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PLEASE NOTE: Descriptions of courses in this catalog do not constitute a guarantee that all courses will be taught during the 2012-2013 school year. Dover High School reserves the right to cancel any class due to under-enrollment, scheduling issues, or budgetary constraints. Length of courses and credits may be adjusted as alternative schedule plans are finalized.

A Message to Students and Parents

Dear Students and Parents,

The goal of the Program of Studies is to serve as a reference guide for you and your family as you plan your high school experience. It contains specific information about course offerings as well as general information about our programs and services. It is our attempt to simplify the complex and serious task of planning and selecting an appropriately challenging course of study. At Dover High School, we strive to create diverse pathways to allow all students to reach their potential and leave with the skills, knowledge, and attitudes necessary to pursue their post-secondary goals.

Our mission statement calls on us to inspire excellence. As you use this Program of Studies to chart your academic course, we ask that you keep our mission in mind. Focus on the big picture. What are your goals during and after high school? Choose a challenging course of study and do not be afraid to stretch yourself academically. Few people ever regret aspiring to new heights.

We urge you to be involved not only in the academic life of Dover High School, but in all aspects of our learning community. We offer a number of extracurricular activities. Find one that excites your passions.

The Dover High School Staff is here to work with you, our students and parents, to plan a successful high school experience. We urge you to maintain open communication with us as we forge an alliance to help all our students meet their full potential.

Christine Boston
Principal

Michael Perez
Dean of Students

Jon M. Altbergs
Dean of Instruction

Kim Stephens
Dean of Freshmen

STUDENT SERVICES

A full range of guidance services is available to students and their parents/guardians. Students must make an appointment to see their Guidance Counselor, while regular individual counseling can be arranged by parents/guardians, professional staff and students. Students may receive advice on selection of courses, have their academic records reviewed, receive career information and acquire information on colleges.

Parents/Guardians are encouraged to contact the Guidance Office concerning any issues impacting a student's social adjustment or academic progress. In addition, the results of school authorized and aptitude testing can be reviewed individually with students and parents/guardians.

All student records are kept and maintained according to federal and state regulations. Parents/Guardians of students needing to inspect student records should contact the Guidance Office.

Dover High School will not release copies of records or personal information about any student unless a signed release form from the parent/guardian or 18 year old student is received, except when providing information to recruiters from the Armed Forces. As required by provision in the No Child Left Behind Act, the Guidance Office provides student directory information upon request to the various branches of the Armed Forces. To "Opt-Out" of these lists, written notification by the parent/guardian, or 18 year old student must be provided to the Guidance Office.

GRADUATION REQUIREMENTS

To meet the needs of diverse learners and acknowledge the value of varied post-secondary plans, Dover High School has a tiered diploma system.

Students in the Class of 2013 and beyond will be required to earn a minimum of 26 credits to earn a ‘standard’ DHS diploma.

In addition, Dover High School will award a Diploma of Distinction to students who earn a total of no less than 28 credits with a cumulative GPA of 3.0 or above.

Required Courses for Standard Diploma and Diploma of Distinction	
Subject	Credits
English	4 credits
Mathematics (must include Algebra I)	4 credits
Social Studies (must include Global Studies, Economics, American Government, US History)	3 credits
Science (must include 1 credit in a physical science, Earth Sciences and Biology)	3 credits
For the Class of 2015 and beyond: must include one credit each in Physical Science, Earth Science, and Biology	
Fine Arts	1 credit
Computer Education	1 credit
Wellness Education (must include Wellness & Health)	1 ½ credits
Electives (Distinction)	8 ½ Credits (10 ½)
TOTAL (Distinction)	26 credits (28 credits)

By application to the administration and recommendation of counselors and/or case managers, some students may be approved for a 20 credit ‘basic’ diploma which meets the state minimum requirements for high school graduation.

Required Courses for Basic Diploma	
Subject	Credits
English	4 credits
Mathematics (must include Algebra I)	3 credits
Social Studies (must include ½ credit Global Studies, Economics, American Government, and 1 credit US History)	2 ½ credits
Science (must include 1 credit in a physical science and biology)	2 credits
Fine Arts	½ credit
Computer Education	½ credit
Wellness Education (must include Wellness & Health)	1 ½ credits
Electives	6 Credits
TOTAL	20 Credits

Dover High School

GRADUATION REQUIREMENT CHECKLIST Class of 2016

NAME _____ DATE _____

COURSE	CHECK IF COMPLETED	HOW COMPLETED
ENGLISH (4 credits)		
9		
10		
11		
12		
MATH (4 credits) Must include Algebra I		
1		
2		
3		
4		
SCIENCE (3 credits)		
Physical Science (1.0)		
Earth Science (1.0)		
Biology (1.0)		
SOCIAL STUDIES (3 credits)		
Economics (.50)		
Global Studies (.50)		
American Government (1.0)		
U.S. History (1.0)		
WELLNESS (1.5 credits)		
Freshman Wellness (.50)		
Health (.50)		
Elective (.50)		
FINE ARTS (1.0)		
1		
2		
COMPUTER (1.0)		
1		
2		
ELECTIVES (8.5)		

CAREER CREDIT TOTAL _____

CURRENTLY IN _____

TOTAL _____

(26)

NEXT YEAR	CREDITS

MEETING GRADUATION REQUIREMENTS THROUGH INTERDISCIPLINARY CREDITS

Dover High School students often have alternative means of meeting graduation requirements. The chart below shows how interdisciplinary credits may be earned to meet graduation requirements. In some instances, a combination or sequence of courses will meet all or part of a graduation requirement. For example, students wishing to meet the ½ credit American Government graduation requirement through NJROTC must successfully complete both NJROTC I and NJROTC II. Similarly, completing Honors Biotechnology I **AND** II will meet ½ credit of the 4 English credits required for graduation.

Requirement	Course, Course #	Credits Met
Arts Education	All Fine Arts and Music Courses, 200's	Varies
	Theatre Arts I, 146	1/2
	Theatre Arts II, 147	1/2
	Unified Dramatics, 813	1/2
	Intro to Woodworking Tech, 810	1/2
	Woodworking and Design, 867	1/2
	Wood Sculpture and Design, 868	1/2
	Housing and Interior Design, 873	1/2
Arts Education & Computer Education	Honors Engineering Design AND Honors Principals of Engineering, 860 & 861	1/2 each Art and Computer
Science	Intro to Life Science, 800	1/2
	Intro to Aquaculture, 801	1/2
	Intro to Animal Science, 802	1/2
	Animal Science I, 815	1
	Animal Science II, 816	1
	Equine Science II, 817	1
	Honors Biotechnology I, 820	1
	Honors Biotechnology II, 821	1
English	Honors Biotechnology I AND II, 820 & 821	1/2
American Government	NJROTC I AND NJROTC II, 050 & 051	1/2
Mathematics	Building Construction Technology I AND Building Construction Technology II, 845 & 846	1
Computer Education	Intro to Engineering Technology, 808	1/2
	Yearbook Design and Production I & II, 826	1
	Computer Literacy Basics, 827	1/2
	Advertising, 828	1/2
	Microsoft Word and PowerPoint, 829	1/2
	Microsoft Excel, 830	1/2
	Microsoft Webpage Development, 831	1/2
	Intro to Programming Using Alice, 832	1/2
	VISUAL BASIC Programming, 833	1/2
	C++ Programming, 834	1/2
	Game Design Programming, 835	1/2
	Game Design Programming II, 836	1/2
	Computer Technology I, 854	1
	Computer Technology II, 855	1

MEETING COLLEGE REQUIREMENTS FOR ADMISSION

Colleges prefer applicants who have taken a challenging high school program, who have demonstrated a good work ethic, and who have shown the development of skills and knowledge through a solid grade point average. In addition, there are many colleges that will accept students with average grades who have demonstrated particular skills or exceptional qualities of character and leadership. As you plan, consider the guidelines below:

4-YEAR COLLEGE REQUIREMENTS

Courses should be taken at the College Prep level or higher. **AP and Honors Courses are highly encouraged for applicants to 4-year schools.**

ENGLISH	4 credits
SOCIAL STUDIES	3-4 credits
MATHEMATICS	3 - 5 credits, including at least Algebra II
SCIENCE	3 - 5 credits
WORLD LANGUAGE	2 - 5 credits depending on college/major
ELECTIVES	Electives should be taken from those available based upon personal interests and educational goals, i.e. Art, Business, Music

2-YEAR COLLEGES, 3-YEAR NURSING PROGRAMS, TECHNICAL SCHOOLS

Courses can be a blend of College Prep and general level as well as CTC courses in a student's intended vocation.

ENGLISH	4 credits
SOCIAL STUDIES	3 credits
MATHEMATICS	3 - 4 credits, including at least Algebra II
SCIENCE	3 - 4 credits
WORLD LANGUAGE	0 - 3 credits depending upon college or major
ELECTIVES	as above

Nursing Schools, whether the recommended 4-year program or the 2-year or 3-year programs, generally seek students with strong foundations in Algebra, Biology, and Chemistry.

Vocational and Technical Schools vary widely in their requirements but, in general, a strong foundation in math and science is important.

Business Schools prefer students who have had college preparatory courses in addition to business courses. In general, they are seeking a broad preparation that will form a good base upon which to build the more specific business studies.

PLANNING A COURSE OF STUDY

This Program of Studies has a lot of valuable information that is important for students to know and remember as they go through high school. Students should talk with their parents, Guidance

Counselor and teachers to help them make the best selections. Make sure to review the graduation requirements as well as course descriptions to help you decide which classes to take. Make sure to consider your interests and think about what you might want to do after high school. Use the course descriptions and Meeting College Requirements for College Admissions sections to learn about the various courses offered that can help you explore different career fields. Students and parents who carefully consider these things when making course decisions will see the four years students spend in high school as the stepping stone to their future whether going to college, into the military, or directly into the workforce.

SUGGESTED SEQUENCE OF COURSES

FRESHMAN YEAR

English 9
Math – Algebra I or Geometry
Science – Physical Science and Earth Science
Social Studies – Intro to Economics and Global Studies
Wellness I
World Language – Spanish I, French I, or Latin I
Electives –Computer, Art, Music, Career Tech, etc.

SOPHOMORE YEAR

English 10
Math –Geometry or Algebra II
Science – Biology
Social Studies – American Government
Wellness II and Health
World Language – Spanish II, French II, or
Electives –Business, Art, Music, etc.

JUNIOR YEAR

English 11
Math – Algebra II or Pre-Calculus
Science – Chemistry
Social Studies – US History (required)
World Language – Spanish III , French III, or Latin III
Electives – Advanced courses in Business, Art, Music, or Core Departments

SENIOR YEAR

English 12
Math – Pre-Calculus or Calculus
Science – Physics
Social Studies Elective
World Language – Spanish IV, French IV, or Latin IV
Electives – Advanced courses in Business, Art, Music, or Core Departments

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 special circumstances, it is appropriate for a student to graduate early and Dover High School will work closely with such students to meet their needs. Any student who is contemplating graduation in less than four years must see his or her counselor to initiate the process no later than the midpoint of the junior year. Approval by the Principal is required.

SCHEDULES AND CLASS STANDING

Freshmen, Sophomores, and Juniors are expected to be in school for the full school day and be enrolled in four classes per semester. Seniors who qualify for early release may be eligible to enroll in three classes per semester. Please note that independent studies and courses taken outside of Dover High School do not necessarily count toward this total.

Students entering DHS must earn a minimum of six credits to be a sophomore, twelve credits to be a junior, and eighteen credits to be a senior.

COURSE SELECTION/COURSE RECOMMENDATION

Course selections will be based on a student's four year plan, teacher and counselor recommendations, and parent input. Students are encouraged to choose courses that are appropriately challenging. If there are any questions concerning a course or any doubts concerning success in a particular course, these concerns should be discussed with the appropriate teacher and counselor prior to the selection of courses.

Recommendations are designed to help ensure success in course work. Should a student wish to enroll in a course not recommended, the student or parent must petition the academic coordinator of that department for a waiver. Approval of the Dean of Instruction is required.

Enrollment in some courses may be limited. Should a limit be necessary and unless otherwise noted, priority will be given in the following order: seniors, juniors, sophomores, and freshmen.

COURSE CHANGES

Selecting a course is a commitment to follow through to the best of one's ability. Students are encouraged to make any changes to their course choices or preliminary schedules prior to the start of the fall semester. Once school begins, course changes will be limited to placement issues or schedule conflicts. All student-initiated changes must occur within the first five days of the course. No lateral moves will be considered without extenuating circumstances and the approval of the academic coordinator. Teacher-initiated changes will be considered for placement issues at any time during the year with the permission of the parent, counselor, academic coordinator, and Dean of Instruction.

GRADING AND QUALITY POINT SCALE

GRADE	SCORE	REGULAR	HONORS & ADVANED PLACEMENT
A+	98-100	4.33	5.33
A	93-97	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.66	1.66
F	0-59	0.00	0.00

A	90-100	OUTSTANDING ACHIEVEMENT	M	MEDICAL EXEMPTION
B	80-89	SUPERIOR ACHIEVEMENT	I	INCOMPLETE
C	70-79	COMPETENT ACHIEVEMENT	P	PASSING/CREDIT
D	60-69	UNSATISFACTORY (below average - not prepared for advanced work in certain subjects).	W	WITHDREW - NO CREDIT
			WF	WITHDREW - FAILING
F	0-59	FAILING – NO CREDIT		

HONOR ROLL

High Honors - G.P.A. of 3.70 or higher and no grade below a B

Honors - G.P.A. of 3.00 or higher and no grade below a C

RANK IN CLASS

Rank in Class is based on final averages and is computed by dividing the career credits attempted into the total career grade points.

COURSE INCOMPLETES

An **Incomplete** may be extended to a student if extenuating circumstances prohibit a student from completing a course's work by the end of the term. Incompletes must be cleared within 14 calendar days of the close of a term; if the Incomplete is not cleared, the current grade will be assigned unless approval to extend the Incomplete is granted by the Principal or Director of Guidance.

ADVANCED COURSEWORK

Any student who wishes to take advanced course work or Advanced Placement classes may do so at Dover High School. Administrators or the student's guidance counselor will assist students in identifying alternative means of taking such classes if they are not available at the high school. These alternative means may include taking courses at a different public school or a private school, through distance education courses, or at a college/university. Credit may be given provided the course comports with applicable district policies, state standards and course competencies. The student is responsible for any tuition, transportation, fees or other costs incurred for enrollment in such courses.

ADVANCED PLACEMENT

The Advanced Placement (AP) program allows students the opportunity to engage in college level courses and earn college credit while attending Dover High School.

At the conclusion of the course, students take the corresponding AP exam in May, on a date set by the College Board. Students who earn a score of 3 or higher on the AP exam may be eligible for advancement placement or course credits at many colleges and universities in the United States.

Any student who is capable of and wishes to take advanced placement courses is permitted to do so. Note, however, that AP courses require students to make a commitment to meeting individual course requirements, which include, but are not limited to, completing summer work and certain prerequisites to enrollment. Failure to meet course requirements will preclude a student from enrolling or maintaining enrollment in the class.

A completed AP course on a student transcript will stand out in the admissions process, so students are strongly encouraged to enroll in AP courses. More importantly, students are encouraged to take a course load that prepares them for completing advanced work.

Advanced Placement Courses:

AP Biology

AP Calculus AB

AP Calculus BC

AP Chemistry

AP European History

AP Language and Composition

AP Literature and Composition

AP Statistics

AP Studio Art

AP US History

DUAL ENROLLMENT AND COLLEGE-LEVEL COURSEWORK

Dover High School offers two dual-enrollment programs, each allowing students to earn college credits while earning credits toward their high school diploma. These programs play a significant role in promoting access to higher education and lowering the costs associated with obtaining a college degree.

Project Running Start offers DHS juniors and seniors college credits through the New Hampshire Community College System. Students who wish to earn NHCCS credit will be required to pay a small fee. See your counselor for more information.

Running Start Courses

Animal Science III
Accounting II
Automotive Technology II
Biotechnology I
Computer Technology II

College Articulation Agreements

Pre-engineering Academy I
Pre-engineering Academy II
Pre-engineering Academy III
Firefighting Academy I
Firefighting Academy II

SNHU in the High School offers DHS sophomores, juniors, and seniors college credits through Southern New Hampshire University. Students who wish to earn SNHU credit will be required to pay a small fee. See your counselor for more information.

SNHUCourses

American Government
American Studies
US History
Anatomy and Physiology
Biology
British Authors
Mythology

Drawing IV
Photography II
Finite Math
French IV
French V
Spanish IV
Spanish V

ALTERNATIVE PROGRAMS

Dover High School recognizes that students have opportunities to earn both high school and college credits beyond its walls. DHS also recognizes that students may earn these credits for a variety of reasons, including both enrichment and remediation. Dover Adult Learning Center, Virtual Learning Academy Charter School, and other approved and accredited programs may be accepted for toward the requirements for a high school diploma with **prior approval** of the Principal or Dean of Instruction.

Dover High School students who take enrichment courses at other educational institutions may have the grade for these courses recorded as transfer credit on their transcript, but credit towards graduation will not be granted **unless prior approval is granted by the Principal or Dean of Instruction.**

Grades earned for credit recovery courses in summer school, NovaNET, or DALC (Dover Adult Learning Center) will be noted on the student's transcript and credit will be awarded for the corresponding course failed during the academic school year. This grade, however, will not affect the student's grade point average or class standing. In addition, grade for the credit recovery course will not affect the original grade for NCAA Core Course eligibility requirements or athletic eligibility for the first quarter the following year.

The **Dover Alternative Program** provides an alternative setting to assist students in successfully pursuing their high school diploma. Admission to this program is determined by the Alternative Program Admissions Team.

OTHER LEARNING OPPORTUNITIES

There are many other opportunities for students to gain knowledge and skills in a variety of areas. The programs offered, usually during the summer, are a place where students can focus in on a certain subject or area of study, complete volunteer work, or even train for a specific discipline. Examples of these programs are: the Advanced Studies Program at St. Paul's School; study abroad programs such as the Putney Student Travel Program; community service programs through Landmark Volunteers; athletic programs which are usually held at colleges and boarding schools; and leadership programs such as the National Policy Institute at Bates College. These programs are very competitive and rigorous and some can be very expensive. There are many scholarships available and sometimes you can find a comparable program at a more local setting. All of these programs are excellent stepping stones along to path to post secondary education and are something colleges and universities look very favorably upon, however, students do not earn any high school credit for them and all expenses incurred are the responsibility of the student.

CAREER PLANNING

The goal of the Career Services Office at Dover High School and Regional Career Technical Center is to prepare all students with the knowledge and skills necessary to make well-informed career choices and to be productive in their careers. A variety of career exploration tools including work-based learning activities provide structured experiences that connect school with emerging careers. These activities are provided through the **Career Services Office**.

The Internship Program is a supervised, work-based training experience that is related to the student's college and/or career plan. This program provides students with the opportunity to earn school credit, develop on-site occupational skills, and relate academic knowledge to careers and the world of work.

The Cooperative Education Program (COOP) is a supervised work-based training experience related to a student's career and technical program. The program provides the opportunity to earn school credit while developing occupational skills specific to their career technical program.

The Job Shadow Program is a work-based learning activity that typically includes spending a day in a business setting learning about a career field and taking part in pre- and post-shadow activities. Although this program is targeted for sophomores, interested juniors and seniors may also participate. Most job shadows are student-initiated. The Career Services Office maintains a list of businesses that host job shadow experiences.

The Career Services Office works collaboratively with the Guidance Department to provide comprehensive career development services to students at Dover High School and Regional Career Technical Center. Ongoing career exploration and planning activities include: guest speaker events highlighting specific topics or career clusters, peer orientation to "Career Cruising" computer career program, and networking opportunities with local businesses. The Career Services Office and the school library house resources for teachers that relate career information to academic disciplines. All current resources, events, job and apprenticeship listings, and program information can be found on the DHS web page: www.dover.k12.nh.us/ctc.

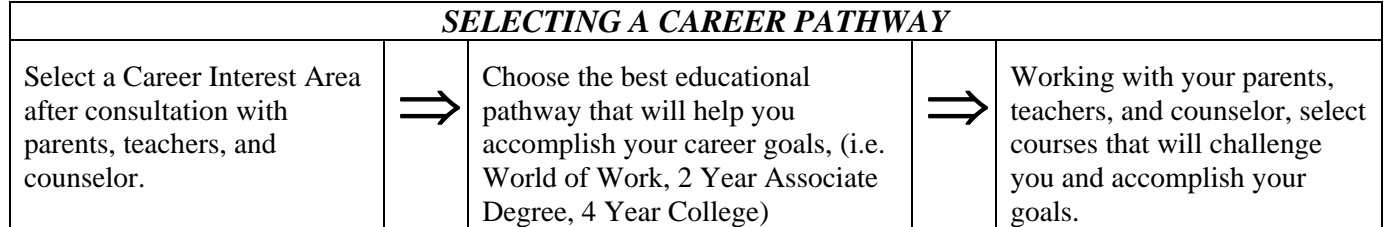
PATHWAYS WITHIN EACH CAREER INTEREST AREA

Courses and experiences at Dover High School and Regional Career Technical Center have been designed to include, wherever possible, a career focus. This will provide an essential connection between school and career planning and preparation. Students are encouraged to select a career path suited to their interests and abilities.

The Pathway to the **WORLD OF WORK** is designed to prepare students to graduate from high school and go on to successfully participate in the workforce.

The Pathway to a **TWO-YEAR ASSOCIATE DEGREE PROGRAM** is offered to students who plan to further their education after graduation by earning an associate degree before entering the workplace. Many students elect to follow the 2 plus 2 route. Once the student has earned an associate degree, he/she can seek entrance into a four-year college to complete a baccalaureate degree.

The Pathway to a **FOUR-YEAR COLLEGE DEGREE PROGRAM** is for students who are planning to continue their education at a four-year college after high school.



TESTING PROGRAM

- GRADE 11** The **NECAP** (New England Common Assessment Program) is part of the required statewide assessment program. All juniors are tested in reading, mathematics and writing in the fall and are tested in science in the spring.
The results of this test determine the school's ranking under NCLB legislation.
- GRADES 10-12** **ASVAB** - The Department of Defense offers an optional testing program for students in grades 10-12 in schools throughout the U.S. This testing program, utilizing the Armed Services Vocational Aptitude Battery (ASVAB), is available at no cost or obligation to the student.
- GRADES 10-11** **PSAT** – The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test measures verbal, mathematical, and writing abilities. National Merit Scholarships are determined by PSAT/NMSQT scores taken in the junior year. This test is given in October and should be taken by all sophomores and juniors considering post-secondary education.
- GRADES 11-12** **ACCUPLACER** – Juniors and seniors may take the Accuplacer test in English and mathematics to help determine college readiness.
- GRADES 11-12** **SAT** – The Scholastic Aptitude Test is required for many post-secondary institutions. All students in their junior year considering post-secondary education should take these tests in the spring and repeat them at least once
in the fall of the senior year.
- GRADES 11-12** **AP** – The Advanced Placement exams allow students the opportunity to earn college credit. Exams take place on specific days (determined by College Board) in May. A completed AP course on a student transcript will stand out in the admissions process.

LIBRARY

The Dover High School Library (www.dover.k12.nh.us/dhslibrary) is one of six libraries in the DoverNet consortium. The online catalogs of Dover's five school libraries and the public library are automated with **Dynix** Horizon software. Students and faculty use library computers to request books and magazines from any DoverNet libraries. Available materials are delivered to borrowers at their school library within two days. The DoverNet library catalog is accessible from classrooms and homes with Internet access.

There are 10,000 books, 44 magazine subscriptions and two daily newspapers in the print collection. Books from other New Hampshire libraries may be borrowed through interlibrary loan.

Computers provide students with access to internet, electronic databases and Microsoft Office applications. Databases include EBSCOhost with full text magazine and newspaper articles, Biography Resource Center, and NewsBank.

Digital cameras and camcorders, LCD projectors, TVs, DVD players, and a DVD collection are available for classroom use.

The library staff is eager to help students select reading material, locate online and print information, and evaluate the accuracy of information posted on the internet. The library is an active learning environment, full of students and teachers conducting research.

DRIVER EDUCATION

DOVER ADULT EDUCATION PROGRAM

DRIVER EDUCATION

Grade 10-12

.25 Credit

The purpose of this course is to prepare students to become safe and responsible motor vehicle operators. Successful completion of this course is a prerequisite for students who wish to obtain a New Hampshire state driver's license prior to age 18. The course complies with all state guidelines and fulfills all state requirements for driver education. The course consists of 30 hours of classroom instruction. Practical topics, such as basic vehicle maneuvers, driving in adverse conditions, and the rules and regulations of our state's highway system, will be covered. Concurrent with classroom activity, the course includes 10 hours of in-car practical instruction. In-car instruction affords the student the opportunity to apply the knowledge gained in the classroom and to practice new skills. This course also includes 6 hours of in-car observation time that allows students the opportunity to watch other students practice. This time serves as a review of skills the observer has already completed, or as a preview to a new skill. After successful completion of the course, each student will be issued a certificate that is required by the Department of Motor Vehicles for all license candidates that are under the age of 18.

DIRECTED STUDY

DIRECTED STUDY

Grades 11-12

Credits vary

Directed study is an opportunity for juniors and seniors who have demonstrated the ability to do advanced work and have successfully completed the course offerings in a particular academic area. Students interested in the directed study option must complete the following:

- Select a topic
- Obtain a faculty mentor who will act as an advisor and evaluator
- Develop a course outline which will include objectives, topics to be covered, methods of assessment, duration of course, and credit to be awarded
- Complete application for directed study and obtain approval of parent, counselor, academic coordinator and Dean of Instruction.

STUDENT AIDE PROGRAM

Juniors and Seniors may serve as an aide for a teacher or department. These programs support student learning and enrollment must be approved by the appropriate teacher, academic coordinator or office staff and guidance. Aiding does not carry credit. **A student may serve as an aide for only one teacher per semester/quarter.**

DHS ATHLETES / NCAA REQUIREMENTS

Students who plan to play at a Division I, Division II, or Division III college/university should check the NCAA website for current eligibility standards regarding core courses, test scores and grade-point average. Approved courses and all requirements are available at www.eligibilitycenter.org.

ATHLETIC OFFERINGS - INTERSCHOLASTIC

Fall Season:

Varsity Football
JV Football
Reserves Football
Varsity Boys Soccer
JV Boys Soccer

Reserves Boys Soccer
Varsity Golf (boys & girls)
JV Golf (boys & girls)
Varsity Field Hockey
JV Field Hockey
Reserves Field Hockey
Varsity Cheerleading
JV Cheerleading
Varsity Girls Soccer
JV Girls Soccer
Reserves Girls Soccer
Cross Country (boys & girls)
Girls Varsity Volleyball
Girls JV Volleyball

Winter Season:

Varsity Boys Basketball
JV Boys Basketball
Freshman Boys Basketball
Boys Varsity Ice Hockey
Winter Track (boys & girls)

Alpine Ski (boys & girls)
Varsity Girls Basketball
JV Girls Basketball
Reserves Girls Basketball
Swim & Diving (boys & girls)
Varsity Cheerleading
JV Cheerleading
Gymnastics
Girls Varsity Ice Hockey

Spring Season:

Varsity Baseball
JV Baseball
Reserves Baseball
Boys Tennis
Spring Track (boys & girls)
Varsity Softball
JV Softball
Reserves Softball
Girls Tennis
Varsity Boys Lacrosse
JV Boys Lacrosse
Reserve Boys Lacrosse
Varsity Girls Lacrosse
JV Girls Lacrosse
Special Olympics
Boys Volleyball

EXTRA-CURRICULAR OPPORTUNITIES

ANIME CLUB: The Anime Club is open to all persons devoted to the art forms of Anime and Manga. Activities include watching and discussing appropriate films, book exchange and sharing, as well as a sampling of Japanese culture and language skills.

