



GRANITE HILL SCHOOL  
PROGRAM OF STUDIES  
2020-2021

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Granite Hill School does not discriminate on the basis of race, color, religion, national/ethnic origin, age, gender, disability, sexual orientation or marital status. This statement is a reflection of Granite Hill School and refers to, but is not limited to, the provisions of the following laws: Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin

The Age Discrimination in Employment Act of 1967

The Age Discrimination Act of 1975

Title IX of the Education Amendments of 1972 (Title IX) – sex

Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability

The Americans with Disabilities Act of 1990 (ADA) - disability

NH Law against discrimination (RSA 354-A)

Any person having inquiries concerning compliance with the regulations or these laws may contact Lisa Hinson-Hatz, State Director, Bureau of Vocational Rehabilitation, 21 South Fruit Street, Suite 20, Concord, NH 03301, (603) 271-3471(V/TTY) 1-800-299-1647, Lisa.Hatz@doe.nh.gov

Section 504 Coordinator, Tina Greco, NH Department of Education, NH Vocational Rehabilitation, 21 South Fruit Street Suite 20, Concord, NH 03301, (603) 271-3993, Tina.Greco@doe.nh.gov

State Office of Civil Rights (OCR), Eric Feldborg, State Director of Career & Technical Education, 21 South Fruit Street, Suite 20, Concord, NH 03301 (603) 271-3867, Eric.Feldborg@doe.nh.gov

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to Boston Office, Office for Civil Rights, US Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111, TTY (877) 521-2172, E-mail: OCR.Boston@ed.gov

Additional, inquiries may also be directed to:

NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301-8501, (603) 271-2767

Equal Employment Opportunity Commission (EEOC), 1 Congress Street, Room 100, 10th Floor, Boston, MA 02114 (617) 565-3200

US Department of Education , Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW, Washington, DC 20202-1100, 800-421-3481, FAX: 202-453-6012; TDD: 800-877-8339, [OCR@ed.gov](mailto:OCR@ed.gov)

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# GRANITE HILL SCHOOL'S STATEMENT OF PURPOSE

## MISSION

The Granite Hill School offers an individualized, therapeutic learning community that fosters personal growth and academic progress by building positive relationships and teaching beyond the classroom to create socially aware, healthy, and resilient citizens.

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 strongly in educating the whole child. We understand that, to develop students' character and educational competency, we must build authentic relationships with them. By considering a student's interests, needs, and goals, we are able to design a learning experience that promotes student engagement and academic achievement. Instructionally, we support student centered learning and provide opportunities for multiple learning styles. Additionally, we consider social emotional skills vital to a student's future success. Guidance in decision making, problem solving, and social skill development is core to student success, and we promote this by offering positive reinforcement and a therapeutic setting in which students can grow and learn

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.

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 an Individual Social Development Plan (ISDP). The ISDP or Point Sheet is a structured way to reinforce prosocial behaviors. The ISDP has goals that are derived from the five core competencies of Social Emotional Learning (CASEL, 2017); Self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Students are reinforced in these five areas throughout the entire school day. In addition to the reinforcement section of the ISDP there is a section where points can be lost for exhibiting behaviors that do not promote positive social development.

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 prosocial 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.

## CONTACT INFORMATION

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## **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-needed basis. These services can be arranged through local, outside providers.

### **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, School Therapist, Transition Coordinator, and Special Education Coordinator, helps students who need assistance with coursework, grades, career planning, testing, and college selection. The guidance team assists students in demonstrating the following NSCA competencies:

#### Academic Development

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

#### Career Development

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

#### Personal and Social Development

- Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
- Standard C: Students will understand safety and survival skills.



### **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.

### **Transition Services**

Granite Hill School emphasizes the transition of our students into adulthood by teaching the skills and knowledge that will help them succeed in their lives after graduation from high school. Seniors take a Transitions course that helps them understand the challenges of adulthood and guides them through the demands of the workplace and the college classroom. Our full-time Transition Coordinator provides individual career counseling to students, as well as vocational and life skills assessments and close monitoring of the student’s individual transition plan. Granite Hill School also provides opportunities for students in the following areas:

- On-campus work-study program
- Off-campus internships
- Courses at Sugar River Valley Regional Technical Center
- Connections to Vocational Rehabilitation, NH-JAG (Jobs for America’s Graduates) services, vocational programs, and area agencies
- Tours of Job Corps sites
- Tours of area colleges

### **Accessible Instructional Materials**

The Individuals with Disabilities Education Act (IDEA) requires schools to provide accessible versions of instructional materials to students who are unable to use printed materials. Students with disabilities should receive materials in accessible formats at the same time as their peers receive their textbooks. Instructional materials include textbooks and related core materials, such as readings and workbooks.

Granite Hill School provides those materials for students with print disabilities through a number of sources, such as the Talking Book Services at the New Hampshire State Library, the New Hampshire Accessible Educational Materials online order system, and Bookshare, as well as

through text to speech software. Some students need to interact with a person while hearing a text, and, when needed, readers work with students one on one to provide that support. For written assignments, students with disabilities in written expression are trained in speech to text programs, as well as the editing software available through Microsoft.

