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Accidents and Illness

If you witness an accident at the school (building, grounds, or school related event), you are asked to follow this procedure:

1. Stay calm and keep the victim comfortable.
2. Follow the directions of the adult present.
3. Contact the Executive Director, the Head of School, or the Program Coordinator to determine if further support is necessary.

If you feel ill, you should notify the staff member who is responsible for you at the time. If, after resting, you still feel ill, a parent or guardian will be contacted, and you may be sent home.

If you feel well enough to come to school, but require medication during the day, the medicine must be properly labeled and stored as per school policy (see Medication Policy).

Announcements/Community Meetings

Community meetings will be held every Monday morning after first period, in addition to other times, as needed. It is your responsibility to listen to all announcements and to read all notices. You are responsible for the information presented during these meetings whether you are present or not.

Athletic Eligibility

Participation in sports in your sending district, or the Newport district is dependent upon your successful academic performance. Therefore, if you wish to participate in a sport, you must meet the following criteria:

1. You must have missed no more than six (6) days of school in the marking period during which the sport is offered. Once you miss the seventh day in a marking period, you are no longer eligible to participate.
2. You must have passed all subjects the previous marking period. Failure of any course will result in your being deemed ineligible for participation. A grade of Incomplete will be considered a failing grade until such time as it is changed.
3. You must pass all subjects during the duration of your participation in the sport. If your grade in any course goes below a D, you will be placed on academic probation for two (2) weeks to allow yourself time to improve your grade. During this time, you may participate in practices only – no games, until your grades have improved to

the point of passing. If, at the end of the two-week period, you are still failing, you will be permanently removed from the team.

4. You must behave in a manner appropriate to the educational setting. Excessive infractions of the rules or the Code of Conduct will result in your being deemed ineligible for participation.
5. If you are absent during the day, or suspended (either in school or out of school), you may not participate in either practices or games that evening.

Attendance

State law requires you to be in all classes for the 180 day school year. If you are going to be absent, your parent or legal guardian must contact the school by 8:30 to verify this.

Attendance and academic success are very closely related. If you are absent for more than six (6) days in a marking period, one-quarter credit will be withheld from each class, and a failing grade will be assigned. An exception to this may be made if you have an extended illness documented by a physician's note. Even in the case of an exception however, all work must be satisfactorily completed in order for you to receive credit. Additional exceptions may be made, at the discretion of the Head of School, for legitimate personal emergencies, medical appointments, or legal proceedings.

Once you have exceeded the six absences, additional days missed in the marking period may invoke disciplinary action, up to and including termination from the Granite Hill School and notification of the appropriate authorities. A CHINS petition may be filed with the district court regarding any student who has excessive absences.

Automobile Use

Transportation will be provided by the Granite Hill Staff for all students who take classes at the area high schools. Under no circumstances are you allowed to drive to or from any of these classes. Additionally, you are not permitted to drive any vehicle, personal or school owned, while on school property or during school functions without the prior approval of the Head of School.

Conduct

Students are expected to be cooperative and respectful at all times. This respect and cooperation extends to all staff, students, and visitors. Examples of cooperation and respect are:

- Completing assignments and staff requests with a polite, and positive demeanor.
- Participating in all aspects of the Granite Hill program.
- Using appropriate language while avoiding subjects of a sexual or violent nature.
- Refraining from the use or possession of illegal substances, weapons, alcohol or tobacco.

- Refraining from aggressive acts of all kinds, including verbal aggression, threatening, and bullying.
- Following the rules of the school and the classroom.
- Remaining in the assigned classroom or area until dismissed by the staff.
- Being truthful in word and deed.
- Respecting the personal space and property of others.

Students who do not maintain appropriate conduct are subject to disciplinary action that may include the following:

- Loss of privileges
- Afternoon detention
- Restitution through community service
- In school suspension
- Out of school suspension
- Suspension from activities, field trips, or athletics
- Expulsion from school

Refusal to accept the consequences of one's behavior may result in further disciplinary action.

Finally, the following behaviors are considered unacceptable and will result in an immediate consequence and most likely notification of the local police:

1. Physical assault or serious threats of assault.
2. Intentional damage to property.
3. Use or possession of a weapon, explosive (including fireworks), look-alikes, or anything that could reasonably be used as a weapon.
4. Use or possession of tobacco, any drugs other those prescribed (see Medication Policy), alcohol, snuff, or misuse of prescribed medication.

Confidentiality

The main purpose of confidentiality is to offer you an environment in which you will be able to deal with personal issues without fear of disclosure. Anything dealing with another student's IEP, disability, or academic performance is considered confidential. Furthermore, any discussions with staff are confidential.

Confidentiality will never be broken by staff members, unless there is:

1. a clear and present danger to you or another individual
2. a legal requirement to break the confidentiality

3. a need for consultation with professional staff to obtain the appropriate help for you.

Course Load

You are expected to take a full load of courses during the school year. Understanding that you may have alternative programs (courses at Newport Middle High School, time spent in counseling or at other work sites, etc.), it is required that you attend the classes offered during the time you are in the Granite Hill School. Under no circumstances will you be excused from any course simply because you don't like it.

Course Requirements

Students at Granite Hill School have the option of graduating with a diploma from Granite Hill School or from their sending school district. The requirements for graduation from Granite Hill School can be found in the Program of Studies (page 18). Students may choose to follow the credit requirements of their sending school district. Upon review of each student's transcript, a graduation plan will be developed.

Credits

The Granite Hill School uses block scheduling. Most courses meet daily 90 minutes. These courses run for one semester and are generally worth one credit. Most Health and Physical Education courses are offered at one-half credit per semester. Most students will be able to earn at least 8 credits per year.

Crisis Procedure

In the event that an emergency evacuation is necessary, the following plan will be used.

1. You will leave the building in an orderly fashion by the nearest available door.
2. Upon leaving the building, you are to gather in the front parking lot and await further instruction.
3. The Head of School will determine whether it is necessary to leave the premises. Should that become necessary, staff and students will report to the Orion House residential property. It is imperative that you cooperate fully with the staff involved. The Head of School will remain on the Granite Hill property until the police arrive.
4. You are to remain on the Orion House property until you are dismissed. No one is allowed to leave until authorized by the Head of School .
5. Under no circumstances will you be allowed back in the Granite Hill School until the building has been deemed safe by the appropriate authorities.

Designated Areas

Students are to be in supervised, designated areas only. Certain areas of the school are off limits unless directed by a staff member. These areas are staff offices, the main office, the teachers' lounge, the kitchen, the maintenance room, the basement, and other storage areas. Unauthorized presence in a restrict area will result in disciplinary action.

Dress Code

Students are expected to come to school in clean clothing that is free from holes and tears. Such clothing must be appropriately fitted and appropriate for the weather. Students are not permitted to wear hats or caps during community meal times within the school building. Hats or caps may be worn in class at the discretion of each teacher within each classroom. Items not allowed are clothing with images that depict violent, sexual, or drug-related themes, or items of a sexually suggestive nature, as determined by the Head of School. Students who do not come to school appropriately dressed will be returned home to change.

Early Dismissal

Students may be dismissed early from school for family or personal emergencies, illness, medical and/or court appointments. If it is necessary for you to be excused from school, you must present a note from your parent or primary care giver to the Administrative Assistant. If you feel ill, you must get permission from the Head of School and your parents to be dismissed early.

Electronics

Beepers, pagers, and cellular phones are not permitted in the building at any time. If you have one, you are required to give it to the Program Coordinator for safekeeping during the day. It will be returned to you at the end of the day, and a call will be made to your parents requesting that these not be brought into the building. Repeated offenses of this may result in more serious disciplinary action. Any other items that are deemed unsafe or distracting may be confiscated by Granite Hill School staff, to be returned at the end of the day. Refusal to give the materials to staff will result in disciplinary action.

Field Trips

Field trips are an essential part of the curriculum at the Granite Hill School. Therefore, if a field trip is scheduled, you are expected to participate. If, for disciplinary reasons, you are not permitted to go, additional work will be provided for you to do at the Granite Hill School. Refusal to attend a field trip will result in a grade of zero (0) for all academic classes on that day. Permission slips must be signed for all students.

All Granite Hill School rules and regulations are in effect on any field trip. It is your responsibility to follow those rules and to cooperate fully with the staff. All field trips must relate to one of the academic courses you are taking. As such, you may be required to do some related work upon your return.

Fire Drills

Fire drills are conducted on regular intervals to ensure the safety of each child in the event of a fire or other instance necessitating the evacuation of the school building. When the alarm sounds, you are to leave by the closest available exit and congregate in the front parking lot with your teacher. You will not return to the building until authorized by the Head of School.