CLASS LEADERSHIP:

Senior Class - The Senior Class members have enjoyed more than three years at Dover High School. During the final year, we meet frequently to discuss and plan the year's activities. These may include holiday food drives, ski trips, spaghetti dinner, senior banquet, senior prom and graduation. We are always in need of volunteers and welcome the participation of all class members.

Junior Class - In an effort to have a good time, build teamwork, and teach/practice leadership and responsibility, the Junior Class sponsors and participates in various school events and community service activities. Events might include class trips, spirit week competitions, student-faculty basketball, semi-formal, prom show, and junior prom.

Sophomore Class - The Sophomore Class is involved in organizing a community project, a service project for the school as well as various fundraisers, dances, and trips to build the class treasury. All sophomores are encouraged to attend the meetings and to become a contributing member of their class.

Freshman Class - Elections for freshman class leadership is held in the fall. Meetings are held to discuss a variety of events such as Spirit Week activities, and fund raising activities to build a strong class treasury. The focus also includes planning class trips and community based projects. Much time is spent building school spirit and a sense of involvement in the school. All freshmen are encouraged to participate.

DECA: DECA is an association for marketing students. It has more than 180,000 members in 90% of high schools throughout the country. DECA's mission is to develop leadership abilities, social/business etiquette, civic responsibility, ethical behavior, and to understand the role of the free enterprise system in a global economy.

DRAMA CLUB: The Dover High School Drama Club is composed of students school-wide who wish to participate in various aspects of the theater. In addition to acting in the all-school production, students participate in such activities as fundraising, costuming, makeup, stage management and all other various crews that go to make up an entire production. Everyone is part of the show in an ensemble approach. The group participates in improvisations to build confidence, exercise creativity, and establish unity in moving forward to the common goal -- "the play's the thing!"

DYVERSTY DANCE TEAM: The Dyversity Dance Team is composed of students who wish to share their "stepping" talents with their school and local community. The Dance Team provides an opportunity for students to express themselves through music, rhythm, dance, and movement. The team also performs synchronized group routines.

ECO: The Environmentally Conscious Organization: ECO's mission is to be an environmental task force, promoting and implementing sustainable practices for the Dover High School community. The group aims to bring positive environmental change to the school by encouraging active participation in the improvement of the local and global environment by raising awareness and performing service projects.

ESCOFFIER CLUB: Is a leadership club for the culinary program. Students are provided opportunities to exhibit their culinary skills at the SkillsUSA competition and throughout the extracurricular activities (catering after-school events).

FBLA: A national association for students preparing for careers in business and business-related fields. Students enrolled in business courses are provided opportunities to develop business knowledge and skills and promote civic and personal responsibilities through their participation in local chapters, state-wide and national meetings, workshops and conferences..

FCCLA: Family Career and Community Leaders of America is a national student organization that helps young adults address important personal, family, work, and societal issues through Family and Consumer Science courses. All students are invited to participate in local, state, and national events and conference.

FFA: Future Farmers of America is a national organization for agriculture students. FFA has over 500,000 members nationwide and serves students interested in the science, business, and technology of agriculture. Students participate in various co-curricular activities such as fairs, interscholastic competitions, and state and national meetings.

FRENCH CLUB: The Dover High School French Club is open to all students enrolled in any French course. Each month students organize fun activities and food with a French theme. Some of the events enjoyed by club members are: games, eating at a French restaurant, the Christmas party where we exchange gifts, the big Mardi Gras Party with members of the Latin and Spanish Clubs, the Poisson

d'Avril (April's Fool Day) treasure hunt. The French Club also sponsors the AIDS Awareness Day. Each year there is a trip to either France or Quebec. Many club members go on the trips that are open to all French students not just club members.

GAY/STRAIGHT ALLIANCE (GSA): The Dover High School GSA, Gay/Straight Alliance is a support and advocacy group that is committed to educating and helping the community with diversity and cultural issues, including sexual orientation and discrimination. Members participate in various activities, which consist of community service; attending local LGBT events and conferences, develop educational workshops and forums for Diversity Week and sponsor lectures and guest speakers. All students, staff and faculty are welcome to participate and join this organization.

G.E.M.S.(Girls (into) Engineering, Math, Science): GEMS is open to any student interested in the fields of Engineering, Math and Science. Members participate in job shadows, job tours, and connect to a mentor in a chosen field. They also work with middle school girls in an activity relating to Science, Math, or Engineering.

GRANITE STATE CHALLENGE: Granite State Challenge is a television academic quiz tournament produced and broadcast by NH Public Television. Thirty-two teams are selected each year from NH high schools. Each team consists of four regular members and two alternates.

INKSPOT: The Dover Inkspot, a student-directed writing club, is dedicated to promoting a culture of writing through the publication of a literary magazine, hosting of open mikes and literary events, and pursuing other forms of writing-based research. The Inkspot provides a supportive environment in which students who have an interest in writing can explore, whether for fun or publication, in the company of like-minded peers who appreciate the written work and can give constructive feedback.

INTERACT: Interact is a Rotary-sponsored service club for young people age 14-18 or secondary-school-aged students. All Interact clubs carry out at least two service projects yearly - one that serves the school or the community and another that furthers international understanding. Every Interact club is sponsored by a Rotary club, which provides guidance on a continuing basis. In addition, Interactors often form a service partnership with the sponsoring Rotarians, lending their enthusiastic support to a variety of Rotary projects.

KEY CLUB: The Key Club is a community service organization, serving the surrounding area. Affiliated with Kiwanis, Key Club Chapters are located throughout the United States as well as in other countries. The DHS Key Club participates in many activities, including working at bi-monthly Red Cross Blood Drives, running a Blood Drive at the high school, working at local soup kitchens, organizing bike-a-thons for charity, and helping at the Coastal Cleanup. People are welcome to get involved at any time throughout the year.

LATIN CLUB: The Latin Club is designed to give students in Latin an opportunity to meet with classmates and organize fun social events with a classical theme. Some projects will be based upon service to the community and to our school. The highlight of the year is the annual Roman Banquet, held in the spring. Other events include a Halloween party with members of the French and Spanish Clubs, a Latin certamen with Latin students from St. Thomas Aquinas High School, Classics Day sponsored by the New Hampshire Classical Association, Junior Classical League Events, and other activities and fund raisers.

MATH TEAM: This club is open to students who enjoy math. Dover High School is part of the Tri-State Math League where students from local schools compete at meets held on the first Wednesday of every month from October through April. Participating schools take turns hosting these events. Each school team is made up of 10 students from all grades, and any student beyond those 10 may participate at a meet as an alternate. Participating students compete in 3 of the 5 individual categories, and work

cooperatively in two teams of 5 in the team round. At the final meet, trophies are awarded to the top school as well as the top student from each grade. Scholarships are awarded to the top two seniors in the league.

NATIONAL TECHNICAL HONOR SOCIETY (NTHS) This honor society recognizes outstanding scholastic achievement for students enrolled in career and technical education programs. Membership criteria include scholastic excellence, community service, leadership, professional attitude and exemplary attendance.

NATIONAL HONOR SOCIETY: The National Honor Society bases membership on four qualities. (1) Scholarship on overall grade point average of 3.7 (2) Service in school and in the community (3) Leadership in class, clubs, sports, and community activities (4) character - responsible, honest, cooperative, tolerant, fair, etc. Students who qualify in all four areas, are invited to become members in their sophomore, junior or senior years. Members participate in group and individual service projects, state conventions, the annual Induction Ceremony and fund-raisers for those activities.

PROJECT SEARCH: UNH SEMINARS FOR ADVANCED HIGH SCHOOL STUDENTS is a program that is designed to provide an on-campus, intellectually-challenging experience for gifted and talented high school juniors and seniors. A second purpose of the program is to serve as an experimental teacher-training program for graduate students. SEARCH is sponsored by the Education Department and the Center for Educational Field Services at the University of New Hampshire and works in cooperation with the fourteen public high schools in Southeastern New Hampshire. Students attend lectures followed by a small group discussion led by a graduate student in the teacher education program. The program design of SEARCH encourages the active participation of students.

SKILLSUSA: An association of trade and technical students, this national organization serves over a quarter of a million students. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship, and character development. The SkillsUSA program includes local, state, and national competitions in which students demonstrate career-related competencies and leadership skills. The Dover Chapter includes students enrolled in the following CTE programs: Auto Collision Technology, Automotive Technology, Building Construction, Computer Technology, Cosmetology, Culinary Arts, Engineering Technology, and Electrical Technology.

SPANISH CLUB: The Spanish Club is a great way to have fun and participate in Hispanic cultural activities (such as homemade pinatas). We enjoy great food from the various Spanish speaking countries of the world and socialization in the numerous fiestas that we will have during the year. It is open to any student enrolled in a Spanish course. Throughout the year we will hold a series of exciting events ranging from the Copa Dover Soccer Tournament to the performance and filming of a short Spanish play.

STUDENT COUNCIL: The Student Council is comprised of about forty students from each of the four grade levels. Any student who attends Dover High School can participate and is welcome. The Student Council sponsors many activities each month of the school year. In the fall, the Student Council sponsors Spirit Week. This activity-packed week has something for everyone, including mezz decorating, Powder Puff and the well- attended Spirit Week Dance. During the month of November, the Student Council organizes the annual Can Drive. The goal of this event is to gather 1000 cans to donate to the area needy. During the winter months, some of the activities include dances, clothing drives, Seat Belt Safety Awareness, and special activities for members.

ULTIMATE FRISBEE CLUB: The Ultimate Frisbee Club is an intramural athletic club designed to promote the sport of ultimate frisbee in the Dover community and the larger New England region. Ultimate Frisbee is a fast paced sport that combines skills similar to those in football, soccer, lacrosse and

field hockey. It is growing quickly as a competitive sport in New England regional high schools. This club is open to students, faculty and staff.

VEGETARIAN AND VEGAN CLUB: “Veggie” Club is a venue for vegetarians and vegans to connect for support and to share experiences and ideas about the vegetarian and vegan lifestyles. Activities include making t-shirts, Holiday Feast, pizza party, and charity fundraisers such as “Empty Bowls” with World Arts Club.

WORLD ARTS CLUB: This group is an ever changing club, because it is driven by its members. The group enjoys community activities throughout the Tri-City area. The group is interested in many aspects of the creative arts. Exploration of theater, film/animation, and music are also some of our activities.

YEARBOOK: We welcome dedicated workers to help create and produce the Dover High School Yearbook, “Profile”. The development of the theme, cover, page designs, copyright, and marketing, are all a part of each new yearbook. Come join us and be a part of the Yearbook Team!

YOGA CLUB: Yoga Club participants are taught basic yoga positions and gradually move on to more difficult poses. Yoga improves flexibility, strengthens and tones muscles, and helps relieve stress. No experience is required.

YOUTH-TO-YOUTH: This student led organization is devoted to promoting a drug free lifestyle through sponsored speakers at assemblies, presentations in schools and many recreational activities. Last year, we taught D.A.R.E. classes at all Dover elementary schools and spoke at conferences throughout the state. Recreational activities may include floor hockey league, hiking, volleyball, wall climbing, Canobie Lake trip, monthly dinner meetings and a lock-in called Midnight Madness. Annual events that we do to make a difference include Red Ribbon week, Jump Up Day, Blue Ribbon week, Sudden Endings, Haunted House, Kiss a Senior Goodbye and D.A.R.E. graduations.

ENGLISH DEPARTMENT

The English Department believes that every individual must have knowledge of the basic skills of reading, writing, speaking, listening, visual awareness, and research in order to communicate in everyday situations, to hold a job, and to promote his or her social and personal development. Additionally, every student should be introduced to the humanizing influences of literature. To this end, the department offers a sequential program of courses on various levels. While all levels emphasize the basic skills, each level provides a comprehensive program tailored to the differing needs of Dover High School students. Students must successfully complete at least one English credit during their senior year.

110 HONORS ENGLISH 9

Grade 9 1.00 Credit/Semester

What types of literature exist in the world and why? Honors English 9 challenges students to think critically about the timeless human need to tell stories and the genres that shape their accounts and fantasies. Beginning with myth and folk tales, students will read representative works from many cultures, examining to what extent story is a cultural mirror. Students will study the elements of various genres through close reading of works such as *The Odyssey*, *Animal Farm*, *In the Time of the Butterflies*, *The Joy Luck Club*, *Persepolis*, *Romeo and Juliet*, *Othello*, numerous short stories and poetry. Honors students write intensively, practicing narrative, descriptive, expository and persuasive forms and producing a substantial research paper. Active participation is required.

REQUIRED: Students must apply for admission to this class. Academic records, NECAP test results, past writing samples and teacher recommendations will be reviewed. The completion of a summer reading assignment is also required.

111 COLLEGE PREP ENGLISH 9

Grade 9 1.00 Credit/Semester

This course is an introduction to the major literary genres. Students will read classic as well as contemporary short stories, novels, plays, essays, and poetry from around the world, asking what human values are universal, which ones are culture-bound? How does one's culture both mold stories and affect the ways in which they are read? Through this exposure, students will improve comprehension by learning a variety of study skills and reading strategies that cross disciplines. Exploring literature in a variety of ways and responding in writing, students begin to find personal voice in their essays. Freshmen participate in a thorough library orientation unit that culminates in a research paper done in conjunction with one of the other academic disciplines. Possible readings include *The Odyssey*, *Sunrise Over Fallujah*, *Nectar in a Sieve*, *Persepolis*, *Romeo and Juliet* and various poems and short stories.

113 ENGLISH 9A

Grade 9 0.50 Credit/Quarter

This course is designed for freshmen needing to improve their basic reading skills. Students receive intensive, individualized instruction through materials which expose them to literature from around the world. Students explore mankind's need to record histories and tell stories by reading myths, folk tales, poetry, novels and plays. There is intensive work on developing strategies to build reading comprehension and vocabulary. Students are also required to read self-selected/teacher approved novels of appropriate difficulty. Small group activities will provide discussion opportunities. There are writing activities imbedded throughout the program to build basic skills and increase fluency.

114 ENGLISH 9B

Grade 9 0.50 Credit/Quarter

This is a continuation of the program begun in English 9A. Students may, however, begin the program either semester.

115 FRESHMAN SEMINAR

Grade 9 0.50 Credit/Quarter

This class provides freshmen with the information, tools and strategies that they need to be successful in high school and beyond. Students are introduced to DHS and the resources available to them. They begin to explore personal and career interests, develop a four-year plan as well as a post-secondary plan. Topics will include study skills (including learning styles) and human relations (tolerance, diversity, conflict resolution.) Class activities will include small group work, projects, and presentations.

120 HONORS ENGLISH 10

Grade 10 1.00 Credit/Semester

Honors English features intensive literature study and the practice of numerous expository writing forms. Students write analytically as they study short stories, *Antigone*, *Julius Caesar* and/or *Macbeth*, *To Kill a Mockingbird*, *The Sunflower*, *The Catcher in the Rye* and novels of choice. Students are encouraged to observe challenges to individual characters and the choices they make, contemplating the forces that shape human identity. There are numerous opportunities to write creatively, but the main focus is on the mastery of rhetorical models such as definition, compare/contrast and cause and effect. The research unit culminates in a fully documented persuasive essay. Vocabulary study and grammar practice are weekly. Class participation is a key component of Honors English.

REQUIRED: Successful completion of Honors English 9, or CP 9 with a writing sample and teacher recommendation. The completion of a summer reading assignment is also required.

121 COLLEGE PREP ENGLISH 10

Grade 10 1.00 Credit/Semester

Having looked at world cultures in the freshman year, sophomores contemplate cultural influences that shape them personally. Literature units include *Julius Caesar* or *Macbeth*, *Of Mice and Men*, *Tuesdays With Morrie*, *The Curious Incident of the Dog in the Night-time*, *The Catcher in the Rye*, *To Kill a Mockingbird*, short stories, novels of choice and a substantial work of nonfiction. Discussions and projects ask students to consider choices they see characters make and to assess their own values. There is an emphasis on expository writing models, with focus on the development of a clear prose style and an authentic voice. A major persuasive essay requires significant research. Vocabulary and grammar study are an important part of the class

122 ENGLISH 10A

Grade 10 0.50 Credit/Quarter

This course emphasizes basic communication skills. Activities will include hands-on exercises and the use of computers. This level of instruction focuses on the writing process and reading for purpose. Students will also exercise oral communication skills and learn to appreciate various forms of literature such as short stories, essays, poetry, plays, and novels. Literature may include *Death of a Salesman*, *Johnny Got His Gun*, *The Pigman*, *When the Legends Die*, *Of Mice and Men* and *The House on Mango Street*.

123 ENGLISH 10B

Grade 10 0.50 Credit/ Quarter

This is a continuation of the program begun in English 10A. Students may, however, begin the program either semester.

124/125 ENGLISH RECOVERY 9A + 9B

Grades 9-12 .50 Credit/Quarter

The policy of the Dover High School English Department requires that a student complete each year of English in sequence before earning credit for the next. Therefore, a student who fails freshman, sophomore or junior English will have the option of earning that credit in a semester course called English Recovery. The genre-based curriculum will focus on literature unique to this course; there will be an emphasis on writing, vocabulary and the mastery of basic English skills. Readings will be chosen from novels, short stories, contemporary essays and poetry, including song lyrics. Assignments will be individualized.

126/127 ENGLISH RECOVERY 10A + 10B

Grades 10-12 .50 Credit/Quarter

See course #124

128/129 ENGLISH RECOVERY 11A + 11B

Grades 11-12 .50 Credit/Quarter

See course #124

130 HONORS ENGLISH 11

Grade 11 1.00 Credit/Semester

This course involves a complete survey and critical analysis of American literature from the Puritans through twentieth century poetry, drama, and fiction as well as contemporary selections of non-fiction. Students demonstrate their understanding of literature by writing term papers on both an American poet and an American novelist. Weekly compositions based on the literature stress the principles of organization and logical development and the use of a variety of writing techniques. Grammar is taught in a prescriptive manner in order to address needs. Students also present a variety of speeches and panel discussions throughout the year. Preparation for the SAT is emphasized. Students are expected to sign up for American Literature projects in June and participate in a Summer Reading Program.

REQUIRED: Successful completion of Honors English 10; or CP 10 with a writing sample and teacher recommendation. The completion of a summer reading assignment is also required.

131 COLLEGE PREP ENGLISH 11

Grade 11 1.00 Credit/Semester

The aim of this course is to provide students with a sequential exposure to American Literature from the age of the Puritans to the 21st Century. Works such as *The Crucible*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Red Badge of Courage*, *The Great Gatsby*, *A Farewell to Arms* and *The Things They Carried* challenge students to read perceptively and interpret literature maturely. Short stories and poetry by famous authors are taken from an anthology. Students will be expected to develop essays using critical analysis, comparison and contrast, and thesis development. Class work helps to nurture articulate and effective speaking as well as capable viewing and listening. Preparation for the SAT is emphasized.

132 ENGLISH 11A

Grade 11 0.50 Credit/Quarter

This course emphasizes the American experience as it expressed in important literature. Reading selections may include *The Crucible*, poetry and essays about the Puritan era, various short stories from colonial times, Civil War accounts, and *Huck Finn*. Students learn to read interpretively and view videos which support their development as critical consumers of media. Practice of various types of business and workplace writing prepares students for employment. Grammar, spelling, and vocabulary are also an important part of this course.

133 ENGLISH 11B

Grade 11 0.50 Credit/Quarter

This is a continuation of the program begun in English 11A. Students may, however, begin the program either semester.

134 AMERICAN STUDIES

Grade 11 2.00 Credits/Year

This course is an interdisciplinary, thematic study of different perspectives of Americans from the Reconstruction (1865) through present day. American literature is interconnected with American history. American Studies is designed to connect the historical and literary past to the America experienced today. **This course affords a credit in both 11th grade English and American History.** Using primary sources, fiction, non-fiction, film, and music, students will learn to be open to the ideas of other Americans while appreciating the reality of historical events through the eyes of people who were there. This is a student-centered course, providing an opportunity for active learning through activities such as debate, interviews, journalism, and theater.

136 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade 11 2.00 Credits/Year

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. This college-level course provides students with opportunities to develop the skills which will help them write effectively and confidently in their future academic pursuits and in their professional and personal lives. Students read complex texts from the traditions of American Literature, as well as numerous essays and other pieces from more contemporary sources. The Advanced Placement program offers a test in May, and successful students have the opportunity to earn up to 4 college credits.

REQUIRED: Successful completion of Honors English 10.

140 ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade 12 2.00 Credits/Year

AP English 12 is designed for students desiring the challenge of college level work. Students will improve their skills of literary analysis during a year of intensive study of thematic units incorporating but not limited to British Literature. Using *Adventures in English Literature* and *Literature and Composition* as the main texts, students will study representative works of every genre. Major units of study include the origins of English (“Beowulf” and “The Canterbury Tales”), inquiry into the nature of good and evil (“Paradise Lost”, *Frankenstein*, *The Picture of Dorian Gray*, and *Heart of Darkness*), contemplation of conformity and rebellion (*Hamlet*, *Lord of the Flies*, and *Atonement*) and the investigation of several classic novels of choice. Students will also read and respond to contemporary nonfiction, short stories and poetry. Class participation is a vital part of the experience, with opportunities to make presentations

and to lead class discussion. Substantial time will be devoted to preparing for the AP exam which is given in May. **Summer reading of three novels with one 1,000 word essay due the first day of school is a requirement.**

141 BRITISH AUTHORS

Grade 12 0.50 Credit/Quarter

This course examines the foremost writers in the British tradition. Students study both the literary highlights and the history of the British people. This survey course emphasizes the most prominent literary movements from the Anglo-Saxons to the present century. Outside independent reading is assigned to reinforce themes and ideas covered by the class. A major research project and seminar-style presentation is required.

142 APPLICATIONS OF ENGLISH

Grade 12 1.00 Credit/Semester

Applications of English is designed to prepare students for the many challenges facing their generation in the working world. The class will provide experience with many aspects of the workplace including interoffice relationships, business ethics and etiquette, unnecessary exploitation, reading and understanding technical documents, job hunting tactics, interview skills and basic technical writing. Class work and participation are essential elements of success in this course. Students will develop a portfolio which will both demonstrate the knowledge they have attained and be useful in the job application process.

143/144 SENIOR ENGLISH 12A + 12B

Grade 12 0.50 Credit/Quarter

This course incorporates hands-on and applied units to reinforce the skills necessary for the world of work and life in the age of information and communication. A variety of reading, writing, speaking, listening and viewing activities provide practice with practical language skills. Readings include selections from *Short Stories*, *Scholastic Scope Literature*, several plays and at least two novels. Students will be encouraged to be aware of current events and the challenges of living in the 21st Century.

145 COLLEGE PREP ENGLISH 12

Grade 12 1.00 Credit/Semester

This course will emphasize the development and refinement of the reading, writing, speaking, listening and critical viewing skills necessary for advanced schooling. The readings will be drawn from many traditions, and will represent some of the best short stories, novels, plays and poetry available to high school readers. There is no thematic focus for this class, and there will be an opportunity for students to choose some of the works they would like to study as a group. It is an important goal of this class to prepare a student for the demands of college writing.

146 THEATRE ARTS I

Grade 12 0.50 Credit/Quarter

Grades 10- 11 for fine arts or elective credit only.

Students will study the basics of the theater world. Acting, voice and diction, theater history and stagecraft will be explored. Class activities which foster group support, trust and cooperation are stressed. Students will experience acting and workshop activities that create a greater understanding of the acting

process. The class will read and study two plays during the semester. Students are expected to demonstrate competence in oral and written expression, as well as participate in performance-oriented activities. Active participation in Drama Club productions is strongly encouraged.

147 THEATRE ARTS II

Grade 12 0.50 Credit/Quarter

Grades 10-11 for fine arts or elective credit only.

Students will continue their studies of the theater world and will focus on further improvement of their performance skills by participating in in-depth character study work, as well as continued acting workshops. Students will be reading, performing and analyzing two additional plays in class, and will direct classmates in one-act plays. Students will examine various career opportunities offered in the theater field. Active participation in Drama Club or theatrical productions is strongly encouraged.

REQUIRED: Successful completion of Theatre Arts I or permission of instructor

148 POETRY AND CREATIVE WRITING

Grade 12 0.50 Credit/Quarter

Grades 10-11 for elective credit

This course will examine various forms of writing including poetry, one-act plays, personal memoirs, short stories and essays. Students will review poetic technique such as form, meter and imagery while also working on the fundamentals of prose writing. Students will produce a writing portfolio, and will read and critique published pieces of writing. Emphasis is on the development of confident and creative personal voice.

149 FILM STUDIES

Grades 11 & 12 0.50 Credit/Quarter

Grade 11 for elective credit

This course is designed for students interested in learning about film and how it reflects culture, history and society. Students will be viewing major film classics (such as *Citizen Kane*, *On the Waterfront*, and *The Birds*) in class, and will then use their reading, writing, research and discussion skills to analyze connections between life and film. Students will also examine the historical and aesthetic implications of films, as well as explore film making terminology and technique. Along with weekly writing and reading assignments, a research paper and a creative project are required.

150 JOURNALISM I

Grade 12 1.00 English Credit/Semester

Grades 10-12 for elective credit

In this semester course students will learn all aspects of journalism – business, editorial, and production. Topics and training include the history and future of American journalism; First Amendment law and journalistic ethics; editing and copy editing; graphic design and photojournalism; grant writing and advertising sales; organizational communications and business management; media marketing and public relations. Students will practice all forms of journalistic writing.

151 JOURNALISM II

Grade 12 1.00 English Credit/Semester

Grades 10-12 for elective credit

This course is designed for devoted students to take their journalistic skills to the next level. In this semester-long course students will continue to improve their journalism skills from Journalism I by developing, producing and publishing our monthly newspaper, The Tide, as well as writing stories for our website, The Tide Online, and The Newswave. Students will apply for positions on staff at the beginning of the semester and will continue to better their journalistic ability through all aspects of journalism – business, editorial, and production. Editorial and managerial positions are generally filled by experienced and dedicated students.) This course may be repeated for elective credit.

REQUIRED: Successful completion of Journalism I

152 PUBLIC SPEAKING AND DEBATE

Grade 12 0.50 Credit/Quarter

Grades 10-11 for elective credit.

Public speaking and debate provides a forum for discussing the vital and important issues in today's world. This course is designed to explore the power of language and give students an opportunity to practice a variety of actual speaking situations. Focus will be on the refinement of lifelong speaking skills including voice projection, oral reporting, argumentation and persuasion, introductions and acceptance speeches, and group and panel discussions. The key components of this course are oral pre-sentation skills, extensive research, critical thinking and writing.

153 MYTHOLOGY

Grade 12 0.50 Credit/Quarter

Grades 10-11 for elective credit

This course introduces students to the world of mythology while placing its emphasis on the study of the Classical Greek and Ancient Roman cultures. Students, along with studying the ancient myths, will read ancient texts, plays, epics, and poetry of the time period. During the course, students will discover how references to mythology not only influenced many philosophies and attitudes of modern culture, but have also influenced today's art, literature, and music. Requirements include "round table" discussions, weekly writings (journals and papers), reading assignments, oral presentations, tests/quizzes, a research paper and creative projects.

154 HONORS MYTHOLOGY

Grade 12 0.50 Credit/Quarter

Grades 10-11 for elective credit

155 DYSTOPIAN LITERATURE I

Grade 12 0.50 Credit/Quarter

What is Dystopia? "Dystopia" is a noun, meaning an imaginary place or state in which the condition of life is horrific due to deprivation of information, oppression or terror. This course will examine the depiction of dystopian societies as presented in *1984* by George Orwell, Huxley's *Brave New World*, William Golding's *Lord of the Flies* and selected short stories of Ray Bradbury. Students will study how these societies are created and maintained through an examination of two major forms of Dystopian control – the Huxleyan: where people are amused into complacency and the Orwellian: where people are scared into submission. Through an examination of these societies, students will gain an understanding of basic political thought, what a Dystopian society is and how the governments in these societies operate.

