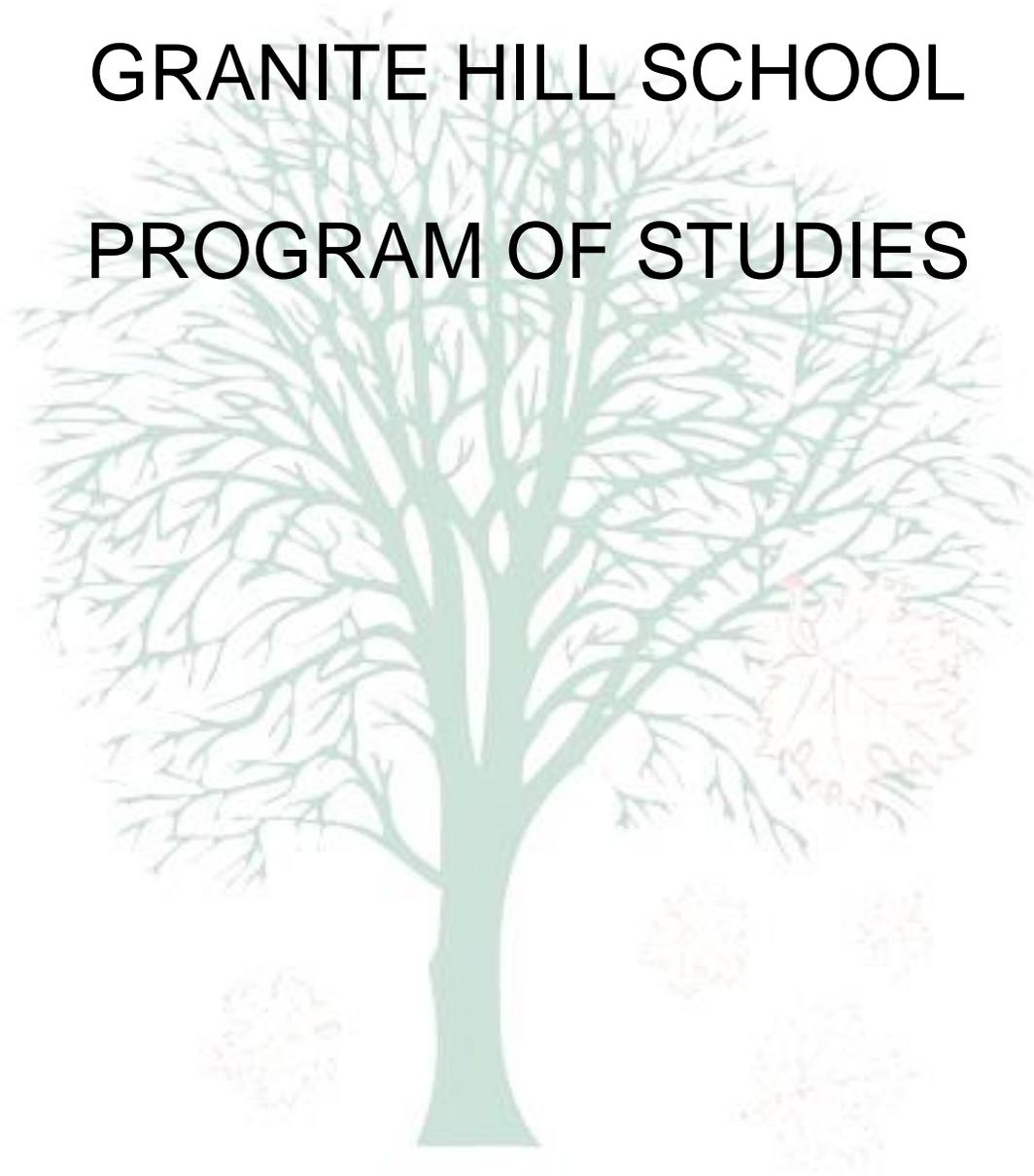


# GRANITE HILL SCHOOL PROGRAM OF STUDIES



Revised: 2016

## **GRANITE HILL SCHOOL'S 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.

Granite Hill School is approved by the Department of Education to serve students who are coded for the following disabilities: Emotional Disturbance, Specific Learning Disability, Other Health Impairment, Autism Spectrum Disorder, or Intellectual Disability. Granite Hill School will not accept students whom they are not approved to serve.

### **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: 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-needed basis. The purpose of this service is to offer students opportunities to work through their challenges in a productive manner with a behavior specialist. With such a service, Granite Hill School believes it is modeling how to successfully problem solve, utilize coping skills, and develop pro-social behaviors.

We also believe that open communication and shared decision-making are essential parts 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 with which each student is presented. 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 by our behavioral team. From this stage, the student's ISDP sheet is individualized by adding personal goals for the student 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 engage in additional learning.

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/her 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, and a variety of technologies are available to students with disabilities, including the Read Write Gold program and books on tape through both Bookshare and the state library system. One to one tutoring is also available on an as-needed 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-need basis. These services can be arranged through local, outside agencies.

### **Guidance Services**

The focus of the guidance program is to provide direct involvement with, and service to students. The guidance team, made up of the Principal/Asst Principal, School Therapist, Transition Coordinator, and Special Education Coordinator help students who need assistance with coursework, grades, career planning, testing, and college selection. The guidance team assists 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. Problem-solving and decision-making skills;
3. An acceptance of responsibility for their social, educational, occupational, and vocational development; and
4. The development of a realistic plan to help the student transition to either postsecondary education or a career.