Any student who disturbs, discharges, damages, or destroys fire safety equipment will be considered for termination from the Granite Hill School.

Food and Drink

Food and drink are to be consumed in the dining area only. The only exception to this is that you may carry a water bottle to class. Misuse of this privilege however, will result in it being withdrawn.

Grades and Narrative Reports

Grades are determined according to the grading plan of each teacher. Included in the calculation of grades, are tests, quizzes, projects, homework, class work, participation, and attendance. The breakdown of grades is as follows:

A+	97 – 100	B+	87 – 89	C+	77 – 79	D+	68 – 69
A	94 – 96	B	83 – 86	C	73 – 76	D	67
A-	90 – 93	B-	80 – 82	C-	70 – 72	D-	65 – 66

Any grade below 65 will be an F.

Students will receive a progress report mid cycle of each quarter. This report will indicate whether you are passing or failing your courses. Report cards will be distributed at the end of each quarter. Grades, as well as credits attained, will be displayed on each report card. Additionally, teachers will provide a descriptive report on the current content of each course, your progress in the class, and any additional information that may be relevant.

Grievance Procedure

A grievance is generally defined as a complaint by a student or parent about a staff member or administrator concerning unfair disciplinary practices or procedures. The

burden of proof is always placed on the student or parent, and the decision is binding and final. If unresolved, an appeal may be made to the principal.

1. See the teacher for an appointment (must be scheduled within four (4) days of submitted grievance).
2. If unresolved, an appeal to the Principal may be made.
3. All appeals will be held within four (4) days and a final written statement will be issued. The Principal's decision will be final unless the original complaint is against the Principal. In that case, the final decision rests with the Executive Director or his/her designee.

Homework

Homework is an important way of determining whether the concepts discussed in class have been learned. Teachers are encouraged, though not required, to give homework. With class time permitting, homework may be completed in the class, where teacher assistance is available.

Honor Roll

High Honors	Average of 90 or better All A's and B's
Honors	Average of 80 or better All A's and B's

Inclement Weather

Granite Hill School follows the local district of Newport in regards to the cancellation of school. Granite Hill School does however exercise the right to cancel school due to severe weather even when the Newport district does not. This decision is based upon maintaining the safety and well being of the students and transporters. All cancellations will be available through Channel 9/ WMUR. Any school days missed due to inclement weather will be rescheduled at the end of the school year.

Incomplete Grades

If you are unable to complete the work for a given course in time, a grade of *Incomplete* may be assigned at the discretion of the teacher. For this to happen, you must have demonstrated that you were working toward completion of the assigned work. An *Incomplete* will render you ineligible for sports until it has been changed to a passing grade.

All work for an incomplete grade must be completed within two (2) weeks after the grades have closed. If, at the end of this time, you have not satisfactorily completed the work, the grade will be changed to an F.

Independent Study

Independent study is available for you as an option to participation in units of study where no course is available at the Granite Hill School. Independent study is available only with the approval of the Head of School. If you are interested in Independent Study, you must submit a written request.

Internet Accessibility

We are gradually building up our supply of computers at the Granite Hill School. Many student IEPs call for the use of the computer as an aid in developing writing skills. Additionally, the Internet is a wonderful research tool for projects, reports, etc. You are authorized to use the Internet for official, educational purposes only. Any student who is found to be at a Web Site that is in any way pornographic or excessively violent will lose the privilege of using the Internet. Actually, there will be a two (2) tiered consequence for abuse of the Internet:

1. After the first offense, you will only be permitted on line when a staff member is available to work one on one with you. This will be at the staff member's convenience.
2. After the second offense, you will lose all Internet privileges for a period of time established by the Head of School.

Health Services/Medicines

If a student becomes ill during the day, he should ask his teacher for permission to come to the Planning Room. The Program Coordinator will assist the student. If a student is too ill to remain in school, his parents will be notified.

All children new to the school must have a physical examination, signed by a doctor, on a form provided by the school. It is also necessary to have updated records of all immunizations and a health history upon student enrollment.

Granite Hill School recognizes that some students will need to take medication while at school. This may be an occasional over the counter medication, or a daily prescribed medication. In the case of over the counter medicine, you must bring a note from a parent along with the medication in its own container, and deliver it to the Program Coordinator. The medicine will then be placed in a locked cabinet.

If you are taking a prescribed medicine daily, your parent is responsible for obtaining a note from the prescribing doctor. The note, along with up to 10 days worth of the medicine, in the original container, must be delivered to the Program Coordinator.

Any student who has medicine in his/her possession without following this procedure will be subject to immediate disciplinary action, up to and including termination from the Granite Hill School.

Meals

A light breakfast is provided between first and second periods.

A lunch is prepared daily and served after third period. The following rules apply to lunch:

1. All food and drink must be consumed in the dining room. **No food or drink is allowed in the corridors or classrooms.**
2. You are required to clean up after yourselves. This includes picking up papers, bottles, cans, etc.
3. If you do not want the school lunch on a particular day, it is your responsibility to bring your own lunch. Going to local restaurants is not an option, except for special occasions.
4. Students are required to be under staff supervision at all times during the lunch period.

Non – Participation

All students are expected to participate in all classes, field trips, and activities that are provided by the Granite Hill School. If you wish to be excused from a particular unit of study, you must fill out a Proposal for Independent Study form (see Independent Study). Failure to do this will result in your receiving no credit for the unit in question, in addition to possible disciplinary action.

Opening and Closing Times

The school day starts at 7:45 and ends at 2:22. You are permitted in the building from 7:30 until 3:00, provided you are supervised and have a reason for being there.

Passes

Students at the Granite Hill School are permitted to leave the classroom for reasonable durations of time to take care of personal issues (bathroom, etc.). If you are going to be

late to class, or if you are out of the classroom, you must get a pass from your teacher. If you are outside of class without a pass, you may be assigned detention.

Planning Room

Granite Hill School uses a planning process for helping you to be more successful in the classroom. If you are misbehaving in any way, the staff member closest to you will initiate the following six (6) step series of questions:

1. What did you do?
2. How were you feeling?
3. What rule did you break?
4. Who did this effect?
5. What did you want to happen?
6. What did happen?
7. In the future, how will you deal with situations that are similar to this?

If you accept responsibility for your actions, the plan may be put into effect immediately after this oral interchange.

If you continue to misbehave, you will be asked to report to the planning room for a discussion with the Planning Room Coordinator. At this point, you will be required to develop a written plan for improvement. If you refuse to do this, you will be sent home and not permitted to return until you have an acceptable written plan. The days missed will be considered unexcused absences (see Truancy).

School Searches

The Head of School, or his/her designated representative, is authorized to search any student's personal possessions at any time s/he believes the student may be in possession of an item or substance in violation of school policy or state law. This search will be conducted in private by the Head of School and one other adult witness.

The Director or his designated representative is authorized to conduct a general search of all students if there is a serious threat to the health or safety of persons within the school.

Refusal to cooperate with either of the above regulations will result in immediate disciplinary action, up to and including termination from the Granite Hill School, and notification of the local police.

Security

Granite Hill School maintains continuous video surveillance of the school and property. This is a public place and you should have no expectation of privacy except in lavatories and counseling rooms.

Sexual Harassment Policy

Sexual harassment consists of unwelcomed sexual advances, requests for sexual favors, sexually motivated conducts, or other verbal, written, or physical conducts or communication of a sexual nature made from one person to another. Sexual harassment can include, but is not limited to verbal abuse, pressure for sexual activity, unwelcome touching, sexually suggestive visual material, sexual threatening, or sexual rewards.

If you feel that you are being sexually harassed, report this immediately to a staff member, who will then report it to the Head of School. An investigation will be made. A substantiated charge against an employee may result in disciplinary action up to and including termination of employment. A substantiated charge against a student may result in disciplinary action up to and including termination from the Granite Hill School.

Smoking

Smoking is not allowed at the Granite Hill School or at school sponsored events. If a student smokes at school or on a school event, that student will lose all off-campus privileges for the remainder of the quarter. Possession of tobacco products by minors is a misdemeanor and will be reported to police.

Social Development Plan

In order to assist students in achieving the social skills that will be needed to guarantee their success in adult life, each student will have a Social Development Plan. This individual plan will identify goals for each student. Each student will carry a folder to each class and activity and will earn points for demonstrating pro-social behavior. These folders are to remain in the school at the end of the class day. On a weekly basis, earned points may be redeemed for rewards selected from a menu of options presented by the school.