156 DYSTOPIAN LITERATURE II

Grade 12 0.50 Credit/Quarter

This course continues the study of dystopian societies by focusing on political language, spin, propaganda, and other ways of limiting or controlling information through language. This class will provide an in-depth examination of our own society and its Dystopian elements by giving students an opportunity to make comparisons between current and historical events in our society and events from the readings. Could our country become a Dystopia? Is it already? Through readings such as Stephen King's *The Running Man*, Margaret Atwood's *The Handmaid's Tale*, Bradbury's *Fahrenheit 451* and selected short stories of Kurt Vonnegut, students will attempt to answer these questions.

157 PHILOSOPHICAL QUEST I

Grade 12 0.50 Credit/Quarter

Philosophy has been called the search for truth—this course will provide an introductory look at what philosophy is along with a variety of philosophical topics. Do we have free will or are we controlled by fate? Is human nature good, bad, or entirely self-centered? Does the complexity of the universe and the human body prove the existence of a creator or the wonders of evolution? This course provides an in-depth study of these issues and allows students the opportunity to determine their own answers. Through such readings as Vonnegut's *Cat's Cradle*, Victor Frankl's *Man's Search for Meaning*, *Sophie's World* by Jostein Gaarder, and a variety of philosophical essays, students will gain a better understanding of major philosophical ideas and in the process, themselves.

158 PHILOSOPHICAL QUEST II

Grade 12 0.50 Credit/Quarter

What good is having knowledge if we don't apply it to life? After being introduced to some major philosophical ideas, students will look at a variety of ways to apply that knowledge to life. A major facet of this class is examining different ways to live in society while retaining individuality. Students will read Kafka's *The Metamorphosis*, *Steppenwolf* by Hesse, Camus' *The Stranger* and *Confederacy of Dunces* by John Toole, which all offer glimpses of characters who are attempting to live authentic lives while under the constraints of society. Discussions, research, and introspection will allow students to begin making choices that will define who they are.

159 ENGLISH FOR POST-SECONDARY SUCCESS

Grades 11-12 0.50 Credit/Quarter

This course is designed to further develop the language skills necessary for success in post-secondary education. Through a variety of readings students will enhance their ability to analyze and critically evaluate textual material. Special attention will be paid to writing, with close study of competencies which result in strong, effective communication. Vocabulary work, SAT practice and a review of standard usage will be an important part of this course. ***This course will not be offered in 2012-2013.***

160 SPORTS LITERATURE

Grade 12 0.50 Credit/Quarter

Employing the vehicles of sports-related fiction and nonfiction, this course will teach the essential skills of critical thinking, analysis, research and composition. Students will be exposed to a broad variety of sports-based literature such as *The Old Man and the Sea*, *The Bear*, *The Mexican*, *The Curse of the*

165 WOMEN'S LITERATURE

Grades 11-12 0.50 Credit/Quarter

How have women been portrayed historically in poetry and narrative? This course examines fiction, nonfiction, drama, poetry and film to determine what we can learn about the changing identities of women through literary models. In each work, students will explore gender differences and the shifting roles of men and women in a variety of settings as well as the struggle of characters trying to reach their full human potential. The course encourages critical thinking as students read, discuss, and write about assigned works and related issues. Students will complete an independent investigation of a writer or a gender-related topic. ***This course will not be offered in 2012-2013.***

166 SHORT FICTION

Grade 12 0.50 Credit/Quarter

This course is a close study of the short story form. Students will read a number of short stories that are exemplars of form, such as Ernest Hemingway's "A Clean, Well-Lighted Place", Flannery O'Connor's "A Good Man is Hard to Find," and Raymond Carver's "Distance." In addition, we will look at stories that are experimental in nature, such as those by Gabriel Garcia Marquez, Pam Houston and Sherman Alexie. We will study the use of point of view in particular, and other literary techniques. Students will use this study of short fiction to develop their own fiction writing, and we will practice writing process and writing workshops during class. Finally, students will be expected to write a research paper on a short story author, examining form and style that are particular to that writer.

167 AFRICAN AMERICAN STUDIES

Grades 11-12 0.50 Credit/Quarter

This course will span the history of the first writings by an African-American to contemporary works by African-American authors in a survey of literature. Students will study nonfiction works such as David Walker's Appeal and Frederick Douglass' autobiography, but they will also be exposed to media portrayals of African-Americans and several fiction works. Students will be asked to respond to the material of the course both orally and in writing, with attention paid to presentation skills. ***This course will not be offered in 2012-2013.***

168 ESOL - ENGLISH SPEAKERS OF OTHER LANGUAGES

Grades 9-12 2.00 Credits/Year

Placement of ESOL students into one of four instructional levels is determined by assessment of language proficiency. Instruction includes all domains of language, listening, speaking, reading and writing. The American culture will also be emphasized. Students will receive direct instruction as well as additional structured study time. One credit may be used to satisfy the English requirement and the remaining credit may be used as an elective. This course may be repeated for credit upon recommendation of instructor.

RECOMMENDATION: Permission of teacher and guidance counselor and based upon assessment

169 SHAKESPEARE – TAUGHT AND PERFORMED THROUGH THE ARTS

Grade 12 1.00 Credit/Semester

This performance and literature based course is designed for students who are interested in learning about the life and the works of William Shakespeare. Plays, such as *Anthony and Cleopatra*, *As You Like It*, and *A Midsummer Night's Dream*, are not only examined in the traditional way, but students will also use

dramatic performances, literature, music, dance, poetry, visual arts, culinary arts, nature's arts, and storytelling to immerse themselves in the Bard's works. Students will also research the everyday lives of Shakespeare and his peers to help round out their understanding of Shakespeare's life. The 18-week course will culminate in a small and intimate "Day at the Globe Festival" for invited family and friends. **REQUIRED:** Successful completion of 11th Grade English. *This course will not be offered in 2012-2013.*

170 LIFE SKILLS

Grades 9-10 1.00 Credit/Semester

This course prepares students who need support developing daily living and social skills for independent living as an adult. Instruction is developed to meet each student's individual needs based on their vision statement. Topics for this course include budgeting, cooking, using the telephone, personal hygiene, choosing healthy lifestyles, and self-advocacy. This course is appropriate for first and second year students.

Recommendation of case manager or counselor required.

171 TRANSITIONS

Grades 11-12 1.00 Credit/Semester

This course focuses on prevocational, job-related, and community-based skills. Instruction is developed to meet each student's individual needs based on their transition plans. Topics for this course include using public restrooms, using the Laundromat, travel training, shopping, using the bank, and employment skills such as applying for jobs, communicating with supervisors, and managing time. This course is appropriate for juniors and seniors and students with an extended expectation of high school completion.

Recommendation of case manager or counselor required.

172 FUNCTIONAL READING

Grades 9-12 1.00 Credit/Semester

This program is appropriate for students who have difficulties with functional reading and writing. The emphasis is on building a site word vocabulary that is needed to function everyday. Topics include safety, restaurant and supermarket words, reading, filling out applications and taking messages.

Recommendation of case manager or counselor required.

173 FOUNDATIONS OF LITERACY I

Grade 9 2.00 Credits/Year

This course will use a systematic approach to improving student skills in the area of reading. Specifically, it will address comprehension, skimming and scanning, reading for information and content area comprehension. Basic decoding and encoding, as well as aspects of phonemic awareness, will be reviewed and reinforced. This course is designed to strengthen classroom performance. Students may read and discuss short stories, novels and textbooks to reinforce skills. In addition to class projects, students will complete one independent book and associated book project each quarter.

Recommendation of case manager or counselor required.

174 FOUNDATIONS OF LITERACY II

Grades 9-10 2.00 Credits/Year

This course is designed to practice skills learned in previous courses and to further improve phonemic awareness, phonetic analysis, decoding, word recognition and fluency. Students will read a variety of literature both independently and as a class to improve reading comprehension. There will also be a selection of writing exercises associated with the class readings designed to address writing skills. In addition to class projects, students will complete one independent book and associated book project each quarter.

Recommendation of teacher, case manager or counselor required.

175 WORKPLACE LITERACY

Grades 11-12 1.00 Credit/Semester

This program emphasizes reading and comprehension skill applications for post-high school life. The program develops reading, vocabulary, and writing skills necessary to succeed in the world of work and everyday life. Course materials are practical and relevant, and emphasis is on developing basic communication skills in reading, writing, and speaking. Students will develop a portfolio with examples of work in each skill area.

Recommendation of teacher, case manager or counselor required.

176 LIFE MANAGEMENT

Grades 11-12 1.00 Credit/Semester

This course is designed to help students acquire skills directly related to life management. Focus will be placed on oral and written communication skills related to the job place. In this course, students will practice successful job search and interview techniques and create a highly developed resume and cover letter for a job of their interest. In addition, students will learn how to fill out a variety of forms used in banks, insurance companies, investment companies and employers as well as develop an understanding of the various aspects of banking, budgeting, and investments and the language associated with these. Students will also practice completing a 1040 EZ form.

Recommendation of case manager or counselor required.

177 COMMUNICATION SKILLS

Grades 9-12 1.00 Credit/Semester

This elective course is intended for students who experience difficulty with pragmatics. The student will be shown examples of real-life situations and how to resolve difficulties that may occur at home, work, or school. The student will be required to role play creative strategies to capitalize on a specific skill. Included in these specific skills, the student will be introduced to social vocabulary and have an understanding of underlying meaning (figurative language). Using both auditory and visual cues, they will increase their understanding of relevant versus irrelevant information in class material as well as work to increase memory strategies. Class participation is essential. This course does not replace the required English credit.

Recommendation of teacher, case manager or counselor required.

178 BASIC COMMUNICATION

Grades 9-12 1.00 Credit/Semester

This elective course is intended for students with below- average learning skills and functional communication skills that need improvement.

The focus of this course is to enable the student to become more in control of his surroundings by using verbal or alternative means of communication. This will be a more hands-on approach to appropriate greetings, requests, and information sharing in a small group atmosphere. Basic concepts and vocabulary will also be covered. This course does not replace the required English credit. May be combined with Communication Skills (177) if enrollment is low.

179 LITERACY LAB

Grades 9-12 1.00 Credit/Semester

The Literacy Lab provides reading instruction designed to meet specific academic needs. Students will have the opportunity to improve vocabulary, increase fluency, improve written and oral communication skills and improve reading comprehension. Students will receive support in applying these skills to content area assignments. Students will have access to Kurzweil, an award-winning software program that enhances the learning experience. **Students who successfully complete Literacy Lab will earn an English credit.**

180 FRESHMAN READ 180/Grade 9

181 READ 180/Grades 10-12

2.00 Credits/Year

This course will assist students in developing reading comprehension through an interactive program and direct instruction. Read 180 is one of the premier reading intervention programs. It is used in over 15,000 classrooms across all 50 states and is proven to assist students to achieve measurable gains. Students will read every day and utilize reading strategies to reinforce reading comprehension. Each student will monitor and evaluate his/her own progress with the instructor. **Students will earn one English credit upon completion of the Read 180 program.**

Recommendation of read specialist, case manager or counselor required.

181 ORGANIZATIONAL STUDIES

Grades 9-12 0.50 Credit/Quarter

This course will provide individual support to students who struggle to perform well in school but are motivated to work hard to reach their goals. Students will have the opportunity to improve their basic skills in reading, writing, and math and to develop their organizational and personal management skills. Students and parents will identify goals. Instruction will be individualized to help students meet their goals within designated target dates. Grades will be determined by effort and benchmarks.

NOTE: May be repeated for credit with recommendation of teacher

182 UNIFIED DRAMATICS

Grades 9-12 0.50 Credit Quarter

This is an introductory level course in theater arts. Students whose reading, communication and social skills are well below grade level will have the opportunity to explore the genre of drama, working with typical peers and eventually performing in front of an audience. Two-thirds of the students in this class will be strengthening their basic language arts skills, while other students are invited to enroll to practice the skills of mentoring, modeling, and problem solving. Performances will include all students.

FINE ARTS DEPARTMENT

The Arts in the Dover School System are the bridge to developing a sense of personal uniqueness in each student. By integrating the visual arts into the process of continual learning, we expand each individual's creativity, critical thinking skills and problem solving abilities; while valuing diversity and individual learning styles. We are committed to opening the path of self discovery and encouraging a sense of community for all students by nurturing risk taking, exercising imagination, and preparing them for a world of possibilities. The Art Department faculty members believe every student has creative ability. Therefore, teachers are committed to help students find their individual artistic talent. The wide variety of courses allows the student to pursue a generalized art background or a more specialized foundation for a visual arts career.

211 INTRO TO 2D ART

Grades 9-12 0.50 Credit/Quarter

This class is an in-depth exploration and examination of processes in two-dimensional art, such as drawing, painting, collage, printmaking and animation / graphic design. Students will be focusing on the principle content standards of creative expression, aesthetics and criticism, as well as, cultural heritage. Talking and writing about the creative process is also introduced.

212 INTRO TO 3D ART

Grades 9-12 0.50 Credit/Quarter

This class is an in-depth exploration and examination of processes in three-dimensional art, such as sculpture, ceramics, environmental and performance arts, and animation / graphic design. Students will be focusing on the principle content standards of creative expression, aesthetics and criticism, as well as, cultural heritage.

221 DRAWING I

Grades 9-12 0.50 Credit/Quarter

This course is a beginning level drawing class that covers specific drawing techniques, such as perspective, value studies, and self-portraiture. Students will learn how to use different drawing media, keep a sketchbook/journal on past and contemporary artists, and critique artworks.

REQUIRED: Successful completion of Intro to 2D Art or submission of a portfolio

222 DRAWING II

Grades 10-12 .50 Credit/Quarter

This course is a continuation of the concepts learned in Drawing I. Students will explore more advanced subject matter and develop how to visually communicate complex ideas. Students will also keep a sketchbook/journal, critique their own and classmate's work.

REQUIRED: Successful completion of Drawing I and teacher recommendation

223 DRAWING III

Grades 10-12

0.50 Credit/Quarter

In this course students will build upon skills gained in Drawing I and II to solve more complex art problems. They will work on developing a personal visual voice. Students will be expected to talk and write about their art. They will also need to work on a sketch journal at home to further explore their area of interest. This course is highly recommended for students considering art school and working on a portfolio.

REQUIRED: Successful completion of Drawing II and teacher recommendation

224 DRAWING IV

Grades 11-12

0.50 Credit/Quarter

This course is a continuation of art skills developed in Drawing III. It is designed for the serious art student. Deep exploration of subject matter will allow students to make important connections and insights about their work. Independence and personal style are encouraged. A sketch journal is an important part of their self exploration. This course is highly recommended for students considering art school and working on a portfolio.

REQUIRED: Successful completion of Drawing III and teacher recommendation.

225 PRINTMAKING

Grades 11-12

0.50 Credit/Quarter

This class is an introduction to basic printmaking techniques. Printmaking is a natural extension of drawing. Students will learn a variety of techniques including monotype, monoprint, collagraph, drypoint, solar-printing, stencils, and linocuts. *A fee for materials is required.*

REQUIRED: Successful completion of Drawing I & II and teacher recommendation.

226 PHOTOGRAPHY I

Grades 11-12

0.50 Credit/Quarter

This is a class in which the student will learn the processes involved in producing quality black and white photographs. Emphasis will be on composition of images, learning to use the camera, developing negatives, enlarging photographs and presenting prints. Basic math skills will be needed (ratios and measuring) as well as the ability to read and interpret textbook readings, technical manuals and handouts. *A fee for materials is required. The student must have his/her own 35mm SLR film camera with adjustable f stops and shutter speeds.*

227 PHOTOGRAPHY II

Grade 12

1.00 Credit/Semester

This course is a continuation of skills and techniques built upon in Photography I. Students will delve more deeply into personal imagery and more long term intensive projects. More special effects, darkroom manipulation, lighting techniques and computer-generated images will be addressed. *A fee for materials is required. The student must have his/her own 35 mm SLR adjustable camera.*

REQUIRED: Successful completion of Photography I and teacher recommendation.

230 PORTFOLIO PREPARATION

Grades 11-12 1.00 Credit/Fall Semester

This course will meet to critique work, to share problems, and work closely with the instructor and each other to prepare an art portfolio. The student will work on refining skills and creating a strong body of work to photograph. By the end of the class, each student should have a completed portfolio ready to submit to a college or art school. *A fee is required for materials and the Scholastic Arts portfolio submission.*

REQUIRED: Successful completion of two art credits, seriousness of purpose and permission of academic coordinator.

231 CERAMICS I

Grades 10-12 0.50 Credit/Quarter

In this course students will learn the many uses and treatments of clay. They will work on both hand building and wheel throwing. Every aspect of the ceramic medium from clay preparation to firing and glazing will be explored. Functional and sculptural works will be made, and students are expected to write, explain and critique their own work. *A fee is required for materials used.*

232 CERAMICS II

Grades 11-12 0.50 Credit/Quarter

Students will build upon skills learned in Ceramics I. More emphasis will be placed on mastering the potter's wheel and surface design. Students will be expected to write, talk and critique their own work. *A fee for materials is required.*

233 JEWELRY I

Grades 11-12 0.50 Credit/Quarter

This course is an introduction to metalsmithing. Students will learn basic concepts such as sawing, forging, stone setting and chain making. Students will also learn how to take a project from a sketch to a final piece. Silver, copper, brass, semiprecious stones and found objects will be used in class. The class will keep a design journal; learn about past and contemporary artists, and how to critique fine jewelry. *A fee is required for materials and tools.*

234 JEWELRY II

Grades 11-12 1.00 Credit/Semester

This course is a continuation of Jewelry I. Students will continue to learn new forging, soldering, and finishing techniques as well as building upon concepts learned in Jewelry I. Self-directed projects will be introduced during the semester as students will also focus on creating their own unique style. A design journal will be kept by each student. *A fee is required for materials and tools.*

REQUIRED: Successful completion of Jewelry I and teacher recommendation.

235 STUDIO PAINTING

Grades 10-12 0.50 Credit/Quarter

This course is a beginning level painting class. Students will develop an understanding of basic color theory and how it relates to various media. Pastels, acrylic paint and watercolor paint are the focus and primary media utilized for this course. In addition to learning diverse techniques with the above media, students will

explore a variety of topics including self-portraiture, still life, abstraction and art history. Students will engage in critiques and develop a portfolio. *A fee for materials is required.*

REQUIRED: Successful completion of Drawing I and II and teacher recommendation.

236 CREATIVE ARTS & COMMUNITY

Grades 9-12

1.00 Credit/Semester

This is a fine arts course specifically designed for the “non-artist”. Emphasis is placed on an individual’s ability to perceive, experience and appreciate the complexity and beauty of the visual and performing arts in direct relation to the origins of human imagination and creativity and its contemporary construction within a democratic society. This course will explore our sense of identity, creativity and the language of visual culture through six basic creative arts modalities: visual arts, music, movement, drama, poetry and storytelling. Essentially, through experiential, authentic learning opportunities and critical inquiry, we will examine, construct and discover the power of the creative arts as it pertains to oneself, community and culture/society.

240 ADVANCED PLACEMENT STUDIO ART

Grades 11-12

1.00 Credit/Semester

This class is designed for the serious art student who wishes to compile a strong portfolio to submit to the College Board. This will allow the college or art bound student to possibly receive three college credits from participating schools. The portfolio slides are examined in terms of quality, concentration, and breadth. Portfolios are submitted in May. You are not required to submit your portfolio to the College Board. Students can choose among three exams: Drawing, 2-D Design, and 3-D Design. *A fee for slides is required, app. \$20. To submit a portfolio for credit, the fee is app. \$75.*

RECOMMENDATION: Two years of art classes, seriousness of purpose and permission of academic coordinator.

241 SCULPTURE I

Grades 10- 12

1.00 Credit/Semester

This course will deal with the basics of 3-dimensional design, such as rhythm, balance and unity. Students will explore both reduction and additive sculpture. A variety of materials and tools will be used, including wire, plaster, wood, clay and found objects. This course is recommended for students considering art school and working on a portfolio. *A fee is required for materials and tools.*

REQUIRED: Successful completion of Intro to 3D Art and teacher recommendation

242 SCULPTURE II

Grades 10- 12

1.00 Credit/Semester

This course is designed to further students’ exploration in three-dimensional design. Students will build upon skills they learned in Sculpture I. Students will engage in in-depth exploration and examination of additive and reduction sculpture. Assignments will be more subject based as opposed to material based. Students will be expected to be more independent than they were in the previous class. They will also be expected to write, talk about and critique their own work. *A fee is required for materials and tools.*

REQUIRED: Successful completion of Sculpture I and teacher recommendation

243 ANIMATION AND FILM PRODUCTION

Grades 11- 12 0.50 Credit/Quarter

Students in this course will create animated and life action videos using computers, digital cameras, digital camcorders, and a variety of professional software packages. Students will learn the use of the camera, camera angles and shots, and digital editing. This challenging course will help prepare students for a career in Media Arts.

245 HONORS ART

Grade 12 1.00 Credit/Spring Semester

This course is a continuation of Portfolio Preparation for serious and self-motivated students planning a career in art. Students design their own thesis, selecting a medium such as sculpture, drawing, photography, ceramics, painting, or jewelry that they will explore in depth. Students will be required to critique their own work and the work of others, keep a journal and digital file of their work, and document texts and resources used. The culminating experience will be the creation of a group show through which students will be involved in advertising, matting, framing, and hanging the exhibit.

REQUIRED: Successful completion of Drawing I, II, and Portfolio Preparation

246 UNIFIED ARTS

Grades 9-12 0.50 Credit/Quarter

This course is designed to strengthen motor and observational skills. It will encourage creative problem solving through hands-on art activities. Students will explore a wide variety of media and art vocabulary, but the direction of the course will be driven by the needs of the students. Two thirds of the students will be working towards strengthening their creative skills. The other third of the students will be provided opportunities to develop mentoring skills by working alongside and assisting their classmates.

REQUIRED: Permission of Instructor

270 EXPRESSIONS! APPRECIATING LIFE THROUGH ART & MUSIC

Grades 9-12 0.50 Credit/Semester Alternating G & W Days

The overall purpose of this course is to provide the student with a basic understanding of the power and value the visual and performing arts possesses. We will explore the nature and language of art and music, the evaluation of each art form and the principles, processes and materials of art and music as a means of renewal and life-long recreation as well as an occupational opportunity. Essentially, through experiential, authentic learning opportunities and critical inquiry, we will examine, construct, create, compose and discover the power of the visual arts and music as it pertains to oneself, community and culture/society.

432 HONORS ALGEBRA II

Grades 10-11 1.00 Credit/Semester

This course is a continuation of concepts learned in Algebra I. Topics will include linear equations, quadratic equations, factoring, graphing, logarithms, and progressions.

REQUIRED: Successful completion of Algebra I and Honors Geometry.

434 BASIC ALGEBRA II

Grades 10-11 1.00 Credit/Semester

This course introduces the student to basic principles of Algebra II as applied to application of the everyday world. Topics include using graphs and equations, using systems of equations, linear programming, exploring and applying functions, exponential and log functions, and transforming graphs and data. Students will be required to complete a project illustrating application to the real world.

REQUIRED: Successful completion of Basic Geometry or approval of the Math Academic Coordinator.

435 CP ALGEBRA III

Grades 11 & 12 0.50 Credit/Quarter

This course is designed to fully prepare students for *Pre-Calculus*. The student will experience expanded study of functions, including rational, radical, exponential and logarithmic. Students will also have a complete understanding of conic sections and transformations. This course is a prerequisite for CP Pre-Calculus.

REQUIRED: Successful completion of CP Algebra II and CP Geometry.

441 COLLEGE PREP PROBABILITY AND STATISTICS

Grades 11 & 12 1.00 Credit/Semester

This course introduces the student to basic principles and concepts of probability and statistics as applied to the everyday world. Students are not expected to just do computations but are asked to make decisions based on results. Topics included are permutations, combinations, conditional probability, confidence intervals, hypothesis testing, measures of central tendency, standard deviation, statistical charts, and graphs.

REQUIRED: Successful completion of CP Algebra II

442 COLLEGE PREP FINITE MATHEMATICS

Grades 11 & 12 0.50 Credit/Quarter

In this course the student will see a return to some familiar selected topics taken from a cross section of the mathematics curriculum. The students will discover a systematic approach for collecting, organizing, and describing data. They will learn to determine both theoretical and empirical probabilities. Students will become skilled at solving a variety of finance problems.

NOTE: This is a three-credit dual enrollment course when offered during quarters 1 and 3.

Grades are determined by the high school teacher, who will submit a final grade roster to the director for dual enrollment at Southern New Hampshire University.

REQUIRED: Successful completion of CP Alg. II

450 COLLEGE PREP PRE-CALCULUS

Grades 11 & 12 1.00 Credit/Semester

This course will spend a majority of time exploring topics related to Analytic Geometry. The student will gain experience with trigonometry and its applications. A review of functions of various types from Algebra II and an introduction to sequences and series will complete this course.

REQUIRED: Successful completion of CP Alg. III.

452 HONORS PRE-CALCULUS

Grades 10-11 1.00 Credit/Semester

This course will apply the student's knowledge of functions and real numbers to an in-depth study of polynomial, rational, logarithmic, exponential, trigonometric, and other special functions. The study of trigonometric functions will lead into the study of vectors, complex numbers, and polar equations. A study of sequences, series, and conic sections will complete the course.

REQUIRED: Successful completion of Honors Algebra II and Honors Geometry.

460 COLLEGE PREP CALCULUS

Grades 11-12 1.00Credit/Semester

This course is for students who need calculus in college. Topics will include limits, definition of a derivative, functions, rate of change, maxima-minima, related rates, trigonometric derivatives and integrals, integration concepts, areas and volumes.

REQUIRED: Successful completion of CP Pre-Calculus.

463 ADVANCED PLACEMENT CALCULUS AB

Grade 12 2.00 Credits/Year

This course will follow the Advanced Placement Calculus curriculum covering limits, definition of the derivative, derivatives and integrals of polynomial, exponential, logarithmic and trigonometric functions. Students will also study maxima and minima of functions, related rates, optimization, area between two curves and volumes of solids of rotation.

REQUIRED: Successful completion of Honors Pre-Calculus or teacher recommendation.

464 ADVANCED PLACEMENT CALCULUS BC

Grade 12 2.00 Credits/Year

This course will complete all topics listed for AP Calculus AB. Additionally, students will study the derivatives and anti-derivates of functions given in parametric, polar and vector forms. The application of sequences and series to integration, specifically Taylor and Maclaurin series will complete the course.

REQUIRED: Successful completion of Honors Pre-Calculus.

465 ADVANCED PLACEMENT STATISTICS

Grades 11-12 2.00 Credits/Year

The purpose of this course is to introduce students to the major concepts and tools for collecting analyzing, and drawing conclusions from data. Students will study many broad conceptual themes: exploring data-observing patterns and departures from patterns, planning a study, anticipating patterns, producing models using probability theory and simulation, statistical inference and confirming models.

REQUIRED: Successful completion of Honors Algebra II or teacher recommendation

468 COLLEGE PREP MATH AND MONEY MANAGEMENT

Grades 11-12

0.50 Credit/Quarter

This course provides basic understanding of the financial world. Students will be required to make informed decisions about their personal finances in the future. This course will be a project-based look into financial planning. Student's will be required to manage all aspects of a person's financial affairs, starting with spending and borrowing, and extending through risk management, taxes, wealth accumulation, investing retirement and estate planning. **REQUIRED:** Successful completion of CP Algebra I and CP Geometry.