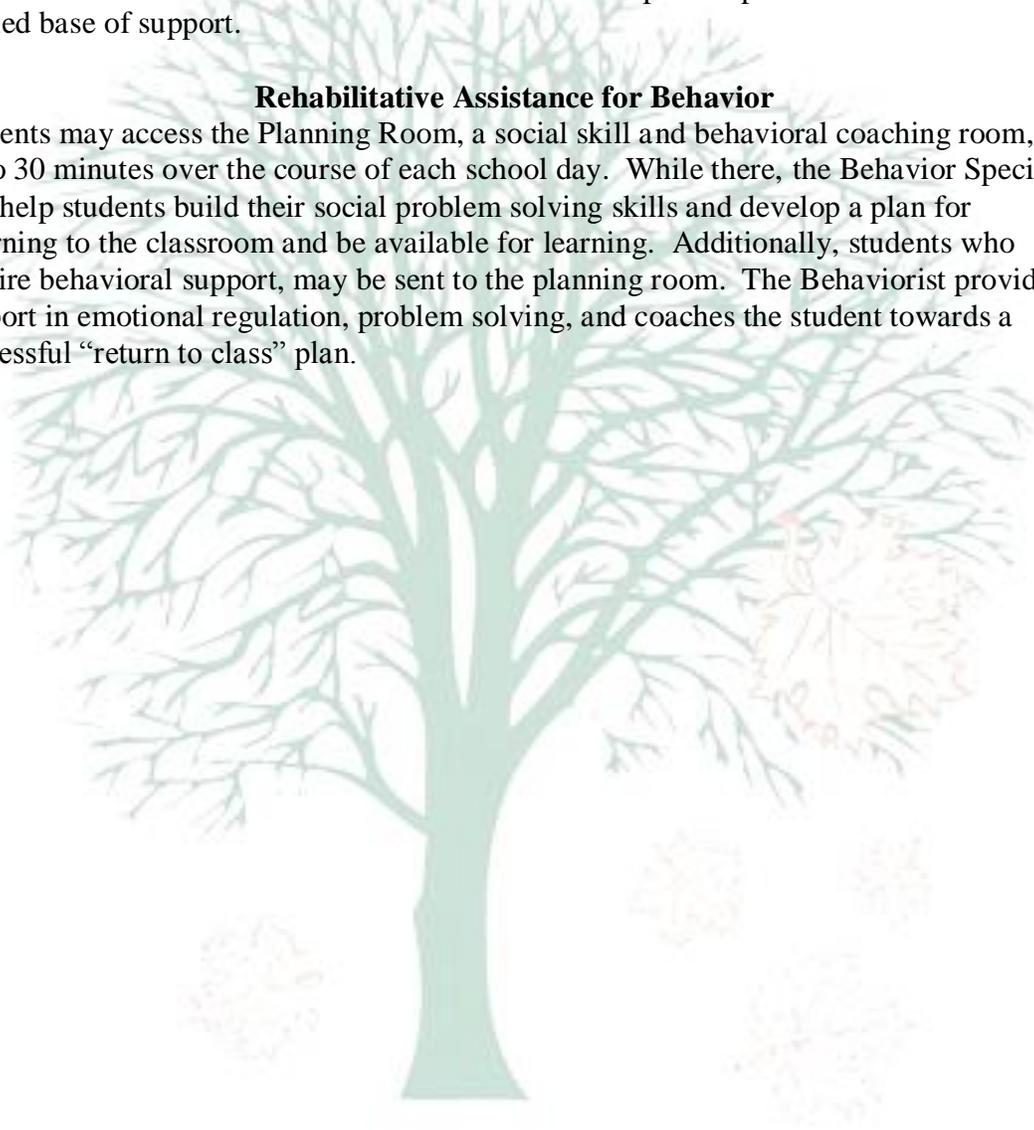
The guidance team will direct and assist teachers, advisors and parents providing for the needs of the child.

### **Counseling Services**

Granite Hill School has a school therapist who is a Licensed Clinical Mental Health Counselor onsite to provide support for students whose emotional and behavioral difficulties have made it hard for them to function in a school setting. The school therapist provides both weekly counseling and assistance to students on an as-needed basis and connects with families and with outside therapists to provide students with a unified base of support.

### **Rehabilitative Assistance for Behavior**

Students may access the Planning Room, a social skill and behavioral coaching room, for up to 30 minutes over the course of each school day. While there, the Behavior Specialist will help students build their social problem solving skills and develop a plan for returning to the classroom and be available for learning. Additionally, students who require behavioral support, may be sent to the planning room. The Behaviorist provides support in emotional regulation, problem solving, and coaches the student towards a successful “return to class” plan.



## **GRANITE HILL SCHOOL CURRICULUM**

The Granite Hill School curriculum was revised in August 2013 by a collaborative of its teachers in order to incorporate the Common Core Standards adopted by the State of New Hampshire. The Common Core includes clear expectations for English and language arts literacy and mathematics that have been adopted by 45 states. The new standards are intended to ensure that students graduate from high school ready for college or a career. While our new curriculum is more demanding than in the past, it is important to note that the Common Core supports the use of assistive technology to meet those standards.

One of the most significant changes in our curriculum, a cornerstone of the Common Core, is that the reading and writing skills traditionally taught in an English or language arts class will now also be taught throughout all disciplines—in history, science and health classes. Assigned readings will be increasingly complex, and students will be required to develop the critical thinking and problem-solving skills that will help them in college and in their careers. At Granite Hill School, while the demands on students will increase, the support we offer, along with small classes and opportunities for one on one tutoring, will help students transition to adulthood with the skills they need to make them successful in the paths they choose.

### **Competency-Based Education**

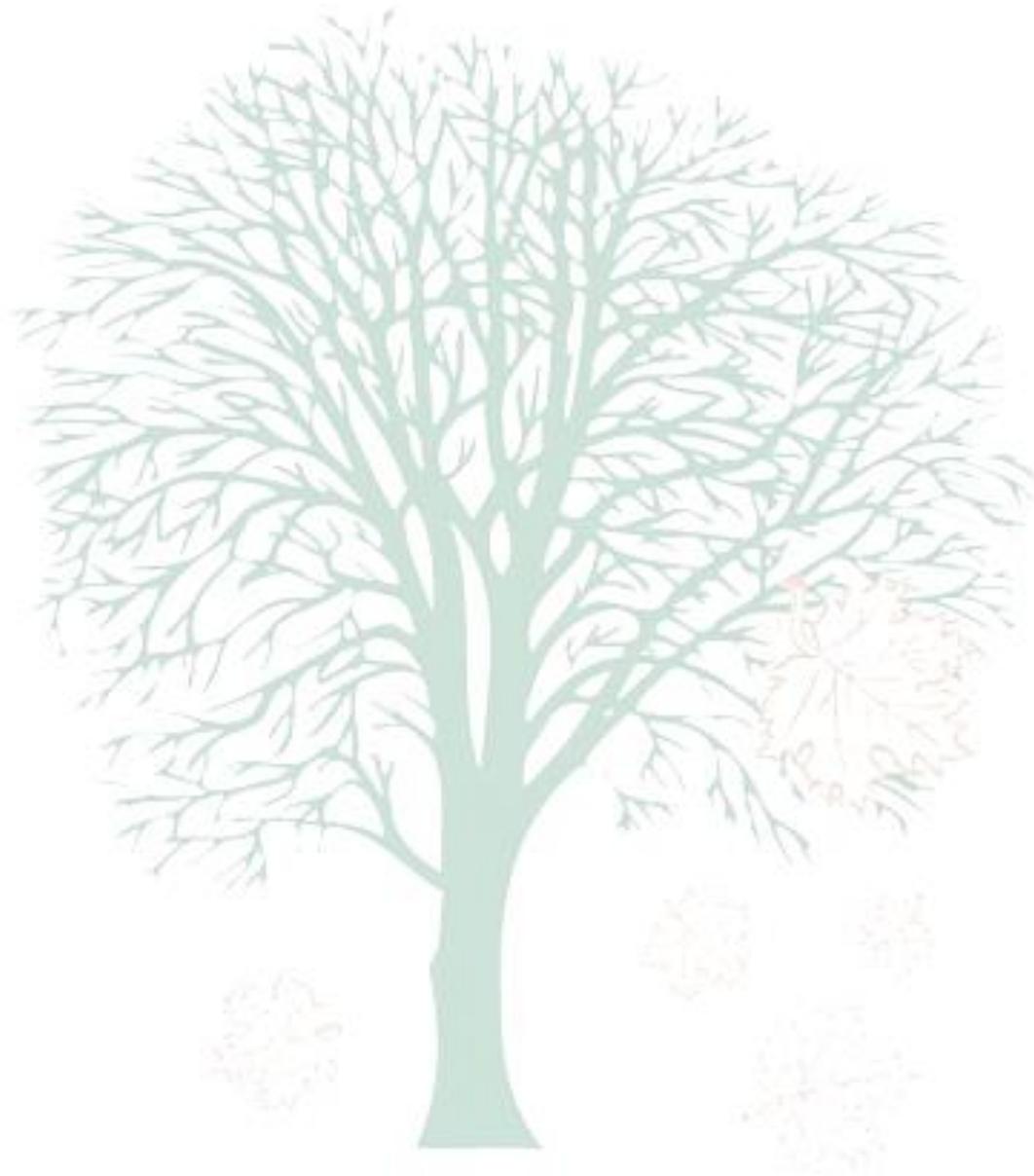
In the 2013-2014 academic year, Granite Hill School began implementing competency-based education that aligns with Ed 306.7, which states that all schools must have “a competency assessment process and defined course level competencies.” Credit toward graduation is awarded when a student has demonstrated proficiency in all the competencies for a course.