In all cases, students are encouraged to move toward increased independence, especially in high school, and the use of accessible materials and software is taught as a transferable skill that can be used in postsecondary institutions, as well as on job sites, using students' own cell phones and iPads.

## **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, and it has been revised a number of times. 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 is 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 four 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	0.5 credit
Information Communication Technology	0.5 credit
Physical Science	1 credit
Biology	1 credit
US/NH History	1 credit
World History/Geography	1 credit
Economics	.5 credit
Civics	0.5 credit
Health	0.5 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><u>HIGHLY COMPETITIVE COLLEGES</u>            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><u>MOST FOUR-YEAR COLLEGES</u>            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><u>FOUR-YEAR BUSINESS</u>            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><u>FOUR-YEAR ENGINEERING AND SCIENCE</u>            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><u>TWO-YEAR COMMUNITY COLLEGES</u>            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><u>WORKFORCE READY</u>            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.

### **Extended School Year**

During the summer, Granite Hill School offers an Extended School Year program which is designed to provide opportunities for students to continue to develop critical skills in areas of their greatest need: social, behavioral, academic, independent living, or vocational. The student's IEP team is responsible for deciding whether the ESY program should be a part of the student's educational programming, and that decision is always based on the individual student's needs.

The program has a number of options. All students take part in an academic program for the first half of the day, but the focus is on hands-on and project-based learning. Students are active throughout the academic portion of the day, and teachers use alternative methods to teach content in engaging ways. During the second half of the day, many students participate in physical activities, such as games, swimming, and hikes. Other students work in the vocational program, doing real jobs on campus and earning a real paycheck. Students learn appropriate work behaviors, professionalism, teamwork, and vocational skills, working in the kitchen or outside on the school's grounds.

Throughout the day, the staff continue to teach to Social Emotional Learning goals, and students have access to both rehabilitative assistance for behavior and counseling services. High school students earn elective credit for their participation in ESY.

## MIDDLE SCHOOL (Grades 6-8)

The middle school classes at Granite Hill are taught in a multi-age setting with students from all grade levels learning cooperatively and collaboratively in the same classroom. Students are exposed to the content in a cross-curricular manner through thematic units. Although the students all learn the same material, the depth of each lesson and the assessment are tailored to the grade level competencies of each student.

### **STEM/Technology Education Grades 6-8**

In Technology Education, students will have the opportunity to develop and/ or improve their abilities in problem solving, engineering, and design. This course will also expose the student to a variety of careers in the fields of engineering and technology. Technology Education incorporates science, technology, engineering, and math principles with an emphasis on Technology & Engineering. Topics in this class include technological innovations related to simple and complex machines, energy, biology/medicine, manufacturing, etc. The goal of technology education is to expand the students' abilities to critically think and access technology, which is accomplished by providing a rich variety of hands-on activities. Students will gain skills that will help improve their abilities to process information and access technology in the future including safety, tool use, and problem solving.

### **Integrated Science & Technology Education I Grades 6-8**

The middle school integrated science & technology education class is an interdisciplinary course that combines the study of the three different branches of science: life science, earth science, and physical science with the problem solving and technological skills of technology education courses. In life science, students are introduced to the topics of basic genetics, the characteristics of Life, Classification, ecosystems, cycles and energy flow, and environmental impact. In Earth science, students begin to develop an understanding of plate tectonics, the rock cycle, weather and climate, and the water cycle. In physical science, students explore the topics of the Basic Characteristics and Building Blocks of Matter, Chemical Reactions and the Elements. To further their understanding, students are given opportunities to make a direct connection between science concepts and their daily lives as well as use the scientific method and engineering design practices to explore content through problem-solving and critical thinking. The technology education component of this class incorporates technology, engineering, and math principles into the science concepts the students are learning about. Topics in this class include technological innovations related to simple and complex machines, energy, biology/medicine, manufacturing, etc. This course will also expose the student to a variety of careers in the fields of science, engineering, and technology. The goal of technology education is to expand the students' abilities to critically think and access technology, which is accomplished by providing a rich variety of hands-on activities. Students will gain skills that will help improve their abilities to process information and access technology in the future including safety, tool use, and problem solving.