Students that have not earned a reward, will be required to select one of the following options during the weekly reward time:

- Community service
- Quiet time
- Academic work

Student Records

The school maintains a record of each student's test results, academic grades including transcripts, attendance, evaluation forms and correspondence. Once a student has transferred from the school, these records will be kept for 5 five years in a locked cabinet on school grounds. After a five year period, records will be securely archived in the administrative building. Parents who wish to review their child's records may make a request of the school. If a student transfers from the school, parents must sign a release of records form at the new school. Student records will be mailed to that school. Student records will not be given to the parents for delivery to the new school. In the event of the school closing, these records would be forwarded to the sending school districts.

Substance Abuse Policy

The possession or use of illegal drugs may result in dismissal from the Granite Hill School. If, in the opinion of the Granite Hill School director or Head of School, a student is under the influence of drugs or alcohol, that student will be sent home until such time as a meeting between the parents, school district, and the Granite Hill School can be held.

Supplies and Materials

Basic school supplies are provided to students by the school. You are expected to go to class prepared with the supplies necessary to complete your daily assignments. A daily grade may be maintained for the state of your preparedness when arriving to class. Willful destruction or waste of school supplies may result in your being required to furnish your own school supplies at your own expense. Students who do not have writing implements may borrow one, but if it is not returned by the end of the day, the student will be charged 25 cents.

Tardiness

Students who do not report to school on time will be marked *tardy*. It is important to be on time for school, as your late arrival is disruptive to daily lessons. A tardy arrival may be excused with a note from your parent or guardian. If your tardiness becomes chronic, the school will request a conference with your parents. A student who has been tardy three (unexcused) times in a quarter will serve a detention of each tardiness.

There is plenty of time allowed to get from one class to another. Students who are without an excuse (See Passes) are subject to consequences imposed by the classroom teacher. These can include, in addition to disciplinary action, a reduction in the grade for that day.

Telephone Calls and Messages

Except in the case of emergencies or unusual circumstances, you are not to use the telephone. If someone calls the school for you, the message will be taken and delivered to you at the earliest convenience. If you use the telephone without the permission of a staff member, you will be subject to disciplinary action. If there are expenses associated with the telephone call, you will be required to repay those costs.

Textbooks

As you sign out textbooks and other materials throughout the year, you are indicating your acceptance of the responsibility for caring for these items. In the event of loss, damage, or unreasonable wear and tear, you will be required to make financial restitution for the item(s). Your grades and credit will be withheld until this is done.

Transportation

Transportation is provided in the following situations, only:

1. Picking up and returning home those students who live within a 20 mile radius of the Granite Hill School.
2. Driving students to and from local high schools for academic courses.
3. Driving students to program related activities listed on their IEPs. (Example: taking a senior to various job interviews if this is listed as a goal in their IEP).
4. Field trips.

No student will be transported for any reason other than the above. If you forget something at home, it will be up to your parent whether they bring it to school or not. Students will not be brought to the bank, supermarket, restaurant, etc.

When Granite Hill School is providing daily transportation to and from school, the driver is authorized to only discharge a student at his own home. The driver will not discharge the student at a friend's home, a place of employment, or any other location, unless such drop-offs are previously arranged and approved by both student's parents.

Granite Hill School is under no obligation to transport a student to and from school. We do this as a convenience to our students. The school reserves the right to deny transportation to any student whose conduct has been unacceptable in a vehicle.

Truancy

Unauthorized absence from school is considered truancy and will be treated as such. If you are absent from school without the knowledge of your parent or guardian, you are

truant. The Head of School is legally responsible for reporting abuses of the attendance policy to the area Special Education Directors and Law Enforcement Agencies. Excessive truancy may result in termination from the Granite Hill School.

Visitors

Due to the nature of our students, it is imperative that we keep distractions to a minimum. Adult visitors are permitted provided arrangements have been made in advance. These visits are limited to parents and legal guardians only. Under no circumstances will a friend of the student be permitted to visit the school while classes are in session.

Work Study Program

Students who have demonstrated a high level of responsibility and social maturity are eligible for the Work Study Program. This program, overseen by the vocational trainer, offers students on the job training and skill attainment in exchange for classroom coursework. Students are required to identify employment interests and goals, which are part of a Learning Plan, that is monitored and assessed by the student, employer, and vocational trainer. Upon completion of the Learning Plan, academic credit is assigned. Please see the Principal for further information.

Granite Hill School Program of Studies

Revised June 2008

Statement of Purpose

Mission

Granite Hill School will expand the academic and social skills of each student. It will provide a quality, individualized educational program, and will develop the methodology and practices of an educational institution of the highest quality.

Philosophy

Granite Hill School believes that educational success depends largely on the development of social skills, and the desire to better oneself. Without social skill competencies, students cannot participate in the educational process in a meaningful way. Our model is not deficit-based, in other words we do not view students as being disabled or emotionally troubled. Instead, we work from a contextual model; creating an environment whose social context is meaningful in creating individual prosperity and success.

Granite Hill School believes future success for each student depends largely on the student's ability to interact successfully in a wide variety of social situations. Thus the development of pro-social skills is an essential cornerstone of our educational philosophy. We strive to promote and foster the **R.I.G.H.T.** character for each student that we serve. The elements of a R.I.G.H.T. character are Respect, Integrity, Good Citizenship, Honesty, and Tolerance.

Along with this, Granite Hill School believes a safe, healthy, and positive environment is necessary to offer optimal teaching and learning experiences. Granite Hill School provides a planning room service available to students on an as-need basis. The purpose of this service is to better able students to work through their challenges in a pro-social manner. With such a service, Granite Hill School believes it is modeling how to successfully survive in a community.

We also believe that open communication and shared decision-making are an essential part of our school community. Granite Hill School is proud of the mutual respect that is shared amongst staff and students. We believe this to be a stepping stone in building a trusting relationship within the educational community. We place individual responsibility on each member of this community in creating effective, meaningful change.

Granite Hill School believes in tolerance and respect of others. We strive to develop awareness and acceptance for the uniqueness of individuals. By recognizing not only the differences that separate us, but also the similarities that bring us together, we can begin to understand the importance of a tolerant community. Granite Hill School values the differences and challenges that each student is presented with. We offer a variety of instructional styles that are incorporated into each classroom. Participatory, Social, and

Experiential learning are some of the many ways academics are offered at Granite Hill School.

It is our goal to graduate students from Granite Hill School when they are able to demonstrate self-discipline and social skills, which promote emotional and physical well being, positive decision-making, positive self-concepts, and a high regard for being a moral citizen.

Individual Social Development Plan (Also known as a student's ISDP)

In order to assist students in achieving the social skills that will be needed for success in adult life, each student has a Social Development plan. This individual plan identifies goals for each student. During our intake process, Achenbach Behavioral rating scales are completed from the previous teacher, the parent(s), and the student. This information is then scored and interpreted by our consulting school psychologist. From this stage, the student's ISDP sheet is individualized by adding personal goals for him to earn points towards each period of the day. Earned points may be redeemed for special trips and activities. The student requests these in writing during our weekly community meeting time. Granite Hill School staff makes every effort to grant the student their first or second choice. Those who do not earn enough points for the week, remain at the school and do community service, academic work, or take an extended time out.

The data from these ISDP sheets is collected and used to determine multiple aspects of a student's program. The daily data is tallied to determine whether a student has reached his weekly percentage and thus able to receive his self-selected reward. The weekly data is averaged for a monthly assessment of how a student is behaving and the monthly reports are used for a continual year- long analysis.

This behavior management program provides a way for students to be recognized for their pro-social behaviors. It also offers valuable data that can help the team determine if this program is addressing the needs of the student. Lastly, the data has been a strong asset when preparing for a student's transition.

Special Services

A Special Education Coordinator is available as a member of faculty at Granite Hill School. Support services are available based on each student's Individual Education Plan. Accommodations can be made in the student's classroom or on an individual basis. Computers are available in each classroom as a tool for teachers and students to utilize. One to one tutoring is also available on an as-need basis.

Wilson Reading Program

The Wilson Reading Program is a systematic phonics-based approach, which enables students to decode and encode language. Students build upon learned concepts to develop skills necessary to be accurate and fluent readers. Wilson

instruction is interactive and multi-sensory and teaches “total word construction”. Students are exposed to controlled and non-controlled text using a systematic and cumulative approach. Criterion-based assessments are built into the program to measure student progress and success.

Related Services

Ancillary services such as speech pathology and occupational therapy are also available to students on an as-needed basis. These services can be arranged through local, outside agencies.

Individualized counseling with a school psychologist is available upon the Special Education team’s request.

Guidance and Counseling Services

The focus of the guidance and counseling program is to provide direct involvement with, and service to, students. The guidance team, made up of the Principal, Guidance Counselor, Behavioral Specialist and Special Education Coordinator shall help students who need assistance with personal problems, coursework, grades, career planning, testing and college selection. The guidance team shall assist students in developing:

1. A better understanding and acceptance of themselves, their strengths and limitations, their attitudes, needs, interests and value as unique individuals.
2. Interpersonal relationships.
3. Problem-solving and decision making skills.
4. An acceptance of responsibility for their social, educational, occupational, and vocational development.