The competencies give our teachers the opportunity to more closely measure a student’s learning, and a student must pass every competency for the course in order to be awarded a grade and/or credit. If a student is unable to demonstrate proficiency in any competency for a course, the student will receive an Incomplete for that course and will have opportunities to reengage in the material through a re-learning plan. When the student is able to earn a score of 65 or better in those competencies, the teacher will issue a grade for the course.

The ratings for the competencies are as follows:

- 4--Proficient/Competent with Distinction
- 3--Proficient/Competent
- 2--Below Proficient/Competent
- 1--Substantially Below Proficient/Competent

Granite Hill School's system of reporting to parents and school districts includes a report on a student's progress in the competencies eight times a year, as well as regular report cards and IEP progress reports. The competency reports provide another layer of information to students, teachers, parents and school districts about the student's progress through the curriculum.



## 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

English.....	4 credits
Math (including Algebra).....	3 credits
Art/Music.....	1/2 credit
Information/Communication Technology.....	1/2 credit
Physical Science.....	1 credit
Biology.....	1 credit
US/NH History.....	1 credit
World History/Geography.....	1 credit
Economics.....	1/2 credit
Civics.....	1/2 credit
Health.....	1/2 credit
Physical Education.....	1 credit
Electives.....	5.5 credits

Additional Credits required for a 25-credit diploma include:

- 1 Math Credit
- 1 Science Credit
- 3 Open Elective Credits
- 25 Hours Community Service

### Grading System

The Granite Hill School's grading system records and reports student achievement. It is the teacher's evaluation of a student's progress based upon classroom and program standards. 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
- F = BELOW 65

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

## COLLEGE AND CAREER PLANNING

Listed below are the recommended courses for admission to postsecondary programs. These are guidelines only; students and parents are advised to review college requirements on an individual basis.

<p><b><u>HIGHLY COMPETITIVE COLLEGES</u></b>            4 credits English (writing &amp; literature)            4-5 credits Math: Geometry, Algebra I &amp; II, Pre-calculus, Calculus or AP Calculus            4 credits Science (Biology, Chemistry, Physics and AP Biology)            3-4 credits of one World Language            4 credits Social Studies            1-2 credits Fine Arts/Computer Literacy</p>	<p><b><u>MOST FOUR-YEAR COLLEGES</u></b>            4 credits English: writing &amp; literature            3-4 credits Math: Geometry, Algebra I &amp; II, Pre-calculus            3-4 credits Science: Biology, Chemistry, Physics            2-3 credits of one World Language            3 credits of Social Studies            1-2 credits Fine Arts/Computer Literacy</p>
<p><b><u>FOUR-YEAR BUSINESS</u></b>            4 credits of English            4 credits of Math: Geometry, Algebra I &amp; II, Pre-calculus            3-4 credits Science            3 credits Social Studies            2-3 credits World Language            Related Business Courses</p>	<p><b><u>FOUR-YEAR ENGINEERING AND SCIENCE</u></b>            4 credits of English            4-5 credits Math: Algebra. I &amp; II, Geometry, Pre-calculus, Calculus or AP Calculus            4-5 credits Science: Physical Science, Biology, Chemistry, Physics            3 credits Social Studies            2-3 credits World Language</p>
<p><b><u>TWO-YEAR COMMUNITY COLLEGES</u></b>            4 credits English            3-4 credits Math: Geometry, Algebra I &amp; Algebra II            3-4 credits Science            3 credits Social Studies            2 credits World Language (advisable for Liberal Arts transfer programs)            2 credits related Career &amp; Technical courses</p>	<p><b><u>WORKFORCE READY</u></b>            4 credits English            3-4 credits Math: Geometry, Algebra I &amp; Algebra II            3-4 credits Science            3 credits Social Studies            2 credits Career &amp; Technical Courses            2 credits Business related courses</p>
<p><u>Students should investigate specific postsecondary program requirements prior to developing their Four Year Plan.</u></p>	

## **SPECIAL INTEREST PROGRAMS**

### **Richards 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**

Granite Hill School offers two forms of work-study program: in-house work experiences, and placements with local businesses.

In-house work-study jobs are available for students who have been successful at managing their behaviors and are capable of following directions and demonstrating responsibility. Students are employed to do landscaping, firewood management, trail management, kitchen work, and maintenance jobs, including carpentry projects. The work-study supervisor rates students on their job performance every day and students are paid hourly for their work, based on their performance.

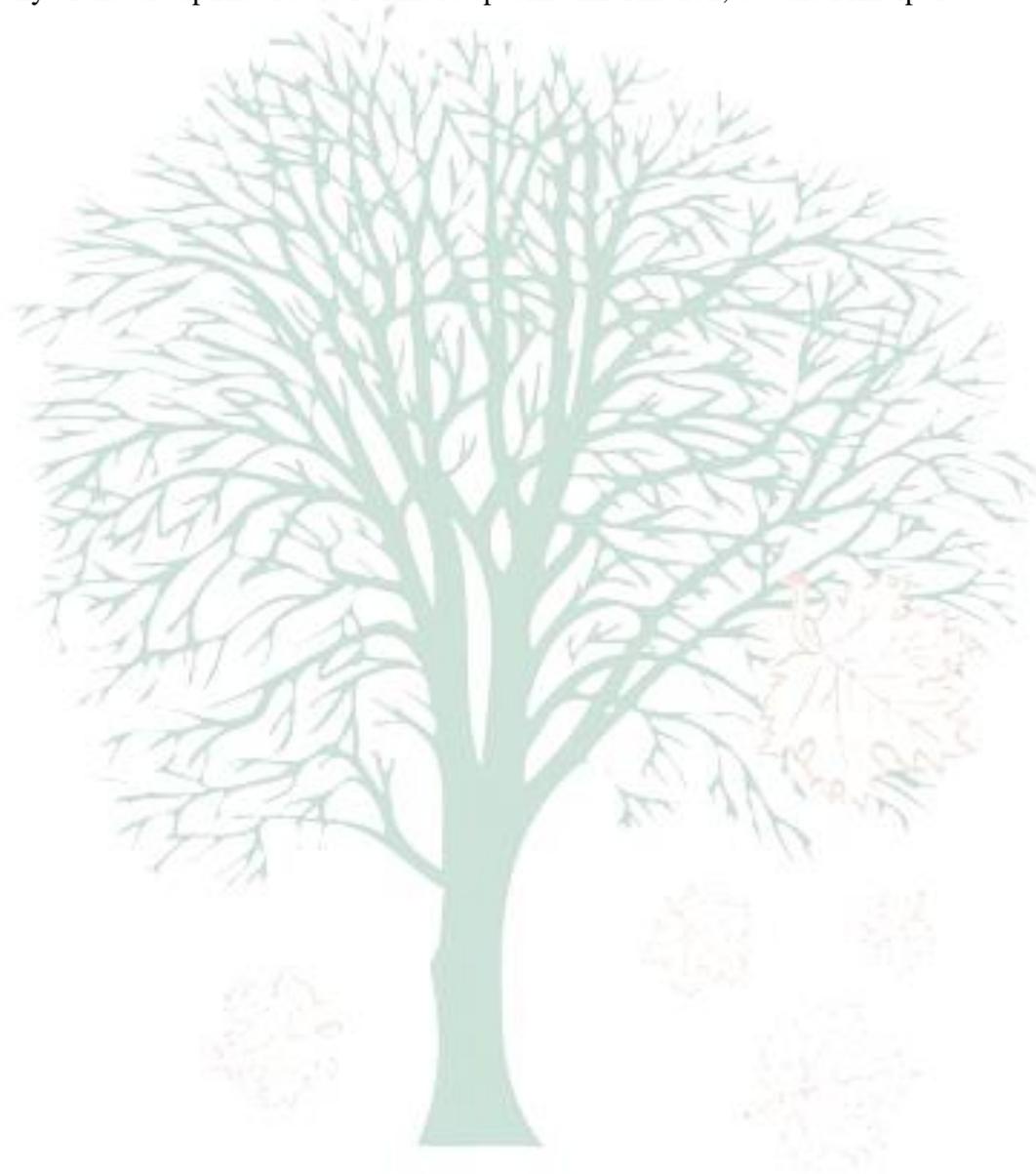
Through a cooperative arrangement with area employers, students have the opportunity to obtain on the job experience in their career path. These students will gain class credit for successful completion of their outlined program. The Department of Labor must first approve all employment sites. Students 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.