## **Integrated Science & Technology Education II Grades 6-8**

The middle school integrated science & technology education class is an interdisciplinary course that combines the study of the three different branches of science: life science, earth science, and physical science with the problem solving and technological skills of technology education courses. In life science, students are introduced to the topics of basic genetics, reproduction, Natural Selection, basic evolution, extinction, and animal behavior. In Earth science, students begin to develop an understanding of Earth/Sun/Moon System, the characteristics and movements of the planets in our solar system, and the complexities of the Universe. In physical science, students explore the topics of the different types of forces, the laws of motion, and the transformation and conservation of energy. To further their understanding, students are given opportunities to make a direct connection between science concepts and their daily lives as well as use the scientific method and engineering design practices to explore content through problem-solving and critical thinking. The technology education component of this class incorporates technology, engineering, and math principles into the science concepts the students are learning about. Topics in this class include technological innovations related to simple and complex machines, energy, biology/medicine, manufacturing, etc. This course will also expose the student to a variety of careers in the fields of science, engineering, and technology. The goal of technology education is to expand the students' abilities to critically think and access technology, which is accomplished by providing a rich variety of hands-on activities. Students will gain skills that will help improve their abilities to process information and access technology in the future including safety, tool use, and problem solving.

## **Social Studies Grade 6**

The purpose of this course is to introduce students to the five strands of Social Studies: 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 begin to study the history of New Hampshire. Students will be introduced to geography skills through the use of maps, charts, tables and graphs. Students will be taught the seven levels of geography: planets, continents, countries, regions, states, counties, and cities/towns. As the class explores world history, students 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, students will learn about democracy and citizenship.

## **Social Studies Grade 7-8**

The purpose of this course is to give students an in depth look at the five strands of Social Studies: US and NH history, world history, economics, civics and geography. Rather than a broad approach students will learn to define the major events that Shaped the United States as a whole as well as New Hampshire itself. Students will begin using more complex maps and tools when studying geography. Students will focus on specific eras in World History that had large international impacts. In economics students will have a larger focus on how the economy affects them and the decisions individuals can make that affect the economy. Students will gain a civic understanding of the functions of the various levels of government.

## **Sixth Grade**

**Language Arts:**

In this course, sixth grade students focus on developing the ability to read for literal meaning, examining an author's central ideas, supporting details, meaning, and tone. In their writing, the emphasis is on narratives, informational essays, and arguments, as they learn to edit and revise their work. They integrate print and digital sources in their research and learn to synthesize those sources. Students are encouraged to engage in classroom discussions and learn to create organized and effective oral presentations.

**Mathematics:**

Sixth grade math students develop an understanding of ratios and proportional relationships, positive and negative numbers, and how to plot and interpret data. Their ability to compute expands to include division of fractions by fractions, division of multi-digit numbers, and how to determine the area, surface area, and volume of a variety of geometric shapes. They begin to think about algebra, as they learn about expressions in which letters stand for numbers, equivalent expressions, and equations.

**Seventh Grade****Language Arts:**

Seventh grade students learn to read more closely, focusing not just on meaning and tone, but on point of view, the author's choice of words, phrases, and structures, and making judgments about the reliability of the author's reasoning. In their writing, students work on organization, grammar and usage, purpose and audience, and the revision process. As they research, they learn to generate new research questions, and their knowledge of creating oral presentations expands to include asking questions of others, responding to questions, and connecting their own ideas to what they are studying.

**Mathematics:**

In the seventh grade, students learn how to perform operations with rational numbers and work with expressions and linear equations. They continue to work on operations involving fractions, understanding proportional relationships, and algebraic expressions and equations, but also begin to solve problems involving scale drawings and working with two- and three-dimensional shapes. They learn to draw inferences about populations based on samples and develop probability models.

**Eighth Grade****Language Arts:**

In the eighth grade, students develop a better understanding of characters, setting, and plot in their reading, as well as comparing and contrasting themes in different genres. They read closely for the different points of view in a text and how those perspectives contribute to humor, suspense, or other moods created by the author. The focus of their writing continues to be organization, grammar and usage, and the revision process, but they are encouraged to write more reflective essays. Oral presentations develop further, as students develop the ability to justify their own views in light of what they have learned.

**Mathematics:**

Eighth grade students learn to use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. They learn the concept of function as a rule and begin to analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, as well as learning about the Pythagorean Theorem and its applications.

**Other courses:****Introduction to Art:**

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. Students will have an opportunity to sample basic drawing, Paper Mache, painting, printmaking, and stained glass.

**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:**

Students will learn about and discuss the health issues that impact our society, with a focus on the issues that are affecting their own lives right now: alcohol and other drugs, family relationships, mental and emotional health, sexuality and sexual behaviors, and disease prevention. Students will learn how nutrition, exercise, and other personal choices contribute to health and wellbeing.

**Physical Education:**

The purpose of this class is to help students better understand the benefits of a healthy lifestyle and to achieve and maintain a healthy level of physical fitness. By focusing on motor skills and the concepts of movement students will develop competency in a variety of physical activities. Through games and activities, students will improve their social and emotional skill set and see the impact they have on others. All of these concepts work to produce a healthy lifestyle that will last throughout life.

**Family and Consumer Science**

The purpose of this class is to prepare students for work, family, and community life by developing skills and knowledge around being a consumer, managing resources, improving social skills, and making healthy lifestyle choices. Through classroom activities students will

develop an understanding of conservation of resources, including personal financial resources. They will examine nutrition and wellness as well as the domains of development. Students will develop conflict management skills and see how they can affect relationships in the family, school, and community.