The guidance team will direct and assist teachers, advisors and parents providing for the needs of the child.

In support of the guidance services an advisor/advisee system has been developed to provide all students with their own teacher or staff member to whom they may seek assistance on any matter relating to their schedules, progress reports and general well being.

The Special Education Coordinator will administer standardized achievement tests annually to each student. Interest surveys will be administered to students upon the age of fourteen and sixteen or as deemed appropriate. The Special Education Coordinator will also assist the advisors and classroom teachers in the interpretation of the results and how they may be used to improve the status of the student.

Graduation Requirements

Students who attend Granite Hill School have an option of graduating from their sending school district or Granite Hill School. Granite Hill School is approved through the New Hampshire Department of Education and offers a two-tier diploma option. Students may graduate with a 20 credit or 25 credit diploma.

Total credits needed for high school graduation—20 credits

4 credits	English
2.5 credits	Social Studies (must include .5 credit Geography, .5 credit Civics, .5 World Perspectives, 1 credit US History)
3 credits	Math (must include 1 Algebra credit)
2 credits	Science (must include Physical Science and Biology)
1 credit	Physical Education
1 credit	Independent Living
.5 credits	Economics
.5 credits	Art Education
5 credits	ICT
.5 credits	Health
4.5 credits	Electives

Additional Credits required for a 25credit diploma include:

1 credit	Foreign Language
4 credits	Open Electives
25 Hours	Community Service

Grading System

The grading system records and reports student achievement. It is the teacher's evaluation of a student's progress based upon classroom and program standards. Each teacher uses a grading system that takes into account one or more of the following criteria:

Tests and Quizzes	Classroom Participation	Presentations
Homework	Attendance	Labs
Notebooks	Projects	

Different values are placed upon each criterion, depending upon the nature of the course. Alphabetic grades are used to indicate the degree of achievement, and numbers are used to indicate the student's effort.

A = 100 – 90
B = 89 – 80
C = 79 – 70

D = 69 – 65
E = BELOW 65

1 = EXCELLENT
2 = SATISFACTORY
3 = NEEDS IMPROVEMENT
4 = UNSATISFACTORY

Special Interest Programs

Richard's Free Library

The Richard's Free Library offers a friendly and conducive-to-learning environment for Granite Hill School students. The library houses nearly 45,000 items such as books, magazines, videos and DVD's. It offers EBSCOHOST as an on-line database for periodicals, and uses inter-library loan to acquire books from other locations. Students also have access to six Internet ready computer systems. Orientation classes are available for students to help with accessing these resources. The Richard's Free library is available for students to use after school or during scheduled class time, and all students receive a free library card.

Work Study Program

Through a cooperative arrangement with area employers, students have the opportunity to obtain on the job experience in their career path. These students will gain class credit for successful completion of their outlined program. The Department of Labor and the Department of Education must first approve all employment sites. Students are required to complete a plan of intent upon receiving approval. This course allows students to explore possible trades of interest or future employment opportunities. For more information, please see the Principal.

Mentoring Program

A mentoring program is offered to students who have exhibited modeling behavior. This program is available with the Principal's permission. Students can earn up to half of the credit of the individual course being taught. The course requires a mentor, clear goals, twice monthly group meetings, and a presentation of accomplishments at the end. The presentation will be to a panel approved jointly by the student, mentor, and teacher. This class is helpful for career exploration, and for developing a resume for college applications, or the world of work.

Independent Study

Independent Study for upperclassmen is an option at Granite Hill School. For classes not offered in the Program of Studies, students are permitted to pursue an independent study in any of the discipline areas. For more specific information, see the Principal.

Middle School (Grades 6-8)

Middle School classes are taught in a multi-age setting where all students sixth through eighth grade learn cooperatively in the same classroom. Although the students are learning the same material, the depth of each lesson and assignment is tailored to the appropriate grade level of each student.

Sixth Grade

Language Arts

The purpose of this course is to strengthen students' skills in grammar, writing, reading comprehension, spelling, vocabulary, handwriting and much more. It is designed to help students gain an understanding of the proper use of the English language and how to apply this knowledge to works of literature and pieces of their writing. They will learn skills in identifying new words, using the correct grammar, writing clear and concise sentences and paragraphs, and improving their reading skills orally and independently.

Mathematics

The purpose of this class is to help students to gain a basic understanding of mathematic concepts and operations through sequenced instruction. Beginning with place value and moving on to more complex skills, the students will acquire the appropriate steps for problem solving in everyday situations. They will have the opportunities to work in cooperative groups doing critical thinking problems, as well as using manipulatives to help visualize and understand new math concepts.

Social Studies

The purpose of this course is to introduce students to important historical events that have led the United States to be where it is today, and to begin to study the history of New Hampshire. Through thematic units, field trips, research and textbook work, students will become knowledgeable of their country and state history and understand their relevance in the world today. Students will also be introduced to geography skills through the use of maps, charts, tables and graphs. They are taught the following seven levels of geography: planets, continents, countries, regions, states, counties, and cities/towns. Through in depth work on each of these levels, they will become skilled at naming and locating states, continents, oceans and many other geographical terms on the United States, world and local maps.

Seventh Grade

Language Arts

The purpose of this course is to strengthen students' skills in grammar, writing, reading comprehension, spelling, vocabulary, handwriting and much more. It is designed to help students gain an understanding of the proper use of the English language and how to apply this knowledge to works of literature and pieces of their writing. They will learn skills in identifying new words, using the correct grammar, writing clear and concise sentences and paragraphs, and improving their reading skills orally and independently.

Mathematics

The purpose of this class is to help students to gain a basic understanding of mathematic concepts and operations through sequenced instruction. Beginning with place value and moving on to more complex skills, the students will acquire the appropriate steps for problem solving in everyday situations. They will have the opportunities to work in cooperative groups doing critical thinking problems, as well as using manipulatives to help visualize and understand new math concepts.

Social Studies

The purpose of this course is to introduce students to important historical events that have led the United States to be where it is today, and to continue the study of the history of New Hampshire. Through thematic units, field trips, research and textbook work, students will become knowledgeable of their country's history and understand its relevance in the world today. Students will also be introduced to geography skills through the use of maps, charts, tables and graphs. They are taught the following seven levels of geography: planets, continents, countries, regions, states, counties, and cities/towns. Through in depth work on each of these levels, they will become skilled at naming and locating states, continents, oceans and many other geographical terms on the United States, world and local maps.

Eighth Grade**Language Arts**

The purpose of this course is to strengthen students' skills in grammar, writing, reading comprehension, spelling, vocabulary and much more. It is designed to help students gain an understanding of the proper use of the English language and how to apply this knowledge to works of literature and pieces of their writing. They will learn skills in identifying new words, using the correct grammar, writing clear and concise paragraphs and essays, and improving their reading skills orally and independently.

Mathematics

The purpose of this class is to help students to gain a basic understanding of mathematic concepts and operations through sequenced instruction. Beginning with place value and moving on to more complex skills, the students will acquire the appropriate steps for problem solving in everyday situations. They will be introduced to basic applications of algebra and geometry, as well as complex everyday problems using statistics and probability. They will have the opportunities to work in cooperative groups doing critical thinking problems, as well as using manipulatives to help visualize and understand new math concepts.

Social Studies

The purpose of this course is to continue the study of important historical events that have led the United States to be where it is today, and to take a closer look at the history of New Hampshire. Through thematic units, field trips, research, hands-on projects, and textbook work, students will become even more knowledgeable of their country's history and understand its relevance in the world today. Students will also be introduced to geography skills through the use of maps, charts, tables and graphs. They are taught the

following seven levels of geography: planets, continents, countries, regions, states, counties, and cities/towns. Through in depth work on each of these levels, they will become skilled at naming and locating states, enemy and allied countries, continents, oceans and many other geographical terms on the United States, world and local maps.

Additional Middle School Courses

Pre-Algebra

Pre-algebra is offered to those junior high students who are in need of a higher level of instruction in math before entering the formal high school algebra class the following year. It is designed to help students make a smooth transition from junior high math to algebra. Students are introduced to algebra in a step-by-step approach through an independent work atmosphere. They will learn basic algebra concepts, vocabulary, theorems and formulas. This class will give the students the tools and the confidence they need to reach new levels in mathematics and to succeed in algebra.

Earth/Space Science

This course is designed to provide students with the opportunity to increase their knowledge and understanding of the scientific process, as well as gain an understanding of major concepts of Earth and Space Science. Students will be learning about the Earth's systems through the interconnected spheres and the processes that cycle material through them.