### **Driver Education**

This course is a full semester. It will allow the student to get a credit and get their driver education certificate too, if they pass the class. The student must be 16 years old by the end of the class in order to take this class. The class follows the New Hampshire Drivers Education Risk Prevention Curriculum Guide. There are 10 parts that cover all the basics of learning both in-classroom lessons, and behind-the wheel lessons as well. The primary focus of this class is to learn safe and responsible driving.

## **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.

### COURSE DESCRIPTIONS

#### **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, developing the ability to read, with understanding, increasingly complex texts.

##### **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 the five strands of the discipline: US and NH history, world history, economics, civics and geography. Students will study the 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. Students will 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. As they study world history, they will learn about other cultures, seeing how the histories of those cultures led to their modern day configurations. In their study of economics, students will begin to understand the free market system and how it affects their lives, and in civics, they will learn about democracy and citizenship.

#### **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, developing the ability to read, with understanding, increasingly complex texts.

**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 the five strands of the discipline: US and NH history, world history, economics, civics and geography. Students will study the 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. Students will 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. As they study world history, they will learn about other cultures, seeing how the histories of those cultures led to their modern day configurations. In their study of economics, students will begin to understand the free market system and how it affects their lives, and in civics, they will learn about democracy and citizenship.

**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, developing the ability to read, with understanding, increasingly complex texts.

**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. Eighth grade math will provide the background knowledge in algebra that will help students understand the more complex concepts they will confront in high school.

**Social Studies:**

The purpose of this course is to introduce students to the five strands of the discipline: US and NH history, world history, economics, civics and geography. Students will study the 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. Students will 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. As they study world history, they will learn about other cultures, seeing how the histories of those cultures led to their modern day configurations. In their study of economics, students will begin to understand the free market system and how it affects their lives, and in civics, they will learn about democracy and citizenship.

**Other courses:**

**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.

**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.

**Physical Education:**

Students engage in sports challenges throughout the year, playing games and learning to demonstrate fair, sportsmanlike behaviors. They are given opportunities to hike, swim, play basketball and softball under the supervision of a certified teacher and an outdoor educator.

## ARTS EDUCATION 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. Additional classes in music, dance and theater are offered through independent artists and/or Newport High School.

### COURSE DESCRIPTIONS

#### **Introduction to Art: 1 Credit**

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.

#### **Basic Drawing: 1 Credit**

Basic Drawing students develop fundamental skills in drawing using pencil, charcoal, colored pencil, pastel and markers. Students work from observation, imagination and master drawings. Students consider the role of drawing in the history of art and as a means of personal expression. The intensity of the course is designed for students who want to develop in-depth drawing skills, who enjoy putting time and detail into their drawings, and who may be interested in pursuing art beyond high school.

#### **Painting: 1 Credit**

Students will learn the basic skills for painting this will include color theory, creating gradients, basic drawing skills, basic equipment maintenance, how to utilize a variety of brush strokes, and how to properly prep a canvas. They will also learn how to paint with a variety of different paint types, such as watercolor, acrylic, and oil paint. Students will also learn how to look at art and critique existing art. They will also learn a brief history of art history.

#### **Printmaking: 1 Credit**

In Printmaking, students will work on mastering the methods of the art through producing a portfolio of work using woodcuts and intaglio techniques. They will study both color theory and line work, as well as the basics of design.

**Stained Glass: 1 Credit**

Students have the opportunity to work with a craftsman to design a stained glass project, select colors, and use the tools of the craft to create stained glass objects. A synthesis of Technology and Fine Arts Education, this class allows students to understand the concepts of design, color and arrangement of elements, as well as the use of technology to create.

**Digital Photography: 1 Credit**

In this class, students use digital cameras to take pictures of the world around them. The focus is on artistic choices, composition, and using technology to alter or improve their work. Students will use Adobe Photoshop to this end, and they will assemble a digital portfolio of their work as a culminating project.

**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.

## **BUSINESS DEPARTMENT**

### **COURSE DESCRIPTIONS**

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: 1/2 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.

#### **Personal Finance and Independent Living: 1 Credit**

The class will be broken down into three areas, personal and social growth, personal finance and daily living skills. One major goal of this class will focus on the acquisition of skills, attitudes, and knowledge that lead to financial literacy, 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 make educated financial decisions. Students will learn rights and responsibilities as a consumer, money management, scholarships vs loans, borrowing and earning power, investing, and insurance. Students will also complete job training in resume writing, interviewing, and applications.

#### **Career Exploration: 1 Credit**

In this introductory course, students will learn about the phases of the business cycle, supply and demand, business ethics, marketing, diversity in the workplace, workplace behaviors, and communication techniques, both verbal and nonverbal. They will understand their rights and responsibilities as consumers and how economic issues, both nationally and globally, affect the individual.