# COURSE DESCRIPTIONS

## ART

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

### **Introduction to Art: 1/2Credit**

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. Students will have an opportunity to sample basic drawing, painting, printmaking, and stained glass.

### **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 craftsperson 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.

## BUSINESS

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 be 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: 1 Credit (Cross-listed with Family and Consumer Science)**

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.

**Introduction to Business: 1 Credit**

This introductory course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications.

**Computer Applications I: 1/2 Credit**

Computer Applications 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 an understanding of what software is and what types are available to the user. Students practice word processing skills, including how to type and format a flyer, as well as how to write essays using MLA formatting. Students will also work with other Microsoft office programs such as PowerPoint, Excel, and publisher. Students are also introduced to graphics software such as Adobe Photoshop and learn 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.

## **ENGLISH LANGUAGE ARTS**

Students are required to take an English course every year.

### **English 9: 1 Credit**

Students will focus on finding the central idea, as well as the point of view and purpose of a text. They will examine how authors structured their work to develop ideas and to create effects. They will learn to recognize different cultural perspectives in their reading and will examine the treatment of a subject in two different mediums (film and literature, art and poetry, etc.). The focus will be on close reading and on finding and citing textual evidence to back up their ideas. Writing assignments will focus on producing summaries and narratives, developing a theme, effective transitions, the conventions of grammar, as well as writing with clarity. Students will learn to use details, dialogue, sensory descriptions, and figurative language and will write effective conclusions.

### **English 10: 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 stressed, 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 11: 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 12: 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.

## ENGLISH ELECTIVES

### **Critical Thinking: 1 Credit (Elective)**

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**

The humanities can be described as the study of how people process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. In this course students are engaged in the study of human values and positive social skills. Students will 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.

### **Social Action: 1 Credit**

This course encourages critical thinking and problem-solving skills to be used in the daily practice of reading and writing. Students will be responsible for applying daily grammar and vocabulary lessons in their writing. A variety of technology will be incorporated in order to maximize student interest and learning. The course will also attempt to enhance oral communication both formally and informally. Students will learn about philanthropy and how the community addresses societal issues and their underlying causes. Students will evaluate the state of the communities around them and take into consideration a variety of factors that contribute to violence or peace. Students will identify some of the roles they play in their various communities and find ways to take action and advocate to make their community a better place.

### **Horror: 1 Credit**

This class will help the students be able to recognize and appreciate the importance of the genre of horror and its sub-genres through the exploration of literature and film, from its origins to its modern day interpretations. The study of horror will ask the students to explore the nature of good and evil in mankind, while seeking answers to questions such as; Why do people seek out opportunities to experience fear? What does our fascination with horror say about our culture? Through movies and reading we're able to see/experience fear in a way that's different from our normal lives. How does this help us cope with real



world fears? Initially, the class studied the classic horror from the Gothic Age-Frankenstein, Dracula, The Wolfman, and Dr. Jekyll and Mr. Hyde, looking at themes such as man possibly reaching too far through science in an attempt to play God, man vs. the unknown, belief in myths and understanding their origins, and the duality of man's nature with good and evil both being present. The class will read excerpts from horror literature and view horror films as a means to learn about the genre.

### **Introduction to Creative Writing: 1 Credit**

This course is an introduction to the art of creative writing. Class participants will write and revise pieces in a number of genres including personal essays, short stories, poetry, and plays. The central focus of the class will be on various processes for creating, using mentor texts as inspiration and models, group writing, journaling, and learning from providing and listening to feedback. Most importantly, however, will be learning to engage in a supportive creative community that empowers individual curiosity and artistic risk taking. Training in the 6 Traits of Writing Model will be incorporated for some writing projects. The 6 Traits include an individual focus on Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Grade-level English Competencies will be addressed that include Reading, Writing, Research, and Listening and Speaking Competencies. Possible projected areas of study may include but are not limited to: Autobiography, Poetry, Short stories, Narrative fiction, Personal Narrative, Persuasive essay, Biographical writing, Restaurant reviews, and Movie and music reviews. You will be graded on your journals (completing entries), written assignments, participation, peer editing, writing projects, and personal progress. The grading scale is based on a points system and you will be given points for each of your assignments.

### **Gender Roles: 1 Credit**

Gender Roles is an elective course in which students will understand the changing patterns of gender in social and political relations. This course will focus on gender roles within the United States as well as internationally. Students will examine human rights in relation to gender and how societies have historically limited opportunities for women. This course will examine the experiences and contributions of diverse groups of women in society. This course will provide knowledge about the social role of women and their involvement in areas such as health, history, and political activism. This course will also provide knowledge about gender stereotypes. Students will understand how the United States Constitution, and changes to the document over time have affected the lives of women in the United States. Students will also understand how gender roles in the U.S. impacted gender roles globally, the changing roles of gender in society, and human rights issues in relation to gender.