Physical Science

The purpose of this course is to assist students in broadening their knowledge and understanding of the scientific process. Students will learn about matter, focusing on its composition, properties and ability to change. They will also learn about forces and energy, gaining an understanding of major concepts of basic physics.

Life Science

The purpose of this course is to help students answer questions integral to their understanding of life science such as:

- What is life science?
- How are organisms classified?
- How are life systems organized?

Through hands-on activities and cooperative group work, students are able to increase their knowledge and understanding of the scientific process.

Music

This course is designed to provide students with the opportunities to enhance their personal experiences with music and its positive effects on today's society. Students study the cultural context of music and its historical significance. They also examine parallels between multi-cultural types of music, their origins and use, and their influence on society. Students are taught the elements of musical form, terms and

symbols, and tone production. They may be able to attend live performances and perform in public.

Art

Students will gain an understanding and knowledge of the visual arts. Students will study the elements of art, various art media, and careers associated with the visual arts field. This will be done through participation in class discussion, presentations, and completing class projects.

Drama

Students will have the opportunity to explore their talents, develop self awareness, self esteem, and self confidence as they discover the importance of working cooperatively with the instructor and with each other. Students will also gain a knowledge and appreciation of the dramatic arts.

Introductory Spanish

The purpose of this class is to introduce students to basic sounds, words, forms and expressions of the Spanish language. Students will learn the letters and sounds of the alphabet as well as everyday vocabulary such as numbers, days of the week, months of the year, family members, body parts, clothing and how to tell the time and date. They will also be introduced to the different parts of speech such as adjectives, nouns, pronouns, etc.

Character Development

Teaching students how to get along with their peers, school staff and family members is becoming an increasingly important role of the educator. Contemporary research has shown again and again that developing social skills is critical to students' academic and personal successes. This course will help students develop good moral character traits and positive social skills through discussion, presentation and by engaging students in role-playing interactions in the classroom. Involving students in dramatizations of real-life situations in which the rules of acceptable social conduct must be followed, and by instruction in the interpretation of body language, tone of voice and facial expression.

Technology Education

This course is designed to introduce middle school students to the world of manufacturing and how machines work. Students will learn about simple machines and the benefits they bring to our society. Students will also be taught a foundation to the manufacturing world and how it relates to our needs. Student will participate in project-based learning throughout this course and will work together in learning simple manufacturing activities.

Computer Keyboarding

This course is designed to introduce students to proper touch keyboarding techniques as well as introducing students to proper care and use of a computer as well as a basic understanding of computer hardware. Students will practice typing with their eyes on copy, correct fingering, good techniques, and appropriate posture while operating the

keyboard. Students will practice basic word processing functions on a variety of document types. Primary emphasis is on correct keyboarding techniques while speed and accuracy are of secondary concern.

Intro to Information and Communication Technologies

Students in this course will practice the appropriate use of computers to enhance schoolwork in other content areas. Students learn how to use the Internet as a research tool, as well as utilizing web based tools such as online atlases and metric converters to help them problem-solve. Basic word processing and document formatting are also covered to give students practice using computers in practical situations. Students progressing through this course will gain an enhanced understanding of basic hardware and software as well as their applications. A digital portfolio will be created.

Health

This course is designed to challenge students to take personal responsibility for their own health and to promote healthy lifestyle choices in others. The course will also provide students with knowledge, skills, and understanding that will enable them to act on behalf of themselves and others in healthy ways. Students will recognize their function of the existing body of knowledge pertaining to health. Students will experience personal growth in development of positive self-concepts and the ability to interact with others. Finally students will gain skill in acting on personal decisions about health-related life choices.

Family and Consumer Science

This class is designed to be a basic hands-on foods and nutrition class. The class will cover topics such as careers in food service, safety, sanitation, weights and measurements, knife safety and skills, nutrition, methods of cooking, and basic baking techniques. Students will learn to read and prepare basic and scaling recipes. They will also learn commonly used culinary vocabulary. Major emphasis in this class is on safety, techniques and proper measuring skills.

Experiential Outdoor Education

This class is designed to take the typical physical education requirements outside the classroom. Activities include high and low elements rope courses where students are required to trust their classmates and staff and learn the techniques of belaying. Students are given the option during the winter of taking part in a 6-week ski/snowboard program or 6 weeks worth of alternative physical exercise through the local recreational facilities. Within the 6-week ski program students are required to take lessons to learn or improve their abilities. In the spring, students are given the option of a 6-week hiking program or a 6-week intramural activities program. During the hiking program students will learn orienteering and take in the habitats in science that surround them. Students are also provided with one day in the fall and one in the spring where they will be given the opportunity to go kayaking, canoeing, sailing and swimming at a local lake.

High School Courses

Business Department

The Business Department offers a variety of courses to help students prepare for the future. Courses provide training in skills and concepts for entry level employment, for personal use and as a foundation for advanced business education after high school. Additional course offerings are available through Sugar River Valley Regional Technical Center.

Accounting: 1 Credit

Accounting is the language of business, both for business professionals and people in their everyday lives. In addition to being a career choice for many people, knowledge of accounting is essential in performing tasks such as budgeting money, figuring and paying taxes, managing household expenses, or operating a business of any size. This course seeks to equip students with the fundamental skills and understanding of accounting to function successfully in the financial realm of modern life.

Business Law: 1 Credit

This one-semester class will provide an overview of the laws that shape the way business is carried on in this country. Students will examine agency law, the various types of business organizations (partnerships, corporations, and limited liability companies), the formation and enforcement of contracts, and the sale of goods (the Uniform Commercial Code). Our focus will also include government regulation of business such as the laws concerning consumer protection, workers' rights, employment, securities regulation, debtor-creditor relationships (including bankruptcy law), the taxation system, and the environment. Additional topics explored will include corporate ethics and social responsibility. Lastly, students will be introduced to the development and structure of international business law.

Career Development: 1 Credit

The major goal of Career Development is to prepare students to take responsibility for their own futures. In this class students learn the skills necessary to make the transition from high school to the world of work. Through this class, students will be assessed in their abilities, interests and work values. The goal is to identify occupational interests and match these to their abilities, interests and values. Through better recognition of individual abilities and how they relate to the world of work, students will acquire skills necessary for adult life. Students will also learn specifics about education and training requirements for the career that interests them. Students will talk about their learning strengths and needs, the power of acceptance, how they prepare to enter the workforce, and the importance of self-advocacy. With acceptable behavior students will be placed in a job setting and intern in the area of their interest.

Economics: 1 Credit

This course examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors,

workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Independent Living: 1 Credit

The class will be broken down into three areas, personal and social growth, education and career development and daily living skills. One major goal of this class will focus on the acquisition of skills, attitudes, and knowledge that lead to success in school, good citizenship, and life-long learning. This learning helps individuals use the knowledge gained in school and elsewhere to analyze problems and propose solutions, communicate effectively, coordinate actions with others, employ mathematics as an effective tool in life, and become active participants in the learning process. Students will also encompass self-understanding and the understanding of how to work with others. For the area of Career Development students will learn to take responsibility for their own futures. Through better recognition of individual abilities and how they relate to the world of work, students will acquire skills necessary for adult life. Independent living helps students to better understand themselves and their world as they progress through the educational environment and transition to adult life.

English Department

English classes at Granite Hill School focus on the development of students' writing and communication skills. Reading, writing, listening and speaking are all major components of this curriculum. Students are also educated on critical thinking and research skills. A variety of cultures are explored through both historical and modern literature pieces. Students are required to take an English course every year.

Transitional English: 1 Credit

Students who have been unsuccessful in the regular English classroom can take this course to concentrate their efforts on specific goals they may have missed. The focus of the class is vocabulary, grammar, language, chapter book reading and elements of art. The development of reading level, writing, communication skills and artistic ability will be of specific emphasis.

Creative Literacy: 1 Credit

Creative Literacy is designed to teach students to use language effectively in expressing ideas, and to teach them to understand the language as others use it to communicate. Students will receive direct instruction in basic reading skills, reading comprehension, basic writing skills, written expression and art aligned with NH Framework Standards. Students will read a variety of genres including poetry, short stories, essays, novels, and plays. Students will do short research assignments and art projects using library and Internet sources based upon their reading. They will write regularly in journals and create both a writing and art portfolio, which will contain original works of poetry, short stories, various types of essays, and original pieces of art.

Literacy in the Real World: 1 Credit

This class helps students to appreciate the value of learning and to realize that what happens in the classroom can and should be transferred to the rest of their lives. The focus is on real life literacy activities and social skills: on tasks and activities that students can readily transfer to daily living, survival, independence, and effective communication. Students will be presented with practical real life literacy tasks and the components of the R.I.G.H.T track through lessons during daily language arts class. Lessons will be designed to access higher levels of thinking.