467 BASIC STATISTICS

Grades 11 & 12

0.50 Credits/Quarter

This course introduces the student to basic principles of Statistics as applied to the everyday world. Applications may include a design of experiment project and regression project. Course topics include: statistical charts and graphs, design of experiments, measures of central tendency, variation, probability, and regression.

REQUIRED: Successful completion of Basic Algebra II or approval of Math Academic Coordinator.

470 MATH APPLICATIONS

Grades 11-12

0.50 Credit/Quarter

This course is a review of the basic skills in the context of Career Technical applications. Applications will be taken from the building construction, cosmetology, culinary arts, auto technology, marketing, electrical technology, engineering technology, and floriculture.

472 CONSUMER MATH

Grades 11-12

0.50 Credit/Quarter

This course allows the student to experience the numerous ways mathematics come into play in the life of today's consumer. The course will challenge the student to apply mathematics to full and part-time summer and after-school jobs. Students will learn about making purchases, creating budgets, seeking credit, understanding taxes, savings, and general banking practices. Understanding math to make more informed decisions as a smart consumer is the primary goal of this course.

480 FUNCTIONAL MATH & READING

Grades 9-12

2.00 Credits/Year

This is a life and community math program with focus on skill development. Topics that are covered include measurement, telling time, and personal finance. Students will be graded on participation in daily class activities therefore attendance is of great importance.

NOTE: By permission of Case Manager or Counselor

482 LIFE SKILLS ALGEBRA

Grades

2.00 Credits/Year

483 LIFE SKILLS MATH

Grades 9-12

2.00 Credits/Year

This individualized math course reviews basic skills in whole numbers, decimals, and percents, as well as math used in everyday life. Topics include keeping a checking and savings account, shopping in department and grocery stores, dining out, and making a simple budget.

NOTE: By permission of Case Manager or Counselor

484 MATHEMATICS ENRICHMENT

Grades 9-12 1.00 Credit/Semester

This course will cover the following concepts: fractions (the four operations with like and unlike denominators), positive and negative numbers, multiplication and division with decimals, division and divisibility, and an introduction of solving for the unknown.

NOTE: By permission of Case Manager or Counselor

MUSIC DEPARTMENT

Students who choose courses in the music department will develop comprehensive musicianship through listening, creating and performing in a wide range of musical styles. All music courses are based on the National Standards for the Arts and fulfill the Fine Arts requirement for graduation. Performance classes may require some extra rehearsals out of school. Attendance is an important factor in all performance class assessment. Performance classes will take part in concerts, state and regional festivals and competitions. Some performance classes will have the opportunity to travel to other states and out of the country for events. Marching Band and Color Guard students will perform at some athletic and civic events as well as shows and competitions. The Music department also offers the following co-curricular activities: Fall Color Guard, Winter Color Guard, Percussion Ensemble and Handbell Ensemble.

250 BAND

Grades 9-12

1.00 Credit/Year

The band program provides opportunities for wind and percussion student musicians of all levels of ability to advance in the study of their instrument, learn to perform as an ensemble, improve musicianship, and learn basic music theory. Band is open to all students who play wind and percussion instruments, and pianists and string players who would like to try another instrument. **The band will perform as a marching band in September and October, performing at football games, parades, shows, and then as a concert band for the rest of the year, giving concerts in November, December, March and June, plus other events throughout the year.** Students may choose one of two levels of marching band participation: performance at football games, civic events and parades, or the more competitive level of commitment, performing at area shows and competitions, mostly on Saturday nights. The competitive marching band students will have additional rehearsals on one week night and Saturday afternoons. Assessment is through performance-based evaluation, written quizzes, and projects. All students will attend night rehearsals in August and Band Camp the week before school begins. Attendance at all performances is required.

252 CHORUS

Grades 9-12

1.00 Credit/Year

All freshmen and students who have not sung in chorus before will learn vocal techniques, posture, warm-up and vowel technique, breathing and performance skills. Throughout the course students will gain valuable musical techniques they can use to perform for one year or continue in this field for a lifetime. Music reading will be taught and emphasized. The chorus will perform at least 4 times a year both alone and with the Concert Chorale, learning 20-24 pieces of music in different styles and languages. Students will be assessed through written quizzes, research papers and projects, as well as performances. Attendance at all performances is required.

253 MUSIC THEORY

Grades 10-12

0.50 Credit/Semester

Students will explore notation, scale and chord theory, chord structure analysis and other components that make the structure of a piece of music. Students will also study an overview of music history. Students will listen to master works and determine basic composition. Also, the class will explore their own creativity through the composition of their own work in the most basic form to prepare for Song Writing and Composition.

255 JAZZ BAND

Grades 9-12

0.50 Credit/Quarter

Students in the jazz band will study and perform a variety of jazz styles and perform at least twice in public. The class is open to band members only on trumpet, sax and trombone, and to rhythm section players by audition. Students will learn the basics of improvisation and chord theory.

Assessment will be based on attendance and participation. The jazz band rehearses one evening a week.

REQUIRED: Wind players must be in band; Rhythm section players will audition for seats.

Rhythm section players must read music

256 HISTORY OF AMERICAN MUSICAL THEATRE

Grades 9-12

0.50 Credit/Quarter

Students will read about, watch and listen to samples of American musical theatre classics, and discuss cultural influences, implications for pop music, and trends throughout the 20th Century. This class will also address the cultural and economic influences of American history on the theatre. Assessment will consist of weekly quizzes, research papers, a project and a final exam. This course is recommended for students with an interest in pursuing a career in theatre or music as well as for those who wish to learn more about musical theatre in general.

257 GUITAR I

Grades 9-12

0.50 Credit/Quarter

Students will learn basic guitar technique, music reading, and performance skills. Students will use school guitars in class and are expected to have a guitar at home with which to practice. Assessment will be done through written quizzes and tests, as well as recitals and other performance-based experiences. *A fee for materials is required.*

258 GUITAR II

Grades 9-12

0.50 Credit/Quarter

Students who have passed Beginning Guitar with a “B” or better will move on to more advanced literature, including ensemble playing, as well as blues techniques, bass guitar and song-writing. Students will use school guitars in class and are expected to have a guitar at home with which to practice. Assessment will be done through written quizzes and tests, as well as recitals and other performance-based experiences. *A fee for materials is required.*

REQUIRED: Successful completion of Guitar I or audition for the teacher

259 KEYBOARDING I

Grades 9-12

0.50 Credit/Quarter

Students will learn to read music or improve their reading skills, develop keyboard skills, and understand basic music theory. Students will develop sight-reading skills, expand their keyboard repertoire, and perform as soloists or in ensembles. Assessment will be done through written quizzes and tests, improvement in performance, a final exam (both written and performance-based), and other performance-based experiences. *A fee for materials is required.*

260 KEYBOARDING II

Grades 9-12 0.50 Credit/Quarter

Students will continue to improve music reading skills and keyboard experience. Composition, music history, and chord analysis will be covered. Assessment will be the same as for Beginning Keyboard/Music Theory. *A fee for materials is required.*

REQUIRED: Successful completion of Keyboarding I, Song-Writing, or completion of two years of Band or Chorus or audition

263 SONG WRITING AND COMPOSITION

Grades 9-12 0.50 Credit/Quarter

A music theory and composition course for students who want to focus on getting their songs down on paper and write arrangements to use with rock bands or other vocal/instrumental groups. All styles of song-writing will be studied and students will have the opportunity to write for vocals and instrumentals. Assessment will include quizzes and tests as well as a portfolio of compositions.

REQUIRED: Successful completion of Beginning Guitar or Beginning Keyboarding, or 2 years of Band or Chorus

265 WORLD DRUMMING I

Grades 9-12 0.50 Credit/Quarter

This course will serve as an introductory course in music as well as music performance. In addition, it will be a “hands on” approach to learning percussion techniques. Students will learn a variety of musical styles as well as learn about drums and drumming of various cultures around the world. They will learn how to read music as well as learn music as an oral art form that is passed on from generation to generation. Assessment will be through quizzes as well as self-assessment of playing, ensemble critiques, and group playing assessments in class.

267 HISTORY OF JAZZ, ROCK AND POPULAR MUSIC

Grades 9-12 0.50 Credit/Quarter

In this non-performance course, students will read, listen to and experience the roots and development of American popular music from the beginning of the 20th century through the artists and music of today. All genres of popular music will be covered including jazz, rock, R&B, and hip-hop. Assessment will be through tests, reports and student-generated projects.

268 RECORDING TECHNOLOGY

Grades 10-12 0.50 Credit/Quarter

Students will learn to compose their own beats and loops with recording software. They will utilize the software for sequencing, recording and editing. They will also develop basic understanding of how sound works and how effects, microphones and amplification are used through hands-on training with studio and live sound equipment. Students will be assessed through composition and recording projects, live sound projects and tests/quizzes. Extra credit and studio use opportunities will be presented to students who help run sound for school events.

SCIENCE DEPARTMENT

The Science Department's multi-level curriculum has been designed to provide a sequential program of studies which recognizes student needs to prepare for future education as well as to prepare those students whose formal education will terminate upon graduation. To meet this goal, the curriculum addresses the need for the student to think critically, solve problems resourcefully and effectively, read, write and speak effectively, and access and analyze information. *Beginning with the class of 2015, all students must complete semester courses in Physical Science, Earth Science, and Biology.*

FRESHMAN EARTH SCIENCE

This foundational course provides an overview of physical and historical geology. After a brief introduction on the nature of Planet Earth and earth systems science, students will investigate current theories that describe the origin of the Universe and the Solar System. Students will learn about the structure of the solid Earth, the vast extent of geologic time, and the unifying Theory of Plate Tectonics. Students will learn about the rock cycle, which describes the materials that make up the Earth and the internal and external processes that create and change them. In the laboratory, students will learn how to identify common minerals and the three types of rocks, as well as investigate the processes that control their formation. *REQUIRED SCIENCE COURSE FOR GRADE 9*

610 HONORS EARTH SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in Honors Math

611 CP EARTH SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in CP Algebra I

613 INTRO TO EARTH SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in CORD Algebra I

618 EARTH SCIENCE

Grades 11-12 1.00 Credit/Semester

This course is intended for students who did not successfully complete freshman Earth Science.

FRESHMAN PHYSICAL SCIENCE

This laboratory-oriented course is designed to introduce the student to concepts and interactions of matter. The course will begin with a brief review of the concepts of measurement, then go into the physics of motion and energy. A study of atomic structure, the periodic table, chemical bonding, chemical reactions, and oxidation-reduction will enable the student to understand the nature of matter and the physical processes which occur in our everyday lives. The chemistry section will conclude with a brief study of organic and nuclear chemistry. The physics will continue with electromagnetism, electrical production, energy production and use.

"REQUIRED SCIENCE COURSE FOR GRADE 9"

614 HONORS PHYSICAL SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in Honors Math

615 CP PHYSICAL SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in CP Algebra I

617 INTRO TO PHYSICAL SCIENCE

Grade 9 1.00 Credit/Semester

REQUIRED: Concurrent enrollment in CORD Algebra I

619 PHYSICAL SCIENCE

Grades 11-12 1.00 Credit/Semester

This course is intended for students who did not successfully complete freshman Physical Science.

620 HONORS BIOLOGY

Grade 10 1.00 Credit/Semester

This lab course has been designed to meet the needs of high ability students who have a special interest and aptitude in biology. The subject matter has been selected and organized to help the student develop an understanding of the major concepts and principles of modern biology. Through lecture and laboratory experimentation, emphasis will be placed on scientific investigation and inquiry into the world of life. The course is structured around five basic units including organization of living things, the genetic code, evolution, ecology, and human systems.

REQUIRED: Successful completion of Honors Freshman Earth & Physical Sciences

621 COLLEGE PREP BIOLOGY

Grade 10 1.00 Credit/Semester

This lab course is designed to introduce the student to the world of living things. A component of the course will involve science as investigation and inquiry. Through a variety of activities, each student will participate in the scientific process. Lab experiences will be utilized to build concepts and principles that will enable the student to better understand the living world. The course is structured around five basic units including organization of living things, the genetic code, evolution, ecology, and human systems.

REQUIRED: Successful completion of CP Freshman Earth and Physical Sciences

INTRODUCTION TO BIOLOGY

This course is designed to introduce the students to the world of living things. It emphasizes the practical application of biological concepts that are present in our everyday lives. This course will be activity-oriented emphasizing the basic concepts and principles that govern living things. As with all biology courses, it is structured around five basic units including organization of living things, the genetic code, evolution, ecology, and human systems.

REQUIRED: Students previously enrolled in Introduction to Freshman Earth and Physical Sciences.

623 INTRODUCTION TO BIOLOGY A

Grade 10 0.50 Credit/Quarter

This section of Biology will explore the organization of living things, the genetic code and introduce evolution.

641 COLLEGE PREP PHYSICS

Grades 11-12 1.00 Credit/Semester

This lab course is designed for a wide variety of students including those going on to a two-year technical or four-year college. Instruction and assessment are differentiated so that all students can find success. Learning will be done largely in a hands-on fashion with an emphasis on the use of technology as an important tool in the problem solving process. Topics covered will be classic Newtonian mechanics and kinematics (simple machines, one and two dimensional motion and forces, energy, gravitation)

REQUIRED: Successful completion of both CP Geometry and CP Algebra II. In addition, students must complete or be concurrently enrolled in Pre-Calculus.

642 COLLEGE PREP PHYSICS II

643 HONORS PHYSICS II

Grades 11-12 1.00 Credit/Semester

This lab course is a continuation of Physics I but will be a mix of CP and Honors students. This course is again designed for a wide variety of students including those going on to a two-year technical or four-year college. Instruction and assessment are differentiated so that all students can find success. Learning will be hands-on with an emphasis on the use of technology. Topics covered in this course will be classic electromagnetism and some aspects of modern physics (electricity, magnetism, waves, sound, light, general and special relativity)

REQUIRED: Successful completion of Physics I

644 HOW THINGS WORK

Grades 9-12 0.50 Credit/Quarter

This physics course is based on exploratory learning and utilizes technology as a tool for exploration. Students will spend their time researching the science behind how everyday items work, their history and impact on society. Labs will be virtual and/or actual dissection of the item students choose to investigate. The instructor will facilitate learning through guided inquiry and place the emphasis for learning on the student. In addition, the instructor will teach to topics that arise as the students perform their research. Presentations and project reports will be turned in at the completion of each project.

REQUIRED: Successful completion of Physical Science

645 ANATOMY AND PHYSIOLOGY I

Grades 11-12 1.00 Credit/Semester

This course is designed for students who are interested in broadening their experiences in biology. The course is designed to be divided evenly between lectures on cells, tissues, systems of the human body, and laboratory work. Students will be responsible for completing necessary laboratory work in anatomy and becoming acquainted with laboratory techniques and physiological apparatus. Dissections are required.

REQUIRED: Successful completion of Biology and Chemistry

646 ANATOMY AND PHYSIOLOGY II

Grades 11 – 12 1.00 Credit/Semester

This course is designed for students who have completed Anatomy and Physiology I (645) and wish to pursue further studies on the human body. The following body systems are covered: Blood, Cardiovascular, Lymphatic and Body Defenses, Respiratory, Digestive and Body Metabolism, Urinary and Reproductive. Students will extend their understandings through lecture, laboratory work, and interactive activities related to health careers. Students are held to high academic standards in preparation for careers in the medical profession.

Prerequisites: Successful completion of Anatomy I 645 or instructor permission

650 ADVANCED PLACEMENT BIOLOGY

Grades 11&12

2.00 Credits/Year

This course is designed to cover in-depth subject material to allow a college bound student an opportunity to receive advanced placement, credit, or both in participating colleges. This course is fast moving, yet it provides a rigorous comprehensive curriculum. Laboratory work will be used as needed so that the student will develop an understanding of the processes from which facts and theories are derived. This course duplicates a first year college course. An advanced placement test is given by the College Testing Service of Princeton, New Jersey in May.

REQUIRED: Successful completion of Honors or CP Chemistry and Honors or CP Biology. It is strongly suggested that students concurrently enroll in Physics

NOTE: A summer assignment must be completed prior to beginning this course

®820 HONORS BIOTECHNOLOGY I

Grade 11-12

1.00 Credit/Semester

Topics include Intro to Biotechnology and biomanufacturing, safety, biotechnology ethics and issues, regulatory affairs, biotechnology in food processing, aseptic, biotechnology and biomanufacturing laboratory techniques and instrumentation, biotechnology and Good Manufacturing Practices (GMP), introduction to immunology, cell culture, and electrophoresis, cellular biology, genetics, molecular biology, and microbiology.

REQUIRED: Successful completion of Honors or CP Biology

821 HONORS BIOTECHNOLOGY II

Grade 11-12

1.00 Credit/Semester

Students will apply knowledge and skills gained in Biotech I to conduct advanced Genomic and proteomic studies. The core investigation of this course is a 6-8 week series of lab activities where students clone and analyze a gene, GAPDH.

REQUIRED: Successful completion of Honors Biotechnology I

660 ADVANCED PLACEMENT CHEMISTRY

Grades 11-12

2.00 Credits/Year

This second year chemistry course is designed for those students who intend to go on in college majoring in the sciences, engineering, or pre-medical fields of study. In addition to a review of first year materials, the course will cover such topics as thermodynamics, kinetics, electro-chemistry, organic chemistry, and nuclear chemistry. Emphasis will be placed on a strong laboratory approach as well as independent learning situations. This course duplicates a first year college course. An advanced placement test is given by the College Testing Service of Princeton, New Jersey. The AP exam is given in May and the fee for the test is borne by the student.

REQUIRED: Successful completion of CP or Honors Algebra II or Pre-Calculus, and CP or Honors Chemistry. It is strongly suggested that students concurrently enroll in Physics

NOTE: A summer assignment must be completed prior to beginning this course

672 ENVIRONMENTAL SCIENCE

Grades 10-12 0.50 Credit/Quarter

This course provides students with an opportunity to study some of the major environmental issues facing society today. The method of study will allow students to come to their own conclusions regarding some of the hotly debated topics facing our society. Areas of study will include: ecology, acid rain, ozone depletion, and hazardous waste disposal.

REQUIRED: Successful completion of Freshman Earth and Physical Sciences and Biology

673 MARINE SCIENCE

Grades 11-12 1.00 Credit/Semester

This course is for students who are interested in developing an understanding of the dynamic factors (both biotic and abiotic) that define the planet's oceans. The course is designed to include the study of both local and global marine processes, ecosystems, and organisms. The major areas of study will include the following topics: history of exploration, properties of seawater, currents, tides, waves, marine ecosystems, and biological oceanography. Studies will include laboratory activities, group work, research papers, presentations, and dissections.

REQUIRED: Successful completion of Biology and Chemistry

675 WORLD DECISIONS, SCIENCE AND CULTURE

Grades 10-12 0.50 Credit/Quarter

This course takes a historical look at the inter-relationship of science and culture. The influence science has had on society and, conversely, the effect society has had on science, will be examined by looking at trends and important events throughout history, culminating with the modern age. Historic events and popular media (literature, film, advertising, etc) will be the data set through which this changing relationship will be examined.

REQUIRED: Successful completion of Earth Science, Physical Sciences and Biology

676 INTRODUCTION TO FORENSIC SCIENCE

Grades 11-12 0.50 Credit/Quarter

Introduction to Forensic Science is an interdisciplinary course devoted to the science behind crime scene investigation. An emphasis will be placed on the biology and chemistry behind crime scene analysis. Topics may include fingerprint, paint chip, document, fiber, and footwear analysis; identification of physical evidence; arson investigations; and overall crime scene techniques. Students will gain the skills to evaluate current research in criminalistics as well as the knowledge of scientific techniques such as microscopy and gel electrophoresis. Class periods will be primarily lab based. In addition, lectures, class discussions, individual and group projects and guest speakers will further the forensics experience. Students evaluations will be based primarily on labs but will include tests, projects, and research paper.

REQUIRED: Successful completion of Biology and Chemistry

677 PLANT BIOLOGY

Grades 10-12 0.50 Credit/Quarter

Plant biology is a laboratory-based course that explores plant structure and function with emphasis on basic cell and tissue types and the major plant organs. Plant diversity, adaptations and evolutionary history and the role of plants for food, recreation and ornamental purposes will also be explored.

REQUIRED: Successful completion of Biology

678 ZOOLOGY

Grades 10-12 0.50 Credit/Quarter

Zoology is a laboratory-based course that will survey the nine major phyla of the Animal Kingdom. An emphasis will be placed on comparative studies of the major animal groups which will be accomplished through dissections, laboratory observations and lectures. This course includes selected topics in animal biology, physiology, anatomy, ecology, and behavior. Students will be evaluated through laboratory practicals, tests, projects, and research papers.

REQUIRED: Successful completion of Biology

679 ENERGY AND THE ENVIRONMENT

Grades 10-12 0.50 Credit/Quarter

This course will look at energy from the standpoint of human consumption. Students will look at current options, future options, and the implications of choices in terms of viability (chemical and physical) availability, cost (monetary and environmental).

REQUIRED: Successful completion of Physical Science and Biology)

680 ASTRONOMY

Grades 10-12 0.50 Credit/Quarter

Astronomy is a project based course that engages students in individual or small group projects that will cover the solar system, the sun, lives of stars, comets, asteroids, galaxies, big bang theory, telescope, remote sensing, modern cosmology. Final products will be individualized.

REQUIRED: Successful completion of Physical Science and Earth Science

681 DISEASE: PAST, PRESENT AND FUTURE

Grades 10-12 0.50 Credit/Quarter

Disease: Past, Present and Future is a research, project-based course that explores the different types of disease causing organisms. The focus of the course is on prevalent diseases of the past and present and the medical and social understanding of them. The possible face of disease in the future will be explored through media sources and research of medical trends. Students will be evaluated through current events summaries, tests, projects, group discussions, and research papers.

REQUIRED: Successful completion of Biology

682 THE FLORA AND FAUNA OF NEW HAMPSHIRE

Grades 10-12 0.50 Credit/Quarter

This course would focus on the flora (plants) and fauna (animals) that occurs throughout New Hampshire. The classroom portion will consist of a variety of lectures and presentations. There will also be a large “outdoor” component to the course in which students will identify, observe and document the flora and fauna of New Hampshire in the natural areas surrounding Dover High School.

REQUIRED: Successful completion of Biology

683 APPLIED ECOLOGY

Grades 11-12 0.50 Credit/Quarter

This course will focus on substantial “outdoor” based ecological projects that can be undertaken in the natural areas surrounding Dover High School. Students will apply the concepts discussed in Biology in a real-world setting. Specific areas of research will change from year to year, but will initially include aquatic biomonitoring, water quality, invasive species documentation & removal, habitat restoration, and forest composition determination. This course is offered fourth quarter.

REQUIRED: Successful completion of Biology and Chemistry

684 SCIENCE RESEARCH SEMINAR

Grades 11-12 0.50 Credit/Quarter

This course is designed for students who are interested in pursuing Earth Science, Physical Science or Life Science in college and possibly as a career. Students will work as part of a team with DHS faculty, and UNH professors on a publishable research project. Students will have the opportunity to be involved in various aspects of an on-going research project including (1) fieldwork and lab work; (2) data analysis and discussion; (3) publication preparation and presentation of results in various formats and venues. Students need to choose a research strand (Earth, Physical, or Life science) and may enroll for a maximum of 3 quarters.

REQUIRED: Student application

REQUIRED SOCIAL STUDIES COURSES FOR GRADES 10&11

704 HONORS AMERICAN GOVERNMENT

Grade 10 1.00 Credit/Semester

This course will focus on the study of American Government as it relates to political movements throughout United States history. Special attention will be paid to local and state governments and current political issues, civil liberties and the political progress of minorities. An emphasis is placed on critical thinking skills, interpreting documents, and essay writing.

NOTE: Students that successfully completed Civics cannot request American Government

705 AMERICAN GOVERNMENT

Grade 10 1.00 Credit/Semester

This course will focus on the study of American Government as it relates to political movements throughout United States history. Special attention will be paid to local and state governments and current political issues, civil liberties and the political progress of minorities.

NOTE: Students that successfully completed Civics cannot request American Government

134 AMERICAN STUDIES

Grade 11 2.00 Credits/Year

This course is an interdisciplinary, thematic study designed to connect the historical and literary past to the American experience today. Using primary sources, fiction, non-fiction, film, and music, students will learn to be open to the ideas of other Americans while appreciating the reality of historical events through the eyes of people who were there. This is a student-centered course, providing an opportunity for active learning through activities such as debate, interviews, journalism, and theater.

NOTE: This course affords a credit in both 11th grade English and American History

708 ECONOMICS RECOVERY

Grades 10-12 0.50 Credit/Quarter

This course is intended for students who did not successfully complete the freshman course or for those who transferred into the district without completing this state requirement.

709 GLOBAL STUDIES RECOVERY

Grades 10-12 0.50 Credit/Quarter

This course is intended for students who did not successfully complete the freshman course or for those who transferred into the district without completing this state requirement.

719 ADVANCED PLACEMENT US HISTORY

Grade 11 2.00 Credits/Year

AP United States History is a challenging course designed to provide a college-level experience and can earn students college credit. It is a yearlong survey of American history from the age of exploration to the present. An emphasis is placed on critical thinking skills, interpreting documents, and essay writing. Students will need solid reading and writing skills as well as a willingness to devote considerable time to homework and study to be successful.

NOTE: The completion of a summer reading assignment is also required

720 HONORS UNITED STATES HISTORY

Grade 11

1.00 Credit/Semester

Students enrolled in this course will study the material described in College Prep American History in a more intensive manner. The analysis of primary source documents, use of collegiate level readings, and completion of a research paper are staples of this course. An objective of this course is to develop strong reading, writing and analytical skills allowing the student to become a well-versed and articulate critical thinker.

721 COLLEGE PREP UNITED STATES HISTORY

Grade 11

1.00 Credit/Semester

This course will focus on the history of the American people through a thematic approach. It will incorporate the study of the interrelationship between America and Europe, i.e., economic, political and social relationships. The background to the Spanish American War, World Wars I and II, the Cold War and Vietnam are some of the areas that will be covered. Written reports are part of the College Prep requirements.

722 UNITED STATES HISTORY A

Grade 11

0.50 Credit/Quarter

This course will highlight America's development as a world power and its impact on world events. Emphasis will be placed on the continued development of reading, writing and study skills through a hands-on practical approach.

REQUIRED: Teacher and counselor recommendation

723 UNITED STATES HISTORY B

Grade 11

0.50 Credit/Quarter

This course is a study of the American people utilizing a thematic approach. Emphasis will be placed on the continued development of reading, writing and study skills through a hands-on practical approach.

REQUIRED: Teacher and counselor recommendation

SOCIAL STUDIES ELECTIVES:

742 CURRENT EVENTS

Grades 9-12

0.50 Credit/Quarter

Current events delves into international, national, and local events as they pertain to the political and social problems of today. Daily newspapers and magazines are used to support student writing and class discussions.

744 HISTORY OF WESTERN CIVILIZATIONS

Grades 10-12

0.50 Credit/Quarter

Offered in even-numbered school years.

In this course, students will study the ancient civilizations of Egypt, the Fertile Crescent, Greece, and Rome. The course will be taught as an enrichment course focusing on the history, geography, art, religion, and other cultural contributions of these ancient civilizations.

745 HISTORY OF MEDIEVAL EUROPE THE RENAISSANCE AND BEYOND

Grades 10-12 0.50 Credit/Quarter

Offered in even-numbered school years.

This is a continuation of the Western Civilizations course focusing on the fall of Rome, the study of the Byzantine Empire, Medieval Europe, the Renaissance, The Scientific Revolution and beyond. The political, cultural, and religious changes that occurred throughout Western Europe will be examined.