### **Film Studies: 1 Credit**

Film studies is a course intended to familiarize students with the particulars of film history as well as to provide them with a chance to analyze film as a visual art form. This course should appeal to any and all students who love to watch movies and discuss them. In addition, creative writing will be emphasized in each unit. Students will receive an education on the history of film from its initial inception through to the contemporary films of today. During that examination, students will view and appreciate via analysis important films from the various eras of film

history. Instruction will be supplemented by viewings of significant films in history and through scholarly articles that explore the nuances of each point in time, how they have evolved over time, and how film has reflected our society through time.

**Transition Planning I:** This course is focused on developing a sense of community along with a strong commitment to student achievement. Students will work on skills, strategies, networks, and experiences needed to navigate the culture of high school life successfully. Each student will have the opportunity to receive guidance on self-advocacy skills, communication skills, study strategies, a clear understanding of expectations, and organizational skills.

**Transition Planning II: 1 Credit (cross-listed with Family and Consumer Science)**

This course provides 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 guidance that will emphasize daily living, personal, social and occupational skills, which are supported by academic skills, that are required for life after graduation.

**Outdoor Literature: 1 Credit**

In this course, students will demonstrate the ability to understand, analyze and critique texts and topics while supporting their claims with sufficient evidence. More specifically, students will read and analyze a variety of outdoor/nature/adventure-themed literature, both fiction and nonfiction, while participating in a variety of related outdoor activities such as fishing, canoeing, hiking, snowshoeing and woodcraft projects. The writing process will be stressed as students learn how to organize their drafts and take them through the editing process and improve them. Additionally, the outdoor component will stress best effort, teamwork, perseverance, wellness and problem-solving skills while appreciating the great outdoors.

**History of Rock 'n Roll: 1 Credit**

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock & Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in class activities. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second generation, the rock explosion and social upheaval of the late 1960's, and the changes in rock & roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons.

## **FAMILY AND CONSUMER SCIENCE**

### **Driver Education: 1 Credit**

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.

### **Culinary Nutrition: 1 Credit (Cross-listed with Career and Technical Education)**

Culinary Nutrition 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.

### **Personal Finance: 1 Credit (Cross-listed with Business)**

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.

### **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.

### **Transition Planning: 1 Credit (cross-listed with English)**

This course provides 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 guidance that will emphasize daily living, personal, social and occupational skills, which are supported by academic skills, that are required for life after graduation.

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

Human Growth and Development 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.

**Fashion and Interior Design: 0.5 Credit**

Students interested in learning about Textiles & Design have the opportunity to enroll in the Fashion and Interior Design course provided through VLACS.

## **HEALTH**

### **Health: 1/2 Credit**

This course is designed to outline essential health issues for today's students. This course covers the following health areas: nutrition and exercise, hygiene and disease prevention, safety, body systems and reproduction, mental and emotional health, substance abuse, family living and relationships, communication, maturity and sexuality, and community health.

### **Health and Wellness: 1 Credit**

This course is designed to introduce students to essential health issues for today's students, as well as activities that engage students in team and individual physical activity. This course covers the following health and fitness areas: nutrition and exercise, hygiene and disease prevention, safety, body systems and reproduction, mental and emotional health and the benefits of physical education, substance abuse, family living and relationships, maturity and sexuality, and community health.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Granite Hill School students will be required to enroll in the ICT course outlined in the program of studies. This will meet the requirement to earn at least ½ credit in ICT. Once this course is completed, students will continue to add to their digital portfolio throughout their educational time at GHS. By continuing to add to their digital portfolio, students will demonstrate proficiency in the Information and Communication Technologies (ICT) standard which is a NH state requirement to graduate from high school. The Digital Portfolio will demonstrate that each student has the following technology skills:

- Creativity & Innovation: Students will use technology to demonstrate creative thinking and an ability to develop new products.
- Communication & Collaboration: Students use technology to communicate and work collaboratively.
- Research & Information Fluency: Students use technology based tools to gather, evaluate, and use information.
- 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.
- Digital Citizenship: Students understand cultural and societal issues related to technology and practice legal and ethical use when using technology.
- Technology Operations & Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students are required to have at least two artifacts for each of the above standards with a minimum of 16 artifacts in their digital portfolio. Students will work collaboratively with staff to ensure there is at least one example included in their artifacts: Tests, observation, student produced work, student reflection, and comments on student work. The student's digital portfolio will be stored on the GHS school server, accessible by both the student and staff.

### **Information and Communication Technology: 1/2 Credit**

Computer Applications 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 an understanding of what software is and what types are available to the user. Students practice word processing skills, including how to type and format a flyer, as well as how to write essays using MLA formatting. Students will also work with other Microsoft office programs such as PowerPoint, Excel, and publisher. Students are also introduced to graphics software such as Adobe Photoshop and learn 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.