Humanities: 1 Credit

In this course students are engaged in the study of human values and positive social skills. A major intent of the course is for students to gain an understanding of their world through a careful examination of core human values, as viewed through analysis of various works of literature, offered as living evidence of enduring responses to the complexities of human life. In addition to active reading and critical evaluation of literature, students will write a variety of essays (expository, compare/contrast, personal opinion, and interpretive), a research paper, poetry, movie reviews, news articles and be introduced to the R.I.G.H.T track. The final project is a class driven piece of literature in which they convey their newly acquired knowledge of human values and social skills.

Topics in Literature: 1 Credit

This class continues the development of writing skills started in Creative Literacy, and focuses on writing a wide variety of papers, such as compare/contrast, process, analysis, archetypal stories, and vignettes. Grammar, punctuation and social skills are refined through written work. In addition, students write two research papers following the traditional form. Students also read three novels and explore poetry by a variety of authors with a focus on positive social skills. Reading comprehension and critical thinking are emphasized throughout this course.

American Literature: 1 Credit

Students read the thoughts and feelings of American men and women who have helped create and articulate the unique heritage of the American people and the rich fabric of their culture. Active reading and critical evaluation are emphasized. Students refine composition, presentation and pro-social skills by writing essays (expository, interpretive, contrast/compare), magazine columns, interviews, editorials, and speeches. In addition, students explore the works of modern American poets and write a literary research paper with a pro-social skill emphasis.

Communications: 1 Credit

This course in communications focuses on the art and technique of imparting ideas through the various forms of media. It is designed to give students an understanding of the role media communications plays in our lives. Students will examine the various techniques we use to communicate, such as newspapers, radios, televisions, computers and visual arts media.

Critical Thinking: 1 Credit

Critical thinking is the mode of thinking- about any subject, content, or problem, including pro-social skills- in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. This course will focus on the students' inherent skills helping them to develop into well-cultivated critical thinkers and positive members of their community. It will teach the students to raise vital questions and problems, formulating them clearly and precisely; to gather and assess relevant information, using abstract ideas to interpret it effectively and come to a well- reasoned conclusion and solution, testing them against relevant criteria and standards; to think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and to communicate effectively with others in figuring out solutions to complex problems.

Heroes and Villains: 1 Credit

This course of study offers students an opportunity to reflect on and critique the role of heroes and villains in today's society. Students will be introduced to the concept of the heroic journey and the work of Carl Jung and Joseph Campbell, and to apply their theories to the examination of heroes and villains. Students will be able to differentiate between the classical hero, modern hero, and mere celebrity. They will learn to identify the stages of the heroic quest, identify the dominant ideology of culture as exemplified by the hero and the application of pro-social skills to the quest motif and to their own lives. They will understand the role of the villain as the dark side and the reflection of the fears, concerns and negative social skills within society. In addition, students will learn to appreciate variations of the heroic journey of different genres of literature and film, and to analyze critically the impact of technology on the notions of the hero, the villain and the positive value of social skills within our society.

Fine Arts Department

Granite Hill School believes that Fine Arts are an important component in developing individuality, positive expression and creativity. Through the Arts, students are enabled to develop creativity, to draw abstractions, to analyze, to give personal meaning to what they are learning, and to express themselves in a very positive and fulfilling way. The art and music courses are organized according to a developmental approach. Introductory level courses are offered at the school. Advanced classes are offered through independent artists and/or Newport High School.

Introduction to Art: 1 Credit

Introduction to Art is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, and art history. The approach to art during this time is experimental in terms of materials. Students are provided a strong foundation in

design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision-making are emphasized throughout.

Art I: 1 Credit

Art I builds on the students' technical skills and foundation of knowledge developed in the Introduction to Art course. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. The study of art history continues in Art I, as well as the presentation of various art processes, procedures, and theories through a problem-solving manner. The approach to the art experiences is more experimental and based more on student choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms.

Art II: 1 Credit

This class allows students to be more self-directed and creative. The focus is on students who wish to pursue some aspect of art as a vocation or avocation. The students will choose projects based on their medium of interest (painting, drawing, sculpture, etc), present them to the instructor for approval, conduct research, plan, and complete the project for a grade. Students will be expected to complete several projects over the course of the semester. Field trips to various museums for viewing, inspiration, and art critique will be a part of the course.

Theater Arts I: 1 Credit

Theater Arts I promotes the learning of essential vocabulary and processes of theatre as well as reading, writing and researching theatre literature, acting and technical theatre. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge through informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre art courses.

Media Directing I: 1 Credit

This class is a one-semester course. The goal of the course will be to provide students with the confidence, skill, and experience needed to produce a finished film. Students must be committed to developing self-discipline and a professional work ethic, in addition to improving techniques and situations that expand their creative vision. Equal emphasis will be placed on the creative and managerial aspects of producing. Students will learn to enhance and develop artistic skill and judgment. Using professional and student projects as models, the course will develop and advance students' techniques in pre-production, production, and post-production problem-solving. Presentation materials include an oral pitch, a written treatment, script, script breakdown, and preliminary budget and production schedule. The instructor will facilitate supportive discussions and

recommendations throughout the production process to review and evaluate project development.

Media Directing II: 1 Credit

Media Directing II teaches students to use elements and tools of current and emerging technologies to create works that express feelings and ideas. Students are challenged to appreciate, analyze and create works through the use of cinema, sound, digital arts and interactive media. Students are introduced to a variety of genres and approaches to subject matter, basic technology, and criticism in a historical and cultural context. Students develop critical and creative thinking skills by creating works that convey their own ideas. The curriculum covers key concepts such as sequencing, montage, sound and image relationships, and the elements of time and motion. Students are introduced to a variety of genres and approaches to subject matter, basic technology, and criticism in a historical and cultural context. Students work on an independent project of their choice as they develop a personal vision and portfolio.

Music Exploration: 1 Credit

General music is a course that seeks to give students in grades 9-12 an understanding of the elements, history, and the role of music in today's society. The course will encourage active participation in performing and creating music through a balanced comprehensive and sequential program of study. In addition, a correlation between music, the other arts, and academic disciplines will be included. They may be able to attend live performances and perform in public.

History of Rock 'N Roll: 1 Credit

Students encounter Rock 'N Roll every day of their lives in a multitude of venues, but rarely, if ever, are encouraged to listen critically or to consider it in a larger context. This course stresses the need for students to learn contemporary musical history and to be able to place the music of our times in cultural/historical context. Therefore, this introductory course will trace the history of Rock 'N Roll music from its rise as a blending of White and African music traditions to its diversification and internationalization. This course will be viewed in the context of the political, historical, and cultural forces at work in the world.

Career & Technical Education Department

The Career and Technical Education courses allow students to explore and pursue interests they may have in our industrial society. A variety of skills are taught through a hands-on approach. Students are also required to demonstrate competency in critical skill areas, including decision-making, problem solving, organizing, collaboration and leadership. Courses in this department can provide all students with excellent career choices and/or useful practical knowledge. Some courses may be offered through Sugar River Valley Technical Center or private organizations.

Introduction to Information and Communication Technologies: 1 Credit

Introduction to ICT plays an introductory role to the world of computers. Students learn about basic hardware and the role each component plays in a computer system, as well as

a basic understanding of what software is and what basic types are available to the user. Students practice basic word processing skills, including how to type and format a flyer, a resume, and essays using MLA formatting. Students are also introduced to graphics software such as Adobe Photoshop and learn basic photo and image manipulation. Students participate in a major project at the end of the course in which they work together to design a graphic design project such as a school yearbook or multimedia project. Students are also required to create and maintain a digital portfolio.

Computers I: 1 Credit

Students in Computers I continue their education of computer technology with a more in-depth foray into the use of the Microsoft Office Suite. Students will learn to use Excel to create a budget and Power Point to enhance multimedia presentations. Students are also exposed to basic web design including an introduction to HTML and web publishing. Further practice with image manipulation software will also be gained through continued use of software such as Adobe Photoshop.

Advanced Computers– Introductory Programming Concepts: 1 Credit

This course introduces students to computer programming. Students will learn basic concepts and terminology of software application development and develop skills in designing and writing simple computer programs. The course assumes no programming background and provides an introductory overview of the software development process in addition to introducing important programming constructs and methodologies. At the end of this course students should be able to:

- ✓ Describe a typical computer system and its critical components.
- ✓ Describe the purposes of programming and software development.
- ✓ Read, trace, and understand simple code.
- ✓ Write, test, and debug code to solve a simple problem.