746 HISTORY OF THE FAR EAST & CENTRAL ASIA

Grades 10-12 0.50 Credit/Quarter

Offered in odd-numbered school years.

Nearly one-half of the world's population reside between the land of the rising sun and the subcontinent of India. While some of the great philosophies and religions of the world originated in this area, the people who live here have not always been able to overcome chronic problems such as famine and civil strife. This course examines the historical, technological, and cultural developments of the civilizations located in this part of our world. Course work includes: reading and discussion, developing skills in map reading, problem solving, research techniques, and writing essays and research papers.

747 HISTORY OF THE MIDDLE EAST & AFRICA

Grades 10-12 0.50 Credit/Quarter

Offered in odd-numbered school years.

When we study the Middle East and Africa, we will focus on mineral and natural resources such as gold, oil, diamonds and political and civil warfare. This area has influenced many cultural traditions enjoyed in the west. This course examines the historical, technological, and cultural development of the civilizations located in this part of the world. Course work includes: reading, discussions, map reading, problem solving, research techniques, writing essays and research papers.

748 CRIMINAL LAW

Grades 10-12 0.50 Credit/Quarter

This course is designed to provide an introduction to criminal law. Emphasis is placed on learning about the United States' court systems, lawmaking, individual legal rights and responsibilities, as well as an in-depth look at the criminal investigation process through the eyes of the police, defense, and prosecution. Field trips, small group activities, guest speakers and simulation exercises are used within this course.

751 PSYCHOLOGY

Grades 10-12 1.00 Credit/Semester

Students will study the uniqueness and dynamic growth potential inherent in every individual. They will examine the ways people behave, express emotions, perceive the world, solve problems, and relate to everyday life. Some group experiments and demonstrations will be used to involve the student in the learning process. A research paper and oral presentations are requirements of this course.

752 SOCIOLOGY

Grades 10-12 0.50 Credit/Quarter

Through this course, students will come to appreciate and understand the complexities of social life. Students will analyze the roles people play and behavioral patterns associated with the roles. Social forces such as: adolescence, race relations, prejudice, social changes, the family, culture, family abuse and education will be studied. A research paper and oral presentations are requirements of this course.

753 WOMEN'S HISTORY

Grades 10-12 0.50 Credit/Quarter

This course focuses on the forgotten women: the midwife, the pioneer, the women whose husband left her for the gold fields, the battlefield nurse and the other quiet heroines in America's past. It also takes into consideration the status of today's American women in society as compared to the status of women throughout the world. Students will use a variety of original source material, contemporary news articles and timely video programs to develop an understanding of how roles changed in answer to social demands. The course will culminate with a project wherein students discover the history within their families.

755 COMPARATIVE GOVERNMENTS

Grades 11-12 0.50 Credit/Quarter

This course will focus on the government systems around the globe. With the United States as a point of reference, students will compare and contrast our system to that of others. Students will gain an understanding of the historical arguments of governments and their functions as well as observe the results. A research paper and oral presentations are required components for this course.

REQUIRED: Successful completion of American Government

756 NATIVE AMERICANS OF NORTH AMERICA

Grades 10-12 0.50 Credit/Quarter

This course will examine the social, spiritual, and cultural history of American Indians revealing their distinct and diverse history. Students will examine literature, art, film and other media to enhance understanding of both Indian culture and the history of North America. Students will read novels, write research papers and complete a technology based project during the course.

757 WORLD RELIGIONS

Grades 9-12 0.50 Credit/Quarter

This course will examine the major world religions from a secular viewpoint. The course will follow the development, growth and impact that religion has had on the world. By examining relative documents, beliefs, practices, and doctrine, students will be better able to understand events that make-up and continue to influence world events. Religions examined will include Judaism, Christianity, Islam, Buddhism, Hinduism, and others as time permits.

759 SPORTS AND ECONOMICS

Grades 10-12 0.50 Credit/Quarter

This course will focus on fields of economics that relate to sports including franchising, labor economics, salary caps, public financing and revenue sharing. Particular attention will be paid to current day, real-

world applications of economics in the sporting world. This will be accomplished through readings (books, newspapers, magazines). Students will also be required to design and present a final project on economics at work in sports.

REQUIRED: Successful completion of Economics

760 LEADERSHIP AND LEADERS

Grades 11-12 0.50 Credit/Quarter

This course is designed for the student who is inspired to lead. Students will study the theory and practice of leadership as they explore the varied principles that apply to their own lives. Analyzing current debates in literature and media and the relationship between theory and practice of leadership are core components of this course. Topics include behavior, power and authority, individual motivation, cohesion, team and group effectiveness and crisis leadership. Students are expected to actively participate in the learning process. Extensive readings, self-analysis and writing are required components of the course.

761 POLITICS AND THE MEDIA

Grades 10-12 0.50 Credit/Quarter

This course will focus on the role of the media in history and politics. Students will look at the origins of the media in politics and its evolution to today. With a defined focus of the media, students can better understand how elections and rivalries are shaped. Media tracking, research projects and oral presentations are required components of the course. *Please note that this is a reading intensive class.*

REQUIRED: Successful completion of American Government.

762 AMERICAN POPULAR CULTURE: 70'S TO THE PRESENT

Grades 9-12 0.50 Credit/Quarter

From Watergate to the Touch-screen phones, students will get a comprehensive view of the United States cultural history and how it applies to their lives. Students will review the cultural, economic, and political changes to the landscape with the change from an Industrial country to an Information/Technology-based country. A research project and oral presentations are required components for this course.

763 HISTORY AND CULTURE OF THE SEACOAST AND NEW HAMPSHIRE

Grades 9-12 0.50 Credit/Quarter

This course will focus on Dover, the seacoast and NH area from pre-colonial settlement through the 20th century. Students will explore how historical events, economics, and geography of the area affected the lives of citizens, impacted local and national history, and created the current culture. Research, accessing and analyzing information, written communication, and reading will be among the academic skills students will apply and improve throughout the course.

764 INTRODUCTION TO ARCHAEOLOGY

Grades 9-12 0.50 Credit/Quarter

This course will provide students with an introductory level experience in studying culture through the excavation of physical remains. Case studies will highlight ancient societies and illustrate the various methods used to interpret them. Particular attention will be paid to the rich

opportunities for understanding local history including the excavation digs at Strawberry Bank in Portsmouth and South Berwick, Maine.

765 AP EUROPEAN HISTORY

Grades 10-12

2.00 Credits/Year

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. ***This course will not be offered in 2012-2013.***

WELLNESS EDUCATION DEPARTMENT

The Wellness Education Program stresses positive attitudes and an appreciation for lifetime fitness and social skills. Most courses provide for practical experience in physical conditioning and include written exams as well as skills tests. The State of New Hampshire requires a full credit of physical education and a half credit of health for all students. At Dover High School, students complete these credits through a combination of required and elective courses. All incoming freshman are required to enroll in **Wellness I**. Sophomores, juniors, and seniors who have completed **Wellness I** have the opportunity to choose from the elective course offerings pending staff and/or schedule availability. Sophomores, juniors, and seniors may earn ½ credit for participation and successful completion of no less than two seasons of an interscholastic sport. Students exercising this option must complete their two seasons by the end of the first semester of their senior year and qualify for an end of season award (letter, numeral, star, or certificate of participation.)

501 WELLNESS I

Grade 9 0.50 Credit/Quarter

Wellness provides students with a comprehensive fitness education program. Course offerings are designed to help students acquire the knowledge, practice skills, and abilities needed to enhance personal health and wellness. Topics may include cardiovascular fitness training, team activities, wellness concepts, muscular fitness training, and adventure-based activities.

REQUIRED FOR ALL FRESHMEN

502 HEALTH

Grades 9-10 0.50 Credit/Quarter

This course stresses the physical, mental, and social aspects of health. Units will be designed to enhance a student’s awareness of health related issues such as First Aid basics, nutrition, human sexuality, substance abuse and misuse and other current issues in the health field.

REQUIRED: Successful completion by the end of sophomore year

503 Wellness II

Grades 10 0.50 Credit/Quarter

This course provides skills development in at least four of the following lifetime activities. Fitness activities are included daily, including weight training and cardiovascular fitness. Wellness II is designed for physical participation. Course offerings may include:

- | | | |
|-------------------|------------------------|-------------------------------|
| Volleyball | Golf | Table Tennis |
| Badminton | Pickleball | New Games |
| Tennis | Leisure Sports | Cardiovascular Fitness |
| Frisbee | Weight Training | |

REQUIRED: Successful completion of Wellness I

504 PRINCIPLES OF SPORTS

Grades 10-12 0.50 Credit/Quarter

This course will provide students with the opportunity to learn the skills to participate in a large variety of sports. An integral part of this course is student presentations and participation in various sports

throughout the quarter. Other topics such as Olympics, types of tournament play, adapted sports, good sportsmanship and sports ethics are also stressed.

REQUIRED: Successful completion of Wellness

505 PERSONAL FITNESS

Grades 10-12 0.50 Credit/Quarter

Personal fitness is a quarter course that will allow each student to improve overall fitness and involves strenuous physical participation. The students will have the opportunity to improve their body composition, flexibility, muscular strength and endurance, and cardiovascular endurance along with participation in sport specific and plyometric activities. Throughout the course, students will learn in depth about the components of overall health and fitness. As a requirement, students will construct a personal fitness program to be used as a final project. The project is designed to encourage students to live a healthy lifestyle. Students will participate in pre and post fitness tests.

REQUIRED: Successful completion of Wellness

506 OUTDOOR PURSUITS

Grades 10-12 0.50 Credit/Quarter

This course is designed to expand on adventure-based learning activities. Each student will continue with knot work, belaying techniques and the full-value-contract. Students will experience adventure-based learning on high and low elements in addition to trust activities. Students will participate in a variety of outdoor experiences.

REQUIRED: Successful completion of Wellness

507 ADVANCED WEIGHT TRAINING

Grades 10-12 0.50 Credit/Quarter

This extensive course is geared towards the serious fitness enthusiast. Students will design a sport specific weight-training program to include 4 days a week of weight training and one day of cardiovascular activity. Students will track their progress utilizing training logs. Various lectures on advanced weight training principles, importance of nutrition and the relationship between weight training and fat-burning will occur throughout the course. This course is designed for students looking for fitness and for athletes looking to address specific improvements in his/her sport.

REQUIRED: Successful completion of Wellness 1 and Wellness 2 and Health

508 BASIC ATHLETIC TRAINING

Grades 11-12 0.50 Credit/Quarter

This course is for students interested in learning more about the field of athletic training. It will cover prevention of athletic injuries; recognition, evaluation, and assessment of injuries; immediate care of injuries; treatment, rehabilitation and reconditioning of athletic injuries; healthcare administration, professional development and responsibilities of athletic trainers. Students will obtain an understanding of anatomy and the effects of injury on the body. Various taping techniques will be learned and applied.

REQUIRED: Successful completion of Wellness I and II and Health

510 UNIFIED WELLNESS

Grades 9-12 1.00 Credit/ Semester

This course will provide students with a comprehensive Wellness Education program. Half of the students will work toward achieving lifelong personal wellness habits by fitness training three days per

week and two days per week dedicated to learning positive health skills. The other half of the students will be provided opportunities to develop mentoring skills by practicing various techniques helping classmates in the development of habits of healthy living. Attendance at either a Regional or State Special Olympics program as a participant or volunteer is required.

NOTE: PERMISSION OF INSTRUCTOR

SPORTS PARTICIPATION

Students in grades 10 to 12 may earn ½ credit for participation in, and successful completion of, no less than two seasons of an interscholastic sport between their sophomore year and first semester of their senior year. Credit will be given ONLY to those students who qualify for an end of the year award (letter, numeral, star, or certificate of participation). If a student selects this option and has not completed the required participation by the close of quarter 1 in the senior year, they will automatically be enrolled in any available physical education course during semester 2 in order to fulfill the state requirements for graduation.

WORLD LANGUAGE DEPARTMENT

The World Language Department believes that languages are for all students, and the selections we offer reflect this belief. Americans live and work in a multilingual environment that will increasingly demand a wider knowledge of others' languages and cultures. Our courses are designed to prepare students to meet that challenge while dramatically expanding their ability to enjoy a life made richer by the insights and wisdom of other peoples, modern and ancient.

The courses are also designed to develop the students' ability to speak, read, write, and comprehend a new language. Upper levels include preparation for the College Board tests. In addition, students examine the cultural background of the people whose language is being studied. In this age of intercultural understanding, it is increasingly important for all students to be exposed to other languages and their cultures.

- 1. **Program description:** The following courses in French, Latin and Spanish prepare students to attend a 4 year college. Each course works on reading and writing skills leading to reading literature in IV-Honors and V-Honors. In French and Spanish IV-Honors and V-Honors the courses are entirely in the language.



French 1 > French II > French III → French IV
→ French IV-Honors > French V-Honors



Latin I > Latin II > Latin III → Latin IV
→ Latin IV-Honors > Latin V-Honors



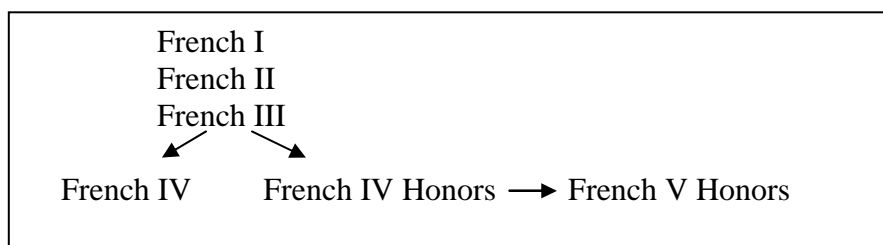
Spanish 1 > Spanish II > Spanish III → Spanish IV
→ Spanish IV Honors > Spanish V Honors

- 2. **Program description:** The following courses in French and Spanish are taught at a *slower pace*. Part 1 + part 2 finish the first year book. Fund. 2 + Fund. 3 finish the second year book. Students receive 1 credit for each course for a total of 4 credits at the successful completion of Fund. 3.

French 1 part 1 > French 1 part 2 > Fundamental French II > Fundamental French III

Latin has NO slower paced courses.

Spanish 1 part 1 > Spanish 1 part 2 > Fundamental Spanish II > Fund. Spanish III



All students taking French first or second semester are eligible to go on the yearly trips to Quebec and France.

301 FRENCH I

Grades 9-12

1.00 Credit/Semester

Let's Speak French! Students will enjoy learning to speak French in everyday situations such as meeting friends, describing themselves and their daily activities. Through Internet projects, videos, French films and various fun cooperative learning activities, the students will learn about French culture in the world and all about life in Paris and study two Impressionist artists. This course is designed to cover the text in great depth. This is the first course leading to French V - Honors.

302 FRENCH II

Grades 9-12

1.00 Credit/Semester

Speaking French Around the World. Students will delight in their progress to speak French about ordering and even eating French food, about sports, shopping and about past and future events. Students will do Internet projects, and library research to learn about interesting customs in France and Francophone countries and Paris and study three Impressionist artists. They will view videos, French films and various creative cooperative learning activities to enhance their speaking, reading and writing skills. The course is recommended for students who prefer a faster paced course.

REQUIRED: Successful completion of French I

303 FRENCH III

Grades 10-12

1.00 Credit/Semester

Everyday Life & Vacation Activities. Students will continue to learn about the daily routines of French people at home, in the city and in the country. They will also learn about four French Impressionist artists and take a field trip to the Museum of Fine Arts - Boston. Students will expand their knowledge of the history of Paris. They will work cooperatively in various class projects. Other activities include viewing French films.

REQUIRED: Successful completion of French II

304 FRENCH IV

Grades 11-12

1.00 Credit/Semester

From French castles to French rock! Students will learn about French castles and kings and the history of France. The class will study French through various media to better learn how to speak, read and write. We will do Internet projects using French sites to learn more about the exciting happening in French-speaking countries. Upon completion of this course students will have an excellent understanding of the French language and what makes French such an important world language.

REQUIRED: Successful completion of French III

305 FRENCH IV HONORS

Grades 11-12

1.00 Credit/Semester

Creme de la Creme! This is a truly dynamic course! Each term students study a different topic *en francais*: music, history, literature and art. Students will have fun singing songs from the Middle Ages to popular songs of today. They will learn more about French Post-Impressionism and Surrealism. They will study important events in French history and the Medieval and Renaissance castles of France. They will read authentic French poetry. They see several French films based on history and literature.

REQUIRED: Successful completion of French III. *Students with less than a B average in French III may find the Honors course too challenging.*

306 FRENCH V HONORS

Grade 12

1.00 Credit/Semester

French for Life! Students will enjoy reading authentic French literature. The selections will include plays, short stories, and poems by famous French authors. Students will develop their discussion and writing skills and a more in-depth understanding of the grammar. There will also be spin off topics such as art, film, music, historical events and acting out a play. This course will prepare students to take the AP French language exam.

REQUIRED: Successful completion of French IV Honors) *Students with less than a B average in French IV Honors may find the V Honors course too challenging.*

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|---------------------------------------------------------------------------------------|
| French I part 1<br>French I part 2<br>Fundamental French II<br>Fundamental French III |
|---------------------------------------------------------------------------------------|

*These 4 courses are for students who need a slower paced course. This course is the first of 4 courses ending with French Fundamental III.*

### **311 FRENCH I - Part 1**

Grades 9-12

1.00 Credit/Semester

**Let's Speak French!** Students will enjoy learning to speak French in everyday situations such as meeting friends, describing themselves and their daily activities. Through, Internet projects, videos, French films and various fun cooperative learning activities, the students will learn about French culture in the world and study two Impressionist artists. This course is designed to cover the first half of the text at a more moderate pace and with more hands-on activities. The course focuses on speaking in the present tense and emphasizes the importance of reading, writing, speaking and interacting.

### **312 FRENCH I - Part 2**

Grades 9-12

1.00 Credit/Semester

**Let's visit Paris!** In this college preparatory course students will delight in their progress to speak French about friends, weekend plans, and ordering and even eating French food. Students will use the Internet to take a "virtual tour" of Paris. They will view videos, and a French film and study two Impressionist artists. Students will continue to use various creative cooperative learning activities to enhance their speaking, reading and writing skills at a more moderate pace and with more hands-on activities. Students will cover the second half of the first-year book. At the end of French I - Part 2, students will have completed the equivalent of French I.

**REQUIRED:** Successful completion of French I - Part 1.

### **313 FUNDAMENTAL FRENCH II**

Grades 10-12                      1.00 Credit/Semester

**How To Get Around France.** Students learn about activities in Paris and how to get around on the Paris Metro. They order food and drink at a cafe, shop at a market and taste some French foods. To learn more about French provinces and French-speaking countries students work cooperatively on Internet and library research projects and continue their study of Impressionist artists. They work with a partner and in small groups to practice conversation skills. Students will enjoy two French feature films with English subtitles and French Impressionists. This French II course will continue at a more moderate pace.

**REQUIRED:** Successful completion of French I

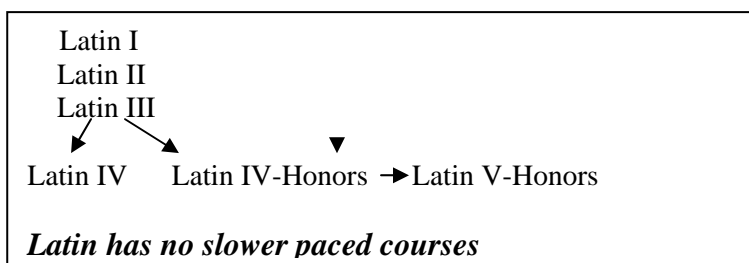
### **315 FUNDAMENTAL FRENCH III**

Grades 10-12                      1.00 Credit/Semester

**French: A great adventure!** This is an exciting course which continues to engage students in French through hands-on activities and at a more moderate pace. Students will use various means of technology and methods to improve their speaking ability in French. They will learn to talk about what is important to French and American teens and will focus on two French films and continue their study of Impressionist artists. It is a busy and exciting year!

**REQUIRED:** Successful completion of Fundamental French II

**This is the LAST course in this series. From this point, students are encouraged to begin another language.**



### **320 LATIN I**

Grades 9-12                      1.00 Credit/Semester

#### **Escape from Vesuvius!**

Students learn about the daily life of a Roman family and compare Roman life, customs and language to their own. They study the relationship of Latin to English in vocabulary and grammar. We discover life in ancient Pompeii and Roman Britain and experience the thrill of chariot races and gladiatorial combat. Roman mythology and culture and their impact on Western civilization are also studied.

### **321 LATIN II**

Grades 10-12

1.00 Credit/Semester

#### **Roman Britain and Egypt.**

This course reviews the material presented in Latin I and the students skills are increased as they follow Quintus from Roman Britain to the city of Alexandria and back. Cultural topics include life in Roman Britain and Alexandria, the baths, seven wonders of the ancient world, the Roman calendar and many aspects of Roman religion. Students continue to strengthen their understanding of Latin vocabulary and grammar, while projects on cultural and historical events help expose similarities and differences with their own culture.

**REQUIRED:** Successful completion of Latin I

### **322 LATIN III**

Grades 10-12

1.00 Credit/Semester

#### **From Britain to Rome!**

Latin III will develop students' ability to read Latin, while increasing their understanding of Roman history. Students follow the adventures of Quintus and the manipulations of Salvius. This year students read about life in Roman Britain, the political system in Rome and the city of Rome itself. Grammar and vocabulary are reinforced in the context of reading as much Latin as possible! The course is designed to give students the tools, confidence and background knowledge to read original Latin.

**REQUIRED:** Successful completion of Latin II

### **323A LATIN IV**

Grade 11-12

1.00 Credit/Semester

#### **Stories from Roman History**

Latin IV will continue students' exploration of the Roman world and language. Students learn fascinating details about Roman history. Students will read about the emperor Domitian, his political maneuvering, his council and the senatorial career. Students will learn about recitations through Martial's epigrams, and about Roman marriages through various stories. We will study Cleopatra using a variety of sources, and learn about the flamboyance of the Empire in Petronius' *Cena Trimalchionis*. The semester ends with an introduction to poetry featuring the love poetry of Catullus. The focus will be on developing student's ability to understand Latin and expand their knowledge of and interest in the Roman world.

**REQUIRED:** Successful completion of Latin III

### **323B LATIN IV HONORS**

Grade 11-12

1.00 Credit/Semester

**From Republic to Empire.** Latin IV Honors will expand students' exploration of the Roman world and language. Students study the transition from the Roman Republic to the Roman Empire, and learn fascinating details about Roman history. We read Caesar's description of the Druids and his own army, and discover Cicero's eloquence. Students read Pliny's account of life in the eruption of Vesuvius, and learn about the flamboyance of the Empire in Petronius' *Cena Trimalchionis*. The year ends with an introduction to poetry featuring Martial's epigrams. The focus will be on developing students' ability to read original Latin, while projects and assignments on historical and cultural events will give students context for their reading. **As an Honors course, this class will require significant work and dedication.**

**REQUIRED:** Successful completion of Latin III

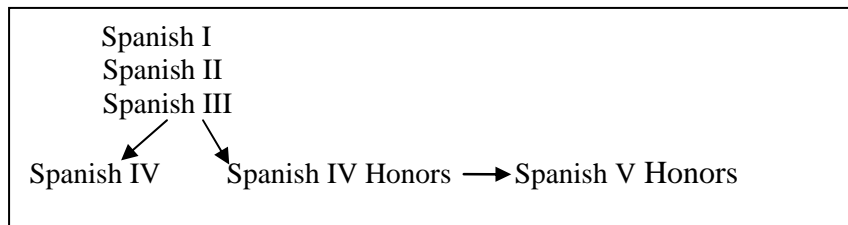
### **324 LATIN V HONORS**

Grade 12

1.00 Credit/Semester

Critical appreciation of the *Aeneid* as poetry implies the ability to translate literally, to analyze, to interpret, to read aloud with attention to pauses and phrasing, and to scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally so that their translations not only are accurate and precise, but also make sense in English. The instructions for the translation questions, "translate as literally as possible," call for a translation that is accurate and precise. In some cases an idiom may be translated in a way that makes sense in English but is rather loose compared to the Latin construction. In general, however, you should remember that: The tense, voice, number, and mood of verbs need to be translated literally, subject-verb agreement must be correct, participles should be rendered precisely with regard to tense and voice, ablative absolutes may be rendered literally or as subordinate clauses.

**REQUIRED:** Successful completion of Latin IV Honors



### **330 SPANISH I**

Grades 9-12

1.00 Credit/Semester

**Our Hispanic Neighbors.** Students will study the customs, language, food, etc., of Spanish-speaking. Using videos, and CDs students will acquire a solid knowledge of elementary Spanish, along with many interesting facts about the daily life of the millions of people who speak it.

**This course is the first in the series leading to the Honors Spanish V course.**

### **331 SPANISH II**

Grades 9-12

1.00 Credit/Semester

**From Spain to the Americas.** In this course students continue their study of the Spanish language and culture with the addition of CD's and videos. They also study the art of Picasso, Goya, El Greco, Rivera, Kahlo.

**REQUIRED:** Successful completion of Spanish I

### **332 SPANISH III**

Grades 10-12

1.00 Credit/Semester

**A Language for the 21<sup>st</sup> Century.** Students in this course will review the grammar principles learned in Spanish I and II and consider new themes not presented there. Reading, writing and conversational skills will be sharpened as we study the history, geography and culture of many Spanish speaking countries in the world, including the United States. Videos, library work, and special projects are all part of this course; oral participation and homework are part of the grade. The course is given in Spanish.

**REQUIRED:** Successful completion of Spanish II

### **333 SPANISH IV**

Grades 11-12

1.00 Credit/Semester

**Los Hispanohablantes.** In fourth year of Spanish students will continue to study the Spanish language and it's great diversity of cultures. This course will be conducted mainly in Spanish and students will actively participate in various classroom activities.

**REQUIRED:** Successful completion of Spanish III

### **334 SPANISH IV HONORS**

Grades 11-12

1.00 Credit/Semester

**Viva Espanol!** In fourth year Spanish, students will study the Spanish language and its great diversity of cultures through literature, films and music. Students actively participate in various classroom activities.

Written and reading assignments are given daily. **This course is conducted in Spanish.**

**REQUIRED:** Successful completion of Spanish III

*Students with less than a B average in Spanish III may find the Honors course too challenging.*

### **335 SPANISH V HONORS**

Grades 11-12

1.00 Credit/Semester

**Spanish for Life!** Students will enjoy reading authentic Spanish literature. The selections will include plays, short stories and poems by famous Spanish and Hispanic authors. Students will develop discussion and writing skills and a more in-depth understanding of grammar. Additional topics will include are, films, music, historical events and acting out a play. This course will prepare students to take the AP Spanish language exam.

**REQUIRED:** Successful completion of Spanish IV Honors) *Students with less than a B average in Spanish IV-Honors may find the Honors course too challenging.*

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| Spanish I part 1<br>Spanish I part 2<br>Fundamental Spanish II<br>Fundamental Spanish III |
|-------------------------------------------------------------------------------------------|

**These 4 courses are for students who need a slower paced course. This course is the first of 4 courses ending with Spanish Fundamental III.**

### **341 SPANISH I - Part 1**

Grades 9-12

1.00 Credit/Semester

**“Friends Near Home”** In this college preparatory course students will be introduced to the culture and language of the Spanish speaking people of the world. This course is designed for students who prefer a more moderate pace to learn the basic concepts of Spanish. This course will encompass the first half of the first year text and will also include films, videos, and CD's. The course focuses on speaking in the present tense and emphasizes the importance of reading, writing, speaking and interacting.

**This course is the first of 4 courses ending with Spanish Fundament III.**

### **342 SPANISH I - Part 2**

Grades 9-12 1.00 Credit/Semester

**El Mundo Hispanohablante.** In this college preparatory course students will study the language and culture of the Spanish speaking people in Latin America and Spain. This course is designed for students who prefer a more moderate pace to learn the basic concepts of Spanish. This course will encompass the second half of the first year text and will also include films, videos and CD's. Successful completion of Spanish I Part 2 is the equivalent of Spanish I.