#### **Business 101: 1 Credit**

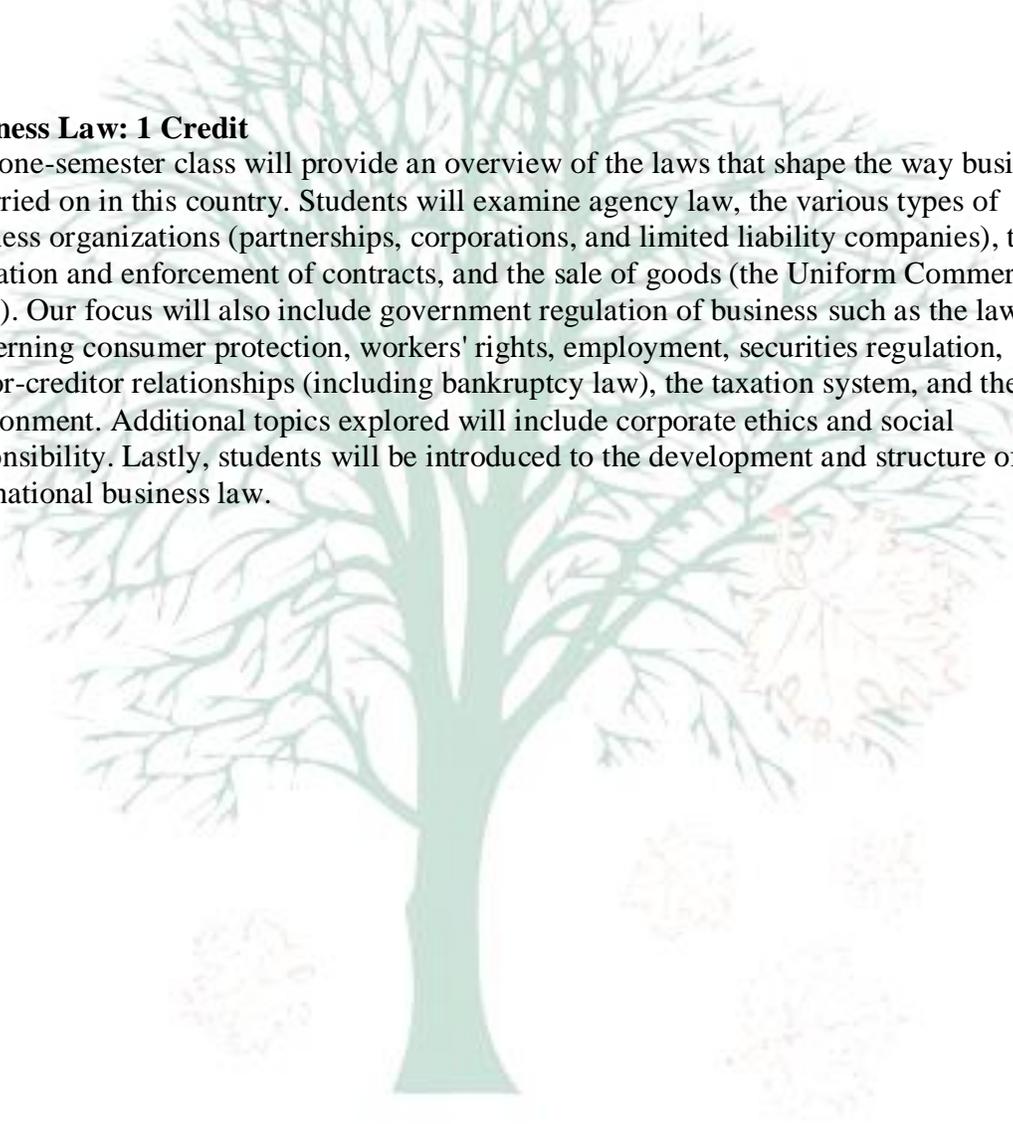
This introductory course explores the foundations of business. Units of study will include ethics and social responsibility; team decision making and communication; motivation and leadership; career research and opportunities; management; and business workers, and the law. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications.

**Business Technology: 1 Credit**

This course will introduce and train students on a variety of technologies in the workplace. This course can be used to meet the high school computer requirement. Students will learn word processing, spreadsheet development, database management, presentations, graphics, basic web design, interactive media, and internet services. Students will also research careers in business using technology applications.

**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.



## **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 develop the skills to read both literary and informational texts of increasingly complexity. Students are required to take an English course every year.

### **COURSE DESCRIPTIONS**

#### **English 9A/B: 1 Credit**

Students will practice close reading of texts, learning to find the central idea, determine the point of view and the purpose of the text, and will demonstrate the ability to cite textual evidence. Readings will include texts that represent cultural diversity. In writing, they will practice using details, dialogue, sensory descriptions, and figurative language as they develop the ability to develop and thesis and create effective transitions. As always, there will be an emphasis on the conventions of grammar and making effective choices to enhance meaning.

#### **English 10A/B: 1 Credit**

In their reading, students will examine similar themes in multiple texts, learn to identify key concepts and themes, as well as author choices and the elements of literature. Readings will include texts with historical perspectives. In their writing, students will write informative and explanatory essays, focusing on introductions, conclusions, and details. The writing process will be stress, as students learn how to take a draft through the editing process and improve it through revisions. Further, students will begin to make conscious choices for meaning and style.

#### **English 11A/B: 1 Credit**

Through their reading, students will work to uncover the author's choices, analyzing multiple themes and topics in a text, understanding the author's word choices, and tracing the development of events and characters in a text. They will work to use textual evidence that states an idea, but will also dig deeper to use textual evidence that implies an idea. In their writing, students will use the narrative form to express complex ideas and information. They will work to create clear, coherent, and unified pieces of writing, using precise language that is appropriate to the topic.

**English 12A/B: 1 Credit**

Students will learn to analyze the development of two or more central ideas and themes over the course of a text, tracing how they interact and build. They will discuss how style and content contribute to the power, persuasiveness, or beauty of a text and will understand how the author's choice of structure and words impact both style and content. Students will be able to identify the places of uncertainty in a text, being able to identify figurative and connotative meanings and to identify satire, sarcasm, irony and understatement, distinguishing between what is said and what is meant. In their writing, students will continue the practice of using precise language, details, varied transitions, and evidence to produce meaningful arguments, narratives of real or imagined experiences, and informative texts.

**Senior Transition: 1 Credit**

This course is intended to be a capstone experience -- opportunities for students to pull together and reflect upon what they have learned in their high school classes and to employ the skills they have mastered. The major emphasis of this course is to provide students with knowledge and skills essential in the real world. Each student will have the opportunity to receive individualized instruction that will emphasize daily living, personal, social and occupational skills which are supported by academic skills that are required for life after graduation. Literacy is stressed across the curriculum; which are skills in listening, speaking, reading and writing.

**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.

**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.

**Mythology: 1 credit**

Students will learn about a variant of ancient mythologies. This class will be moderately student driven with the student's choosing which types of mythology (Norse, Greek, Roman, Hawaiian, etc.) will be studied through voting. Students will hear an array of stories related to the type of myth. They will then develop their own ideas about morals and ethics of the gods and goddesses. In some situations, the students will be put in the place of characters and asked to write about how they would react to the situation. Students will also learn about Joseph Campbell's "Hero's Journey" and how it relates to both myths and modern story telling.



## **FAMILY AND 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.

### **Adult Roles and Responsibilities: 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.

### **Sewing, Quilting and Fabric Repair: 1 Credit**

This hands-on class is designed to give students an opportunity to develop their creative talents. Students will learn to use the sewing machine and other crafting techniques. They will learn what it takes to design, make and market their handcrafts. Topics will include quilting history and textile crafts, elements of design and fiber arts. Local artists and exhibits will be included when possible. Students will create several projects, design and make accessories, and fashion items.

### **Foods and Nutrition: 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. Students will learn about nutritional choices, as well as how to plan, shop for and prepare nutritious meals.