Introduction to Trades: 1 Credit

This course will consist of studies in the areas of safety, small engines, automotive, woodworking and machining. Lectures, bookwork, hands-on lessons and field trips to local area businesses are the opportunities that any student will have to gain an understanding of the trades industry. Guest speakers will offer brief overviews of various professions. Emphasis during the class will be on safety, tool identification and class projects. The students will also gain knowledge of time sheets and basic on the job practices.

Trades I: 1 Credit

This course will consist of specialized studies in one of the following areas: small engines, automotive, woodworking and machining. Lectures, bookwork, hands-on activities and field trips to local area businesses will continue to support the students in the advancement of their knowledge. Students will continue to use safety and tool identification, as they progress through the course. Advancement in skills will be completed through project-based learning which will be dependent upon the selected Trade.

Trades II: 1 Credit (Prerequisite Trades I)

Students will continue to advance their knowledge of tools, safety and job opportunities. The students will use the previous experiences to repair small engines for customer jobs. The woodworking will entail mass production and customer based projects. Simple automotive repairs will take a student beyond knowledge of general maintenance of a vehicle. Students may also be given the opportunity for job shadowing, work-study or internship at area businesses.

Culinary Arts: 1 Credit

Culinary Arts offers students opportunities to refine their culinary arts skills while building important workplace skills. Attention is given to all aspects of careers in hospitality and culinary arts. Group experiences will foster an appreciation for the principles of food preparation and cookery along with providing students with authentic work-based skills. Meal Planning and Preparation will be an integral part of this course.

Family & Consumer Education Department

The courses offered through this department are planned to prepare students for the multiple issues and needs of being a healthy member of society. From personal health to managing a household, students are given a wide variety of interests to pursue. Many of the courses provide a basic foundation for entry-level positions in the career world.

Character Development: 1 Credit

This course will help students develop good moral character traits and positive social skills through discussion, reading, and visual arts presentations. Students will participate in role-playing interactions in the classroom involving dramatizations of real-life situations in which the rules of acceptable social conduct must be followed, and by instruction in the interpretation of body language, tone of voice and facial expression.

Culinary Nutrition: 1 Credit

Culinary Nutrition offers students opportunities to apply food preparation skills to study topics in nutritional requirements and assessments. Students will examine food consumption patterns, diet planning, and digestion, as well as investigate the current trends and research involving healthy life choices. Meal Planning and Preparation will be an integral part of this course.

Senior Seminar: 1 Credit

In this class students will learn how to make the transition from high school to postsecondary life. The text focuses on “how to live and work”. Issues covered include finding an apartment, writing resumes, completing job applications, applying to postsecondary educational settings as well as transitions into the married life and parenting. The course incorporates the student’s transition plan, allowing the student to work towards his goals within the class. This course prepares high school students for a successful education after high school in the following areas: instruction, community experiences, employment, related services, post school adult living, and daily living skills.

Health & Physical Education Department

Courses offered through this department are focused on the importance of maintaining a healthy lifestyle. Students learn the benefits to staying healthy through eating a balanced diet, exercising regularly and staying away from negative things that could harm their bodies. Through the physical education courses, students participate in individual and group activities that promote a well-balanced fitness program for people in their day-to-day living. Many classes include field trips to local lakes, climbing gyms, and recreational facilities.

Experiential Outdoor Education: 1 Credit

This class is designed to take the typical physical education requirements outside the classroom. Activities include high and low elements rope courses where students are required to trust their classmates and staff and learn the techniques of belaying. Students are given the option during the winter of taking part in a 6-week ski/snowboard program or 6 weeks worth of alternative physical exercise through the local recreational facilities. Within the 6-week ski program, students are required to take lessons to learn or improve their abilities. In the spring, students are given the option of a 6-week hiking program or a 6-week intramural activities program. During the hiking program students will learn orienteering and take in the habitats in science that surround them. Students are also given one day in the fall and one in the spring where they will be given the opportunity to go kayaking, canoeing, sailing and swimming at a local lake.

Health and Fitness: 1 Credit

This course is designed to challenge students to take personal responsibility for their own personal, mental, and emotional well being by making healthy lifestyle choices. Throughout this course students will begin to understand the consequences of making poor decisions and how faulty judgments can negatively affect their personal health.

Anatomy and Physiology: 1 Credit

This class is a study of the structure and function of the human body from the cellular to the system level and interactions within these to maintain homeostasis. Strong emphasis will be placed on health, including the causes, effects, prevention, and cure of disease, while introducing new medical techniques and means of accessing the medical system to improve length and quality of life.

Mathematics Department

The mathematics department at Granite Hill School is designed to meet the needs of all students. Course offerings range from Life Skills Mathematics to Trigonometry. Varieties of teaching styles are available in these courses and can be individualized to meet student needs. All placements in these classes are based upon assessments of both the individual's previous course work and current skill set.

Introduction to Math Concepts: 1 Credit

This course is designed for freshman level students who will benefit from review and practice of the foundations of mathematics. Students will study the four basic operations

on whole numbers, decimals, fractions, and tables and graphs in real life situations. Students will also focus on problem solving.

Applications of Algebra: 1 Credit

This class helps students make a smooth transition from math concepts to algebra. This class will give the students the tools and the confidence they need to reach new levels in mathematics and to succeed in algebra. Lessons include problem-solving exercises presenting real-life situations that require algebraic thinking and analysis. Step-by-step examples help students grasp the concepts of algebra. Frequent practice exercises help build fluency in new skills. Calculator activities promote computation skills.

Consumer Mathematics: 1 Credit

Consumer Mathematics is geared toward students who have a fundamental grasp of mathematical computation and seeks to provide them with a real-world relevancy for math concepts. Using scenarios such as wage earning, shopping, managing a household, buying a car, construction, traveling, banking, and paying taxes, students learn and practice skills in whole numbers, fractions, and decimals.

Algebra I: 1 Credit

In this class, students will cover methods for solving quadratic equations, such as factoring, completing the square, and graphing. Lessons include problem-solving exercises that present real-life situations that require algebraic thinking and analysis. To extend this concept application activities are included within each chapter. These activities help students relate concepts to everyday situations, helping them to connect math instruction to the real world. This class will help prepare students for state testing and SAT's.

Algebra II: 1 Credit (Prerequisite: Algebra I)

Algebra II will provide students with a thorough understanding of Algebra, which is the language through which most of mathematics is communicated. This course will emphasize the role of Algebra as the foundation for trigonometry and calculus. With the use of various applications, modeling and discovery exercises and with the use of scientific and graphic calculators, students will appreciate the role of algebra in the real world.

Geometry: 1 Credit (Prerequisite: Algebra I and Algebra II)

Throughout this course students will investigate the world of planes and solids. In this class students go beyond the basics of geometry. They will explore geometric solids, triangles, the Pythagorean Theorem, quadratic equations, length, area, and volume. Lessons include estimation activities, algebra review, and how geometry is used in everyday life. Students will learn to apply geometry to situations in their own lives.

Trigonometry: 1 Credit (Prerequisite: Algebra II and Geometry)

Trigonometry is the study of triangles, and human understanding of the qualities and functions of triangles has been an essential ingredient in architecture and science since the time of the ancient Greeks. Initially, students will learn and understand the

fundamentals of right triangles and use them with trigonometric functions such as sine, cosine, and tangent. As the course progresses, this knowledge will be refined and applied to such areas as layout and drafting, construction and architectural design, and vector use in mechanical physics.

Science Department

The course offerings in this department provide a variety of educational opportunities for students. Courses are structured to include both in class and out of class teachings. Students are encouraged to enroll in classes from each discipline in order to receive a well-rounded science education. Students who have an interest in science can individualize their program if areas of interest are not available.

Earth Science: 1 Credit

This course is designed to provide students with the opportunity to increase their knowledge and understanding of the scientific process, as well as gain an understanding of major concepts of Earth and Space Science. Students will be learning about Earth's past and present, as well as the processes that shape our world.

Physical Science: 1 Credit

The purpose of this course is to assist students in broadening their knowledge and understanding of the scientific process. Students will learn about matter, focusing on its composition, properties and ability to change. They will also learn about forces and energy, gaining an understanding of major concepts of basic physics. Students will have the opportunity to enhance their knowledge through interactive discussions, worksheets, hands-on experiments, projects and other activities.

Applied Chemistry: 1 Credit

Applied Chemistry is designed to give students a qualitative introduction to topics in chemistry. This course is non-math intensive and is geared towards providing students with an understanding of the structure and properties of matter. Instruction is given on the history of chemistry, the development of understanding about the atom, atomic structure, the periodic table, chemical families and bonding. Through this course students should gain a better understanding of the underlying submicroscopic structure of matter, and what relationship this has to the macroscopic world we live in.