**REQUIRED:** Successful completion of Spanish I - Part 1

### **343 FUNDAMENTAL SPANISH II**

Grades 10-12 1.00 Credit/Semester

**Let's Speak Spanish!** In this course students will continue their study of the Spanish language and the Spanish speaking world. This course will use a Spanish II text, stories and videos. This course is a course for students who prefer a more moderate pace to learn the basic concepts of Spanish.

**REQUIRED:** Successful completion of Spanish I - Part 2

### **344 FUNDAMENTAL SPANISH III**

Grades 11-12 1.00 Credit/Semester

**Nuestros Vecinos!** In this course students will continue their study of the Spanish Language and the Spanish speaking world. This course is a course for students who prefer a more moderate pace but are still looking for an upper level language course

**REQUIRED:** Successful completion of Fundamental Spanish II

**This is the LAST course in this series. From this point, students are encouraged to begin another language.**

# REGIONAL CAREER TECHNICAL CENTER

The Regional Career Technical Center provides students with a focused and unique career and technical education program. By combining a CTC program with an appropriate sequence of courses in their high school, students prepare themselves for a variety of options after graduation, including four-year college programs; two-year associate and technical programs; and apprenticeships and entry-level positions in a career field.

## **Career and Technical Student Organizations**

Student organizations are an essential part of a career and technical education program. Participation in a career and technical student organization (CTSO) provides an opportunity to develop leadership potential, decision-making skills, and a strong work ethic as a member of a team. CTSO students can participate at state and national conferences in competitive events and projects. All career and technical education students are encouraged to be members and to take part in CTSO activities. Active career and technical student organizations at DHS are: **DECA \*\* FBLA \*\* FCCLA \*\* FFA \*\* Skills USA**

## **Tri-City Career Technical Program Offerings**

In addition to the career technical programs offered at Dover High School and Regional Career Technical Center, students are eligible to select programs offered at Rochester and Somersworth Regional Centers. If you are interested in selecting a program at Rochester or Somersworth, please see your Guidance Counselor, the Career Technical Guidance Coordinator, or the Career Technical Director.

## **Non-Traditional Career Opportunities**

All Regional Technical Center classes and programs are open to both female and male students. The CTC staff encourages all students to consider pursuing non-traditional careers to meet the increasing demand for female automotive, engineering, construction, computer technicians; and male cosmetology, floriculture, and early childhood providers. More and more people are discovering non-traditional careers to be rewarding, fulfilling and challenging. All students should be mindful to select their CTC program based on their interests, skills, and personal goals regardless of gender.

## **Career Services**

The Career Services area provides a central location for students, parents, teachers and community and business partners to access and deliver career planning resources and networking opportunities. Students can visit Career Services to find leads on local employment, internships, COOP, and apprenticeship opportunities. Students can also participate in workshops on a variety of career-related topics. Career Services maintains a list of area businesses that host Job Shadow experiences. Resources are also available to teachers to integrate career development into their curriculum.

## LICENSING, CERTIFICATIONS AND OTHER CREDENTIALS available to Career Tech Students

### **Animal Science Program**

- Pet Tech Animal CPR and 1<sup>st</sup> Aid Certification
  - CGC—K-9 Good Citizen Certification (American Kennel Club)
- 

### **Automotive Technology Program**

- Accredited by the National Automotive Technicians Education Foundation
  - Automotive Service Excellence (ASE) exam.
- 

### **Building Construction**

- OSHA-10 Certification
  - CPR & 1<sup>st</sup> Aid Certifications
- 

### **Business & Marketing**

- MOS (Microsoft Office Specialist) Certification for MS Word, MS PowerPoint, MS Excel
- 

### **Computer Technology Program**

- Year 1: A+ certification exam
  - Year 2: Network+ certification exam.
- 

### **Cosmetology Program (1500-hour program)**

- NH Licensed Cosmetology
- 

### **Culinary Arts**

- ServeSafe certification, National Restaurant Association Education Foundation.
- 

### **Electrical Technology Program**

- 2-yr program partially fulfills requirements for NH State Electrical Apprenticeship Night School program
  - 500-hours work experience toward Journeyman's license
  - OSHA-10 certification
  - Telecommunication Cabling Certificate
- 

### **Licensed Nursing Assistant Program**

- NH State Board Licensing Exam
  - Restorative Aid Certificate
  - Pro-Rescuer, First Aid Certifications
  - Advanced Skills Certificate
  - Certified Phlebotomist
  - Dean Vaughn Medical Terminology Certificate
- 

### **NJROTC**

- Cadets who complete 2 years of NJROTC may enter the Army or Navy as an E-2; those who complete 3 years of NJROTC may enter Army or Navy as an E-3.
  - Up to 16 college credits available to NJ-ROTC
- 

### **Seacoast Firefighting & EMS C.A.D.E.T. Academy**

- ProBoard Accredited Firefighter I (29 States)
- Professional Rescuer CPR and AED
- NH Wildland Firefighter I
- Nat. Wildfire Coordinating Group: S-130; S-190; I-100; L-180
- Hazardous Materials Awareness/Operations
- Standard First Aid and the National Registry of EMT's-EMT Basic Certification

# POST SECONDARY CREDITS

available to Dover High School and Career Technical Students

| DHS/CTC Class/Program                            | College Class(es)                                                            | Institution                                                                                        | # cr     | Type of credit  |
|--------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------|-----------------|
| Accounting II                                    | Accounting & Financial Reporting                                             | Great Bay Community College                                                                        | 3        | Running Start   |
| Anatomy & Physiology                             | Introduction to Anatomy and Physiology                                       | Southern NH University                                                                             | 3        | Dual enrollment |
| Animal Science II                                | Introduction to Veterinary Technology                                        | Great Bay Community College                                                                        | 3        | Running Start   |
| Automotive Technology I & II                     | Automotive systems I                                                         | Lakes Region Community College                                                                     | 3        | Articulation    |
|                                                  | Introduction to Automotive Service                                           | Manchester Community College                                                                       | 3        | Running Start   |
| Biotechnology I                                  | Intro to Biotechnology                                                       | Great Bay Community College                                                                        | 4        | Running Start   |
| Building Construction Technology I & II          | Methods of Construction Lab I, 2 and Theory                                  | Manchester Community College                                                                       | 3        | Articulation    |
| Computer Tech I                                  | IT Essentials PC Hardware & Software                                         | Great Bay Community College                                                                        | 3        | Articulation    |
|                                                  |                                                                              |                                                                                                    | 3        | Running Start   |
| Drawing III & IV                                 | Introductory Drawing                                                         | Southern NH University                                                                             | 3        | Dual enrollment |
| Early Child Development                          | Child Development                                                            | Southern NH University                                                                             | 3        | Dual enrollment |
| Electrical Technology II                         | AC/DC Theory                                                                 | Lakes Region Community College                                                                     | 5        | Running Start   |
| Finite Math                                      | Applied Finite Math                                                          | Southern NH University                                                                             | 3        | Dual enrollment |
| Fire Fighter Academy I & II                      | Fire Fighter I, 3 credits and Fire Fighter II (EMS Certification), 6 credits | Lakes Region Com College                                                                           | 9        | Articulation    |
|                                                  |                                                                              | Southern Maine Com College                                                                         | 9        | Articulation    |
| Pre-Engineering Academy 4-course Honors sequence | PLTW 101; PLTW 103; PLTW 103; PLTW 104                                       | New Hampshire Technical Institute (NHTI)                                                           | Up to 12 | Running Start   |
|                                                  |                                                                              | 39 participating PLTW colleges                                                                     | Up to 9  | Articulation    |
| Photography II                                   | Introduction to Photography                                                  | Southern NH University                                                                             | 3        | Dual enrollment |
| NJROTC                                           | Variety of college credits available                                         | Adams State College (visit <a href="http://rtg-associates.org">rtg-associates.org</a> for details) | Up to 16 | Dual Enrollment |

**Articulation:** Qualifying HS classes fulfill requirements for entry-level college classes through individual agreement between HS & college. No cost; no transcript.

**Running Start Program (CCSNH):** Qualified high school teachers offer college-level courses to students in the HS environment for \$150/course; college transcript.

**Dual Enrollment:** High school students take university-level courses as part of their regular high school schedules for a moderate fee; college transcript.

*New information is often added. Check with your Guidance Counselor for latest additions.*

# Career Tech Exploratory Courses

Students may select from the 12 Exploratory Courses to gain an introduction to and understanding of a variety of career technical programs. In each course, students develop their interests and aptitudes and investigate advanced course offerings. These half-credit, quarter courses are designed primarily for students in **grades 9 and 10, however juniors and seniors** may enroll on a space available basis.

## **800 INTRODUCTION TO LIFE SCIENCES**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This is a quarter-long course that serves as an introduction to both horticulture and aquaculture. As part of the horticulture portion of the course, students will learn to care for large tropical plants in the greenhouse "jungle"; plant and care for seedlings, grow and harvest vegetables, and grow a variety of plants hydroponically in the working greenhouse; and plant and care for vegetables grown in the two school gardens. As part of the aquaculture portion of the course, students will learn to set up and maintain a freshwater aquarium, choose compatible groupings of fish, learn about fish anatomy, learn to market and price fish for sale through the "Petals & Fins" classroom store, and help care for the growing population of rescued turtles living in the greenhouse. In addition, students will identify the career opportunities associated with these fields and practice a variety of skills such as information literacy, critical thinking, cooperative group work, self-direction, and problem-solving.

## **801 INTRODUCTION TO AQUACULTURE AND HORTICULTURE**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This course explores the topics introduced in Intro to Life Sciences in more depth. In addition to caring for the plants in the two school greenhouses, students will "adopt" a raised bed in one of the school gardens for the purpose of growing produce for the school lunch and culinary arts programs. Students will utilize organically based methods as they study plant taxonomy, identification, physiology, propagation, and pest control. In addition to caring for the fish sold through the "Petals & Fins" classroom store, students will study fish taxonomy, identification, physiology, behavior, and fish disease diagnosis and treatment. Students will also learn how to set up and maintain a saltwater aquarium, study brook trout and bullfrog development, and learn about the frogs and turtles native to New Hampshire. Intro to Life Sciences is a prerequisite for this course.

## **802 INTRODUCTION TO ANIMAL SCIENCE**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

The Animal Science Exploratory class is a one quarter course designed to give students a basic knowledge of animals and an opportunity to interact with a wide variety of farm animals, horses, and domestic pets. This explore program provides students with hands-on learning. The topics covered are animal behavior, equine science, breed identification, nutrition, grooming, farm animals, and barn maintenance. Students who are successful in the explore program may further pursue their interest by taking advantage of our Animal and Equine Science I class offered in their junior year.

**Required:** Students must apply and be interviewed for this exploratory program. Limit 15 students per class.

### **803 INTRODUCTION TO BUSINESS AND MARKETING**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This is an introductory course that will provide students with a foundation of how a business operates. Students will learn basic business terminology and will participate in a Virtual Business Retail Store where students will manage their own retail store and compete with their classmates. Coursework will be completed individually and in groups.

### **804 INTRODUCTION TO BUILDING TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter/Fall

Semester

This course will engage students in applying those fundamental skills and basic knowledge related to the building technologies. This will be a hands-on and supportive experience that will give students the opportunity to properly select and safely use the materials related to these programs. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

### **805 INTRODUCTION TO AUTOMOTIVE TECHNOLOGY**

Grades 9-10 (Grades 11-12 on a space available basis)

0.50 Credit/Quarter/Fall

Semester

This course will engage students in applying those fundamental skills and basic knowledge related to automotive repair technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

### **806 INTRODUCTION TO AUTOMOTIVE COLLISION TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter/Spring

Semester

This course will engage students in applying those fundamental skills and basic knowledge of automotive collision technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

### **807 INTRODUCTION TO COMPUTER TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This Course will engage students in applying those fundamental skills and basic knowledge related to the diverse and ever-changing field of computer information technology. Students are primarily introduced to information technology and computer hardware basics, compatibility issues and common errors, software installation and functions, security risks and prevention. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this quarter program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic. Upon successful completion of the unit course work and activities students can sit for the industry recognized CompTIA Strata examination. The exam will assess the student's knowledge of Green IT and preventative maintenance of computers. The Strata certification can be a stepping stone to higher certifications in CompTIA A+, and with specialized

experience, CompTIA Network+, CompTIA Security+ and Microsoft Technology Associate certifications.

### **808 ENGINEERING EXPLORATION**

Grades 9-10 (Grades 11-12 on space available basis)  
Semester

0.50 Credit/Quarter/Fall

This introductory course will engage students in applying those fundamental skills and basic knowledge related to the diverse and ever-changing fields of engineering. The fundamental skills that engineers use on a daily basis will be introduced. Basics concepts of Computer Aided Design (CAD), robotics, the design process and related skills will be the focus of lab based activities, utilizing problem solving skills.

### **809 INTRODUCTION TO ELECTRICAL TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)  
Semester

0.50 Credit/Quarter/Spring

This course will engage students in applying those fundamental skills and basic knowledge to the electrical technologies. Students will be exposed to different areas of the electrical trades, Residential wiring, Commercial wiring, and Electronic circuitry; they will be working on various lab projects and have an opportunity to work hands-on with common tools of the trade. In Addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

### **810 INTRODUCTION TO WOODWORKING TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This Course will engage students in applying those fundamental skills and basic knowledge related to woodworking technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

### **811 INTRODUCTION TO CULINARY ARTS**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

The Culinary Arts Exploratory is a one quarter class providing students with an introduction to the food service industry. Students will experience basic food production and table service. Instruction will include topics in sanitation and safety, equipment use, measurements, knife skills, cooking and baking techniques, restaurant station work and meal preparation and service. Students will be given the opportunity to prepare complete meals. Students who are successful in the exploratory may continue by enrolling in our Culinary Arts I and II Programs over two years.

# Career Technical Agriculture and Natural Resources

The Agriculture and Natural Resources Programs offer students learning opportunities in a career area that includes urban forestry technology, environmental sciences, animal science, and commercial fish farming. The FFA serves an important role in this area by providing opportunities for students to develop leadership skills and to demonstrate technical skills by competing in local, state, and national events.

## **800 INTRODUCTION TO LIFE SCIENCES**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This is a quarter-long course that serves as an introduction to both horticulture and aquaculture. As part of the horticulture portion of the course, students will learn to care for large tropical plants in the greenhouse "jungle"; plant and care for seedlings, grow and harvest vegetables, and grow a variety of plants hydroponically in the working greenhouse; and plant and care for vegetables grown in the two school gardens. As part of the aquaculture portion of the course, students will learn to set up and maintain a freshwater aquarium, choose compatible groupings of fish, learn about fish anatomy, learn to market and price fish for sale through the "Petals & Fins" classroom store, and help care for the growing population of rescued turtles living in the greenhouse. In addition, students will identify the career opportunities associated with these fields and practice a variety of skills such as information literacy, critical thinking, cooperative group work, self-direction, and problem-solving.

## **801 INTRODUCTION TO AQUACULTURE AND HORTICULTURE**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This course explores the topics introduced in Intro to Life Sciences in more depth. In addition to caring for the plants in the two school greenhouses, students will "adopt" a raised bed in one of the school gardens for the purpose of growing produce for the school lunch and culinary arts programs. Students will utilize organically based methods as they study plant taxonomy, identification, physiology, propagation, and pest control. In addition to caring for the fish sold through the "Petals & Fins" classroom store, students will study fish taxonomy, identification, physiology, behavior, and fish disease diagnosis and treatment. Students will also learn how to set up and maintain a saltwater aquarium, study brook trout and bullfrog development, and learn about the frogs and turtles native to New Hampshire. Intro to Life Sciences is a prerequisite for this course.

## **802 INTRODUCTION TO ANIMAL SCIENCE**

Grades 9-10

0.50 Credit/Quarter

Grades 11-12 on space available basis

The Animal Science Exploratory class is a one quarter course designed to give students a basic knowledge of animals and an opportunity to interact with a wide variety of farm animals, horses, and domestic pets. This explore program provides students with hands-on learning. The topics covered are animal behavior, equine science, breed identification, nutrition, grooming, farm animals, and barn maintenance. Students who are successful in the explore program may further pursue their interest by taking advantage of our Animal and Equine Science I class offered in their junior year.

**Required:** Students must apply and be interviewed for this exploratory program. Limit 15 students per class.

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# Animal and Equine Science (2-year programs)

## **802 INTRODUCTION TO ANIMAL SCIENCE**

Grades 9-10

0.50 Credit/Quarter

Grades 11-12 on space available basis

The Animal Science Exploratory class is a one quarter course designed to give students a basic knowledge of animals and an opportunity to interact with a wide variety of farm animals, horses, and domestic pets. This explore program provides students with hands-on learning. The topics covered are animal behavior, equine science, breed identification, nutrition, grooming, farm animals, and barn maintenance. Students who are successful in the explore program may further pursue their interest by taking advantage of our Animal and Equine Science I class offered in their junior year.

**Required:** Students must apply and be interviewed for this exploratory program. Limit 15 students per class.

## **815 ANIMAL AND EQUINE SCIENCE I**

Grade 11(Grade 12 on a space available basis)

2.00 Credits/Year

This is the first year of a two year program that will focus on general animal care including small animals, large animals and horses. The Animal and Equine Science I curriculum is composed of two major student experiential components. These hands on, competency-based experiences will be comprised of the following:

- 50% of the class will be general Animal Science and focus on an in-depth understanding of general animal care (both large and small), animal welfare, nutrition, breed identification, grooming, barn management, feeding and maintaining animals, the general environment to health of all the animals, and career opportunities with small animals. Animals studied include dogs, cats, rabbits, sheep, goats, reptiles, rodents, and other farm animals.

- 50% of the class will be Equine Science and will focus on an in-depth introduction into equine (horses), history and evolution, equine management, equine veterinary care, riding position and control, riding form and function, and related career opportunities. This portion of the class is conducted offsite at the Myrhe Equine clinical located in Rochester, New Hampshire.

In the second year of the Animal Science program, students choose to specialize in either Animal Science II and III, or Equine Science II.

**Required:** Students must submit a CTC program application.

## **816 ANIMAL SCIENCE II**

Grade 12

2.00 Credits (Semester 1, 2 Blocks)

Students who choose the Animal Science II option will explore the fundamentals of raising and caring for animals, including nutrition, common diseases and their causes, advanced grooming techniques, animal welfare and rights, reproduction, behaviors and handling, and business management. Students will also learn how to perform CPR and first aid on cats and dogs and can receive certification in Pet First Aid and CPR. These skills are necessary for the pet owner and anyone interested in pursuing a career in animal science. During this class, skills are practiced and learned through running the grooming lab and caring for barn animals.

**Certifications available:** Animal CPR and First Aid through Pet Tech.

**Required:** Successful completion of Animal and Equine Science I and permission of CTC Director.

### **817 EQUINE SCIENCE II**

Grade 12 4.00 Credits-(Full Year, 2 blocks)

Students who choose the Equine Science II option will focus on veterinary care, training, management, body systems, equine evaluation, and industry as well as a survey of equine-related career opportunities. They will also gain practical experience in the barn through riding and working with the horses. These experiences provide education in form and function of both horse and rider.

*This is a year-long program conducted off-site at the Myrhe Equine clinic located in Rochester, New Hampshire.*

**Required:** Successful completion of Animal Science I, or permission of Instructor along with proof of two or more years of sufficient equine experience, and 80% or better on the General Equine Knowledge Assessment.

### **818 HONORS ANIMAL SCIENCE III – VETERINARY SCIENCE**

Grade 12 2.00 Credits (Spring semester, 1 block)

The Animal Science III class is designed for a student who has an interest in the Veterinary Medicine Field. This is a vigorous course that takes an in-depth look at animal anatomy as well as common practices that veterinarians would explore. Genetics, reproduction, vaccinations, veterinary terminology, and maintaining medical records are some of the material covered in this class. Ethical and legal issues in veterinary medicine will also be discussed. In addition to the class work, this course will include hours at local veterinary clinics, humane societies.

**Note(s):** Qualified students have the opportunity to earn two college credits through the Running Start program at Great Bay Community College.

**Required:** Successful completion of Animal Science I, Animal Science II and /or permission of CTC Director.

# Career Technical Business and Marketing

The business and marketing courses offer theory and in-depth practical application to all students. Programs are designed to assist students considering careers in marketing, management, accounting, retailing, and financial services.

*An asterisk (\*) identifies courses that partially satisfy the computer graduation requirement. An (M) identifies courses that are recommended for the Microsoft Office Specialist Certification.*

## **803 INTRODUCTION TO BUSINESS AND MARKETING**

Grades 9-10

0.50 Credit/Quarter

Grades 11-12 on space available basis

This is an introductory course that will provide students with a foundation of how a business operates. Students will learn basic business terminology and will participate in a Virtual Business Retail Store where students will manage their own retail store and compete with their classmates. Coursework will be completed individually and in groups.

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## Business Principles (new 2-year business program)

### **811 BUSINESS PRINCIPLES I**

Grades 9-12

1 Credit/Semester

This is the first course for the business pathway program. This course teaches students the fundamentals of business. Students will learn key terminology used in every business while understanding the importance of team work. Various subjects will be taught including marketing, office technology, finance, economics, business, and more. Coursework will be based on class assignments and projects. Students are encouraged to enroll in our FBLA club; Future Business Leaders of America.

### **812 BUSINESS PRINCIPLES II**

Grades 9-12

1 Credit/Semester

This is the second course for the business pathway program. Students will learn various topics including finance, business law, and ethics. After taking this course, students will be capable of constructing a personal budget plan, explain various laws pertaining to business, and discuss ethical and unethical practices of various businesses. Coursework includes individual and partner activities, research activities via the Internet, and small projects. Students are highly encouraged to enroll in our FBLA club (Future Business Leaders of American) prior to the start of this course.

**Required:** Successful completion of Business Principles I.

### **813 BUSINESS PRINCIPLES III**

Grades 10-12

1 Credit/Semester

This is the third course for the business pathway program. Students will be introduced to today's critical business management concepts and principles in a realistic, investigative, and enriching manner. Business operations are approached from the entrepreneurial and management perspective. Other topics covered will be business law, contracts, ethics, technology and international business. Students are highly encouraged to enroll in our FBLA club (Future Business Leaders of American) prior to the start of this course.

**Required:** Successful completion of Business Principles I and II.

### **814 BUSINESS PRINCIPLES IV**

Grades 11-12

1 Credit/Semester

This is the final course in the business pathway program. Students will construct a detailed business plan including but not limited to: executive summary, business description, market analysis, competitor analysis, marketing plan, operating plan, and financial plan. Students are encouraged to think of a business concept prior to entering this course. Students are highly encouraged to enroll in our FBLA club (Future Business Leaders of American) prior to the start of this course.

**Required:** Successful completion of Business Principles I, II, and III.

### **836 BUSINESS MANAGEMENT** (Will be replaced with Business Principles III)

Grades 11-12

0.50 Credit/Quarter

Students will be introduced to today's critical business management concepts and principles in a realistic, investigative, and enriching manner. Business operations are approached from the entrepreneurial and management perspective. Students will create their own business, completing all nine steps of a business plan. Also covered will be an introduction of business law, contracts, ethics, technology, and international business.

**Required:** Completion of Intro to Business and Marketing

### **837 BUSINESS AND PERSONAL FINANCE** (Will be replaced with Business Principles II)

Grades 9-10

0.50 Credit/Quarter

This introductory course teaches students the fundamentals of finance and money management. Students will learn the true necessities needed to succeed in life by learning about budgeting, using credit wisely, loans, checking and savings account, and more. Coursework includes individual and partner activities, research activities, and small projects. This course provides an excellent preparation for those students planning on a business major in college or entering the work force. (Math credit is not given for this course)

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## Marketing (2-year program)

### **840 MARKETING AND RETAIL STORE OPERATIONS I**

Grades 11-12

2.00 Credits/Year

In this first course of the 2-year marketing program, students will obtain the knowledge and skills required to reach a comprehensive understanding of the world of retail marketing. Students will learn purchasing, distribution, pricing for profit, promotion, successful selling techniques, and market research. Students learn and apply these skills through the day-to-day operation of the School Store. Students are encouraged to become involved in DECA (an association of marketing students). DECA is a co-curricular component of the marketing program. Students are given opportunities to develop leadership skills and to demonstrate technical skills through competition at the state and national levels.

**Recommended:** Successful completion of Introduction to Business and Marketing.

## **841 MARKETING AND RETAIL STORE OPERATIONS II**

Grades 12

2.00 Credits/Year

In the second part of this program for marketing, advanced business concepts are introduced in order to complete the student's understanding of the world of business and marketing. The course reinforces material learned in Marketing and Retail Store Operations I and introduces the concept of entrepreneurship, small business management and finance. Students apply learned business skills through the day-to-day management of the School Store. Students are also encouraged to continue their involvement in DECA.

**Required:** Successful completion of Marketing and Retail Store Operations I and permission of CTC Director

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# Computer Programming (new 2-year business program)

## **832 \*INTRODUCTION TO PROGRAMMING USING ALICE AND PYTHON**

Grades 10-12

0.50 Credit/Quarter

This is an introductory course for learning the fundamental programming concepts with the help of Alice and Python. Alice lets you explore the world of computer architecture by learning essential programming concepts using an on-screen virtual world. Python lets you write the code you need, quickly and easily. Students will use various software packages designed for creating games in small virtual worlds using 3D models.

**Notes:** This course is a prerequisite for courses 833, 834, or 835.

## **833 \*VISUAL BASIC 6.0 PROGRAMMING**

Grades 10-12

0.50 Credit/Quarter

This course is designed to introduce students to a flexible, visual, event-driven programming language. Students will learn to work with forms, understand controls and properties, add menus, work with variables, create arrays, and work with procedures. They will also learn how to write and debug code, producing custom built operational programs.

**Required:** Successful completion of Introduction to Programming

## **834 \*C++ PROGRAMMING**

Grades 10-12

0.50 Credit/Quarter

This course is an introduction to computer science using C++. Computer science is a problem-solving discipline that primarily focuses on the creation of the software systems. Students will be exposed to the elementary data structures and algorithms that are fundamental to computer science. Students will also be introduced to the object-oriented features of C++.

**Required:** Successful completion of Introduction to Programming

## **835 \*GAME DESIGN PROGRAMMING I**

Grades 10-12

0.50 Credit/Quarter

This course introduces you to the exciting world of game design, covering the core concepts and giving you hands-on experience with today's most popular game design tools. Projects for this course include designing a classic arcade game and designing a 3D game environment.

**Required:** Successful completion of Introduction to Programming

### **836 \*GAME DESIGN PROGRAMMING II**

Grades 10-12

0.50 Credit/Quarter

Create your own games like “Gears of War” using SDKs Unreal Engine 3. Create lifelike scenes and fantastic worlds with the same toolset used to make Gears of War and Infinity Blade. You will have all the tools you need to create great games, advanced visualizations and detailed 3D simulations on the PC and iOS. Come discover the virtual world of Gaming!

**Required:** Successful completion of Game Design Programming I

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## Business Electives

### **826 \*YEARBOOK DESIGN AND PRODUCTION I & II**

Grades 10-12

1.00 Credit/Semester

Students enrolled in this class will be responsible for producing the high school yearbook. Yearbook publication skills including creating page layouts, writing copy and captions, marketing and ad sales, photography, and computer graphics. Familiarity with graphic computer programs is desired, but not required. Students will learn all about aspects of making the book, plus learn how the yearbook business works.