### **Human Growth and Development: 1 Credit**

In this course, students learn about the growth and changes of the child from pregnancy through adolescence. In addition to discovering characteristics of the newborn, students also study physical, intellectual, emotional and social development of the infant. The students will learn the various skills necessary in order to raise a happy and healthy child.

### **Homesteading: 1 Credit**

This course is designed to give students the opportunity to work “hands on” and attain knowledge in area of being able to produce and preserve to be self-sufficient. The subject matter of the course includes fundamentals of eating and raising healthier food and animals and improving quality of life. Students will understand preserving food, making byproducts from animals (soap, candles, wool, cooking, etc) being able to forage food and materials from the wild and unique ways to maximize your land.

**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 AND 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.

### COURSE DESCRIPTIONS

#### **Experiential Outdoor Education: 1 Credit**

An interdisciplinary class combining the standards for Physical Education and those for Character Development from the Family and Consumer Science frameworks, Experiential Outdoor Education is designed to take the typical physical education requirements outside the classroom, where students can engage in local pastimes like kayaking and canoeing in a natural setting. In all these activities, the focus is on sportsmanship, collaboration, social skills, and ethics.

#### **Health: .5 credits**

Students will learn the building blocks of good health—nutrition, exercise, and healthy choices—as well as disease prevention, the impact of alcohol and other drugs, injury prevention, and factors in emotional and mental health.

#### **Physical Education: 1 credit**

Students will participate in structured games intended to build athletic skills, offer healthy options for recreation, and provide opportunities to demonstrate teamwork and good sportsmanship. Students play soccer, touch football, softball, basketball, and other games throughout the year. In the warmer months, students canoe, swim, hike, and snowshoe. The focus of PE is on safety, ethics, conflict resolution, and engaging in healthy fitness opportunities.

#### **Total Physical Fitness: 1 credit**

The focus of this course is to develop overall physical fitness. Units are designed to promote physical and mental wellness through a series of progressive personalized fitness activities including resistance training, cardiovascular training, as well as a variety of circuit training activities, and proper weight lifting. Students will become familiar with more advanced personal training techniques including heart rate training system as well as muscular anatomy and physiology. Dynamic wellness activities including, yoga, pilates, indoor cycling, nordic walking, cardio-boxing, etc. will also be explored. Lessons are designed to improve techniques and strategies for enjoyment while in high school and throughout life.

### **Competitive Team Sports: 1 credit**

Throughout this course the students will learn and practice the skills, techniques, strategies, and rules needed to effectively participate in a variety of team sport activities. Activities focus on improving individual skills to enhance the level of competition in team and tournament play. The activities in this course could include: team handball, volleyball, basketball, floor hockey flag football, soccer, ultimate Frisbees, softball, speedball, tennis, lacrosse, golf and more. Throughout the course, students will gain the knowledge and skill to play, coach and referee each respective sport.

### **Lifelong Sports & Activities: 1 credit**

Core concepts in this course focus on learning individual and small group activities that people of all ages and athletic ability can participate in. Lifelong Activities will include badminton, tennis, golf, snowshoeing, hiking, walking, pickle ball, volleyball, bowling, frisbee golf, bocce ball, croquet and horseshoes. Adventure education activities including some high and low element Project Adventure based climbing activities, etc. This course is designed to instruct you in activities that will provide a foundation for a healthy, physically active lifestyle.

### **Fitness Aquatics: 1 credit**

The focus of this course is to learn beginning techniques of swimming, basic swimming skills, and standard swimming strokes. Throughout this class students will demonstrate a variety of swim strokes and swimming skills. This class will also focus on water-based aerobics and water weight training. This class will also have the chance to learn proper diving techniques as well. The students will also play a series of swimming games to help improve their swimming skills, and overall physical conditioning.

### **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.

### **Transformative Arts: 1 Credit**

This curriculum is designed to help students understand their own needs, desires, emotions, habits, and everything else that makes them who they are. The purpose being to know more about themselves in order to be better equipped to engage in healthy relationships and have an improved sense of self. This class explores the areas of communication, meditation, stress management, mindfulness, learned optimism, and personal growth. Through the exploration of these areas, students will enhance their quality of life and ability to adapt to life's changes and stressors.

## INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT

Granite Hill School students will be required to take Computer Applications I during their freshman or sophomore year to meet the 1/2 credit requirement in ICT.

In grades 10 through 12 the completion of an additional digital portfolio is required to demonstrate proficiency in the Information and Communication Technologies (ICT) standard. This is a NH state requirement to graduate from high school.

Technology Skills required for digital portfolio:

1. Creativity & Innovation: Students will use technology to demonstrate creative thinking and develop new products.
2. Communication & Collaboration: Students use technology to communicate and work collaboratively.
3. Research & Information Fluency: Students apply technology to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, & Decision Making: Students use technology and critical thinking skills to plan and conduct research, manage products, solve problems, and to make informed decisions.
5. Digital Citizenship: Students understand cultural and societal issues related to technology and practice legal and ethical use.
6. Technology Operations & Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Students are required to have at least one artifact for each of the above standards with a minimum of 16 artifacts in their digital portfolio.**

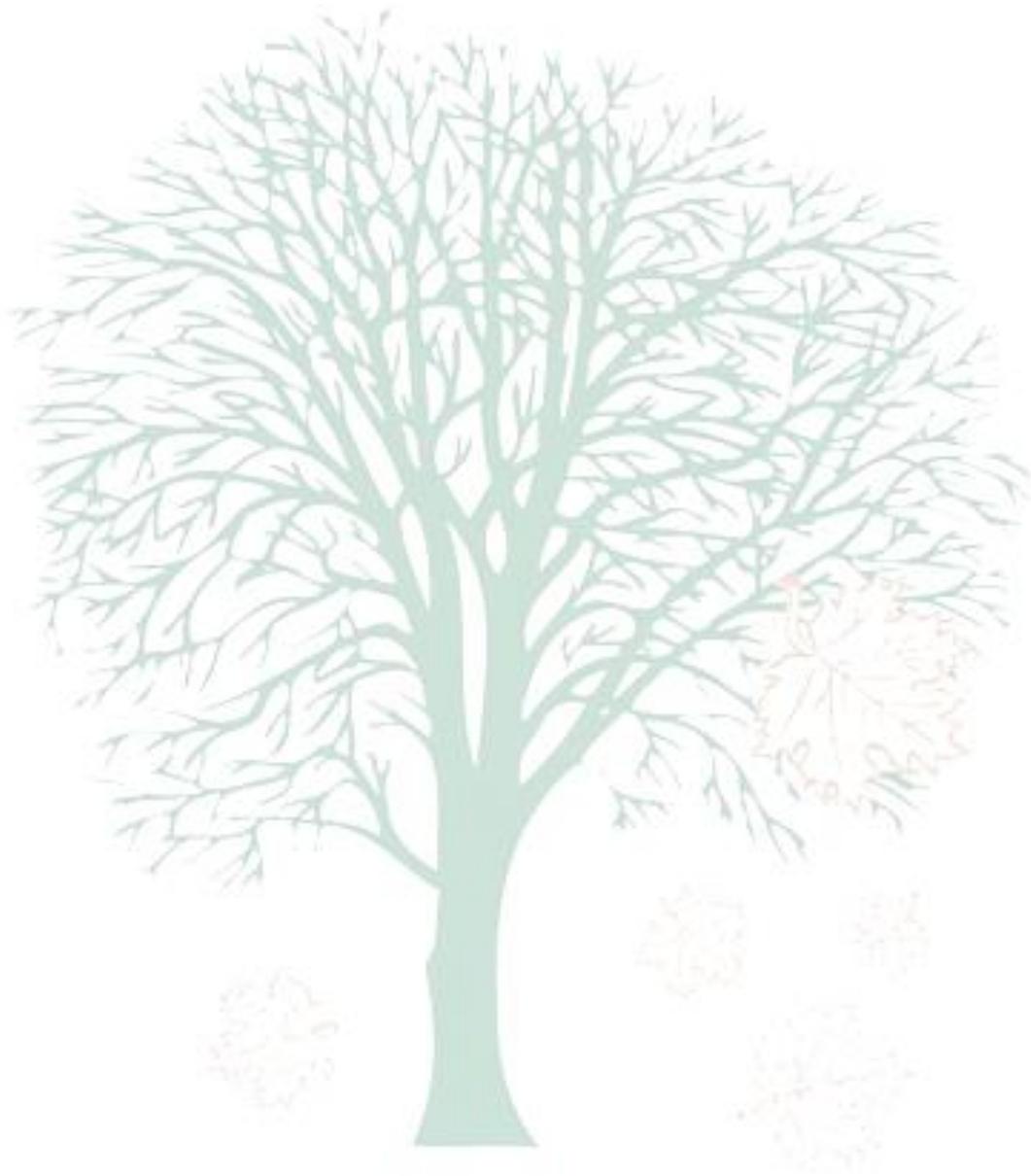
### **Computers Applications I: 1/2 Credit**