**A sampling of Information and Communication Technology courses offered through Virtual Learning Academy online:**

**Foundations of Programming: 1 credit**

Students will learn the skills required to be competitive in today's high-tech workforce. Foundations of Programming (FoP) will teach students the fundamentals of programming using the computer language Python. The course provides students with the concepts, techniques, and processes associated with computer programming and software development. Students will also explore the many programming career opportunities available in this high-demand field.

**Web Design: 1 credit**

In this course, the student will become a Web Design Intern for a virtual company called Education Designs and will learn what goes on under the hood including: Internet basics, HTML, and the file structure of a well-organized web site. They will learn how to create visually interesting web pages with clear text, complimentary colors, visual assets, and appealing designs and also learn how to navigate the Internet to fill a web site with useful and well-researched information.

**Game Design 1a: 1 credit**

Students will tap into their creative and technical skills as they learn about the many aspects involved with designing video games. They will learn about video game software and hardware, various gaming platforms, necessary technical skills, troubleshooting and internet safety techniques, and even the history of gaming. They will even have the opportunity to create their own plans for a 2D video game.

## MATHEMATICS

### **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 (Prerequisite Math Concepts I or equivalent)**

This course includes a combination of rational numbers, patterns, geometry and integers in preparation for one- and two-step equations and inequalities. Guided problem-solving strategies throughout the text provide students with the tools they need to be effective and independent learners. An emphasis on fractions solidifies student understanding of rational number operations in preparation for applying these skills to algebraic equations. Activity labs throughout the text provide hands-on, minds-on experiences to reach all types of learners.

### **Integrated Math: 1 Credit**

This course is broken into two parts. The first part of the class reviews place value and general procedures of solving word problems using addition, subtraction, multiplication, division and combination arithmetic. This section will also cover fractions, decimals and percentages. Material in part two includes personal finances, graphs, units of measurement, measuring tools, perimeter, area and volume. This class is designed to help students finetune skills needed for real life application.

### **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 activity 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 or Applications of Algebra)**

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.

## **PHYSICAL EDUCATION**

### **Personal Fitness: 1 Credit**

This one-credit course will introduce students to the physical, mental, and social benefits and skills of physical conditioning, as well as other lifelong fitness activities. Students will learn proper techniques of various physical activities, such as stretching, pre and post workout activities, and proper use of the equipment in the Fitness Center. Students will also gain an understanding and benefits of lifelong activities, such as swimming, basketball, badminton, tennis, golf, hiking, walking, biking, running, pickle ball, volleyball, bowling, Frisbee golf, bocce ball, croquet, and horseshoes. Students will have the opportunity to demonstrate their learning and understanding of various activities throughout the class through the development of an individual fitness plan, performance assessments of various physical activities/exercises, weekly writing assignments (i.e. goal setting, reflection), and a final personal workout presentation assessment.

### **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, and hike. The focus of PE is on safety, ethics, conflict resolution, and engaging in healthy fitness opportunities.

## **SCIENCE**

Two science credits, one in a physical science and one in a biological science, are required for graduation from a high school. Additional electives are offered to give students the opportunity to explore other interests or to prepare for other studies or career opportunities after high school.

### **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).

### **Environmental Science: 1 Credit**

Environmental science is a course designed to provide students with an opportunity to develop an advanced understanding of ecology and the consequences of human impact on the environment. In this class, students will develop understanding and use techniques that scientists use in order to investigate the natural world and the dynamic relationship between biotic and abiotic factors in ecosystems. Students will also develop an understanding of the topics such as local and global environmental issues, energy flow and nutrient cycling in ecosystems, carrying capacity, natural resources, renewable and nonrenewable energy, water cycle and management, waste management, pollution, dynamic equilibrium, population biology, interactions/relationships between organisms, characteristics of ecosystems, endangered species and extinction, environmental ethics, and the impact of economy and politics on solving environmental issues.

### **Earth and Space Science: 1 Credit (Grade 10-11)**

Earth and Space science is an elective course designed to provide students with the fundamental concepts and skills of basic geology and astronomy. Through this course, students will be introduced to the study of the solar system and the five spheres of earth (i.e. lithosphere, hydrosphere, atmosphere, cryosphere, and biosphere). Students also have an opportunity to further develop science processing and lab skills through inquiry and scientific investigation. Topics in this course include rocks and minerals, earth's interior, plate tectonics, earthquakes and volcanoes, continental drift, the fossil record, natural resources, nonrenewable and renewable energy, the oceans, climate and weather, the properties and movement of water, the solar system (including the sun, moon, and other planets), the properties and life cycle of stars, galaxies, and the universe.

### **Physical Science 1 credit (Grade 9-10)—Required**

Physical Science is a course designed to provide students with the fundamental concepts and skills of basic Chemistry and Physics. Students also have the opportunity to engage in inquiry-based investigations and labs designed to develop their scientific process skills as well as deepen their understanding of Physical Science content. Topics in this course include the characteristics and interactions of various types of matter, physical and chemical changes, atomic structure and theory, the periodic table, chemical and nuclear reactions, the forms of energy, conservation and transformation of energy, properties of waves, the effects of forces on motion, and the impact of technology on research and knowledge in physical science.