**Required:** Microsoft Word and PowerPoint

**Notes:** May be repeated in both semesters for credit.

### **827 \*COMPUTER LITERACY BASICS**

Grades 9-12

0.50 Credit/Quarter

This course is organized into three key parts: computing fundamentals, key applications, and on-line utilization. Learn about the various uses of the computer, basic understandings of Microsoft Word, Excel, PowerPoint and e-mail and internet principles.

### **828 \*ADVERTISING**

Grades 10, 11, 12

0.50 Credit/Quarter

This class explores the exciting world of advertising, including marketing, promotions, target markets, forms of media, advertisement layouts, and advertising campaigns. During these units, the student will be introduced to Adobe Creative Suite CS4 (Photo Shop, InDesign, and Illustrator). Students will work as a member of a team to develop an advertising campaign and create various forms of advertisements for existing products and/or services, along with creating advertisements for the student store and CTC programs. Throughout this experience, students will also learn about numerous career opportunities in business.

**Required:** Successful completion of Microsoft Word and PowerPoint

### **829 (M)\*MICROSOFT WORD AND POWERPOINT**

Grades 9-12

0.50 Credit/Quarter

Achieve your Microsoft Office 2010 Specialist (MOS) Core Certification in Word and/or PowerPoint. Advance your knowledge in Word by creating and editing documents, writing research papers; developing a resume and cover letter, embedding tables, charts, and watermarks in a document, generating form letters, mailing labels, envelopes and directories, as well as creating a professional newsletter. Students will also learn the essentials of creating presentations and enhancing them with visual elements and various presentations.

**Notes:** Recommended for the Microsoft Office Specialist Certification.

### **830 \*(M) MICROSOFT EXCEL**

Grades 9-12

0.50 Credit/Quarter

Achieve your Microsoft Office 2010 Specialist (MOS) Core Certification in Excel. Students will learn to create spreadsheets with embedded charts, and use formulas, functions and formatting to customize the worksheet. This course will also enable students to use what-if-analysis, financial functions, data tables, and create templates.

**Notes:** Recommended for the Microsoft Office Specialist Certification.

### **831 \*MICROSOFT WEB PAGE DEVELOPMENT**

Grades 10-12

0.50 Credit/Quarter

Students will become familiar with the overall website production process, design exercises and learn how to create a web page utilizing ADOBE Dreamweaver CS 4 webpage development software, as well as working with HTML (Hyper Text Markup Language) code. There will also be an overview on how to access the Internet through browsers and search engines.

**Required:** Microsoft Word and PowerPoint

### **838 ACCOUNTING I**

Grades 10-12

1.00 Credit/Semester

This course is an introduction to the world of accounting and business as accounting is known for being the “language of business.” Students will learn the fundamentals of accounting based on the Generally Accepted Accounting Principles (GAAP). This course will allow students to create and interpret financial information for small businesses. Students will prepare and analyze small business transactions, prepare journal entries, adjust entries, and close entries. Students will also prepare a balance sheet, income statement, statement of cash flows, post closing entries and prepare a post closing trial balance. Payroll accounting and taxes will also be discussed. Students who are interested in math and business are highly recommended for this course.

**Recommended:** Successful completion of one of the following: Consumer Math or College Prep Math & Money Management.

### **®839 ACCOUNTING II**

Grades 11-12

1.00 Credit/Semester

Accounting II is an advanced course where students will develop a better understanding in financial accounting. Students will analyze the accounting cycle for partnerships and merchandising corporations as well as the company’s stock. They will take a deeper look into purchases, cash payments, sales and cash receipts. Cash funds, depreciation, and receivables will also be discussed. Students who are interesting in pursuing a career/degree in accounting, financial management, business management, or/and entrepreneurship are recommended to take this course.

**Required:** Successful completion of Accounting I

**Note:** For a fee, students have the opportunity to earn 3 college credits through the Running Start program at Great Bay Community College.

# Career Technical Engineering, Scientific & Industrial Technology

The Engineering, Scientific, Industrial Technology Programs offer theory and in-depth practical application to all students. The programs are designed to assist students in attaining realistic career goals and to prepare students for further education.

*An asterisk identifies courses that satisfy the computer graduation requirement (\*).*

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## Project Lead the Way (PLTW) for Grades 10-12

### Pre-Engineering Academy (3-year program)

The Career Technical Center has transitioned to the pre-engineering curriculum, program objectives and courses as outlined and developed by Project Lead the Way (PLTW) which utilizes a six-course sequence. The sequence is



designed to help students explore technology-related careers and to prepare them for two- or four-year technology degree programs. Each class is taught in a laboratory setting using state-of-the-art technology equipment and software. Instruction is approximately one-third theory and two-thirds application, sometimes involving mentors from industry and colleges. Class activities focus on problem solving, through project-based learning, which requires students to work in teams to generate solutions.

Students who participate and/or complete the six sequences of courses as outlined below will have the option to earn college credit, when possible, through articulation agreements, offering a seamless link between high school and college. The course sequence utilizing Project Lead the Way will include the following courses:

#### **860 HONORS INTRODUCTION TO ENGINEERING DESIGN**

Grade 10 (Grade 11 on space available basis)

1.00 Credit/Fall Semester

This course will develop student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States. This course is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Note:** Honors Technology credit will be awarded upon successful completion of this course. In addition, students can receive computer literacy (1/2 credit) and visual art (1/2 credit) credit upon successful completion of this year of the sequence and presentation of a portfolio to an approved representative of the respective department.

**Required:** Students must successfully complete CP or Honors Geometry or concurrently enrolled.

#### **861 HONORS PRINCIPLES OF ENGINEERING**

Grade 10 (Grade 11 on space available basis)

1.00 Credit/Spring Semester

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This is a broad-based survey course as part of the pre-engineering program as outlined by PLTW. The course is designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved and related to engineering careers. They will also explore the various engineering systems and manufacturing process in conjunction with the social implications and political consequences associated with technological change in our society. This is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Note:** Honors Technology credit will be awarded upon successful completion of this course. In addition, students can receive computer literacy (1/2 credit) and visual art (1/2 credit) credit upon successful completion of this year of the sequence and presentation of a portfolio to an approved representative of the respective department.

**Required:** Students must successfully complete CP or Honors Geometry or concurrently enrolled and the completion of Honors Introduction to Engineering Design.

### **862 HONORS DIGITAL ELECTRONICS**

Grade 11

1.00 Credit/Fall Semester

Continuation of this Honors program, students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. This course is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Required:** Successful completion of the Honors Introduction to Engineering Design and Honors Principles of Engineering Design or teacher permission.

### **863 HONORS COMPUTER INTEGRATED MANUFACTURING**

Grade 11

1.00 Credit/Spring Semester

The Computer Integrated Manufacturing course is designed to apply the principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by construction actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. This course is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Required:** Successful completion of the Honors Introduction to Engineering Design, Honors Principles of Engineering Design and Digital Electronics or teacher permission.

### **864 HONORS AEROSPACE ENGINEERING**

Grade 12

1.00 Credit/Fall Semester

The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition, the course presents alternative applications for aerospace engineering concepts. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build aerospace systems. While implementing these designs, students will continually hone their interpersonal skills, creativity, and application of the design process. Students apply knowledge gained throughout the course in a final multi-media project to envision their future professional accomplishments. This is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Required:** Successful completion of the Introduction to Engineering Design and Honors Principles of Engineering Design, Honors Digital Electronics and Honors Computer Integrated Manufacturing.

### **865 HONORS ENGINEERING DESIGN AND DEVELOPMENT**

Grade 12

1.00 Credit/Spring Semester

This capstone course is designed to have students work in teams of two to four. Students will design and construct the engineering solution to an engineering problem. These problems can be student generated, part of national challenges or competitions or taken from a database of engineering problems. The major goal of this course is to apply the engineering principles and practices of the preceding courses to real-world problems. Students will also maintain a journal that will be included in their electronic portfolio. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed electronic portfolio will be a valuable asset and document for student to have when applying for college. This course is an honors level course in the pre-engineering program. Students are to complete a college preparatory sequence of courses in mathematics. Competencies (content standards) are defined by Project Lead the Way.

**Required:** Successful completion of the Introduction to Engineering Design and Honors Principles of Engineering Design, Honors Digital Electronics, Honors Computer Integrated Manufacturing and Aerospace Engineering.

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## **Biotechnology/Bio-manufacturing Academy**

(2-semester program)

Biotechnology and biomanufacturing technology is a growing field with a wide range of challenging educational, learning and work opportunities. Students who major in Biotechnology/ Biomanufacturing are prepared for positions in many career areas associated with the biopharmaceutical, research, health and medical science industries. This program is ideal for students who enjoy science and mathematics with a focus on Life Science.

### **®820 HONORS BIOTECHNOLOGY I**

Grades 11-12

1.00 Credit/1 Block/Semester

Topics include introduction to biotechnology and biomanufacturing, safety, biotechnology ethics and issues, regulatory affairs, biotechnology in food processing, aseptic, biotechnology and biomanufacturing laboratory techniques and instrumentation, biotechnology and Good Manufacturing Practices (GMP), introduction to immunology, cell culture, and electrophoresis, cellular biology, genetics, molecular biology, and microbiology.

**Note:** For a fee, students have the opportunity to earn 4 college credits through the Running Start program at Great Bay Community College.

**Required:** Successful completion of Honors or CP Biology. This course is a science elective.

### **821 HONORS BIOTECHNOLOGY II**

Grade 11-12

1.00 Credit/1 Block/Semester

Students will apply knowledge and skills gained in Biotech I to conduct advanced Genomic and proteomic studies. The core investigation of this course is a 6-8 week series of lab activities where students clone and analyze a gene for GAPDH. Each student will extract DNA from chosen plant sources, perform PCR to amplify the specific gene, then insert it into bacteria. Using plasmid and restriction enzyme verification, the positive clones will be sequenced. Bioinformatic analysis of obtained DNA sequence may provide novel results that will be submitted to international databases. Additionally, contemporary issues in Biotechnology will be discussed and debated. Topics may include Bioethics, Pharmacogenetics, Bioinformatics, Evolutionary relationships, Agricultural applications, Bioremediation, and Alternative energy resources.

**Required:** Successful completion of Honors Biotechnology I and permission of CTC Director.

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# Building Construction Technology (2-year program)

## **804 INTRODUCTION TO BUILDING TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis) 0.50 Credit/Quarter/Fall Sem

This course will engage students in applying those fundamental skills and basic knowledge related to the building technologies. This will be a hands-on and supportive experience that will give students the opportunity to properly select and safely use the materials related to these programs. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

## **845 BUILDING CONSTRUCTION TECHNOLOGY I**

Grade 11 (Grade 12 on a space available basis)

2.00 Credits/Year

This is the first course of the Building Construction program. This course covers the basics of building a house. Students learn about foundations, framing, rafters, roofing, subcontractors, insulation, drywall, trim work, flooring, windows, doors, and tools. Students will learn these basics both in the class room and as they build an entire house. The house is built in the shop and then moved out on site and placed on the foundation with a crane. The experience is one that the students will never forget. Along the way they will learn how to solve basic material, tool, and safety problems. As a junior student become certified in CPR and first aid. The instructor is authorized by OSHA to teach students safety, and when they complete their second year they earn a 10-hour OSHA Card.

## **846 BUILDING CONSTRUCTION TECHNOLOGY II** (This is a full-year course)

Grade 12

3.00 Credits/1 Block/Fall Semester **AND** 2 Blocks/Spring Semester

This is the second course of the Building Construction program which builds on techniques and skills learned in the previous course. Students will increase their skill with hand and power tools, develop a better understanding of how to utilize many forms of material, and obtain a 10 hour OSHA (Occupational Safety and Health Administration) card. With their knowledge of the field, OSHA card, CPR and First aid certification students will make desirable employees to any employer.

**Required:** Successful completion of Building Construction Technology I and permission from the CTC Director.

**Notes:** Three college credits available through articulation agreement with Manchester Community College.

**Career Opportunities:** Framing Carpenter; Drywall Hanger/Finisher; Roofing and Siding Carpenter; Mill and Cabinet Carpenter; Finish Carpenter; Contractor.

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# Electrical Technology (2-year program)

## **809 INTRODUCTION TO ELECTRICAL TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis) 0.50 Credit/Quarter/Spring Semester  
This course will engage students in applying 4 fundamental electrical skills and basic knowledge to the electrical technologies. Students will be exposed to different areas of the electrical trades, Residential wiring, Commercial wiring, and Electronic circuitry; they will be working on various lab projects and have an opportunity to work hands-on with common tools of the trade. In Addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

## **866 ELECTRICAL TECHNOLOGY I AND RENEWABLE ENERGY SYSTEMS**

Grade 11 (Grade 12 on space available basis) 2.00 Credits/Year  
This is the first course in a two-course program that provides students the knowledge and skills necessary to enter the electrical trades as an apprentice electrician. Students during the first year of the program are introduced to electrical careers with the study of basic DC/AC theory and Ohms Law applied to various types of circuits. The students will also be introduced to the safe and proper use of all electrical hand and power tools utilized in the construction trades, students will also complete an OSHA 10 hour training program and receive an OSHA 10 card for the construction industry. Students will also receive 250 hours of hands-on work experience towards their Journeyman's license. There will be various hands-on learning activities in the lab, and a variety of classroom assignments. Students will be introduced to the latest edition of the National Electrical Code and there will always be a strong emphasis on quality work. Renewable energy is derived from generative resources that are naturally replenished, such as sunlight and wind. Solar energy can generate electricity in many ways, including photovoltaic (PV) cells and concentrated solar engines. Wind energy can generate electricity using turbines and generators. As part of the renewable Energy Systems curriculum students will learn about how solar and wind energies are converted, transmitted, stored, configured and installed.

## **®866A ELECTRICAL TECHNOLOGY II AND RENEWABLE ENERGY SYSTEMS**

(This is a full-year course)

Grade 12 3.00 Credits/1 Block/Fall Semester **AND** 2 Blocks/Spring Semester  
This is the second part of a program that is designed for the student who has a definite career interest in the Electrical Trades. The student will learn and be involved in advanced residential and commercial wiring projects. Students will also be introduced to industrial motors and controls and will receive a Telecommunication Cabling Certificate. Students also receive an additional 250 hours of hands-on work experience towards their Journeyman's license. Successful completion of the program will credit students with a portion of classroom and work hours required to obtain a Journeyman Electricians License. Year II is a continuation of the Renewable Energy Systems curriculum from the previous year.

**Required:** Successful completion of Electrical Technology I and permission from the CTC Director

**Notes:** Five college credits available to eligible students through the Running Start Program at Lakes Region Community College.

**Career Opportunities:** Licensed Journeyman or Master Electrician; Electrical Lineman; Cable and Communications Installer; Electrical Contractor; Electrical Sales Representative; Industrial Maintenance Electrician.

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# Automotive Technology (2-year program)

## **805 INTRODUCTION TO AUTOMOTIVE TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter/Fall

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This course will engage students in applying those fundamental skills and basic knowledge related to automotive repair technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

## **850 AUTOMOTIVE TECHNOLOGY I**

Grade 11 (Grade 12 on space available basis)

2.00 Credits/Year

This is part one of a two-part program that is designed to develop the essential skills of service, diagnosis and repair of today's automobiles. Students will be provided instruction in the areas of diagnostic testing and automotive service and repair. Safety and the development of desirable attitudes and work habits will be heavily emphasized. Automotive Technology is accredited by the National Automotive Technicians Educational Foundation (NATEF).

## **®851 AUTOMOTIVE TECHNOLOGY II** (This is a full-year course)

Grade 12

3.00 Credits/1 Block/Fall Semester **AND** 2 Blocks/Spring Semester

This is the second part of a program that is designed for the student who has a definite career interest in automotive technology. Building on the skills and knowledge acquired in Automotive Technology I, students will expand their technical skills in areas of steering and suspension, brake systems, engine performance, and engine repair. To be successful in this career field, a person must have the ability to self-learn in order to keep up with the rapid technological changes. Automotive Technology is accredited by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the National Institute of Automotive Service Excellence (ASE).

**Required:** Successful completion of Auto Technology I and permission of CTC Director; **OR** interview and approval from Automotive Technology Instructor.

**Notes:** For a fee, students who complete both Auto Tech I and II have the opportunity to earn 3 college credits through the Running Start program at Manchester Community College (articulation credit also available).

**Career Opportunities:** Automotive Technician, Parts Manager, Sales Representative, Service Manager/Writer, Specialty Technician (airplanes, watercraft, 18-wheelers, motorcycles, ski-doo's, RV's).

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# Automotive Collision Technology (2-year program)

## **806 INTRODUCTION TO AUTOMOTIVE COLLISION TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis) 0.50 Credit/Quarter/Spring Sem

This course will engage students in applying those fundamental skills and basic knowledge of automotive collision technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

## **852 AUTOMOTIVE COLLISION TECHNOLOGY I**

Grade 11(Grade 12 on a space available basis) 2.00 Credits/Year

This is part one of a two-year course that is designed for a student who has an interest in auto collision repair and refinishing. The class will cover many topics to include: hand and power tools, compressed air systems, vehicle construction, welding equipment and technology, working sheet metal, using body fillers, repairing plastics, service information and specifications, body shop materials and fasteners, panel and glass service, vehicle surface preparation and masking, refinishing equipment and procedures, as well as estimating damaged vehicles. The art of vehicle restoration and custom fabrication will also be explored. Work ethics and occupational service will be emphasized. Students will have the opportunity to repair and refinish damaged vehicles in the lab.

**Required:** CTC application, entrance interview and approval of Auto Collision Instructor and Director.

## **853 AUTOMOTIVE COLLISION TECHNOLOGY II** (This is a full-year course)

Grade 12 3.00 Credits/1 Block/Fall Semester **AND** 2 Blocks/Spring Semester

This is the second part of a program that is designed for the student who has a career interest in auto collision repair and refinishing. The class will cover advanced topics to include: body/frame damage measurement, unibody/frame realignment, welded panel replacement, restoring corrosion protection, chassis service and wheel alignment, electrical/electronic system operation and service, restraint systems, color matching and custom painting, airbrushing and painted pinstriping, paint problems and final detailing, as well as job success and I-CAR certifications. The art of advanced vehicle restoration and custom fabrication will also be explored. Applicable senior projects may be worked into the curriculum.

**Required:** Successful completion of Automotive Collision Technology I **and** permission of CTC Director.

**Career Opportunities:** Collision Repair Technician, Vintage Car Restorer, Race Care Fabricator, Estimator, Custom Painter, Insurance Adjuster, Dealership Body Shop Manager, Collision Repair Shop Owner.

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# Computer Technology (2-year program)

## **807 INTRODUCTION TO COMPUTER TECHNOLOGY**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

This Course will engage students in applying those fundamental skills and basic knowledge related to the diverse and ever-changing field of computer information technology. Students are primarily introduced to information technology and computer hardware basics, compatibility issues and common errors, software installation and functions, security risks and prevention. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this quarter program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic. Upon successful completion of the unit course work and activities students can sit for the industry recognized CompTIA Strata examination. The exam will assess the student's knowledge of Green IT and preventative maintenance of computers. The Strata certification can be a stepping stone to higher certifications in CompTIA A+, and with specialized experience, CompTIA Network+, CompTIA Security+ and Microsoft Technology Associate certifications.

## **854 \*COMPUTER TECHNOLOGY I**

Grades 10-11 (Grade 12 on space available basis)

2.00 Credits/Year

This course is an in-depth study of personal computer hardware and operating systems, this course prepares a student for the Essentials CompTIA A+ and Test Out industry recognized certification exams. Focus is on identification, installation, configuration, and troubleshooting field replaceable components. Topics include electrostatic discharge, safety, troubleshooting, microprocessors, memory, BIOS and CMOS, expansion bus, motherboards, power supplies, floppy drives, hard drives, SCSI devices, CD and DVD media, video, sound, portable PC's, printers, networks, the internet, and Windows operating systems.

**Required:** Successful completion of Introduction To Computer Technology or permission of Instructor.

## **® 855 \*COMPUTER TECHNOLOGY II**

Grade 11-12

2.00 Credits/Year

This is the second part of the Computer Technology program that provides an in-depth study of the computer systems through the highly recognized Cisco Network Academy, which results in 3 college credits through our affiliation with Great Bay Community College. Through this course, students prepare for the Practical CompTIA A+ and Network+ & Microsoft Technical Associate Network Fundamentals Certifications. Focus is on advanced PC repair and on the basic competency in physical support of networking systems and knowledge of the conceptual aspects of networking. Topics include OSI-7 layer model (Application, Presentation, Session, Transport, Network, Data Link, and Physical) and understanding the significance and protocols of each layer. (Having an industry-recognized Certification notably improves a student's ability to get a job in the Information Technology industry.)

**Required:** Successful completion of Computer Technology I and permission of CTC Director.

**Note:** Three college credits available to eligible students through the Running Start Program at Great Bay Community College.

**Career Opportunities:** Computer Engineer, Computer Repair, Network Engineer, Network Manager, Systems Analyst, Systems Engineer, Telecommunications.

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# Woodworking Technology

## **810 INTRODUCTION TO WOODWORKING TECHNOLOGY**

Grades 9-10; Grades 11-12 on space available basis

0.50 Credit/Quarter

This Course will engage students in applying those fundamental skills and basic knowledge related to woodworking technologies. This will be a hands-on and supportive experience that will give students the opportunity to understand and experience the techniques, skills adaptations and changing technologies associated with this area. In addition, students will identify the career opportunities and fields of specialization associated with these technologies. Integrated into this program are important 21<sup>st</sup> century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

## **867 WOODWORKING AND DESIGN**

Grades 10-12

1.00 Credit/Semester

Provides a solid foundation in the techniques and skills used in traditional and contemporary woodworking. Students are taught how to design their own projects. After learning basic skills in joinery, lathe turning, bent laminations and wood carving, they design and construct the projects of their choice under teacher supervision. Tools can range from chip carving knives to Macintosh computers.

**Note:** Lab fee applies.

## **868 WOOD SCULPTURE AND DESIGN**

Grades 11-12

1.00 Credit/Semester

This is an advanced course for experienced students who already have a basic foundation in woodworking and design skills. Through the execution of individualized woodworking projects, students learn to incorporate more advanced sculptural and aesthetic concepts into their woodworking.

**Required:** Successful completion of Woodworking and Design and permission from CTC Director

**Note:** Lab fee applies.

**Career Opportunities:** Pattern Maker; Cabinet Maker; Furniture Designer and Maker; Refinisher; Custom Woodworker.

# Career and Technical Health and Human Services

Health and Human Services in the Career Technical Center focus on healthy living, food service, and personal services.

## Seacoast Firefighting & EMS C.A.D.E.T. Academy

(2-year program)

**858 FIREFIGHTER ACADEMY I** Grades 11 – 12

2.00 Credits/Year

**859 FIREFIGHTER ACADEMY II** Grade 12 only

2.00 Credits/Year

Help is on the way ... to put you on track toward a fast-paced, high-demand, rewarding career in Firefighting and Emergency Medical Services. Do you want to become a highly-trained, highly-skilled professional that touches people's lives in positive ways? The Seacoast Firefighting and EMS C.A.D.E.T. Academy is all about people making a difference, and it attracts special individuals--- Individuals with integrity, motivation and pride. So, if that sounds like you, get ready to make an impact in your community.

This two-year program is collaboration with Dover High School, the State of New Hampshire's Department of Safety, and the Fire Departments of Dover, Portsmouth, Somersworth, Rochester, Barrington and Durham. The program starts in your junior year with the NH Fire Standards and Training Commission Firefighter I Certification. This first year follows a public safety core where you gain experience and knowledge of the firefighter's responsibilities. The senior year consists of over 150 hours of Emergency Medical Technician (EMT) training, testing and clinical experience that makes you eligible to take the EMT Certification Exam at age 18. The remainder of the year covers a variety of career modules that include Fire Inspection; Fire and Arson Investigation; Fire Prevention and Public Education; Airport Rescue and Fire Fighting; Incident Command Systems; Firefighter Safety and Survival; the laws governing emergency services, policies and procedures, and a survey of careers related to fire service. Students who successfully complete years 1 and 2 of the Academy are eligible for 9 college credits (6 credits for Firefighting I and 3 credits for EMT Certification) at participating community colleges. Students are strongly encouraged to continue their training at the community college level or higher to earn credits for Firefighting II Certification and an associate in arts degree. Students also have the opportunity to earn and submit volunteer Student Service Learning hours throughout the year.

**Student limitations:** Before being accepted into the Academy, each student must have a current medical examination comparable to the National Fire Protection Association Standard #1582. Students are evaluated for heights phobia, claustrophobia; they should not be considered obese and they must have the stamina and physical ability to work in untenable conditions for several consecutive 30-minute durations.

**Student costs and responsibilities:** A \$75 testing fee is required in order for the student to take the National Registry Emergency Medical examination. In addition, students are required to purchase two sets of midnight blue trousers, one pair of black oxford shoes, and a 1½ inch black belt, two long- and two short-sleeved shirts. A parent or guardian must comply and sign the completed application and agree to comply with all rules and regulations cited on the **special application** prior to acceptance into the Academy.

Note: Students entering grades 11 and 12 may apply. Students in the 2<sup>nd</sup> year of the program receive 180 minutes (2 blocks) of training. All Academy training and class work takes place off-site at the

Liberty North End Fire Station at 262 Sixth Street in Dover. Transportation to and from the North End facility is provided from DHS. This is a competitive entry program limited to 15 students per grade level.

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## NJROTC (Navy Junior Reserve Officers Training Corps)

### Leadership, Citizenship and Community Service (Grades 9-12)

The naval science curriculum includes subjects such as communication, leadership, fitness, naval history, citizenship, astronomy, oceanography, meteorology, naval ships and aircraft, seamanship, radar and sonar electronics, navigation and sea power. Formal classroom training is supplemented by training cruises aboard ships, orientation visits and field trips to various naval facilities to enhance classroom studies. In addition to academics, cadets will learn the value of healthy life style choices and basic military drill and knowledge.

Students who successfully complete two or more years of the program are entitled to advanced standing upon enlistment in an active or reserve component of the Army, Navy, Air Force, or Marine Corps. They may compete for appointment to the U.S. Naval Academy under the NROTC / NJROTC quotas available and cadets who have completed at least 2 academic years of NJROTC and are recommended by their SNSI will also be considered by a special NROTC scholarship selection board. The Navy College Program (NCP) provides educational opportunities to NJROTC cadets who enlist in the Navy upon graduation from high school. Through the NCP, sailors can obtain an Associate or Bachelor's degree by earning academic credit for Navy training, on-the-job work experience, and other off-duty educational opportunities such as traditional courses, credit-by-examination and distance learning programs.

Up to 16 college credits are available to high school students through a dual enrollment arrangement between RTG & Associates and Adams State College. See [rtg-associates.org](http://rtg-associates.org) for details.

#### **050 NJROTC I: Introduction to Naval Jr ROTC—Cadet Field Manual**

Grades 9-12

1.00 Credit/Semester

Students learn about goal setting, military rank and structure, knowledge of military protocol, proper wearing of military uniform, health, physical fitness, first aid, introductory orienteering skills; Introduction to Foundations of Government and Introduction to American History.

#### **051 NJROTC II: History from a Maritime Perspective**

Grades 9-12

1.0 Credit/Semester

The class completes Foundations of Government and continues American History from a Maritime perspective from the Peloponnesian War through to current day; also includes nautical sciences, maritime geography, oceanography, meteorology, astronomy as well as rudimentary physical sciences.

**Required:** NJROTC I

#### **052 NJROTC III: Military Law and Strategy**

Grades 11-12

1.0 Credit/Semester

Students gain an understanding of how diplomacy, information, military and economic power work together to support US National Security strategy; differences between military and civilian courts and law; intelligence networks and administrative workings of the military.