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 Applications II: 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.



## 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.

### COURSE DESCRIPTIONS

#### **Math Concepts I: 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 using measurement, graphs, and geometric math

#### **Math Concepts II: 1 Credit**

This course offers further review in graphs, charts, and tables, algebraic expressions and equations, ratio, proportion, percentages, geometric concepts, and probability.

#### **Applications of Algebra: 1 Credit**

Applications of Algebra 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.

#### **Vocational Mathematics: 1 Credit**

Vocational Math will provide the student with an understanding of the mathematical skills necessary for the trades and everyday use. Course content includes the fundamental processes of mathematics with emphasis on problem-solving techniques. Included is a

review of arithmetic, introductory algebra, geometry and elementary trigonometry. This class will be a hybrid class where there will be in class instruction and hands on learning in the woodshop, kitchen, outdoor areas, and other trades related sites.

**Algebra I: 1 Credit**

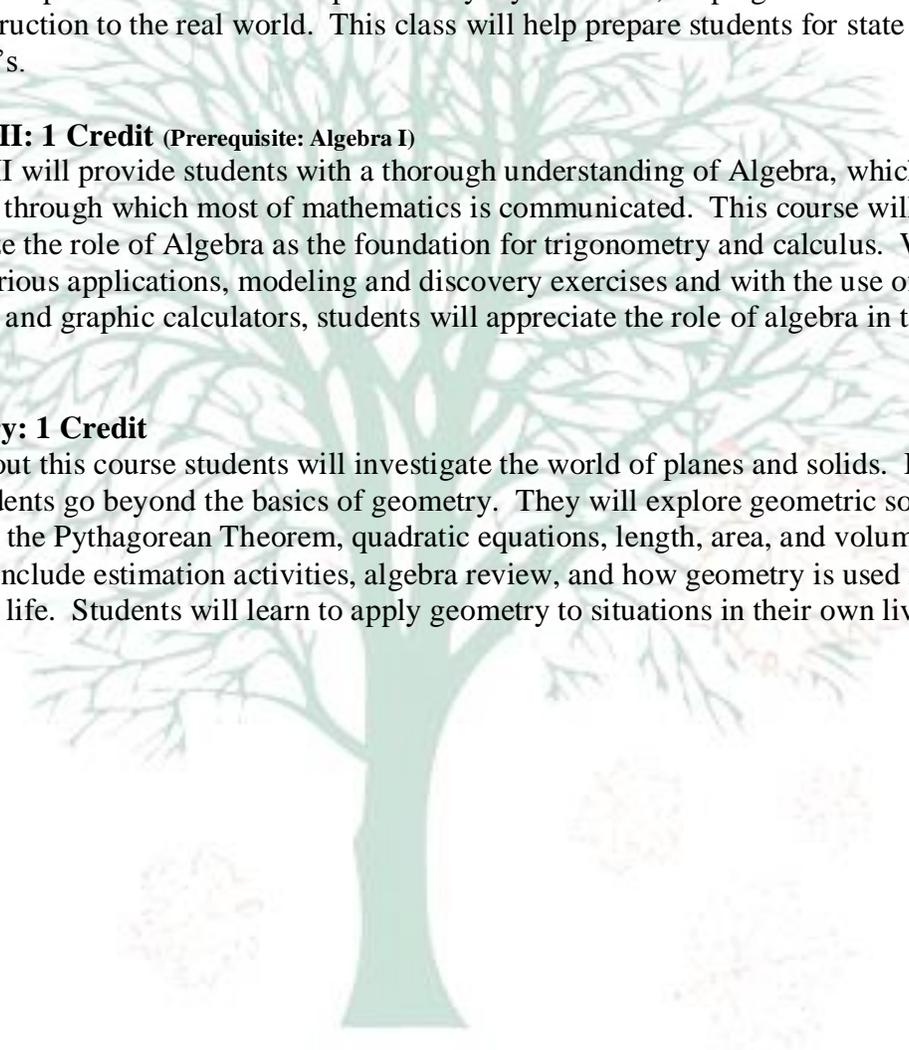
In this class, students will cover methods for solving quadratic equations, such as factoring, completing the square, and graphing. Lessons include problem-solving exercises that present real-life situations that require algebraic thinking and analysis. To extend this concept application activities are 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**

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.



## 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.

### **Integrated Science and Technology Gr. 9/10: 1 Credit**

This class provides a survey of topics in geology, energy, ecosystems and technology, as well as practice in science processing skills, such as making observations, developing hypotheses, and inquiry skills. Students will study the Earth—its composition and systems, as well as the interrelationships and interdependencies among its organisms, and the impact of technology on the earth and on our understanding of science.

### **Earth and Space 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.

### **S.T.E.M.: 1 Credit**

S.T.E.M. is an inquiry based and project oriented high school science elective. In this class, students will apply science, technology, engineering, and mathematics in contexts that make connections between the classroom and the world around them. Students can expect to be exposed to a variety of physical science concepts and are asked to develop engineering skills to find solutions to problems that are common to the S.T.E.M. field of study. Students will actively participate in laboratory investigations and project based learning assessments using the engineering design process to help them develop an understanding of various S.T.E.M. topics in accordance to the NEXT GENERATION SCIENCE STANDARDS for grades 9-12 (emphasis is on the crosscutting concepts and science and engineering practices).