**Biology: 1 Credit (Grades 10-11) --Required**

Biology is a laboratory science course designed to provide students with the opportunity to develop an understanding of the science of living organisms. Major topics studied in this class include the characteristics and classification of life, cells, DNA and genetics, energy flow and nutrient cycles within ecosystems, the interdependence of organisms on other living things and the environment, evolution and natural selection, human biology, and the impact of technology on living organisms and the environment as well as the development of scientific research and knowledge. In addition, students will also be engaged in scientific inquiry and will be given opportunities to demonstrate their knowledge and skills through labs practices and scientific investigations that help them develop a deeper understanding of the natural world.

**Chemistry: 1 Credit (Grades 11-12)**

General chemistry is an advanced level laboratory science class designed to provide students with an opportunity to develop a deeper understanding of chemistry. Students will also further expand their science processing skills and lab practices with investigations that require critical thinking and analysis. This class is designed for college bound students or those students who want to broaden their understanding of more complex science topics. This course will include a study of the structure, properties, and phases of matter, chemical classification, atomic structure, periodic lab, chemical bonding and reactions, the trends of the periodic table, an introduction to organic chemistry, acids and bases, electrochemistry, biochemistry, nuclear processes, solutions and mixtures, kinetics and energy, reaction rates and equilibrium, and thermodynamics.

**Anatomy and Physiology: 1 credit (Grades 11-12)—Prerequisite Biology**

Anatomy and Physiology General is an advanced level science class designed to provide students with an opportunity to develop a deeper understanding of Human Biology. Students will also further expand their science processing skills and lab practices with investigations that require critical thinking and analysis of the human body. This class is designed for college bound students or those students who want to broaden their understanding of more complex biology as related to careers in the health field. Topics in this course include the basic organization of the human body, cells and tissues, the structures and functions of the major body systems; how the body systems work together to provide homeostasis, the impact of disease on the human body, basic human genetics, and an introduction to bioethics.

**Physics: 1 Credit (Grade 12; Prerequisite: Algebra II and Physical Science)**

General Physics is an inquiry-based course designed to provide students with the opportunity to develop an understanding and skills in basic physics topics. This class is designed for college bound students or those students who want to deepen their understanding of more complex science topics. This course will include a general study of forces, kinematics and motion, principals of mechanics, gravitation, energy, laws of conservation (i.e. energy, momentum, matter), basic properties of waves, refraction, reflection and diffraction of light, electricity, magnetism, nuclear applications and basic quantum theory

## **SOCIAL STUDIES**

### **World History: 1 Credit**

The course covers the range of human experience from prehistory through the modern era. It examines how history has influenced and helped shape today's society. The course will cover many historical periods that may include prehistory, first empires, ancient civilizations, the Middle Ages, the age of exploration, the early modern period, and up through the contemporary world. This course may be taught both thematically or chronologically.

### **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, landforms, 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.

### **U.S./N.H History: 1 Credit (Prerequisite: World History or Geography)**

This course provides the opportunity for assessment of various periods in American history that may include pre-Columbian civilizations, the Colonial Period, the American Revolution, the Civil War, the expansion West, and other major events up to the present day. Students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. This course will also examine how New Hampshire has played a role in the history of the United States. Students will discover key events and people that are related to the Granite State. This course may be taught both thematically or chronologically.

### **Civics: 1/2 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 will understand the structures of government, the political process, and the concept and practice of the rule of law. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national governments.)

### **Economics: 1/2 Credit**

This course provides students with an understanding of general economic systems. They will understand the different types of economic systems that exist as well as the role individuals play. Students will also learn the importance of personal finance and budgeting. Students will understand their role in the economic system and the power that consumers have.

**African American History: 1 Credit (Prerequisite: US History)**

The course is designed to develop an understanding of the causes, character, and consequences of the African American experience. Students would be provided 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. This would continue to move forward until present day where they can discuss the first Black President and controversial events such as Rodney King, OJ Simpson, and the #BlackLivesMatter movement. The course will highlight the social, political, and cultural contributions of African Americans to American Society.

**World Religions: 1 Credit (For students in grades 11 and 12 only)**

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 (For Students in grades 11 and 12 only)**

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation. Students will also have the opportunity to examine such topics as love, beauty, joy, spontaneity, and self-actualization

**Sociology: 1 Credit (For Students in grades 11 and 12 only)**

This course is designed to familiarize students with various cultures and the problems resulting from people living in groups. As an introduction to the field of sociology the course presents basic concepts and theories covering many areas of contemporary sociology. Topics explored in this class include culture, socialization, social groups, social organization, deviance, crime, class, race and ethnicity, gender, family, social change (with a focus on international development), and population. The course seeks to develop an understanding and appreciation of humans as social beings.