Biology: 1 Credit

Students will increase the knowledge of the natural world, including the areas of ecology, botany, and zoology and achieve an understanding of the interconnectedness of all living things. Energy flow and recycling are an integral part of the study of ecology as well. Change over time will be addressed in units of genetics and evolution. The scope of this course will include human identity and behavior and the influence of nutrition and disease. The study of organization and survival skills will begin at the cellular level and build to the kingdom level. In addition, the students will become familiar with the scientific method and the processes of observing, measuring, inferring, organizing, classifying, predicting, hypothesizing, modeling, and analyzing. Facts, concepts, and

principles will be related to technology and society. Students will be expected to integrate these topics and communicate their understanding of the principles of life.

Ecology: 1 Credit

In this class students will increase their knowledge of ecosystems, including energy flow and the cycling of matter. They will identify factors affecting carrying capacity and apply the knowledge when predicting the effects of environmental disturbance. Human impact on the equilibrium of ecosystems will also be discussed in depth, as well as ways to detect, limit, or reverse environmental damage. Current policies in using and managing the environment will be addressed and related to the students' roles as consumers.

Forestry: 1 Credit

This course is designed to give the students an overview of the study of forests and related fields. Some areas that will be studied are water and soil conservation types of forests, important species of trees in the United States, properties of wood and woodlot management. The safety of using a chainsaw will also be covered. Upon completion of the course, students will achieve competencies such as safe and efficient use of a chainsaw, learn to identify and classify twenty species of trees in New England forests and understanding concepts of soil/water management.

Plant Science: 1 Credit

This course is designed to give students the opportunity to work "hands on" and attain knowledge in areas such as landscaping, greenhouse production, entomology, animal care and plant structure/function. The subject matter of the course includes fundamentals of plant science, plant identification, care and propagation of ornamental plants and exterior landscaping. The class will show students the vast career options such as botanist, researcher, landscaper and greenhouse production and management.

Social Sciences Department

The social studies program includes essential content from five areas of social studies that include: historical perspective, geography, economics, government and civics, and culture and society. The essential content descriptions for the social studies areas are not course or grade-level descriptions. Rather, they describe a comprehensive and integrated social studies program to be completed during the school semester.

Although the social studies program for the semester is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students develop broad concepts of social studies. This style of learning reflects the developmental nature of children along with addressing their diverse learning styles and multiple intelligences.

Three credits are required for high school graduation. These credits must incorporate the social studies disciplines of U.S. history, world geography, and world civilization along with civics, government, economics, and community affairs.

World History: 1 Credit

This survey course covers the range of human experience from prehistory through the modern era, examining how history has impacted and shaped our society today. Through a chronological survey of historical periods, students can begin to understand the process of social and cultural change. Major periods of world history will be explored including prehistory, the first empires, the ancient world, the Middle Ages, the early modern period, the modern era, and the contemporary world.

U.S. History I: 1 Credit

In this class students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, the Civil War, and Reconstruction.

U.S. History II: 1 Credit

Students in this class analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally, students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events, such as, but not limited to September 11, and trends that have shaped modern-day America.

Modern Day in America: 1 Credit

This course focuses heavily on local (Newport/Claremont), regional (Connecticut River Valley), state (New Hampshire), national (U.S.) and world events of today. The intent of the course is to provide students with the basic background and foundational information to help them understand the world that we live in today. It will examine various social, political, economic, religious, and cultural events in these different regions and countries in order to better comprehend multiple perspectives on the world today. There will be a major focus on studying current events (their origins and causes) through a variety of media (internet, television, documentaries, newspapers, magazines, and book excerpts) and trying to come up with solutions or predicting outcomes of these events. Throughout the class students will be constantly distinguishing fact from opinion, recognizing biases, evaluating and critiquing various sources of information, creating and testing generalizations and theses, and expressing supported personal opinions both clearly and concisely.

World Perspectives: 1 Credit

Learners will analyze historical, political, economic and social connections among world societies in order to interpret the present and plan for the future. Students will be encouraged to explore, question and discuss world cultures, key world issues and trends through current day periodicals, Internet resources and the media at large. Both the

conceptual and practical aspects of problem solving and decision-making will be applied as students examine various world perspectives.

Geography: 1 Credit

This class will focus on the two main branches of geography: human geography (how people and their activities are distributed) and physical geography (ecosystems, patterns of climate, land forms, vegetation, soils, and water). Regions of the world will be explored with an emphasis on natural features, peoples and their cultures, and current issues concerning regional and global development.

Civics: 1 Credit

This course provides students with an understanding of the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

Community and Economic Affairs: 1 Credit

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in their primary locality. They will also describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government. This is a service-based course. Students are required to complete forty hours of community service in addition to their course curriculum.

The Nature of Citizenship, Politics, and Government: 1 Credit

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Psychology: 1 Credit

This is an experiential course designed to help students become more aware of themselves as unique individuals. Using their own experiences as a guide, students are encouraged to be scientists in the process of exploring themselves and their place in the universe as they examine such topics as love, beauty, joy, spontaneity, and self-actualization.

Sociology: 1 Credit

The curriculum in this course emphasizes active learning by students, focuses on understanding principles, helps students develop quantitative reasoning skills, and provides them with tools for investigation of sociological questions on their own. By introducing students to major sociological research methods and concepts, the course seeks to develop an understanding and appreciation of humans as social beings and considers how social factors affect daily lives and long-term outcomes. Areas of focus

include, but are not limited to, the sociological perspective, social organization, research methods, culture, social inequality, social institutions, and deviance and conformity.

Criminal Justice: 1 Credit

The criminal justice curriculum is designed for students to gain an understanding of the basic concepts behind laws, the actions of law enforcement agencies, court proceedings, and correctional ideologies and practices. Throughout the course students will also learn to identify the different components of the criminal justice system, the purposes and objectives of these components, and their places in our society. After gaining that knowledge students will be able to apply the above concepts in practical settings and situations.

Contemporary Problems: 1 Credit

This course is a one-semester elective that will take a closer look at the issues and crisis that our society faces in today's world. Utilizing historical foundations to better understand current events and issues, students will take part in research, discussions, debates and problem solving situations, to investigate the nature of the topics and possible solutions. A global issue such as, but not limited to, armed conflicts of the world, AIDS, nuclear proliferation, censorship, and human rights will be studied. Students will be expected to conduct research on specific topics and report back to the class through a variety of means: written, oral and technological.

Foreign Language Department

Granite Hill School recognizes the importance of learning about other cultures and countries. If you are considering enrolling in college or are just interested in learning another country's language, these courses are designed for you. Foreign Language courses are provided on an as-need basis. Offerings include Spanish and French.

Introductory Spanish: 1 Credit

The purpose of this class is to introduce students to basic sounds, words, forms and expressions of the Spanish language. Students will learn the letters and sounds of the alphabet as well as everyday vocabulary such as numbers, days of the week, months of the year, family members, body parts, clothing and how to tell the time and date. They will also be introduced to the different parts of speech such as adjectives, nouns, pronouns, etc.

Spanish I: 1 Credit

In this class, students will become familiar with everyday uses of the Spanish language, as well as cultural similarities and differences between the United States and Spanish speaking countries. Through class discussions, hands-on activities, games and worksheets, students will become familiar with the Spanish language, and be able to use their newly acquired knowledge in simple conversations.

Spanish II: 1 Credit

In this class, students will become familiar with the different verb tenses used in everyday Spanish language, and use this newly acquired learning to communicate with

others. The class is designed to help students gain an understanding of the proper use of the Spanish language and how to apply this knowledge to works of literature and pieces of their writing. They will be introduced to more vocabulary words and phrases used in various Spanish-speaking countries. Through study of the culture of different countries, students will become familiar with similarities and differences in the language in different parts of the world.

Introductory French: 1 Credit

The purpose of this class is to introduce students to basic sounds, words, forms and expressions of the French language. Students will learn the letters and sounds of the alphabet as well as everyday vocabulary such as numbers, days of the week, months of the year, family members, body parts, clothing and how to tell the time and date. They will also be introduced to the different parts of speech such as adjectives, nouns, pronouns, etc.

French I: 1 Credit

In this class, students will become familiar with everyday uses of the French language, as well as cultural similarities and differences between the United States and French speaking countries. Through class discussions, hands-on activities, games and worksheets, students will become familiar with the French dialect, and be able to use their newly acquired knowledge in simple conversations.

French II: 1 Credit

In this class, students will become familiar with the different verb tenses used in everyday French language, and use this newly acquired learning to communicate with others. The class is designed to help students gain an understanding of the proper use of the French language and how to apply this knowledge to works of literature and pieces of their writing. They will be introduced to more vocabulary words and phrases used in various French-speaking countries. Through study of the culture of different countries, students will become familiar with similarities and differences in the language in different parts of the world.