### **Animal Husbandry: 1 Credit**

This course is designed to give students the opportunity to work “hands on” and attain knowledge in taking care of livestock animals that would be used or raised for meat, wool or another functional use. The subject matter of the course includes animal safety including the handler, large and small animal health, breeding, animal nutrition, training of animals, first aid for animals and preparing animals for sale or processing. Student will have experiences with animals in various settings.

### **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.

### **Biology: Includes Lab 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.

### **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.

## **SOCIAL STUDIES 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.

### **COURSE DESCRIPTIONS**

#### **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 Prerequisite: U.S. History I**

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.

**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.

**Community and Economic Affairs: 1/2 Credit****Prerequisite: U.S. History I and II**

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: ½ Credit****Prerequisite: U.S. History I and II**

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.

**African American History: 1 Credit (has a prerequisite of US I)**

The purpose of this course is to provide students with a comprehensive overview of the African American experience beginning with Africa through modern times. The course will address the introduction of Africans to the Americas, enslavement, emancipation, and the social and political challenges and triumphs that followed. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society. Students will gain an appreciation for the African American community and their contributions to society.

**Women's History: 1 Credit (has a prerequisite of US I)**

The purpose of this course is to examine the changing roles, expectations, achievements, struggles and rights of women throughout American history. The course will start by examining the role of women among the earliest Americans up through the modern era. Topics will include; Native Americans, slavery, abolition, women's suffrage, and the Civil Rights Movement. The course will highlight struggles women faced, how they changed, and major achievements of women in American History. Students will gain an understanding of how gender roles and expectations have changed throughout history.

**World Religions: 1 Credit (has a prerequisite of US I)**

The purpose of this course is to examine the world's major living religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Other religions will be explored as well. Content will focus on the origins (history), beliefs, and practices these religions. The course will also briefly discuss the regions on which these religions are primarily practiced. Students will gain a better understanding of the world around us. The class will also discuss conflicts among religious groups and how that affects them.

**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.

**Developmental Psychology: 1 Credit**

Developmental psychology is the study of how and why human beings develop over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. This course addresses the concepts related to understanding the areas and stages of human growth and development and recognizing the factors that effect that growth and development.

**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 Issues: 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, 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.

**Gender Roles: 1 Credit**

Gender Roles Class is an elective high school class in which students will understand the changing patterns of gender in social and political relations. The students will examine human rights in relation to gender and how societies have historically limited opportunities for women in order to understand why it is important for all people to be treated equally. The competency work will primarily focus on Language Arts: reading, writing, speaking, and listening. The writing process will be a main focus of the class, as students will practice prewriting, drafting, revising, and editing. The use of informational texts and film will play a large role in the creation of the assignments that will address the competencies

## 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.

### COURSE DESCRIPTIONS

#### **Agricultural Studies: 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. Students will understand animals through their classifications, their interrelationships, and their connections to humans. Students will understand the basics of farming and raising animals, both as career and personal choices.

#### **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**

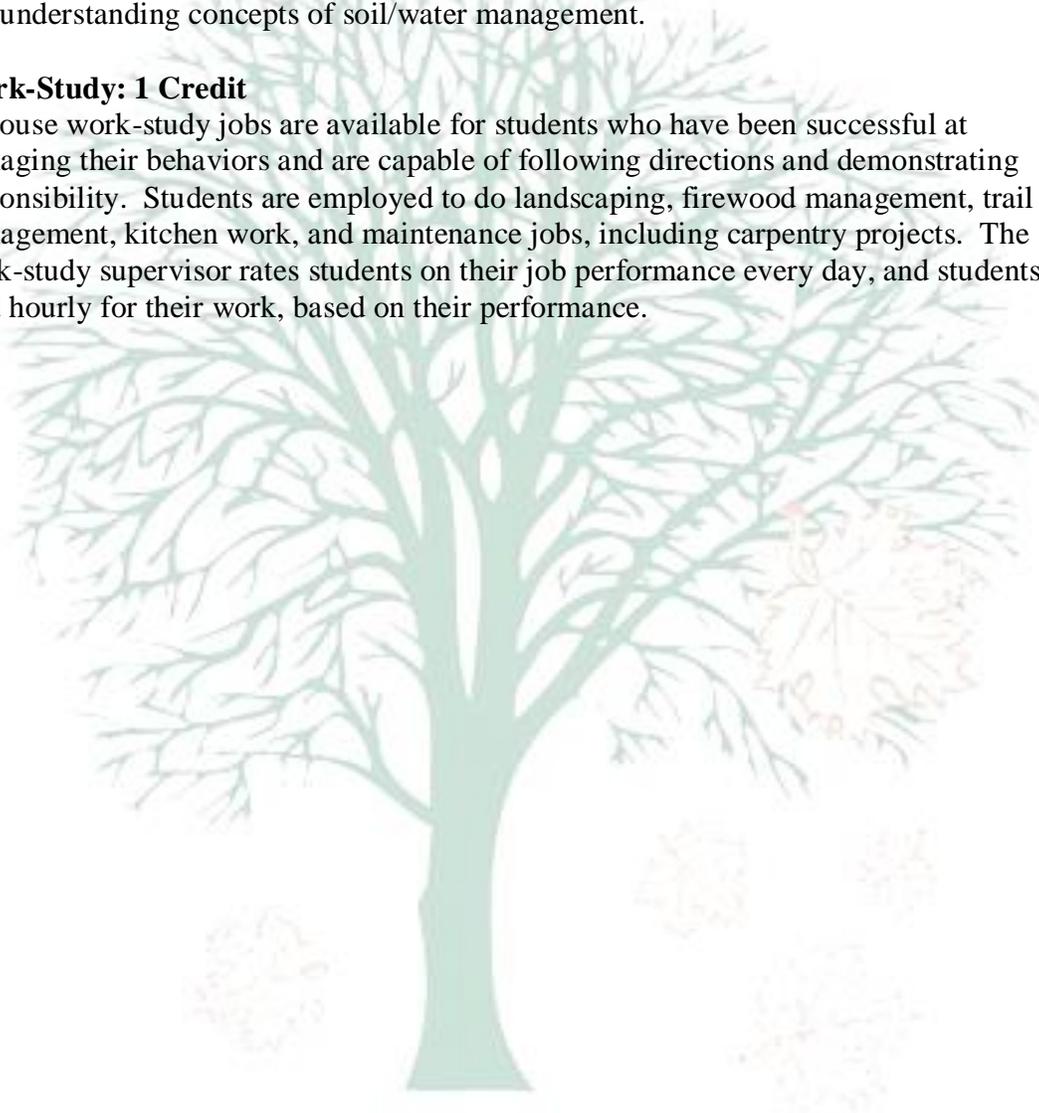
Culinary Arts offers students opportunities to refine their culinary arts skills while building important workplace skills. Attention is given to all aspects of careers in hospitality and culinary arts. Group experiences will foster an appreciation for the principles of food preparation and cookery along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

**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.

**Work-Study: 1 Credit**

In-house work-study jobs are available for students who have been successful at managing their behaviors and are capable of following directions and demonstrating responsibility. Students are employed to do landscaping, firewood management, trail management, kitchen work, and maintenance jobs, including carpentry projects. The work-study supervisor rates students on their job performance every day, and students are paid hourly for their work, based on their performance.



## WORLD LANGUAGES 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-needed basis through Newport Middle High School. Offerings include Spanish and French.

### COURSE DESCRIPTIONS

#### **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.