**Criminal Justice: 1 Credit (For Students in grades 11 and 12 only)**

Criminal Justice is an introduction to the inner workings of the three significant criminal justice functions in the United States: Law Enforcement, Courts, and Corrections. Students will gain a basic understanding the concepts behind laws, the actions of law enforcement agencies, court proceedings, and the correctional ideologies and practices. The course will also focus on the realities of enforcement and the apprehension of criminals at the federal, state and local level. The course will also discuss and explain the prosecution, disposition and incarceration of those suspected of committing criminal offenses. Throughout the course students will also learn to

identify the different components of the criminal justice system and their places in our society. Students will then be able to apply that knowledge to 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 crises 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 (Prerequisite: US History)**

Gender Roles is an elective course in which students will understand the changing patterns of gender in social and political relations. This course will focus on gender roles within the United States as well as internationally. Students will examine human rights in relation to gender and how societies have historically limited opportunities for women. This course will examine the experiences and contributions of diverse groups of women in society. This course will provide knowledge about the social role of women and their involvement in areas such as health, history, and political activism. The course will also provide knowledge about gender stereotypes.

**Anthropology: 1 Credit (Prerequisite: World History or Geography)**

Anthropology is the study of human societies, their cultures, and their development over time. This introductory course will provide students with a general foundation of anthropological concepts including (but not limited to): archaeology, physical anthropology, cultural anthropology, anthropological linguistics, and applied anthropology. Students will be able to apply this knowledge to both past and present societies.



## **CAREER AND TECHNICAL EDUCATION**

Some courses may be offered through Sugar River Valley Technical Center or private organizations.

### **Woodworking: 1 Credit**

Introduction to Woodworking is an overview to the field of wood technology and is a foundation course for a career in woodworking or construction. The course is designed to instruct students in the areas of reading project drawings, knowledge and uses of woods, calculations of materials, joinery designs, wood lamination, and project procedures. A major emphasis is placed on shop safety, proper hand and power tool usage, and project procedures. The course provides students with an in-depth introduction, and they will gain practical knowledge and the lifelong skills needed to work on their own projects or continue on in woodworking and construction. Students will construct various teacher-assigned projects, as well as having the opportunity to create, design, and build personal projects of their choice, with teacher guidance and close supervision.

### **Trades I: 1 Credit**

This course will consist of specialized studies in one of the following areas: carpentry, logging, landscaping, plumbing, and electrical. 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 experience to implement student-driven projects in carpentry, logging, landscaping, plumbing, and electrical. The advancement of carpentry skills will entail mass production and customer-based projects. Students may also be given the opportunity for job shadowing, work-study or internship to improve on knowledge and display skills at area businesses.

### **Work-Study: 1 Credit (Cross-listed with Family and Consumer Science)**

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.

### **Culinary Nutrition: 1 Credit (Cross-listed with Family and Consumer Science)**

Culinary Nutrition 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

cooking 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.

## **CAREER AND TECHNICAL EDUCATION OFFERINGS AT SUGAR RIVER VALLEY REGIONAL TECHNICAL CENTERS (SRVRTC)**

### **CLAREMONT & NEWPORT CAMPUSES**

Sugar River Valley Regional Technical Center (SRVRTC) delivers programs that provide students with the technical skills, knowledge, and attitudes necessary for successful performance in the globally competitive workplace. Career and Technical Education programs at both campuses (Claremont and Newport) provide programs that focus on the integration of cognitive, occupational, and life skills. The goal of Career and Technical Education is to prepare students to function responsibly and productively in the workplace, as citizens, and as lifelong learners. Career and Technical Education programs at SRVRTC provide students the opportunity to explore, study, practice, master, and demonstrate the skills needed for employment. In addition, all classes throughout SRVRTC allow students to investigate related careers through internships, job shadows, co-op opportunities, Career and Technical Student Organizations, guest speakers, and site visitations.

#### **Career and Technical Education Courses at the Sugar River Valley Regional Technical Centers:**

- Are appropriate for students regardless of their race, gender, ability, creative talents, or career aspirations.
- Provide students with insight into their own interests and abilities.
- Prepare students for entry into the workforce and continuing education.
- Equip students with the information necessary to make appropriate consumer and career choices.
- Integrate current technology applications throughout all course offerings.
- Enhance critical thinking skills through authentic problem-solving activities.
- Reinforce academic concepts as they relate to Career and Technical Education.

#### **Campus Locations**

##### **Sugar River Valley Regional Technical Center – Newport Campus**

243 North Main St Newport, NH 03773

TBD - Director

(603) 865-9687

##### **Sugar River Valley Regional Technical Center – Claremont Campus**

111 South Street, Claremont, NH 03743

Alex Herzog - Director

(603) 543-4291

## **WORLD LANGUAGES**

Foreign Language courses are provided on an as-needed basis through VLACS. Offerings include: French 1, French 2, French 3, Latin 1, Latin 2, Latin 3, Mandarin Chinese 1, Mandarin Chinese 2, Mandarin Chinese 3, Spanish 1, Spanish 2, Spanish 3, and Spanish 4.