**Required:** NJROTC I & II

#### **053 NJROTC IV: Leadership Laboratory**

Grades 11-12

1.0 Credit/Semester

Advanced students run NJ-ROTC program by conducting real work planning for all JROCT events including drill meets, military inspection, community service events, military ball, day-to-day running of organization. Additionally topics include ethics/moral scenarios training.

**Required:** NJROTC I, II, & III

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# Health Science Technology: LNA I & II (2-year program)

Licensed Nursing Assistants (LNAs) work under the direction of RNs and LPNs and provide basic patient care and assist with nursing procedures. LNAs care for elderly, newborns, and children with special needs as well as those recovering from illness, injury or surgery, or individuals with disabilities in their own homes. LNAs typically have a great deal of patient contact as they are responsible for monitoring patient vital signs such as temperature, pulse, respirations and blood pressure. The duties of a LNA often include helping with activities of daily living, including personal hygiene, meal service, and restorative activities. The Health Science I (LNA I) program includes the basic curriculum for a nursing assistant. Focused clinical experience in long-term care to obtain competency in all skills required by NH State Board of Nursing.

In addition to preparing for the LNA I and II exam students involved in this career cluster will also have the opportunity to view and research the many opportunities associated with a career in the Health Sciences. Career strands include but are not limited to: Health Information Technology, Nutrition, Nursing, Medical Laboratory Science, Optometry, Pathology, Pharmacology, Surgical Technology, Emergency Medical Services, Exercise and Sports Medicine, Holistic Healthcare, Medical Imaging, etc. The program emphasizes professional behavior in the workplace, ethics, and accountability in the health care fields as per industry expectations/standards.

All Health Science Technology students are encouraged to join HOSA, a state- and nationally-recognized club for Health Occupations Student of America and participate in state and national skills competitions.

## **880 HEALTH SCIENCE I (LNA I)**

Grade 11 (Grade 12 on space available basis)

2.00 Credits/Year

This course will provide students the information and skills that will enable nurse assistants to provide safe quality care for patients, residents and clients. Students will demonstrate and recognize the importance of the nurse assistant's role in improving the quality of life for their patients and residents. Students will also learn critical communication skills, how to work as team members in a clinical environment. Medical Terminology Certificate course is embedded in the curriculum. HST I students will complete 180 hours of instruction and 60 hours in a clinical setting. Each is expected to successfully complete CPR training for the Professional Rescuer and First Aid Certifications. HST I completers will sit for the Dover High School LNA exam. A passing grade of 80% must be achieved prior to sitting the New Hampshire State Licensure Exam for Licensed Nursing Assistant. Students accumulated clinical hours, evenings, weekends and after-school. They are expected to arrange for their own transportation.

**Costs:** State LNA written and skills licensure exam, \$100; on-line license, \$35; Live-Scan fingerprinting, \$55. Prices are subject to change without notice.

**Required:** To enter the Health Science Program, students must be *at least* 16 year of age and successfully complete an entrance interview and provide two character references. Each year all HST I & II students must agree to a criminal background check, a physical examination, TB test, and provide a copy of their current immunization record.

## **881 HEALTH SCIENCE II (LNA II)**

Grade 12

2.00 Credits/2

Blocks/Semester

HST II students will complete 145 hours of Instruction (LNA II) as well as all clinical hours and responsibilities. Students will acquire additional skills and perform tasks such as: Restorative aid training, phlebotomy, advanced skills, urine testing, urinary straight catheterization, oxygen administration, pulse oximeter, aseptic technique, sterile dressings, disease process and treatment common in restorative care, total hip, knee replacement surgery and pre- and post-operative care. Clinical observations at Wentworth-Douglass Hospital and Watson Fields Assisted Living are

provided two days per week. Students practice nursing skills development and professionalism through direct patient care and job shadow experience. Assessment opportunities provided by clinical instructor and industry professionals.

**Costs:** Drug screening urinalysis “Rapid Five” \$40.00; as well as those listed under HST I.

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# Culinary Arts (2-year program)

## **811 INTRODUCTION TO CULINARY ARTS**

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Quarter

The Culinary Arts Exploratory is a one quarter class providing students with an introduction to the food service industry. Students will experience basic food production and table service. Instruction will include topics in sanitation and safety, equipment use, measurements, knife skills, cooking and baking techniques, restaurant station work and meal preparation and service. Students will be given the opportunity to prepare complete meals. Students who are successful in the exploratory may continue by enrolling in our Culinary Arts I and II Programs over two years.

## **875 CULINARY ARTS I**

Grade 11(Grade 12 on space available basis)

2.00 Credits/Year

This innovative, creative adventure into the world of food service exposes you to culinary and pastry arts. You'll work on the same industry equipment used by chefs throughout the world. First-year students will learn about sanitation, food fundamentals, knife skills, stocks, sauces, basic cooking techniques, basic baking, food presentation, guest relations, and dining room procedures.

## **876 CULINARY ARTS II**

Grade 12

4.00 Credits/2 Blocks/Year

Second-year students will focus on advanced cooking techniques and presentation, food and labor costs, purchasing procedures, food service management, catering, menu creation and design, and advanced cooking techniques and customer service. All students will assist in the operation of the CTC'S restaurant, "Gourmet Table." Students will have the opportunity to participate in leadership development and culinary competitions through SkillsUSA.

**Required:** Successful completion of Culinary Arts I and permission from the CTC Director

**Credentials:** ServeSafe certification for sanitation--food service sanitation examination offered through the National Restaurant Association.

**Career Opportunities:** Restaurant manager; Caterer; Executive Chef; Food Service Director; Baker/Pastry Chef; Banquet Chef.

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# Cosmetology (3-year program)

Cosmetology is a three-year program beginning in Grade 10. The objective of the program is to acquire the skills and knowledge necessary for entry-level employment and to pass the NH State Board of Cosmetology Exam with a required score of 75 percent or better. To be eligible to take the exam, each student must have successfully completed 1,500 hours of instruction. All new students are required to register with the NH Board of Cosmetology at a cost designated by the State Board. Each student is required to purchase and wear a uniform and white or black rubber soled shoes. Students will work on both mannequins and live models throughout the three-year program.

## **877 COSMETOLOGY I**

Grade 10

2.00 Credits/1Block/Year

This course deals with the practical basics of shampooing, scalp and hair treatments, infection control, hair design, facials, make-up application, manicure and pedicure instruction.

**Cost** (subject to change): Supplies and uniform, \$80.00; \_NH Cosmetology registration fee: \$25.00

**Required:** Good academic standing, history of good school attendance, and other criteria established by the CTC director.

## **878 COSMETOLOGY II**

Grade 11

4.00 Credits/2 Blocks/Year

Second-year students improve their basic skills in hair design and are introduced to hair cutting. Chemical services are also introduced in theory as well as practical skills for permanent waving, hair coloring and lightening. Students will work on live model and peers to practice skills.

**Cost** (subject to change): \$75.00 Lab and supplies fee

**Required:** Successful completion of Cosmetology I with a minimum of 250 hours accumulated and permission of CTC Director

## **879 COSMETOLOGY III**

Grade 12

4.00 Credits/2 Blocks/Year

Students in the third year will experience and study advanced haircutting and hair coloring. Theory of chemistry, skin, anatomy and physiology will be covered along with review of all state board required information. Students will explore what it takes to own and operate a beauty salon. With a project-based approach the salon management unit lets students design all aspect of a real Day Spa and Salon, which includes the physical design, inventory, and financial operation. Students begin preparation for a final examination resulting in licensing, given by the NH Board of Cosmetology. This is the standard exam given to commercial cosmetology school students and requires a grade of 75% or better in order to acquire a license to operate in any beauty salon within the State of New Hampshire. The cost of the exam is determined by the NH Board of Cosmetology. All licensing fees and equipment is responsibility of the graduate.

**Cost:** Lab fee and manikin, \$55.00 (subject to change):

**Required:** Successful completion of Cosmetology II with a minimum of 750 hours accumulated and permission of CTC Director.

**Career Opportunities:** Salon Receptionist, Hair Designer, Manicurist, Hair Color Technician, Platform Artist and Demonstrator, Salon Manager, Salon Owner, Instructor, Esthetician (make-up artist), State Board Inspector, State Board Examiner, Salesperson for Beauty Companies, Cosmetic Retail, Educational Specialist, Writer and Publisher of beauty industry material.

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# Family & Consumer Science

## **869 HOUSING AND INTERIOR DESIGN**

Grades 9-12

0.50 Credit/Quarter

In this course, students study housing needs and options for individuals and families throughout the life cycle, assess historical aspects and contemporary trends in housing, interiors, furniture and appliances while applying the elements and principles of design in selecting and arranging textiles and furnishings for home satisfaction. Topics of focus include: housing and furniture styles ; ownership options; wall design; negative and positive space relationships; measurements; color theory; blueprint reading; creating functional, safe and aesthetic space; perspective, elevation and isometrics drawings; model building and exploring housing-related careers. The project-based approach in the course utilizes higher order thinking, communications, creativity, and management processes in integrating housing and interior design content through the use of computer aided applications. Limit to 18 students.

**Note:** This class is a Fine Arts elective.

## **870 CLOTHING DESIGN & NEEDLEWORK I**

Grades 9-12

0.50 Credit/Quarter

Perfect your ability in hand and machine sewing by applying basic stitching techniques in embroidery, quilting, pattern design and a clothing construction project. Explore a variety of new textiles used in clothing. Limit to 14 students.

## **87A CLOTHING DESIGN & NEEDLEWORK II**

Grades 9-12

0.50 Credit/Quarter

Advance your sewing skills with facings, collars, plackets, bound buttonholes and linings. If you have a career interest in fashion or tailoring, this course will provide you with a foundation in creating clothing using designer patterns. Limit to 14 students.

**Required:** Clothing Design & Needlework I

## **871 EARLY CHILDHOOD DEVELOPMENT**

Grades 9, 10, 11,12

0.50 Credit/Quarter

This course is designed to study human growth and development from conception through age 12 using the “ages and stages” approach. Students will study the physical, social, emotional, moral, and intellectual development of young children. Prominent theories of child psychology, learning, and play will unlock valuable insight into the inner workings of childhood as it relates to parenting and career applications. Students will practice lifetime learning skills through project-based analysis, observation, and interaction with children at one private and one public early childhood learning centers. Guidance, behavior management, and positive interaction skills will be emphasized. Experience the difference you can make in the life of a child. Limited to 18 students.

**Required:** Ability to read at middle school level (grade 6) or above.

**Career Opportunities:** Early childhood education, family studies, pediatric medicine, child psychology and parenting.

## **872 CHILDHOOD DEVELOPMENT**

Grades 10, 11 & 12 *only*

1.0 Credit/Spring Semester

This course is designed to study human growth and physical, social, emotional, moral, and cognitive development from conception through the pre-teen years. Prominent in-depth study of child psychology theories, research findings, learning, culture, and play will unlock valuable insights into the inner workings of childhood as it relates to parenting and career applications. Students will complete a case study utilizing project-based analysis, research, observation, and interactions with children at both, private and public early childhood learning centers. Guidance, behavior management, and positive interaction skills will be emphasized. Students will plan and present learning activities for implementation in preschool classrooms. Limit to 16 students.

**Note:** Three college credits available to eligible students through the dual enrollment program through Southern New Hampshire University.

**Career Opportunities:** Early childhood education, family studies, pediatric medicine, child psychology and parenting.

## **873 FAMILY AND CONSUMER SCIENCE**

Grades 9-12

0.50 Credit/Quarter

In this course, students learn to set priorities and make decisions, cope with pressures and family crisis, manage personal resources, use consumer information, develop positive interpersonal relationships, establish a satisfying living environment, plan for a healthy lifestyle, meet clothing needs, cooking, and explore career options. Limit to 18 students.

## **874 FOODS AND NUTRITION**

Grades 9-12

0.50 Credit/Fall Quarter

This course will focus on the social, cultural, scientific, health, and local agricultural connections to food. It encourages wise consumer habits, engages students in effective food marketing, supports the use of reliable nutritional information, and studies the relationship of nutrients to growth and health. Students will demonstrate the use of proper measurements, equipment, safety, sanitation, food preparation skills, and creative food presentation techniques in cooking for themselves and others. Career opportunities: Supports further study in culinary, health, education, agriculture, science and dietetics.

# Career & Technical Career Planning

Through the Career Services Office students have the opportunity to enroll and participate in a variety of work-based learning activities

## **882 COOPERATIVE EDUCATION PROGRAM**

Grades 11-12

.25 credit for every 120 hours of training

The Cooperative Education Program (COOP) combines career and technical coursework with part-time paid work experience. Training agreements outline what students are expected to learn and what employers are expected to provide. Students develop occupational skills and apply concepts learned in the career technical classroom. Supervised work-based learning experiences enable students to gain work skills while they earn elective credit toward graduation.

## **883 INTERNSHIP PROGRAM**

Grades 11-12

0.25 Credit for every 120 hours of training

The Internship program can be a paid or unpaid work experience structured to help demonstrate practical applications for academic learning. Students earn school credit, develop on-site occupation skills, and relate academic knowledge to careers and the world of work. Internship opportunities are posted in the Career Services Office.

## **JOB SHADOW PROGRAM**

Grades 10-12

No Credit

Each school year, several job shadow opportunities are hosted by local businesses for students with related career interests. Students are also encouraged, as part of their own career exploration process, to arrange their own job shadow experience. Students spend a half- or full-day in a business setting learning from people already in a career field of interest. Career Services maintains a list of local businesses willing to host individual Job Shadows for interested students.

# Career & Technical Courses offered at Neighboring Regional Career Tech Centers

## ® 885 EARLY CHILDHOOD EDUCATION I (Somersworth & Rochester)

Grade 11                      2.00 Credits/2 Periods/Year

This course is designed to prepare students for future employment in child care development services. Such services include the nurturing, caring, guidance and teaching of young children. Classroom instruction is supplemented by practical experience in the high school preschools, (Ten Little Indians, Topper Tots) and community programs such as child care centers, nursery schools, kindergartens and special needs facilities. Students plan activities in arts and crafts, movement, science, music, cooking and language arts for implementation in the preschool classroom. Students may choose to earn **Project Running Start** college credit as part of this course.

## ® 886 EARLY CHILDHOOD EDUCATION II (Somersworth & Rochester)

Grade 12                      2.00 Credits/2 Periods/Year

Child Care Occupations II refines the student's child care related knowledge and skills. Students spend more time with children and assume more responsibilities for the operation of the program. Class work stresses the development and care of the infant, toddler, preschooler and school aged child. The special needs child is addressed as well as guidance and behavior management skills and career planning. Upon completion, a certificate will be issued. Students may choose to **earn Project Running Start** college credit as part of this course.

**Required:** Successful completion of Early Childhood Education I and permission of CTC Director)

## ® 887 GRAPHIC DESIGN/ PRINT TECHNOLOGY I (Rochester)

Grade 11                      2.00 Credits/2 Periods/Year

If you like to draw, design on computers, be creative, scan images, use digital cameras and produce your creations through print technology, then this course is for you. You will use the latest software (Photoshop and QuarkXpress) to layout and design your projects. The Graphic Arts industry offers a wide range of career opportunities that employs both men and women. Job titles include graphic designers, page layout artists, camera operators, pre-press technicians, computer operators, plate makers, press operators, bindery workers, computer programmers, chemists, and estimators. This hands-on course acquaints students with cutting edge technology, digital color imaging and conventional offset technology. Students will design and print business cards, tickets, posters, letterheads, CD covers, and various other items. Students may choose to earn **Project Running Start** college credit through this course.

## ® 888 GRAPHIC DESIGN/ PRINT TECHNOLOGY II (Rochester)

Grade 12                      2.00 Credits/2 Periods/Year

Never has the demand been greater for graphic designers and print technicians. This advanced, hands-on course acquaints students with the latest computer technology, digital color imaging (Photoshop, Illustrator, and QuarkXpress), digital and conventional print technology and introduction to animation software. Students in this advanced program will learn to think like a designer and technician for their own personal expression. Additionally, they will gain real-world experience by working with actual customers and learning to further develop their skills. The students in this course will use research, critical thinking, creativity, and a range of problem-solving skills to complete their assignments. Projects include photo-composites, posters, publications, invitations, and various other items. Students may choose to earn **Project Running Start** college credit through this course.

**889 HEALTH SCIENCE TECHNOLOGY I** (Rochester)

Grade 11-12          2.00 Credits/2 Periods/Year

This course introduces the student to the field of health and disease control, anatomy and physiology, nutrition and diet therapy, ethical and professional aspects of health occupations, first aid, CPR and specific job opportunities within the health field. Each week during the second semester, students will travel to the hospital and community health agencies for observation.

**® 890 HEALTH SCIENCE TECHNOLOGY II** (Rochester)

Grade 12              2.00 Credits/2 Periods/Year

This is a course for the student who has a definite career interest in the health field. It allows further exploration into the student's specific areas of interest. There is more in-depth study of body systems, diseases and their diagnosis, treatment and rehabilitation, along with discussion of current health issues and consumer information. The student will learn multiple health care skills on the assistant level. Students will travel to community health agencies for clinical practice in an area of their own interest and are expected to arrange for their own transportation. Upon successful completion, a certificate of competency will be issued. Students may choose to earn **Project Running Start** college credit through this course.

**Required:** Successful completion of Health Science Technology I and permission of the CTC Director

**891 DIGITAL MEDIA I** (Somersworth)

Grades 11-12          2.00 Credits/2 Periods/Year

A hands-on exploration of web page design, video production, and design principals provides basic skills and knowledge of this fast growing industry. This course is project based and provides an entry into the diverse industries which depend on digital communications in all forms.

**Career Opportunities:** Web Developer, Graphic Designer, Desktop Publishing, Web Administrator, Videographer

**892 DIGITAL MEDIA II** (Somersworth)

Grades 11-12          2.00 Credits/2 Periods/Year

In the second year of digital media, more emphasis is on video production and animations. The hands-on projects in this course become more individualized and connected with real businesses. Both course in this program use updated applications and equipment.

**Career Opportunities:** Web Developer, Graphic Designer, Desktop Publishing, Web Administrator, Videographer

**893 ROBOTICS I** (Somersworth)

Grade 11              2.00 Credits/2 Periods/Year

This course introduces the student to automated integrated manufacturing systems. It combines computer knowledge with different types of robots used in today's automated systems. Topics covered in Robotics include electrical controls, electronic sensors, pneumatics, hydraulics and the basic principles used in manufacturing.

**894 ROBOTICS II** (Somersworth)

Grade 12              2.00 Credits/2 Periods/Year

This second year Robotics Program will focus on the operation of robots and the computer and programming skills needed to troubleshoot and design state of the art technology. Students will be able to determine and measure system performances and make necessary adjustments and/or repairs while designing their own flexible manufacturing work cell. Topics include: Programmable electronic controllers, Computer numerically controlled (CAM) machines, Computer integrated manufacturing (CAD), robots, and applied physics.

**Required:** Successful completion of Robotics I and permission of the CTC Director

### **895 BANKING & FINANCE** (Rochester)

Grades 11 or 12 2.00 Credits/2 Periods/ Year

Students will gain an understanding of personal finance, and financial recordkeeping methods. In addition, they will learn about the principles and practices of banking and financial systems in the United States. An overview of loan creation, debt collection, and credit functions will be presented. The class will participate in all aspects of operating a branch of Holy Rosary Credit Union (HRCU) located within the technology center. Students will work with professional bankers and learn about human resources management, marketing and sales, retail lending, financial management, facility planning, bank operations and auditing. The HRCU School Office will be open to the public and students will assist customers in person and with electronic transactions including on-line banking. To complete this program, students must earn a minimum of a C in Bookkeeping/ Accounting, Economics, Personal Finance, Money & Banking, Computers and/ or Business Management.

### **® 896 FUTURE EDUCATORS ACADEMY** (Rochester)

Grades 11 or 12 2.00 Credits/2 Periods/ Year

This hands-on program allows students to explore the art of teaching. Students interested in teaching grades four and above will research, practice, and evaluate themselves as well as their peers. We will maintain portfolios and a reflective journal. Classroom management, teaching methods, and philosophies will be explored as we encourage one another to attain academic success as lifelong learners. Additional topics include the history of American education, introduction to exceptionalities, classroom observations, planning, preparing, and teaching. To complete this program, students must complete the following coursework: Child Development, Psychology/ Sociology, Exploring the Art of Teaching, Practicing the Art of Teaching, and a Career Internship in the field of education. Students may choose to earn **Project Running Start** college credit through this course.

### **897 MACHINE TOOL TECHNOLOGY 1** (Rochester)

Grade 11 2.00 Credits/2 Periods/ Year

The Machine Tool Technology program is a hands-on program that provides students with an opportunity to learn basic machinery techniques and to develop the skills needed to enter the many career related fields. Students learn to care for, set-up and operate drills, lathes, milling machines and grinding machines. They learn precision measuring and cutting. Students also learn to operate computerized lathes and milling machines.

**(Required:** Career and Technical Education Application)

### **898 MACHINE TOOL TECHNOLOGY 2** (Rochester )

Grade 12 2.00 Credits/2 Periods/ Year

The Machine Tool Technology program is a hands-on program that provides students with an opportunity to learn basic machinery techniques and to develop the skills needed to enter the many career related fields. During the second year students work with the surface grinder, and cylindrical grinder. Students also work with and learn more about the many different types of metal used in the machine trades area and the heat treatment of these metals. This program provides more advanced study of areas covered in Machine Tool Trades 1, and it exposes students to Numerical Control (NC) and Computerized Numerical Control (CNC) operation and equipment.

**(Required:** Career and Technical Education Application)

### **899 PLUMBING TECHNOLOGY 1** (Rochester)

Grades 11, 12 2.00 Credits/2 Periods/ Year

This program offers students the opportunity to learn valuable employment skills in a high demand and high wage field. In this age of concern for the protection of our environment, an understanding of the proper installation techniques for water, drainage, and heating systems is necessary for today's plumbers. Students will learn the proper installation and maintenance of these systems in the classroom and laboratory settings. Local, state, and national codes will be introduced and applied with hands-on lab activities. Successful completion of this two year program will allow the

student to skip the first year of the NH Apprenticeship program leading up to licensure as a master plumber.

**Required:** Career and Technical Education Application

**900 PLUMBING TECHNOLOGY 2** (Rochester)

Grades 11, 12 2.00 Credits/2 Periods/ Year

The second year of this program provides students with a more in-depth study of water, drainage, and heating systems. Second year students will design and install these systems in the lab setting and possibly with professionals in the field. Local, state and national codes will be studied in depth and applied in the lab or job-site setting. Successful completion of this program will allow the student to skip the first year of the NH Apprenticeship program leading up to licensure as a master plumber.

**(Required:** Career and Technical Education Application)

**901 INDUSTRIAL, COMMERCIAL, & AGRICULTURAL MECHANICS (ICAM) 1**

(Somersworth)

Grade 11 2.00 Credits/2 Periods/ Year

In this two-year course, students receive instruction in a wide range of skills necessary to succeed in the fields of small engine repair, metal fabrication, welding, and recreational vehicle assemble. Related business management techniques are studied in this course.

**Required:** Career and Technical Education Application

**902 INDUSTRIAL, COMMERCIAL, & AGRICULTURAL MECHANICS (ICAM) 2**

(Somersworth)

Grade 12 2.00 Credits/2 Periods/ Year

In this two-year course, students receive instruction in a wide range of skills necessary to succeed in the fields of small engine repair, metal fabrication, welding, and recreational vehicle assemble. Related business management techniques are studied in this course.

**Required:** Career and Technical Education Application

# Career Technical Enrollment Policy

**How does a student know if he/she is eligible to be selected for a CTC program? Here is the enrollment policy.**

**A. Based on the year that you begin the program, the order of priority for selection is as follows:**

1. Returning second year students who successfully completed Year 1, and, have the endorsement of the CTC Director.
2. New 11th graders (juniors). Note: 10<sup>th</sup> graders [4 credits] for Cosmetology and PLTW.
3. Returning students who have requested a different program.
4. New 10th graders (sophomores).
5. New 12th graders (seniors).

**B. Programs will review students based upon:**

1. The priority list above.
2. Attendance and discipline records
3. Academic records

**C. A student who does not gain entry into his/her first choice will be:**

1. Placed on a 'waiting list', and/or
2. Allowed a second choice when available, and/or
3. Notified, in order to select alternative programs.

**D. The following programs have restrictions for enrollment:**

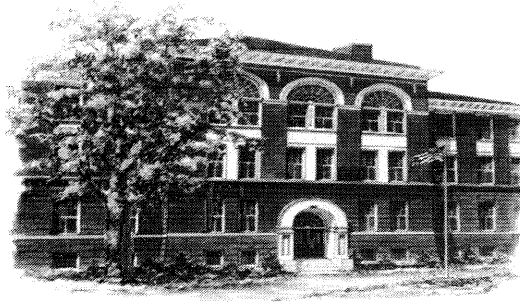
1. Building Construction students must be sixteen years of age or older by November 1 of the current school year.
2. First year Cosmetology students may begin in grade 10

**E. Each of the sending schools are allowed limited access to CTC programs based on enrollment numbers. Utilization of allocated enrollments for each sending school will be a factor in admittance to a CTC program.**

**F. Exceptions to this policy may be made for students on a case-by-case basis.**

JEAN BRIGGS BADGER  
Superintendent

MICHAEL LIMANNI  
Business Administrator



SCHOOL ADMINISTRATIVE UNIT #11  
McCONNELL CENTER  
61 LOCUST STREET SUITE 409  
DOVER, NEW HAMPSHIRE 03820-4132  
TEL (603) 516-6800  
FAX (603) 516-6809

THE DOVER SCHOOL DISTRICT

MEMO

TO: Members Dover School Board & Superintendent  
FROM: Michael A. Limanni, Business Administrator  
DATE: January 9, 2012  
RE: Gourmet Table Bid Recommendation

Attached is the recommendation from Facilities Manager, Tim Knowles, and CTC Director Jim Amara. Listed below are the results of the public bid opening held Monday December 19,<sup>th</sup> at 3PM:

| <u>Bidder</u>                        | <u>Total Price</u> |
|--------------------------------------|--------------------|
| Blier Flooring, LLC<br>Dover, NH     | \$7,355.30         |
| Tri-City Flooring<br>Somersworth, NH | \$8,415.71         |
| Hogan Flooring, LLC<br>Dover, NH     | \$8,481.69         |
| Dean's Carpet One<br>Manchester, NH  | \$8,602.00         |
| Bourque's Flooring<br>Rochester, NH  | \$9,700.00         |

***Dover School District Mission Statement***

*Strengthening our community by educating every child, every day!*



**DOVER HIGH SCHOOL  
AND  
REGIONAL CAREER TECHNICAL CENTER**



Christine Boston  
Principal  
[c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

25 ALUMNI DRIVE  
DOVER, NEW HAMPSHIRE 03820-4365  
(603) 516-6900 Fax (603) 516-6926  
[www.dover.k12.nh.us/DHS/Index.shtml](http://www.dover.k12.nh.us/DHS/Index.shtml)

JAMES AMARA  
Director of Career Technical Education  
[j.amara@dover.k12.nh.us](mailto:j.amara@dover.k12.nh.us)

KIMBERLY STEPHENS  
Dean of Freshmen  
[k.stephens@dover.k12.nh.us](mailto:k.stephens@dover.k12.nh.us)

To: Mr. Michael A. Limanni/Business Administrator  
From: James Amara/CTC Director  
Re: Recommendation for Bid Award  
Date: 12/21/2011

Dear Mike:

Upon review of the bid that were opened on December 19, 2011 and in consultation with Mr. Tim Knowles our facilities director for Dover High School I am recommending that the bid be awarded to Blier Flooring LLC. This recommendation is based on Blier Flooring meeting the specifications as outlined and the lowest bidder at \$7,355.30

Thank You

James Amara/CTC Director